

**PERCEIVED INFLUENCE OF PRINCIPALS' PERFORMANCE APPRAISAL  
OF TEACHERS ON ACADEMIC PERFORMANCE OF STUDENTS IN PUBLIC  
SECONDARY SCHOOLS IN KIPKELION WEST SUB-COUNTY, KENYA**

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**A Thesis Submitted to the Institute of Postgraduate Studies of Kabarak University  
in Partial Fulfillment of the Requirements for the Award of the Master of  
Education ( Management And Leadership) Degree**

**KABARAK UNIVERSITY**

**NOVEMBER, 2025**

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## ABSTRACT

In January 2016, the Teachers Service Commission introduced Performance Contracting for Heads of Institutions and Teacher Performance Appraisal (TPA) for teachers to strengthen curriculum implementation, accountability, and learning outcomes. However, in Kipkelion West Sub-county, student academic performance has remained stagnant at a mean score of 4.0, despite the implementation of TPA. The purpose of this study was to investigate the influence of principals' performance appraisals of teachers on the academic performance of students in public secondary schools in Kipkelion West sub-county, Kenya. The study was guided by Goal-Setting Theory and Equity Theory. It adopted a descriptive cross-sectional survey research design. The target population comprised 36 principals, 36 deputy principals, and 136 Heads of Departments (HODs) from public secondary schools in Kipkelion West Sub-county. Stratified sampling was used to categorize respondents by administrative position, followed by simple random sampling to select the final sample of 18 principals, 18 deputy principals, and 37 HODs. Structured questionnaires were used to collect primary data. Piloting was conducted in four schools outside the study sample to refine the instrument, ensure clarity of items, and confirm content and construct validity through expert review and instrument revision. Reliability was confirmed through the test–retest method, yielding a correlation coefficient of  $r = .82$ , which indicated strong consistency of responses over time. Quantitative data were analyzed using descriptive and inferential statistics, while qualitative insights and thematic analysis were employed to support the interpretation of findings. Results revealed that regular monitoring of teachers moderately enhanced instructional practices and student outcomes. Additionally, setting teacher-student achievement targets positively influenced teachers' performance, encouraging accountability and instructional focus. However, the study also revealed that principals faced significant challenges in implementing TPA, including inadequate training, limited resources, and resistance from some teachers. Effective strategies used by principals included collaborative target-setting, continuous feedback, and supportive supervision, although their impact was constrained by systemic barriers. The study concludes that although Teacher Performance Appraisal (TPA) has the potential to enhance teacher performance and subsequently improve student achievement, its effectiveness in Kipkelion West Sub-county is constrained by implementation challenges. These findings are significant because they highlight the need for strengthened appraisal practices, targeted capacity-building, and improved support systems to ensure that TPA achieves its intended educational outcomes within the sub-county. The study recommends enhanced capacity-building for school administrators and teachers, increased resource allocation, strengthened monitoring mechanisms, and collaborative approaches to appraisal to enhance acceptance and impact.

**Keywords:** *Teacher Appraisal, Academic Performance, Monitoring, Target-Setting, Appraisal Challenges, School Principals, Goal-Setting Theory, Equity Theory.*

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

GOK - Government of Kenya

HODs - Heads of Departments

KCPE - Kenya Certificate of Primary Education

MOE - Ministry of Education

NGO - Non-Governmental Organization

SPSS - Statistical Package for Social Sciences

TPA - Teacher Performance Appraisal

TPAD - Teacher Performance Appraisal and Development

TSC - Teachers Service Commission

UNESCO - United Nations Educational, Scientific, and Cultural Organization

UNICEF - United Nations Children's Education Fund

## CONCEPTUAL AND OPERATIONAL DEFINITION OF KEY TERMS

**Academic Achievement:** Academic achievement refers to the measurable learning outcomes demonstrated by students through performance in standardized tests and examinations. In this study, academic achievement is operationalized using students' mean scores and grades in school-based assessments and national examinations such as the Kenya Certificate of Secondary Education (KCSE).

**Academic Performance of Students:** Academic performance of students refers to the overall level of success learners attain in their academic work. In this study, it is measured through students' cumulative results, class rankings, and average grade scores as recorded in official school examination records.

**Appraisal Challenges:** In this study, appraisal challenges refer to what principals view as hindrances to the effective implementation of TPA, which can help improve student performance.

**Appraisal Strategies:** In this study, the TPA implementation strategies refer to the methods and procedures principals use to initiate, progress, and complete teacher appraisal at the end of the term. It includes how they conduct lesson observations and assign scores on the online TPA tool, as well as whether they delegate this duty.

**Lesson Observation:** An evaluation of a teacher's classroom performance by school principals and deputy principals to assess teaching quality, using criteria like organization, presentation, interaction, content knowledge, and methodology. It aims to pinpoint areas for

improvement and can inform teaching strategies through action research.

**Monitoring Teaching:** Monitoring teaching refers to the continuous and systematic supervision of teachers' instructional activities by school administrators. It involves classroom observations, reviewing lesson plans and schemes of work, checking learners' exercise books, tracking syllabus coverage, and providing constructive feedback to enhance instructional effectiveness.

**Performance Appraisal:** Refers to how principals assess their teachers' performance, measured through a self-reported survey covering frequency, methods, criteria, communication, and follow-up.

**Performance Appraisal System:** The performance appraisal system refers to the structured mechanism established by the Teachers Service Commission for evaluating teachers' professional performance. In this study, the Teacher Performance Appraisal and Development (TPAD) system is specifically used to assess teacher preparedness, instructional delivery, learner progress, professional conduct, and contributions to school improvement, thereby enhancing teaching quality and learner outcomes.

**Performance Targets:** In this study, performance targets refer to the expected level of performance that students are expected to achieve in the classroom by the end of the term or year. The teacher assesses their class and sets learning outcomes targets to work towards, which are captured in the TPA tool.

**Public Schools:** Public schools refer to government-owned and government-funded secondary schools that operate under the regulations of the Ministry of Education and the Teachers Service Commission. In this study, public schools refer to those within Kipkelion West Sub-county that offer formal secondary education and are staffed by teachers and school leaders employed by the TSC.

**Target Setting:** Target setting refers to the process where school principals and teachers collaboratively establish specific, measurable, achievable, relevant, and time-bound academic goals for both learners and instructional delivery. It includes setting student performance benchmarks, teacher instructional targets, timelines, and expected outcomes to guide teaching and learning.

**Teacher Performance:** Teacher performance refers to the effectiveness and efficiency with which a teacher fulfills their instructional and professional responsibilities, including planning lessons, delivering instruction, managing the classroom, and fostering student learning and development.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

This chapter introduces the study and provides an overview of its key components. It presents the background to the study, outlining the context, theoretical foundation, and justification for examining principals' performance appraisal of teachers and its influence on student academic achievement in public secondary schools. The chapter states the research problem, purpose, and objectives, followed by the research questions that guided data collection and analysis. It further highlights the justification and significance of the study to educational stakeholders such as policymakers, school administrators, teachers, and researchers. Additionally, the scope of the study is defined to clarify the geographical, conceptual, and methodological boundaries, while key assumptions, limitations, and delimitations are outlined to acknowledge constraints and specify the parameters within which the study was conducted.

Performance appraisal is a structured and systematic process through which an employee's work performance is evaluated against predetermined objectives to identify strengths, weaknesses, and professional development needs (Stewart & Brown, 2021). In educational institutions, teacher performance appraisal plays a crucial role in promoting continuous professional development, accountability, and improved instructional practices. It emphasizes objective evaluation, constructive feedback, and capacity-building to reinforce teaching effectiveness and institutional productivity (Alwaely et al., 2023). As a managerial tool, performance appraisal aims to enhance workforce performance and organizational outcomes, including student learning outcomes, by clarifying expectations and aligning individual effort with institutional goals.

Academic performance refers to the measurable learning outcomes achieved by students, usually evaluated through standardized tests, school-based assessments, and national examinations that reflect learners' mastery of curriculum content and ability to apply knowledge in academic contexts. It is a critical indicator of educational effectiveness, informing policy, curriculum delivery, and school management practices. Improving academic performance requires effective instructional practices, strong leadership, and robust performance monitoring systems to ensure teaching directly contributes to learner achievement.

Teacher performance appraisal has evolved over time. Historically, employee evaluation can be traced to the Wei Dynasty in China (AD 261–265), where imperial officers assessed court officials. Similar appraisal systems also emerged in 17th-century Europe, including Dublin in 1648, where performance criteria guided the evaluation of legislators (Ávalos, 2023). Modern systematic appraisal practices originated in the United States' civil service prior to World War I and later expanded globally as institutions sought to achieve efficiency and accountability (Purohit, 2020). Over time, appraisal frameworks shifted from judgment-based approaches to developmental and performance-oriented systems that emphasize improvement and professional accountability.

Globally, structured teacher appraisal systems have been embraced to strengthen education quality and student achievement. For example, the United Kingdom integrates appraisal with professional development to improve teacher effectiveness and learning outcomes (UK Department for Education, 2019). In the United States and Europe, empirical research indicates that quality feedback, coaching, and performance monitoring have a significant impact on improving teacher competencies and student outcomes (Kraft et al., 2018). Recent international studies affirm that well-designed

appraisal systems enhance teacher practice and contribute to student learning when effectively implemented (Alwaely et al., 2023).

Across Africa, teacher appraisal reforms have yielded mixed outcomes. In Ethiopia, limited teacher participation and inadequate training weakened implementation (Gebeyehu, 2021). In Egypt, administrative workload constraints hindered principals' ability to conduct effective appraisals (Salem & El-Kassar, 2020). South Africa has also faced challenges, including inadequate resources and teacher skepticism (Mabaso & Thwala, 2022). These experiences reveal that while appraisal systems hold potential to support educational improvement, successful implementation requires adequate capacity, stakeholder engagement, and supportive infrastructure.

In East Africa, countries such as Rwanda and Tanzania have introduced performance-based teacher evaluation frameworks aimed at accountability and pedagogical improvement. However, studies report concerns about limited follow-up support, inadequate feedback mechanisms, and insufficient training, which often limit the systems' ability to drive meaningful improvements in teacher practice and student outcomes (Nkurunziza & Ndayambaje, 2022; Mkumbo, 2021). This regional evidence highlights the importance of implementing appraisal systems in a contextualized manner and providing continuous capacity-building.

In Kenya, teacher appraisal has undergone progressive reforms. Post-independence evaluation relied on inspection-based systems focused on compliance rather than professional support (Republic of Kenya, 2022). Confidential reporting, introduced in 1969, was abandoned in 2005 due to a lack of transparency and demotivation (Kamau, 2022). The Teachers Service Commission later introduced the Teacher Performance and Integrity (TPI) system, which evolved into the current Teacher Performance Appraisal (TPA), rolled out nationally in 2016 after successful pilot studies in six counties (TSC,

2022). Evidence shows partial success, including improved lesson attendance and reduced absenteeism (Mwangi & Ochieng, 2022). However, challenges persist, including delayed promotions, excessive paperwork, teacher resistance, and limited training for school leaders (Nyongesa, 2018; Kirui & Ng'eno, 2022; Kimani, 2021; Kimutai, 2022). Studies also indicate that appraisal feedback does not consistently translate into improved teaching or learner outcomes (Chege & Njenga, 2021; Chirchir & Letangule, 2021).

Despite the implementation of TPA, secondary schools in Kipkelion West Sub-County have recorded stagnant Kenya Certificate of Secondary Education (KCSE) performance, maintaining a mean score of approximately 4.00 since 2016. Kipkelion West provides an ideal case study due to its diverse representation of public school categories—extra-county, county, and sub-county day schools—making it reflective of Kenya's broader public secondary school system. Persistent stagnation suggests potential gaps in the implementation of appraisal practices, especially in linking teacher evaluation to instructional improvement and learner performance.

Therefore, this study seeks to examine the influence of principals' performance appraisal of teachers on student academic achievement in public secondary schools in Kipkelion West Sub-County, with the aim of identifying strategies to strengthen appraisal effectiveness and enhance learner outcomes.

**Table 1***Kipkelion West Subcounty K.C.S.E Results Analysis from 2016-2023*

Year /Mean	Gender	Total	Mean score	Sub-County
2016	Boys	526	4.86	4.545
	Girls	398	4.23	
2017	Boys	640	4.66	4.335
	Girls	449	4.01	
2018	Boys	726	4.12	4.045
	Girls	512	3.97	
2019	Boys	810	4.04	3.930
	Girls	584	3.82	
2020	Boys	784	4.11	4.005
	Girls	541	3.57	
2021	Boys	790	4.02	
	Girls	508	3.99	
2022	Boys	640	4.72	4.525
	Girls	401	4.33	
2023	Boys	918	3.81	3.68
	Girls	645	3.55	
	Mean			4.6184

*Source:* Kenya National Examinations Council

The KCSE performance trends in Kipkelion West Sub-County from 2016 to 2023 reveal a persistent stagnation in academic achievement, with the mean score consistently hovering around 4.0 throughout the eight-year period. Although boys generally outperformed girls by a narrow margin in most years, the overall performance trajectory reveals limited academic progress, despite fluctuations in student enrollment. The lack of upward movement in mean scores suggests that interventions aimed at improving learning outcomes have not yielded significant results over time. This sustained stagnation highlights the need to critically evaluate school-level leadership and

management practices, particularly principals' performance appraisal processes, to determine how they may be impacting instructional quality and learner performance in the sub-county.

## **1.2 Statement of the Problem**

Teacher performance appraisal is a key reform strategy adopted globally to enhance instructional quality and improve student academic outcomes. In Kenya, the Teacher Performance Appraisal (TPA) system, introduced by the Teachers Service Commission in 2016, was intended to strengthen teacher accountability, promote professional growth, and ultimately raise student achievement. Existing studies in Kenya have documented improvements in teacher punctuality, reduced absenteeism, and enhanced professional documentation as a result of TPA implementation (Mwangi & Ochieng, 2022; Kimutai, 2022). These findings confirm that appraisal is being carried out and influences certain aspects of teacher behaviour.

However, despite these reported gains, student academic performance has not improved at the expected rate. Nationally, KCSE results have shown only marginal progress, and in Kipkelion West Sub-County, performance has remained relatively stagnant at an average mean score of approximately 4.0 since the introduction of TPA. This persistent stagnation raises concern regarding whether the appraisal system is effectively influencing teacher instructional practices in ways that translate into improved learner outcomes.

What remains unknown is the extent to which principals' implementation of TPA strategies such as monitoring, target setting, feedback provision, and professional support contributes to student academic achievement at the school level. Further, limited empirical evidence exists from Kipkelion West, a sub-county that represents the three

main categories of public secondary schools in Kenya (extra-county, county, and sub-county day schools), making it a suitable microcosm for examining TPA implementation in diverse school contexts.

While appraisal literature in Kenya has focused on teacher attitudes, compliance, and administrative challenges, there is insufficient research on how principals operationalize TPA to influence student outcomes and the specific challenges they encounter in doing so. This mismatch between the intended goals of the appraisal system and the stagnating student results indicates a practical and empirical gap.

Therefore, this study seeks to examine the influence of principals' performance appraisal strategies on student academic performance in public secondary schools in Kipkelion West Sub-County, and to identify the challenges principals face in implementing TPA effectively.

### **1.3 Objectives of the Study**

**General Objective:** To investigate the influence of principals' implementation of performance appraisal on student academic performance in public secondary schools in Kipkelion Sub-County, Kenya.

#### **1.3.1 Specific Objectives**

- i. To assess principals' and teachers' perceptions of how performance appraisal practices related to monitoring of teaching influence student academic performance in public secondary schools in Kipkelion West Sub-County.
- ii. To examine the perceived influence of academic target-setting for teachers, as part of school performance appraisal processes, on student academic performance in public secondary schools in Kipkelion West Sub-County.

- iii. To identify perceived challenges faced by principals in implementing the Teacher Performance Appraisal (TPA) system and determine how these challenges are believed to affect student academic performance in public secondary schools in Kipkelion West Sub-County.
- iv. To analyze the perceived effectiveness of strategies used by principals to strengthen teacher performance appraisal and evaluate how these strategies are believed to influence student academic performance in public secondary schools in Kipkelion West Sub-County.

#### **1.4 Research Questions**

- i. To what extent does principals' monitoring of classroom instruction through the Teacher Performance Appraisal process influence students' academic performance in public secondary schools in Kipkelion West Sub-County?
- ii. How does the establishment of performance targets by school principals influence teachers' performance in students' academic achievement in Kipkelion West Subcounty public secondary schools?
- iii. What challenges do school principals face in the implementation of TPA in Kipkelion West subcounty?
- iv. What appraisal strategies do principals use to enhance teachers' performance in enhancing students' academic achievement in Kipkelion West sub-county?

#### **1.5 Justification of the Study**

This study aimed to investigate the impact of TPA implementation on enhancing teachers' performance. Since high school principals play a key role in curriculum implementation and teachers' appraisal, it was prudent to investigate their appraisal strategies and the challenges they face when implementing TPA. The negligible

improvement in KCSE performance in Kipkelion West and the country at large, despite the government investing significant resources in the TPA appraisal tool, was the basis for this investigation. Since the oversight authority in TPA implementation is the principal, this study aimed to investigate the influence of principals' performance appraisals on enhancing teacher performance, the challenges they face, and an assessment of the principals' TPA implementation strategies in Kipkelion West, Kericho County. Additionally, no similar studies had been done in Kipkelion West regarding the appraisal strategies used by principals and the challenges they face in TPA implementation.

### **1.6 Significance of the Study**

The study on the influence of principals' performance appraisal of teachers on the academic performance of students in public secondary schools in Kipkelion Sub-County, Kenya, was of significant importance for several reasons. Firstly, the role of principals in educational institutions is pivotal, as they are responsible for fostering a conducive learning environment and managing teaching staff. Therefore, assessing the effectiveness of their performance appraisal systems provided valuable insights into the quality of leadership and management in these schools. Secondly, the academic performance of students is a critical indicator of the overall quality of education in any region, and it directly impacts the future prospects of these students. Understanding how principals' performance appraisals of teachers correlate with students' academic achievements was essential for identifying areas for improvement in the education system.

The results of the study contribute to knowledge that can be referenced by school principals to help make TPA deliver the intended main objective—improving learner performance. The results may also help inform relevant policy formulation and

implementation, taking into account the challenges faced by school leaders in performance appraisal and management.

### **1.7 Scope of the Study**

This study was conducted in public secondary schools within Kipkelion West Sub-County, Kericho County, and focused on examining the influence of principals' implementation of the Teacher Performance Appraisal (TPA) system on students' academic performance. Specifically, the study concentrated on two core components of the appraisal process: principals' monitoring of teaching and instructional practices, and the setting of performance targets. It further investigated the challenges principals encounter during TPA implementation and the strategies they employ to strengthen the effectiveness of the appraisal process.

The study targeted principals, deputy principals, and Heads of Departments (HODs) in public secondary schools in Kipkelion West. Within the scope of the investigation, emphasis was placed on establishing how principals' monitoring of instruction influences students' academic performance, how target-setting during appraisal affects academic outcomes, and how the challenges and strategies associated with TPA implementation relate to students' academic performance. The research took place between January 6th and April 7th, 2025, a period during which data collection, analysis, and reporting were undertaken.

### **1.8 Limitations of the Study**

This study encountered several design-related limitations, which were addressed through deliberate mitigation strategies. First, reliance on self-reported questionnaire data posed risks of response bias such as socially desirable responses and varied interpretation of items that could affect the authenticity of the findings. To mitigate this, the study

conducted a pilot test to enhance the clarity and reliability of the instruments, ensured anonymity to encourage honest responses, and triangulated data with document analysis to strengthen the validity of the results.

Second, the cross-sectional design captured perceptions and practices at a single point in time, limiting the ability to infer causality between appraisal practices and student academic outcomes. This limitation was mitigated by focusing the analysis on identifying patterns, associations, and trends rather than causal claims, and by grounding interpretations in existing empirical literature to enhance the credibility of inferences.

Additionally, the study focused on principals, deputy principals, and Heads of Departments within one sub-county, which may limit the generalizability of the findings to other regions with varying school contexts or administrative structures. To mitigate this, the sampling was carefully structured to include diverse school types within the sub-county national, county, and day schools—thereby improving representativeness within the study area and strengthening the applicability of the findings in similar educational contexts.

### **1.9 Assumptions of the Study**

This study operated under several key assumptions to support the validity and reliability of its findings. It was assumed that all respondents—principals, deputy principals, and Heads of Departments (HODs) provided honest, accurate, and unbiased responses reflecting their genuine experiences and perceptions of the Teacher Performance Appraisal (TPA) system. It was also assumed that participants had adequate knowledge and practical experience with the TPA process, enabling them to respond meaningfully to the research instruments.

The study further assumed that TPA implementation procedures were fairly consistent across public secondary schools in Kipkelion West Sub-County, allowing for a credible comparison of findings among institutions. Additionally, the study assumed that the sampling approach yielded a representative group of school administrators and that the selected participants accurately reflected the broader population of public secondary schools within the sub-county.

Regarding external factors that may influence student academic performance, such as socio-economic differences, school resources, and student background characteristics, the study assumed that these factors varied minimally across the sampled schools. To further reduce their potential confounding effects, the study focused on schools within the same geographical and administrative context (Kipkelion West Sub-County) and standardized the data collection period. This localized approach controlled for contextual disparities, thereby helping attribute observed variations more confidently to differences in TPA implementation rather than external variables.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents the theoretical and empirical foundations that underpin the study. It begins by examining the key theoretical perspectives guiding the research, namely Goal-Setting Theory and Equity Theory, which inform the principles and structure of the Teachers' Performance Appraisal (TPA) system. The chapter then provides a thematic review of relevant empirical literature aligned with the study's research questions, focusing on the relationship between performance appraisal and teacher effectiveness, its implications for student academic achievement, and the operational realities of appraisal systems in educational institutions.

Further, the chapter outlines the literature review by addressing critical themes, including the influence of regular teacher monitoring on instructional performance in public secondary schools in Kipkelion West Sub-County, the challenges experienced by school principals in implementing the TPA, the strategies principals employ during performance appraisal, and the resulting impact of appraisal practices on student performance in national examinations. The conceptual framework illustrating the variables under investigation is also presented. Finally, the chapter identifies the research gaps that necessitate the present study, highlighting areas where existing scholarship remains insufficient in the Kenyan context and specifically within Kipkelion West Sub-County.

#### **2.2 Empirical Review**

School principals play a central role in improving teaching and learning, particularly through their support of teacher professional development and appraisal (Ullah &

Hussain, 2021). Effective instructional leadership enables principals to shape teacher behaviour, influence school culture, and ultimately enhance student learning outcomes.

Dandalt and Brutus (2020) conducted a study in Australia and revealed that while goal-setting strategies, such as formative and summative appraisals, are valuable, prioritizing continuous teacher professional development is the most effective means of improving classroom practice. Their findings align with instructional leadership theory, which emphasises the principal's role in capacity building.

However, despite demonstrating the importance of professional development, their study did not explore how principals' specific appraisal strategies translate to measurable student academic performance, nor did it address barriers principals face in executing these strategies. This represents a significant gap, particularly in developing-country contexts, where school leadership frequently faces resource constraints and excessive administrative burdens. Understanding these dynamics is crucial because principals play a central role in shaping instructional quality and setting performance expectations, and without clarity on how their appraisal practices influence learning outcomes, policy and training interventions remain incomplete.

To address this gap, the current research investigates how principals' appraisal and goal-setting strategies influence academic performance in public secondary schools within Kipkelion Sub-County. Previous international studies offer valuable insights, but they differ in context and scope. For instance, Dangol (2021) in Nepal examined how performance appraisals relate to employee development in technical schools, revealing that appraisal systems help identify teachers' training needs and growth opportunities. While relevant, this study focused on technical institutions and relied solely on qualitative evidence, potentially limiting its generalizability to mainstream secondary education and mixed-methods research environments, such as Kenya. Moreover, the

Nepali education system differs structurally from Kenya's, meaning findings cannot be directly transferred without considering contextual variations in administrative capacity, policy mandates, and school accountability systems.

In Ghana, a recent study by Salifu, Agyekum, & Nketia (2024) found that continuous professional development faces financial and time constraints, particularly under free secondary education systems. Their work highlights systemic barriers that can undermine teacher growth and, by extension, student performance. Although this study provides valuable insights into professional development, it did not explicitly link appraisal systems to academic achievement, nor did it examine principals' implementation experiences, leaving a conceptual gap that the current study addresses. The absence of a direct link between appraisal processes and student learning outcomes underscores the need for empirical research that connects leadership practices to measurable school-level performance.

Similarly, in Kenya, Imoleit, Nduku, & Mwalw'a (2022) demonstrated that performance appraisals have a positive influence on teacher development and motivation. However, their study largely focused on teacher perceptions rather than principals' appraisal strategies or challenges during implementation. It also did not evaluate whether these appraisals translated into improved student academic performance, despite teacher quality being strongly correlated with student outcomes (see Papadakis et al., 2024; Gechere, 2025). This limitation suggests that a deeper focus on school leaders' appraisal practices is necessary to establish a clearer linkage between leadership actions and academic effectiveness. The current study bridges this gap by examining how principals' appraisal practices relate directly to student achievement within the Teacher Performance Appraisal (TPA) framework, thereby offering evidence that strengthens both policy discussions and instructional leadership practice.

Teacher monitoring, an essential component of appraisal systems, plays a critical role in improving instructional practice and ensuring teacher accountability (Munna & Kalam, 2021). Effective monitoring yields timely feedback, which is vital for teacher improvement and supports professional growth. Yet monitoring is a double-edged sword. While beneficial, excessive monitoring may trigger stress, burnout, and resistance among teachers, potentially diminishing instructional quality. Recent evidence indicates teachers face increased stress and workload demands under appraisal regimes and other accountability pressures (Emeljanovas et al., 2023). This contradiction underscores the need for balanced, supportive monitoring rather than punitive oversight — an issue particularly pertinent in Kenya, where principals also manage discipline, administrative tasks, and performance reporting (TSC, 2021).

Despite evidence supporting structured teacher monitoring, little is known about how Kenyan principals balance accountability demands with teacher autonomy to enhance academic performance. The current study therefore, explores how regular monitoring under the TPA system affects instructional delivery and student outcomes in Kipkelion West Sub-County, addressing an empirical gap on leadership practices in rural Kenyan secondary schools.

Moreover, research increasingly argues that effective appraisal systems do not merely evaluate teachers they shape school culture, influence motivation, and drive academic excellence (Sclafani, 2020; Rockoff et al., 2020). However, appraisal systems implemented without sufficient support, training, or resources may become compliance-oriented rather than development-focused, undermining student achievement. This aligns with Kenyan reports that some schools treat TPA as a bureaucratic requirement rather than a developmental tool. Thus, this study assesses not only appraisal practices but also the practical realities principals face, further contributing to scholarly and policy

discourse. In summary, while global literature emphasises the importance of appraisal, professional development, and monitoring in improving teacher performance, limited research connects these leadership practices to academic outcomes in rural Kenyan secondary schools. Existing studies have been largely descriptive, methodologically narrow, or contextually distant from the Kenyan educational system. The present study fills these gaps by examining principals' appraisal strategies, challenges, and their effect on student academic performance within a mixed-methods framework, contributing new insights to both local policy and global leadership research.

### **2.2.1 Monitoring Teachers' Instructional Activities and Perceived Influence on Students' Academic Performance**

The field of education recognizes the pivotal role of teachers in shaping students' learning outcomes and overall educational quality. To ensure the continuous improvement of teaching practices and the achievement of desired educational goals, educational institutions and policymakers have increasingly adopted teacher monitoring as a mechanism for enhancing teacher performance (Munna & Kalam, 2021). Effective teacher monitoring serves as a structured way to observe, document, and improve classroom practices, positioning it as a core component of instructional leadership while also shaping teachers' perceptions of accountability and support within the school.

Teacher monitoring refers to the systematic and ongoing process of observing, assessing, and evaluating teachers' instructional practices, classroom management, and professional development activities. It involves the collection of data and information related to teaching, with the purpose of providing feedback, support, and accountability. In Kenya, this responsibility rests primarily with school principals, who are mandated by the Teachers Service Commission (TSC) to oversee instructional quality under the Teacher Performance Appraisal and Development (TPAD) framework (TSC, 2021). Importantly,

teachers' perceptions of this monitoring whether they view it as constructive or punitive influence how they respond to feedback and implement instructional adjustments.

Feedback plays a central role in the monitoring process, and its effectiveness in promoting teacher improvement is well-documented. Munna & Kalam (2021) found that when teachers receive timely and continuous feedback, they are more likely to adjust instructional methods, adopt innovative teaching strategies, and demonstrate improved learner engagement. Similarly, Nawaba (2020) emphasizes that consistent monitoring strengthens accountability by motivating teachers to maintain professionalism and align their practices with curricular goals. Monitoring also informs targeted professional development, enabling school leaders to identify specific areas requiring intervention and tailor support accordingly. Teachers' positive perceptions of feedback mechanisms further reinforce collaborative professional growth.

Beyond teacher performance, research increasingly links effective instructional monitoring to student academic outcomes. Darling-Hammond (2020) argues that consistent instructional supervision positively influences teacher effectiveness, which is strongly correlated with improvements in student performance. Likewise, a study by Rockoff et al. (2020) found that structured teacher evaluation and feedback systems led to significant gains in learners' test scores, reinforcing the argument that teacher monitoring is not merely an administrative function but a driver of learning achievement. In addition, teachers' perceptions of the fairness and usefulness of evaluation systems often determine their willingness to internalize and act upon recommendations aimed at improving student learning.

However, the benefits of monitoring are contingent upon its implementation. Recent research cautions that overly intensive or compliance-driven monitoring may increase teacher stress and burnout, reduce professional autonomy, and harm instructional quality

(Emeljanovas, Sabaliauskas, Mežienė, & Istomina, 2023). Teachers who perceive monitoring as fault-finding rather than developmental may engage in surface-level compliance behaviors such as polishing lesson notes to meet checklists rather than making meaningful instructional improvements. This aligns with findings by Kutsyuruba & Walker (2021), who note that supportive supervision enhances teacher morale, whereas coercive monitoring undermines teacher autonomy and creativity. Such contradictory outcomes suggest the need for a balanced monitoring approach grounded in trust, collaboration, and professional growth, as teachers' perceptions ultimately mediate the effectiveness of monitoring interventions.

Another challenge concerns resource constraints. Effective monitoring requires time, tools, and ongoing training; yet, many schools, particularly those in rural or under-resourced settings, operate with limited administrative support and high teacher-to-student ratios. In Kenya, principals often juggle administrative duties, community relations, staffing shortages, and student welfare roles, leaving insufficient time for instructional supervision (Waweru & Orodho, 2020). These constraints also shape teachers' perceptions of the practicality and fairness of monitoring requirements under TPAD. As such, while TPAD provides a framework for teacher appraisal, practical limitations may restrict its implementation fidelity, particularly in rural areas like Kipkelion West Sub-County.

In conclusion, the literature suggests that teacher monitoring can significantly enhance instructional quality, teacher accountability, and student academic performance when applied constructively and supported by adequate resources. However, contradictory findings underscore the importance of striking a balance between support and accountability to prevent teacher resistance, stress, or burnout. Teachers' perceptions of monitoring systems play a vital role in shaping their motivation, cooperation, and

commitment to instructional improvement. Moreover, much of the existing research has been conducted in Asian and Western contexts, with limited empirical studies evaluating how monitoring systems, such as TPA, operate in Kenyan rural settings. It is against this background that the present study examined the effect of regular teacher monitoring under the TPA system on academic performance in public secondary schools in Kipkelion West Sub-County, with particular consideration of teachers' and school leaders' perceptions, thereby addressing a crucial empirical and contextual gap in the literature.

### **2.2.2 Setting of Targets and Perceived Influence on Teacher Performance and Students' Academic Achievement**

To improve teaching and learning in schools, the role of school principals in supporting teacher professional development and appraisal takes center stage. Principals lead in setting performance targets, aligning teacher goals with school objectives, and supervising the implementation of appraisal tools and professional development programmes (Ullah & Hussain, 2021). In the Kenyan context, the Teachers Service Commission (TSC) emphasizes target setting and performance contracts under the Teacher Performance Appraisal and Development (TPAD) system, requiring teachers to collaboratively set performance goals linked to curriculum delivery, learner outcomes, and professional growth (TSC, 2021). Teachers' perceptions of these processes—whether they view them as developmental or evaluative—significantly influence their willingness to engage positively in appraisal and goal-setting activities, reinforcing the importance of supportive leadership.

This point is underscored by Dandalt and Brutus (2020), who conducted a study in Australia examining teacher performance appraisal and found that while both formative and summative goal-setting strategies contribute to appraisal effectiveness, prioritizing

professional development yields the greatest improvement in instructional quality and student outcomes. They argued that effective appraisal systems are developmental rather than punitive, fostering teacher growth through targeted feedback, coaching, and structured goal-setting. However, while they established the importance of teacher development, their study did not explicitly connect principals' appraisal strategies to student performance, nor did it examine contextual challenges principals face in implementing performance-based management systems. Additionally, it did not account for how teachers perceive appraisal and feedback processes, which is critical in determining their motivation to implement instructional changes.

Additional studies also highlight the link between goal setting and academic outcomes. Specific, measurable, and challenging goals enhance performance more effectively than vague expectations (Locke & Latham, 2022). Applying this framework to schools, Taylor and Tyler (2021) found that when teachers set measurable instructional goals aligned with student achievement targets, learner performance on standardized assessments improved. Similarly, a study in Uganda by Musungu and Nasongo (2020) demonstrated that principals who actively guided teachers in setting instructional targets recorded higher student pass rates in national examinations. These findings reinforce the argument that strategic target setting supports instructional improvement and student success, particularly when teachers perceive goals as meaningful, attainable, and supportive of instructional growth.

However, literature also notes variation in outcomes depending on implementation. While Fülöp (2021) argues that structured performance targets foster motivation and professional accountability, other scholars caution that rigid targets may narrow teaching to exam-focused practices, potentially undermining holistic learning (Obara & Shiundu, 2020). Furthermore, teachers may perceive target-setting as bureaucratic when it is

linked to compliance rather than meaningful professional growth (Nyamweya, 2022). These contradictions indicate that the success of target setting depends on leadership approach, feedback culture, teacher perceptions, and available support systems, demonstrating that how teachers interpret the purpose and fairness of target-setting practices influences their commitment to implementation.

In Ghana, Asare and Adzrolo (2021) found that insufficient training on appraisal tools and time constraints hindered effective goal setting and appraisal discussions between school leaders and teachers. Similarly, Kenyan studies, such as those by Kiprop and Kandie (2022), have reported that principals face workload pressure and inadequate capacity-building support, which limits their ability to supervise target-setting processes under TPAD effectively. Such challenges can also shape teachers' perceptions of appraisal as either supportive or burdensome, affecting their level of engagement and acceptance. These challenges underscore the need for capacity building and supportive policy frameworks to optimize appraisal practices, ensuring that teachers view goal-setting as a tool for growth rather than merely as a means of administrative compliance.

In the current investigation, the researcher sought to close the identified gap by examining how principals' performance appraisal and goal-setting strategies influence academic performance in public secondary schools in Kipkelion Sub-County. While international studies emphasize developmental appraisal models and the effectiveness of goal-setting, few studies have explored how principals in rural Kenyan settings operationalize these strategies within the TSC's TPAD framework and how such efforts impact learner achievement. Integrating teacher and principal perceptions into this analysis offers a deeper understanding of how acceptance, motivation, and attitudes shape the effectiveness of appraisal systems. This study therefore, contributes to bridging contextual and empirical gaps by providing localized evidence on the link between

principal-led target setting, teacher performance, teacher perceptions, and student academic outcomes.

### **2.2.3 Perceived Challenges Faced By School Principals In TPA Implementation**

The implementation of teacher performance appraisal (TPA) has been widely acknowledged as a critical component in promoting instructional quality and overall school improvement. In Ghana, for instance, teacher appraisal has been recognized as instrumental in enhancing educational standards; however, its execution continues to face substantial systemic and institutional barriers. Recent evidence suggests that continuous professional development (CPD) and appraisal efforts are often hindered by limited school-level support, resource shortages, and insufficient leadership commitment, which in turn impede effective teacher growth and school improvement (Salifu, Agyekum, & Nketia, 2024). Their findings showed that school leaders often limited teachers' ability to apply knowledge acquired from seminars, workshops, and induction programs, thereby diminishing the developmental value of emerging skills and competencies.

Additionally, time and financial constraints emerged as primary obstacles, with 74% of teacher respondents citing these challenges as impediments to pursuing CPD initiatives. Heavy workloads, attributed to the free secondary education policy, further constrained teachers' participation in professional growth activities, as the increased student intake burdened teachers and reduced their motivation. These systemic barriers also shaped teachers' perceptions of appraisal and CPD as demanding yet insufficiently supported processes, which may influence their enthusiasm and commitment to professional development activities.

These findings illustrate a structural challenge in linking appraisal outcomes to tangible professional growth opportunities. While the study by Salifu, Agyekum, and Nketia (2024) provides useful insight into the Ghanaian context and emphasizes leadership-related barriers, its scope remains limited to teacher experiences rather than examining the unique challenges encountered by school principals in operationalizing performance appraisal systems. Moreover, the study did not explicitly explore how appraisal challenges influence student academic outcomes, nor did it address the administrative pressures principals face in balancing instructional supervision, staff development, and performance management requirements. Additionally, it did not investigate how principals and teachers perceive appraisal processes and the extent to which such perceptions influence the effectiveness of TPA initiatives.

Compared to other contexts, literature highlights similar constraints. For example, Torres (2021) notes that principals globally struggle with inadequate training on appraisal frameworks, time constraints, and insufficient resources to support teachers' effective growth. Moreover, studies from Kenya, such as Wanjala and Muriithi (2022), further reveal that principals face resistance from teachers who view appraisal as punitive, thereby creating tensions that limit meaningful feedback and development conversations. Such perceptions can erode trust, diminish collaboration, and impede the effectiveness of appraisal systems. These shared findings across jurisdictions point to structural, resource, and attitudinal barriers as recurring themes in TPA implementation.

Despite these insights, a notable gap persists regarding context-specific challenges faced by principals in rural and resource-constrained environments such as Kipkelion West Sub-County. Most existing studies remain descriptive and do not thoroughly interrogate how principals' appraisal practices, institutional constraints, and stakeholder attitudes collectively influence student academic performance. The current study therefore, sought

to bridge this knowledge gap by examining the specific challenges secondary school principals encounter when implementing TPA in Kipkelion West Sub-County and how these constraints affect the realization of intended appraisal outcomes, particularly in relation to student academic achievement. In doing so, the study also considered how teachers' and principals' perceptions of appraisal influence compliance, effectiveness, and the overall impact on instructional quality.

#### **2.2.4 Principals' Teacher Performance Appraisal Strategies**

Effective teacher performance appraisal (TPA) strategies play a crucial role in enhancing teacher competency and improving student academic outcomes. In Nepal, Dangol (2021) conducted a qualitative study examining supervisory appraisal strategies in technical schools, gathering data from 14 supervisors through interviews. The findings revealed that performance appraisal serves as a key mechanism for identifying employee training needs and understanding employees' capabilities. According to the study, appraisal not only guides targeted professional development interventions but also functions as a corrective mechanism to address underperformance and nurture high-potential staff. Dangol's work highlights the developmental potential of appraisal when implemented as a supportive and growth-oriented process.

However, the study was limited by its qualitative design and narrow institutional context, which may restrict the generalizability of its findings to secondary school settings. Additionally, technical schools operate under different pedagogical and administrative frameworks, meaning the results may not fully translate to mainstream public school environments. Perceptions of appraisal effectiveness were also not deeply explored, yet such perceptions can significantly shape educator participation and their willingness to engage in development-focused evaluation systems.

In contrast, teacher appraisal within the Kenyan education system has been extensively linked to professional development and educational outcomes. A study by Imoleit, Nduku, and Mwalw'a (2022) in Kenyan secondary schools found that teacher performance appraisal positively influences teacher preparedness and instructional delivery, which in turn supports improved student achievement. However, although they established the developmental benefits of appraisal from teachers' perspectives, the study did not sufficiently interrogate principals' perspectives or appraisal practices, nor did it explore the contextual challenges school leaders face in executing appraisal responsibilities effectively. Understanding both teacher and principal perceptions toward TPA is key, since positive or negative attitudes toward the appraisal system influence its implementation and impact.

Scholars further emphasize that effective appraisal strategies require a balance between accountability and professional support. For example, Onyango and Mola (2022) argue that successful TPA implementation in Kenyan secondary schools depends on principals adopting collaborative, feedback-centered, and goal-oriented appraisal strategies that promote reflective practice and teacher autonomy. Similarly, Njoroge (2020) notes that principals who embrace supportive coaching, structured feedback cycles, and individualized teacher goal-setting are more likely to foster improved teaching practices and school performance. These studies align with Dangol's (2021) assertion that development-focused appraisal systems yield meaningful capacity building, yet they also suggest the need for leadership training and adequate institutional support to achieve impactful outcomes. Importantly, teachers' perceptions of whether appraisal is supportive or punitive can determine the extent of their cooperation, motivation, and engagement with performance standards.

Despite these insights, there remains an insufficient empirical focus on the appraisal strategies that principals specifically use, particularly in rural and semi-rural Kenyan settings, such as Kipkelion West Sub-County. Previous studies have largely emphasized teacher perceptions and outcomes rather than the internal leadership decision-making, implementation practices, and challenges experienced by school heads. The current study therefore, fills this gap by investigating principals' appraisal strategies, their perceptions of teacher performance appraisal, and the practical obstacles they encounter during implementation in public secondary schools in Kipkelion West Sub-County. By employing a mixed-methods approach and descriptive cross-sectional survey design, this study provides a broader and more nuanced understanding of leadership-driven appraisal practices in the local context, incorporating both administrator and teacher perceptions to better explain variations in TPA effectiveness.

## **2.3 Theoretical Review**

### **2.3.1 Goal-Setting Theory**

The Goal-Setting Theory, advanced by Edwin Locke in the 1960s, emphasizes that specific, challenging, and well-defined goals significantly enhance motivation and performance. The theory argues that individuals perform more effectively when they participate in setting goals, receive continuous and actionable feedback, and clearly understand the expected outcomes (Islami & Mulolli, 2018). Locke further proposed that goals direct attention, mobilize effort, increase persistence, and encourage the development of strategies that lead to improved performance. In organizational settings, such as schools, these principles are instrumental in guiding employee behavior and fostering productivity.

Participation in goal setting also enhances an individual's sense of ownership and accountability. When employees, including teachers, are involved in establishing their

performance targets, they are more likely to be committed to achieving them. This argument is supported by Pervaiz et al. (2021), who observed that shared goal setting increases goal acceptance and commitment among employees, leading to higher performance outcomes. In educational contexts, this notion aligns closely with the Teacher Performance Appraisal (TPA) process, which requires teachers and principals to collaboratively establish performance targets aimed at improving instructional practices and learner outcomes.

The relevance of Goal-Setting Theory to this study lies in its direct connection to the independent and dependent variables. The independent variable, teacher performance appraisal, embodies the principles of goal clarity, performance monitoring, and feedback all of which are core components of the theory. When principals and teachers collaborate to establish specific and measurable performance targets, as mandated by the TPA system, teachers gain a clear sense of direction in their instructional responsibilities. Furthermore, the provision of timely and constructive feedback during appraisal sessions enables teachers to reflect on their teaching methods, make necessary adjustments, and strive toward continuous professional growth.

The mediating influence of teacher motivation and professional development also reflects the essence of Goal-Setting Theory. Clear goals and effective feedback not only improve performance but also enhance intrinsic motivation and professional satisfaction. When teachers perceive that appraisal goals are realistic and supportive rather than punitive, they are more likely to engage in self-improvement and adopt innovative teaching practices. In turn, this fosters a culture of accountability and continuous learning within schools. The dependent variable, student academic performance, is inherently linked to the theory's outcomes. According to the theoretical assumption, improved teacher performance leads to better organizational results. In a school context,

this translates into improved instructional quality and, consequently, enhanced learner achievement. Thus, the theory provides a conceptual foundation for understanding how principals' appraisal practices through effective goal setting, continuous feedback, and collaborative engagement can indirectly influence student performance outcomes.

In conclusion, Goal-Setting Theory provides a robust framework for analyzing the implementation and effectiveness of teacher performance appraisals in public secondary schools. It explains how goal clarity, challenge, and feedback can enhance teacher performance and motivation, ultimately improving student academic outcomes. By anchoring the study in this theory, the researcher highlights the importance of goal-oriented leadership and participatory appraisal processes in enhancing educational effectiveness in Kipkelion West Sub-county.

### **2.3.2 Equity Theory**

Equity Theory, developed by John Stacey Adams in 1963, posits that perceptions of fairness within the workplace strongly influence employee motivation and job performance. The theory posits that individuals assess the ratio between their inputs such as effort, skills, time, and commitment and the outputs they receive, which encompass recognition, rewards, treatment, and career advancement opportunities. When employees perceive equity between their contributions and outcomes relative to others, they are more likely to be motivated and satisfied. Conversely, perceptions of inequity can lead to decreased motivation, dissatisfaction, withdrawal, and reduced productivity.

In educational environments, the principles of fairness and transparency become particularly important, given the collaborative nature of teaching and the high expectations placed on educators. Equity Theory posits that when teachers perceive themselves as being evaluated fairly and their contributions are recognized, they are

more likely to demonstrate commitment, adopt positive attitudes toward institutional goals, and exert greater effort to enhance instructional practices. In contrast, perceptions of bias, favoritism, or inconsistent evaluation criteria within appraisal systems may undermine teacher morale and diminish instructional quality.

The Teacher Performance Appraisal (TPA) process aligns closely with the tenets of Equity Theory, particularly in its emphasis on fairness, transparency, and collaborative goal-setting between principals and teachers. By involving teachers in developing performance targets and appraisal criteria, the TPA system fosters a sense of ownership and equity in the evaluation process. This participatory approach reduces the likelihood of perceptions of unfair treatment and promotes a supportive professional culture. Additionally, transparent feedback mechanisms and clear performance expectations reduce ambiguity, thereby enhancing teachers' trust in the appraisal system.

The relevance of Equity Theory to this study lies in its ability to explain how the perceived fairness of appraisal practices influences teacher motivation and professional behavior. The independent variable teacher performance appraisal is fundamentally tied to evaluative processes, feedback provision, and reward systems. If teachers perceive the appraisal process as just, objective, and development-oriented, they are more likely to engage positively, seek improvement, and perform at higher levels. Conversely, if the appraisal system is perceived as punitive, subjective, or inconsistently applied, teachers may resist the process, exhibit low morale, or disengage from school improvement initiatives.

The dependent variable student academic performance can also be indirectly shaped through the lens of equity. Motivated and satisfied teachers are more likely to invest in effective instructional strategies, provide quality learner support, and maintain a positive classroom climate, ultimately strengthening learner outcomes. Thus, Equity Theory

provides an essential conceptual foundation for examining how principals' practices in implementing TPA influence teacher attitudes, professional commitment, and student achievement.

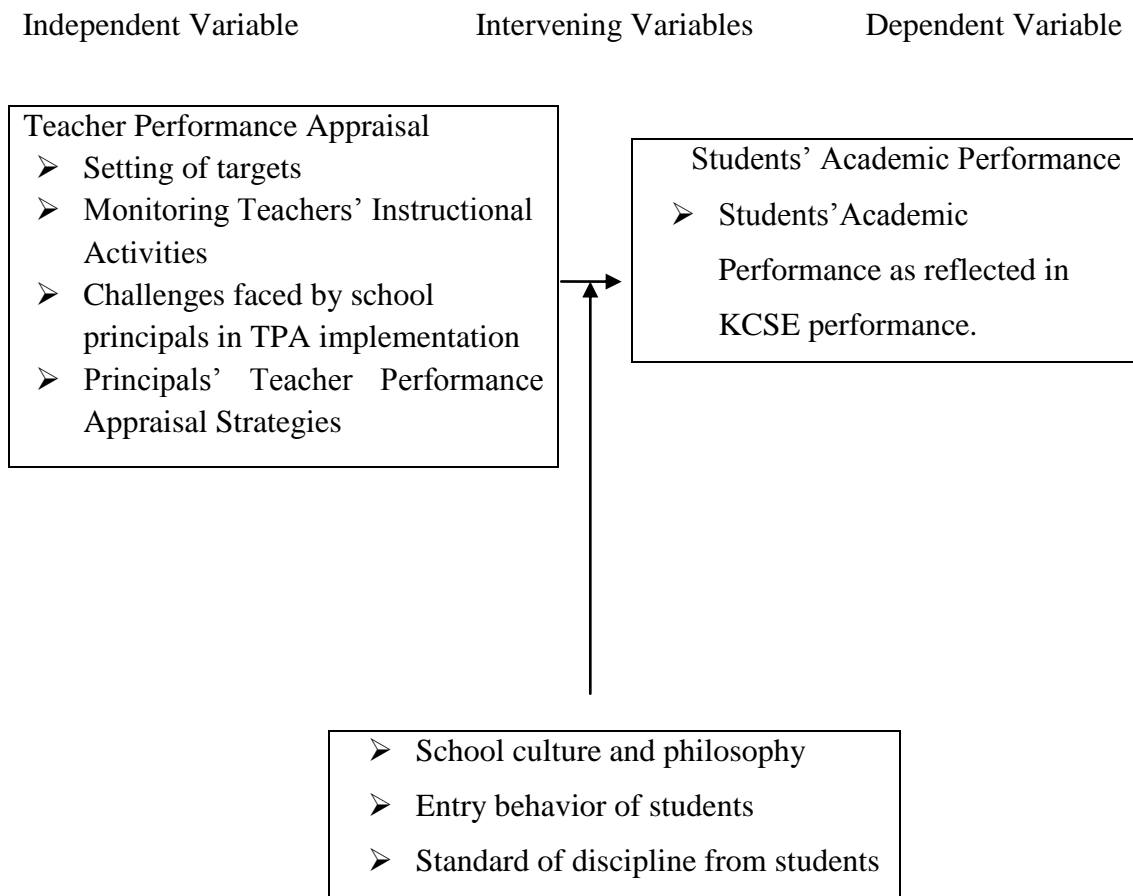
In the context of Kipkelion West Sub-county, where the TPA process forms a central component of performance management in public secondary schools, Equity Theory helps illuminate the critical role of fair and participatory appraisal practices in enhancing educational quality. By applying the principles of equity, this study examined how teachers' perceptions of fairness in appraisal processes affected their motivation and performance, thereby contributing to a deeper understanding of how leadership practices underpin academic achievement in local schools.

#### **2.4 Conceptual Framework**

A conceptual framework serves as a bridge connecting independent and dependent variables in research. In this study, such a framework was employed to establish a connection between principals' performance appraisal of teachers (the independent variable) and students' academic performance (the dependent variable). Intervening variables were also used to facilitate this linkage.

**Figure 1**

*Conceptual Framework*



*Source:* Researcher, (2024).

*Note:* A Conceptual Framework Showing Principals' Performance Appraisal And Students' Academic Achievement.

The conceptual framework for this study illustrates the relationship between principals' teacher performance appraisal practices and students' academic performance in public secondary schools in Kipkelion West Sub-County. In this model, teacher performance appraisal serves as the independent variable, represented through four key components: target setting, monitoring of instructional activities, challenges encountered during appraisal implementation, and strategies employed by principals to enhance appraisal effectiveness. These components reflect the core functions of instructional leadership and teacher supervision within school settings.

The dependent variable, students' academic performance, is operationalized through learners' outcomes as reflected in the Kenya Certificate of Secondary Education (KCSE) results. The framework assumes that when teacher appraisal processes are effectively implemented through clear target-setting, consistent monitoring, timely feedback, and supportive performance improvement strategies they enhance teacher effectiveness in lesson delivery, learner engagement, and curriculum implementation. Improved teacher performance ultimately contributes to better academic outcomes for students.

The model also recognizes the role of intervening variables such as school culture, students' entry behavior, and student discipline levels. These factors may influence or modify the strength of the relationship between appraisal practices and academic performance. For example, schools with strong professional cultures, positive student discipline, and high academic orientation are more likely to benefit from teacher appraisal processes than those with weak internal structures and behavioral challenges.

Overall, the framework suggests that while teacher appraisal practices are critical in shaping instructional quality, their impact on student academic performance may be mediated by school-level contextual factors. Therefore, the success of the appraisal system depends not only on the effectiveness of appraisal practices but also on the school environment in which they are implemented. This underscores the need for a supportive school culture, adequate resources, and strong leadership to ensure that appraisal processes translate into improved student outcomes.

## **2.5 Research Gaps**

Although numerous studies have examined Teacher Performance Appraisal (TPA) systems globally, significant gaps remain in understanding how TPA functions within the Kenyan context, particularly in Kipkelion West Sub-County. First, existing literature

does not sufficiently explore the influence of regular monitoring of teachers' instructional activities on student academic performance in this region. While studies in other contexts have linked teacher monitoring with improved instructional outcomes, there is limited empirical evidence demonstrating this relationship in public secondary schools in Kipkelion West Sub-County. This study, therefore, addressed this gap by examining how consistent monitoring practices by principals affect students' academic achievement.

Second, studies such as Dandalt and Brutus (2020) have primarily focused on the role of teacher appraisal in supporting professional development in settings like Australia, with limited emphasis on how principals' goal-setting and appraisal strategies translate into improved student outcomes. This leaves a contextual and conceptual gap on the extent to which principals' appraisal strategies influence academic performance in rural Kenyan secondary schools. The current study fills this gap by evaluating how principals' appraisal approaches and goal-setting mechanisms impact KCSE performance in Kipkelion West Sub-County.

Third, research on TPA implementation has tended to overlook the challenges school leaders face during appraisal execution, particularly in Kenya. Existing studies in Nepal and Ghana have highlighted appraisal practices, but they have not adequately interrogated the contextual constraints and administrative barriers encountered by principals. This study addressed this practical gap by investigating the specific challenges that principals in Kipkelion West Sub-County experience during TPA implementation and how these constraints shape student learning outcomes.

Lastly, while Dangol (2021) examined supervisors' perceptions of appraisal in Nepal, that study was limited to technical institutions and relied solely on qualitative data. It did not incorporate the perspectives of school principals nor assess implications on student

academic performance. The present study bridges this methodological and contextual gap by capturing principals' perceptions within the Kenyan public secondary school context and using a mixed-methods approach to generate comprehensive insights.

In summary, this study addresses multiple interrelated research gaps concerning the effects of teacher monitoring, principals' appraisal strategies, contextual challenges in TPA execution, and the perceptions of school leaders on TPA—all within the under-researched context of Kipkelion West Sub-County. These gaps align directly with the study objectives and contribute to a more nuanced understanding of how TPA influences student academic performance in Kenyan secondary schools.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter outlines the methodological framework for the study on the influence of principals' performance appraisal of teachers on the academic performance of students in public secondary schools in Kipkelion West Sub-County, Kenya. It details the study's location, research design, and target population, as well as the sampling methods employed to select the participants. Additionally, the chapter describes the data collection tools, procedures, and the pilot study conducted to refine these instruments. The discussion also addresses the validity and reliability of the research instruments, the data analysis methods employed, and the ethical considerations observed throughout the study.

#### **3.2 Research Design**

This study adopted a descriptive cross-sectional survey design, integrating both quantitative and qualitative approaches. The cross-sectional survey design was chosen because it allows the researcher to collect data from a sample of respondents at a single point in time, making it suitable for examining existing conditions, perceptions, and relationships among variables without manipulating them. According to Thomas (2023), cross-sectional surveys enable researchers to observe phenomena as they naturally occur, providing an efficient means of capturing real-world dynamics within institutional settings.

This design was particularly suitable for the present study, which aimed to investigate the impact of principals' performance appraisals of teachers on students' academic achievement in public secondary schools in Kipkelion West Sub-County. By capturing

data simultaneously from principals, deputy principals, and Heads of Departments (HODs), the design facilitated an understanding of current appraisal practices, their perceived effectiveness, and the associated outcomes on teaching and learning.

The descriptive cross-sectional survey also supports generalization of findings when a representative sample is used (Drew, 2023). It is cost-effective, time-efficient, and suitable for studies where the objective is to describe relationships between variables rather than establish causality (Thomas, 2020). Furthermore, incorporating both quantitative and qualitative elements enriched the analysis by combining statistical patterns with contextual insights, thereby strengthening the depth and validity of findings. Thus, the cross-sectional survey design was well-suited to provide a comprehensive snapshot of performance appraisal practices and their implications for student achievement in the study area.

Furthermore, the study employed a concurrent triangulation design, incorporating both qualitative and quantitative paradigms simultaneously. This design involves implementing both research phases concurrently, allowing for a more comprehensive exploration of the research problem. By utilizing both qualitative and quantitative methods, the study aimed to provide a more holistic understanding of the influence of principals' performance appraisal of teachers on students' academic performance. (Creswell, 2020)

The research took place in Kipkelion West sub-county, Kericho County, ensuring a focused and localized investigation. The concurrent triangulation design enabled the study to leverage the strengths of both quantitative and qualitative data, thereby enhancing the overall validity and reliability of the findings. The study's conclusions emphasized the components of triangulation equally, contributing to a nuanced and comprehensive understanding of the complex relationship between principals'

performance appraisal of teachers and students' academic performance in the specified educational context.

### **3.3 Location of the Study Area**

The study was conducted in Kipkelion West Sub-County, situated in Kericho County, Kenya's Rift Valley region. Kipkelion West has a mixed rural and peri-urban setting, characterized by hilly terrain, high-altitude climatic conditions, and fertile agricultural land. These geographical features influence population settlement patterns, school accessibility, and the distribution of educational resources. For instance, some schools are located in remote, hilly areas with challenging road networks, which can affect teacher attendance, supervision frequency, access to professional development opportunities, and the availability of learning facilities. Such conditions make the sub-county a relevant context for examining how principals' performance appraisal practices operate under varying school environments.

Kipkelion West hosts a diverse range of public secondary schools, including day schools, boarding schools, county schools, and sub-county schools. The temperate climate and agricultural economic base—mainly tea and coffee farming—shape community socio-economic levels, which in turn influence school funding, parental involvement, and student learning conditions. Understanding these contextual realities is essential, as they can significantly impact the effectiveness of teacher appraisal practices and student academic outcomes.

Educational performance trends in the region further informed the choice of Kipkelion West Sub-County. Despite the national rollout of the Teacher Performance Appraisal and Development (TPAD) system in 2016, Ministry of Education records show that KCSE performance in the sub-county has remained relatively stagnant. Limited empirical

research has focused on how principals' implementation of teacher appraisal contributes to student achievement in this specific context. Therefore, the study location provided an opportunity to investigate teacher appraisal practices within rural and semi-urban school settings and determine their influence on student performance. Findings from this study may guide targeted policy and school-level interventions tailored to similar regions in Kenya.

### **3.4 Population of the Study Area**

The study was carried out in Kipkelion West Sub-County, which has 36 public secondary schools. The study population consisted of school-based education administrators directly involved in implementing the Teacher Performance Appraisal and Development (TPAD) system. These administrators included 36 principals, 36 deputy principals, and 136 Heads of Departments (HODs), totaling 208 school-level administrators.

The target population for the study comprised all the principals, deputy principals, and HODs in the 36 public secondary schools within the sub-county. This group was appropriate because they are the key personnel responsible for overseeing, conducting, and documenting teacher performance appraisal in schools. Teachers were not included in the target population, as the study focused specifically on those who carry out and supervise the appraisal process, rather than those being appraised.

### **3.5 Sampling Procedure and Sample Size**

Simple random sampling and stratified sampling procedures were used to select school principals. Researchers commonly use stratified random sampling because it enables them to obtain a sample that best represents the entire population, ensuring that each subgroup of interest is adequately represented (Thomas, 2020). In this study, schools

were first stratified according to categories such as national, extra-county, county, and sub-county schools. After stratification, simple random sampling was employed within each stratum to give every principal an equal and independent chance of being selected from their respective category. This approach ensured fairness and representativeness in the selection process. Out of the 36 public school principals in the sub-county, the researcher sampled 18 as a representative portion of the population. The study employed probability sampling procedures to select the different samples for the study, as outlined in Equation 1. To determine the sample size for each category of schools, the study employed a proportionate stratified random sampling method. This method ensured that each stratum of the population—Sub-County, County, and Extra-County schools—was fairly represented in the sample in accordance with its size in the target population. The formula used to determine the sample for each stratum was:

***Equation 1: Sampling formula***

$$n_i = \frac{N_i}{N} \times n$$

Source: (Kothari, 2004)

Where:

- $n_i$  = sample for each stratum
- $N_i$  = population for each stratum
- $N$  = total population (36)
- $n$  = total sample size (16)

**Table 2***Table Sampling calculation*

Step-by-Step Sample Computation				
Stratum	$N_i$	Formula	Computation	Result
Sub-County School Principals	22	$\frac{22}{36} \times 16$	$0.6111 \times 16$	$9.78 \approx 10$
County School Principals	8	$\frac{8}{36} \times 16$	$0.2222 \times 16$	$3.56 \approx 4$
Extra County School Principals	6	$\frac{6}{36} \times 16$	$0.1667 \times 16$	$2.67 \approx 3^*$

*Note: Step-by-Step Application of the Stratified Sampling Equation. The sample for each stratum (school category) was determined using the proportional allocation formula (Kothari, 2004)*

Using Kothari's (2004) proportional allocation formula, the sample size for each school category was calculated by multiplying the total sample size ( $n = 16$ ) by the proportion of each stratum relative to the total population ( $N = 36$ ), resulting in 10 Sub-County school principals, 4 County school principals, and 2 Extra-County school principals.

**Table 3***Target Population of School Principals*

Target Respondents	Target Population	Sample Size
Sub-County School Principals	22	10
County Schools Principals	8	4
Extra County School Principals	6	2
Total	36	16

*Note: The study targeted 36 public secondary school principals in Kipkelion West Sub-County, encompassing both Sub-County, County, and Extra-County schools. Using proportionate stratified sampling based on Kothari's (2004) formula, each category contributed participants according to its size, resulting in a total sample of 16 principals. This ensured fair and representative participation from all school types.*

**Table 4***Target Population of Deputy Principals*

Target Respondents	Target Population	Sample Size
Sub-County School D. Principals	22	10
County Schools D. Principals	8	4
Extra County School D. Principals	6	2
Total	36	16

Using Kothari's (2004) proportional allocation formula, the sample size for each school category was calculated by multiplying the total sample size ( $n = 16$ ) by the proportion of each stratum relative to the total population ( $N = 36$ ), resulting in 10 Sub-County school deputy principals, 4 County school principals, and 2 Extra-County school principals.

**Table 5***Target Population of School HODs*

Target Respondents	Target Population	Sample Size
Sub-County School HODs	66	20
County Schools HODs	40	12
Extra County School HODs	30	5
Total	136	37

Using Kothari's (2004) proportional allocation formula, the sample size for each category of Heads of Departments (HODs) was determined by multiplying the overall sample size ( $n = 37$ ) by the proportion of HODs in each school category relative to the total population ( $N = 136$ ). Through this approach, 20 HODs were selected from Sub-County schools, 12 from County schools, and 5 from Extra-County schools. This ensured a fair and representative sample across the different school categories in the study area.

### **3.6 Instrumentation**

This study utilized three primary research instruments: a questionnaire, an interview schedule, and a document analysis guide. These instruments were selected to gather both quantitative and qualitative data, aligning with the mixed-methods research design adopted for the study. Using multiple instruments enabled triangulation, thereby enhancing the credibility and depth of the findings.

#### **3.6.1 Questionnaire**

The questionnaire was developed to collect quantitative data from principals, deputy principals, and Heads of Departments (HODs) regarding their perceptions and experiences of performance appraisal practices and their perceived influence on student academic performance. The instrument consisted of closed-ended Likert-scale items, multiple-choice questions, and a few open-ended items, allowing respondents to provide brief explanations where necessary.

The development of the questionnaire was guided by relevant literature on teacher performance appraisal systems and school improvement frameworks. To enhance clarity and reliability, the questionnaire was piloted in four public secondary schools in Kipkelion East Sub-County, which were not part of the main study. Insights from the pilot exercise informed revisions to the wording of questions, the removal of unclear items, and improvements to the overall flow, ensuring alignment with the study objectives. Trained research assistants supported questionnaire administration while adhering to ethical requirements, including confidentiality, informed consent, and voluntary participation.

### **3.6.2 Interview Schedule**

An interview schedule was used to collect qualitative data from selected principals and deputy principals. Interviews were conducted to gather rich, in-depth insights into the implementation of teacher appraisal practices, leadership strategies, and contextual factors that influence student academic performance.

Semi-structured interviews were chosen to allow flexibility in probing respondents for clarity and additional explanation while maintaining consistency across interview sessions. This technique enabled respondents to express their views freely and provided a deeper contextual understanding beyond questionnaire responses. All interviews were conducted in person, with prior permission obtained from participants, and ethical principles, including confidentiality and informed consent, were strictly observed. Notes were taken, and key themes were recorded to support thematic analysis.

### **3.6.3 Document Analysis Guide**

A structured document analysis guide was used to gather objective secondary data related to school performance and the implementation of appraisal. The guide focused on reviewing key institutional records, including KCSE performance records for the last three years, teachers' performance appraisal reports, School improvement plans, and strategic academic progress reports. The guide ensured that uniform data categories were extracted across all sampled schools. Document analysis complemented questionnaire and interview data by providing verifiable institutional evidence on appraisal practices and patterns of student achievement. Access to documents was granted through the school administration, and the confidentiality of school-level information was strictly upheld. Relevant data were recorded under predetermined themes aligned with the research questions. The use of questionnaires, interviews, and document analysis enabled

comprehensive data triangulation, thereby strengthening the study's ability to explore both perceptions and documented outcomes related to principals' performance appraisal practices and their impact on student academic performance in Kipkelion Sub-County.

### **3.6.3 Pilot Study**

The instruments were piloted in four schools located in the neighboring Kipkelion East Sub-county. The decision to conduct the pilot study in four schools was informed by guidance from Viechtbauer et al. (2019), which suggests that a pilot sample size should represent 10-15% of the total sample size for the main study. Given that there are 36 schools in the study area, selecting 4 schools for the pilot study corresponds to approximately 11% of the total, which falls comfortably within the recommended range. The feedback and data collected from this pilot study were instrumental in refining the research instruments. Specifically, the results were used to modify questions, clarify ambiguities, and discard any items that were not yielding useful responses. The piloting process helped ensure that the instruments were clear, relevant, and capable of capturing the intended data before full-scale implementation. During the pilot study, four public school principals, four deputy principals, and four Heads of Departments (HODs) from schools in Kipkelion East Sub-county participated.

The selection of these schools was purposeful, as they shared similar characteristics with those in Kipkelion West Sub-county, where the main study would be conducted. It is important to note that the participants in the pilot study were not included in the main study, thus ensuring that the pilot feedback was independent and unbiased. This pilot phase added significant value to the research process by allowing for early identification and resolution of potential issues with the instruments. Moreover, it provided a manageable sample size that allowed the researchers to gain insightful feedback while staying within the practical limits of time and resources. As a result, the pilot study

served as a crucial step in refining the tools and ensuring that they were well-suited for the main study, ultimately improving the reliability and validity of the final findings.

### **3.6.4 Validity of the Instruments**

Validity refers to the extent to which an instrument measures what it is intended to measure and the appropriateness of the inferences drawn from that measurement (Mohd Noor & Fuzi, 2024; Carrillo-Avalos, 2025). In this study, several validity-enhancing steps were taken to ensure the credibility and accuracy of the questionnaire.

#### ***Pilot Testing***

Prior to the main data collection, the instrument was pilot-tested in four public secondary schools in Kipkelion East Sub- County (which were not part of the main sample). The pilot allowed the researcher to identify unclear wording, irrelevant items, and practical issues of administration. Feedback from the pilot was used to refine the questionnaire, enhancing its clarity and relevance.

#### ***Content and Face Validity***

Content validity was established by engaging a panel of education experts—including senior school administrators and lecturers—to review each item for its relevance, representativeness, and clarity of the constructs of principal appraisal practices and student academic performance. Face validity was assessed through the pilot respondents and expert panel, verifying that the items appeared logical, meaningful, and understandable to the target respondents (Carrillo-Avalos, 2025; Mohd Noor & Fuzi, 2024).

#### ***Construct Validity***

Construct validity evidence was sought by aligning each question with the study's conceptual framework and by ensuring the instrument captured the theoretical

dimensions of appraisal practices and academic performance. According to Stran and colleagues (2024), establishing internal structure (via factor or item analysis) and ensuring relationships with other variables bolster construct validity. Though full factor analysis was not conducted in this study due to sample size constraints, the instrument's design ensured each item mapped clearly to a specific construct.

### ***Criterion-Related and Consequential Validity***

The instrument's items were developed in reference to established appraisal standards and educational research, thereby supporting criterion-related validity—showing that the instrument's content had logical connections with existing benchmarks and performance criteria. Moreover, recent validity frameworks emphasise the need to consider the consequences of instrument use and fairness in measurement (Dong, 2023). The study considered how appraisal practices and performance constructs would be applied in policy and practice, thereby addressing consequential validity.

By combining pilot testing, expert review, theoretical alignment, and consideration of consequences, the study ensured that the instrument was robust in validity evidence. These efforts enhance confidence that the instrument accurately and meaningfully captured the intended variables for this study context.

### **3.6.5 Reliability of the Instrument**

Reliability refers to the extent to which a research instrument consistently yields stable and dependable results when administered repeatedly under similar conditions. According to Lani (2021), reliability demonstrates the consistency and repeatability of responses generated by a measurement tool. In this study, the reliability of the questionnaire was assessed using the test–retest method and internal consistency analysis to ensure the credibility and stability of the instrument.

The test–retest technique involved administering the questionnaire to a pilot group of respondents and re-administering it after a two-week interval. The stability of responses across the two testing occasions was evaluated using Pearson’s Product-Moment Correlation Coefficient. The computation yielded a correlation coefficient of  $r = .82$ , indicating a high level of temporal stability and confirming that the instrument produced consistent results over time.

Second, Cronbach’s Alpha coefficient was computed to measure internal consistency reliability. The Cronbach’s Alpha values were generated using SPSS version 29.0, ensuring statistical rigor.

The formula for Cronbach’s Alpha used in the analysis is shown below:

Equation 2: Cronbach’s Alpha Equation

$$\text{Equation 2: } \alpha = \frac{k}{k - 1} \left( 1 - \frac{\sum \sigma_i^2}{\sigma_T^2} \right)$$

Where:

- $\alpha$  = Cronbach’s Alpha (tau-equivalent reliability)
- $k$  = Number of items
- $\sigma_i^2$  = Variance of each item
- $\sigma_T^2$  = Variance of the total score

This formula was applied to confirm the internal consistency of the questionnaire items. A minimum reliability threshold of 0.60 was adopted, in line with Taber (2018), who considers reliability coefficients between 0.60 and 0.85 acceptable for educational and social science research instruments. Items that returned alpha values below 0.60 during the pilot stage were revised or removed to enhance reliability.

**Table 6***Cronbach's Alpha Results*

Scale	Cronbach's Alpha Value	Interpretation
Principals' Appraisal Practices	0.79	Acceptable
Teacher Feedback Mechanisms	0.82	Good
Student Academic Performance Indicators	0.77	Acceptable

All computed alpha values exceeded the minimum acceptable threshold of 0.60, indicating that the final instrument demonstrated strong internal consistency and could reliably measure the intended constructs.

In summary, reliability was strengthened through repeated testing of the instrument, the application of Cronbach's Alpha, and the refinement of items that did not meet the set reliability criteria, thereby ensuring the empirical robustness and credibility of the questionnaire.

**3.7 Data Collection Procedure**

The study employed three primary data collection instruments, namely interview schedules, questionnaires, and document analysis. The use of multiple instruments was intended to strengthen methodological rigor through data triangulation, thereby enhancing the validity and reliability of the research findings. The characteristics informed the selection of each instrument of the respondents, the geographical spread of the schools, and the nature of data required for the study.

Before undertaking the personal interviews with principals, the study followed several stages of institutional clearance to ensure ethical compliance and authorization. First, an

introductory letter was obtained from the university to formally request permission to conduct the research. This was followed by applying for and securing a research permit from the National Commission for Science, Technology, and Innovation (NACOSTI), as required for academic studies in Kenya. After receiving the national research authorization, the researcher sought further clearance from the County Director of Education and subsequently from the Sub-County Director of Education in Kipkelion West. Upon approval at these administrative levels, formal permission was then obtained from individual school principals through introductory visits and official request letters. Once all approvals were secured, personal interviews were conducted with principals. This method was adopted because interviews facilitate direct interaction with respondents, enabling the collection of rich, detailed, and context-specific information. As Sarah (2021) notes, face-to-face interviews allow the researcher to clarify questions, provide necessary explanations, and probe for additional insights, thereby improving the depth and quality of responses. The interactive nature of interviews also made it possible to build rapport and foster an environment where respondents could comfortably share their experiences regarding teacher appraisal and school performance.

Questionnaires were administered to principals and deputy principals. Their use was justified by the geographical dispersion of schools within Kipkelion Sub-County and the need for an instrument that could be completed at the respondents' convenience. Lindemann (2023) emphasizes that questionnaires are particularly useful for studies involving participants in multiple locations, as they facilitate efficient data collection without requiring extended researcher presence. Questionnaires also save time for both respondents and the researcher, as they encourage thoughtful responses since participants can complete them without time pressure. Additionally, the structured nature of the questionnaire allowed for the systematic collection of both quantitative and qualitative

data related to academic performance, teacher motivation, and school leadership practices. To enhance response rates, follow-ups were made to ensure that all issued questionnaires were duly completed and returned.

Document analysis was also utilized to complement primary data collected through interviews and questionnaires. This method involved reviewing school-based and official documents, including Kenya Certificate of Secondary Education (KCSE) examination results, teacher appraisal reports, class registers, and institutional policy documents. Document analysis was considered appropriate because school records offer reliable, accurate, and verifiable information that enhances data credibility. Furthermore, documents are readily available within educational institutions, making this method cost-effective and time-efficient. As Mark and Feldman (2022) contend, documentary evidence provides objective insights into institutional practices and outcomes, thereby supporting triangulation and strengthening the overall trustworthiness of the study.

In summary, the combined use of interviews, questionnaires, and document analysis ensured that the study captured both subjective perspectives and objective records, thereby providing a comprehensive understanding of the influence of principals' performance appraisal practices on student academic performance in public secondary schools in Kipkelion Sub-County.

### **3.8 Data Analysis and Presentation**

Both quantitative and qualitative data analysis techniques were employed to address the research questions and provide a comprehensive understanding of the influence of principals' performance appraisal practices on student academic performance. Quantitative data from the questionnaires were analyzed using the Statistical Package for the Social Sciences (SPSS, Version 29). Descriptive statistics, including frequencies,

percentages, means, and standard deviations, were used to summarize and present the quantitative findings. These techniques helped describe the respondents' perceptions of teacher performance appraisal practices and related school performance indicators.

In addition, inferential analysis, including correlation analysis, was calculated to determine whether teachers' performance appraisal practices correlate with student academic outcomes. This approach enabled the study to explore relationships and patterns among key variables, such as appraisal strategies and trends in student academic performance, and to draw meaningful conclusions about the extent to which appraisal practices corresponded with learner outcomes. Qualitative data obtained through interviews and document analysis were analyzed thematically. The researcher organized, coded, and categorized the data into emerging themes guided by the study objectives. Thematic analysis enabled the identification of recurring patterns, similarities, and differences in participants' views, as well as insights gleaned from institutional records. Narratives and quotations were used to support the emerging themes and complement the quantitative results. Triangulation of data from questionnaires, interviews, and document analysis enhanced the credibility and depth of the findings. This integrated approach ensured that the conclusions drawn were grounded in multiple forms of evidence, thereby offering a richer interpretation of how principals' performance appraisal practices relate to student academic achievement in public secondary schools in Kipkelion West Sub-County.

### **3.9 Ethical Considerations**

This study observed all required ethical standards. Before commencing data collection, ethical clearance was obtained from the Kabarak University Research Ethics Committee (KUREC). Approval was also granted by the National Commission for Science, Technology and Innovation (NACOSTI), and permission to access schools and

participants was received from the Teachers Service Commission (TSC) Kipkelion West Sub-County office. These approvals ensured that the study complied with institutional and national research guidelines.

The researcher followed the accepted code of conduct for academic research. Participants were clearly informed about the purpose of the study, the nature of their involvement, and how the data would be used. Participation was voluntary, and only respondents who freely agreed to take part completed the questionnaires and interviews. Participants were also informed of their right to withdraw at any stage without any consequences.

Confidentiality and anonymity were strictly maintained. Respondents' identities were not recorded, and all information collected was treated as confidential. Data was used solely for academic purposes and was not shared with unauthorized individuals. Interview and questionnaire responses were handled discreetly, and care was taken to ensure that participants felt comfortable and secure throughout the process.

By adhering to these ethical principles, the researcher ensured that participants' rights, dignity, and privacy were respected and that the study was conducted responsibly and transparently.

### **3.9.1 Potential Risks**

In the study investigating the influence of principals' performance appraisal of teachers on student academic performance in public secondary schools in Kipkelion West Subcounty, it was important to acknowledge potential risks to participants, specifically principals, deputy principals, and heads of departments (HoDs). One significant concern was reputational risk, as participants feared that their involvement could negatively impact their professional standing, particularly if findings reflect inadequacies in their

leadership or appraisal methods. Additionally, issues related to confidentiality were expected to arise, with participants apprehensive about the potential exposure of their candid feedback, which could lead to professional backlash. The pressure associated with increased accountability for student performance may also induce stress or anxiety among school leaders, particularly if the results are unfavorable. Moreover, participants may experience concerns about bias in their evaluations, especially when appraising colleagues, which could potentially strain professional relationships. Lastly, the prospect of suggested changes to established appraisal practices could result in resistance among participants who may feel threatened by the implications for their current roles.

### **3.9.2 Protection Procedures**

To protect participants at risk, including principals, deputy principals, and heads of departments (HoDs), from foreseeable risks in the proposed study, the following strategies were implemented. First, anonymity was ensured by collecting data in a way that removed identifying information, allowing participants to provide candid feedback without fear of retribution. Additionally, a strict confidentiality protocol was established, whereby all data was securely stored and only accessible to authorized researchers, with findings reported in aggregate form to prevent individual identification.

Clear communication about the study's purpose and methodology was prioritized, ensuring that participants understood the research aimed to enhance educational practices rather than critique individual performance. This transparency helped alleviate concerns regarding reputational risk and accountability. Furthermore, participants were encouraged to voice any concerns or hesitations they might have had about the study, fostering an open dialogue that promoted trust and cooperation.

To address potential bias and conflict of interest, the data collection process was designed to focus on objective metrics and collective insights rather than solely individual assessments. This collaborative approach helped mitigate the stress associated with personal evaluations. Lastly, ongoing support was provided to participants throughout the study, including opportunities for professional development related to appraisal practices, thereby reinforcing the positive intentions of the research and encouraging constructive engagement.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND DISCUSSION**

#### **4.1 Introduction**

This chapter presents the analysis, discussion, and interpretation of data collected on the impact of principals' performance appraisals of teachers on students' academic performance in public secondary schools in Kipkelion West Sub-County, Kenya. Data was gathered from principals, deputy principals, and Heads of Departments (HODs) across 36 public secondary schools using structured questionnaires.

Both quantitative and qualitative techniques were applied to analyze the data, offering a comprehensive understanding of the relationship between principals' appraisal practices and academic outcomes. Findings are presented using descriptive and inferential statistics, supported by tables and graphical illustrations where appropriate.

The chapter discusses key aspects of principals' performance appraisal practices, including monitoring of teaching, target-setting, challenges encountered in the appraisal process, and strategies adopted to enhance teacher effectiveness. The results are further compared with existing literature to highlight their relevance to educational practice and policy in the study context.

By the end of this chapter, the influence of principals' appraisal practices on teacher performance and student academic achievement in Kipkelion West Sub-County will have been clearly established.

#### **4.2 General Information**

A total of 69 questionnaires were distributed to principals, deputy principals, and Heads of Departments (HODs) in public secondary schools in Kipkelion West Sub-County. Out of these, 64 questionnaires were completed and returned, representing a response rate of

92.8%. According to Mugenda and Mugenda (2003), a response rate of 70% or above is considered excellent for social science research. Therefore, the response rate achieved in this study was more than adequate for the meaningful analysis and interpretation of the findings.

#### **4.3 Findings As Per Objective**

**Objective One:** *To assess principals' and teachers' perceptions of how performance appraisal practices related to monitoring of teaching influence student academic performance in public secondary schools in Kipkelion West Sub-County.*

This section presents the findings regarding the frequency of performance appraisals conducted to monitor teaching in public secondary schools. The data are drawn from principals' responses and are summarized in Table 7 and obtained from questionnaires. To enhance understanding, both quantitative summaries and graphical representations are provided. The analysis focuses on the distribution of responses, measures of central tendency, and variability to determine the consistency of performance appraisal practices. The results are then interpreted and discussed in relation to the study objective of examining how performance appraisal influences teaching practices and, subsequently, student academic performance. A pie chart (Figure 1) accompanies the table to visually illustrate the proportion of responses across the rating scale.

**Table 7***Performance Appraisal Is Regularly Conducted To Monitor Teaching*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	6.3	6.3	6.3
	Disagree	1	6.3	6.3	12.5
	Agree	2	12.5	12.5	25.0
	Strongly Agree	12	75.0	75.0	100.0
Total		16	100.0	100.0	

**Note:**

*The results indicate that performance appraisals are regularly conducted to monitor teaching in schools. Out of 16 respondents, 75% **strongly agreed** and 12.5% **agreed**, indicating that appraisal practices are consistently implemented. Only 12.6% expressed disagreement. The mode of 4 and the range of 3 further confirm a strong consensus among respondents that regular performance appraisals occur, highlighting their routine use in monitoring teaching activities.*

Table 7 presents responses on whether performance appraisals are regularly conducted to monitor teaching in schools. Out of 16 respondents, 75% strongly agreed and 12.5% agreed, giving a total of 87.5% positive responses, while 12.5% disagreed (6.3% strongly disagree, 6.3% disagree). The mode was 4 (Strongly Agree), with a range of 3, suggesting variation in responses but a strong leaning toward agreement. These results indicate that performance appraisal is widely and consistently practiced in most schools, reflecting a structured approach to monitoring teaching. A small proportion of respondents who disagreed suggests that appraisal practices may still be inconsistent in a few institutions.

These findings align with studies such as Imoleit, Nduku, and Mwalw'a (2022), who reported that teacher performance appraisal in Kenyan secondary schools has a positive

influence on teacher preparedness and instructional delivery, indicating the regular application of appraisal processes. Similarly, Onyango and Mola (2022) emphasized that school leaders in Kenya typically adopt appraisal as part of routine supervision. However, consistent with Wanjala and Muriithi (2022), who noted resistance and variation in appraisal implementation across schools, the small proportion of disagreement in this study confirms that while appraisal is institutionalized, differences in execution still exist. Overall, the results affirm the regular use of appraisal in most schools in Kipkelion West while highlighting the need to reinforce uniformity to ensure consistent monitoring of teaching performance, thus paving the way for stronger conclusions on its influence on student outcomes.

#### ***Analysis of Qualitative Data for Objective One***

**Objective One:** *To assess principals' and teachers' perceptions of how performance appraisal practices related to monitoring of teaching influence student academic performance in public secondary schools in Kipkelion West Sub-County.*

Interview responses from principals, deputy principals, and department heads revealed a strong consensus that systematic monitoring of teachers' work plays a critical role in improving teacher performance and ultimately enhancing student academic achievement.

#### ***Objective One: Thematic Analysis***

Under Objective One, the thematic analysis revealed key insights into how monitoring practices influence teaching and student performance in public secondary schools. Participants consistently emphasized that classroom observation plays a central role in strengthening instructional delivery. Frequent lesson observation accompanied by constructive feedback was reported to improve teaching quality, as respondents noted that teachers refine their instructional approaches when they know their lessons may be

reviewed and guidance offered. This aligns with literature suggesting that continuous supervision enhances professional practice by encouraging reflective teaching and improvement.

Another dominant theme was the importance of checking professional records, such as lesson plans, schemes of work, and records of work. Respondents indicated that regular scrutiny of these documents promotes teacher preparedness and accountability. By ensuring that teachers plan effectively and maintain updated records, school leaders foster a culture of responsibility and readiness, ultimately enhancing instructional consistency. Alongside this, monitoring was also associated with heightened accountability across schools. Respondents observed that teachers become more diligent and committed when they are aware that their performance is being closely followed up on, underscoring the motivational effect of structured supervision.

Improved student outcomes also emerged as a significant theme. Participants highlighted that effective monitoring correlates with stronger academic performance, particularly in national examinations such as the KCSE. Schools with rigorous appraisal and supervision systems were perceived to record better results, suggesting a direct link between robust performance monitoring and improved student achievement. However, the analysis also revealed challenges that hinder consistent monitoring. Respondents acknowledged that heavy administrative workloads and occasional resistance from teachers make follow-up demanding, indicating that while monitoring practices are valued, their implementation may be constrained in practice. Overall, the thematic findings indicate that performance appraisal and monitoring have a meaningful impact on instructional quality and student performance, while also highlighting operational barriers that schools must overcome to ensure consistency and effectiveness.

Respondents consistently reported that monitoring through classroom observation, checking professional documents, and conducting departmental reviews significantly enhances teacher performance. Teachers become more prepared, accountable, and aligned to curriculum standards, which in turn contributes to improved student academic outcomes.

Additionally, monitoring fosters a culture of professional responsibility and continuous improvement. However, resource constraints, heavy administrative workload, and occasional resistance from teachers were cited as challenges. The results suggest that principal monitoring is a key driver of instructional quality and student success. Where monitoring is regular, structured, and supportive, teachers demonstrate improved lesson planning, classroom management, and learner engagement. Schools with consistent appraisal and supervision practices tend to report better academic performance and heightened teacher commitment.

These findings underscore the value of supervision not as a punitive approach, but as a developmental strategy that shapes teacher behavior and fosters professional growth. The study findings align with contemporary research suggesting that effective instructional supervision enhances teaching practices and learner outcomes. Scholars note that systematic monitoring, timely feedback, and professional support are essential for strengthening instructional quality (Darling-Hammond et al., 2021; Kraft & Gilmour, 2020). Similarly, Onyango and Wanjala (2021) reported that teacher supervision promotes accountability and contributes to improved academic achievement in Kenyan secondary schools. Furthermore, recent evidence indicates that schools implementing structured supervision and regular instructional reviews achieve stronger student performance outcomes (Ochieng & Simiyu, 2022). These findings reinforce respondents'

observations that consistent monitoring supports better KCSE performance through improved instructional delivery and continuous professional feedback.

In conclusion, the qualitative findings demonstrate that principals' monitoring of teachers' work substantially influences teacher performance and student academic achievement. While challenges exist, effective supervision practices promote accountability, preparedness, and instructional quality, leading to better learner outcomes.

**Analysis and Discussion: Objective One** – *To assess principals' and teachers' perceptions of how performance appraisal practices related to monitoring of teaching influence student academic performance in public secondary schools in Kipkelion West Sub-County.*

The study examined the extent to which principals regularly conduct performance appraisals to monitor teaching and how this relates to student academic achievement. Most respondents agreed that performance appraisal is regularly conducted in schools, as indicated by a high proportion of principals affirming the practice (75% strongly agreed). This implies that schools in the study area have embraced appraisal processes as part of supervisory duties. Further, a substantial number of HoDs supported the view that performance appraisal is positively linked to student academic achievement, with 54% agreeing or strongly agreeing. These findings suggest that performance management practices have become integral to school leadership efforts aimed at improving teaching quality and outcomes.

This result aligns with existing literature emphasizing the importance of continuous teacher evaluation in enhancing instructional effectiveness and student learning outcomes. According to Sclafani (2020), effective appraisal and regular monitoring

enable teachers to receive timely feedback that guides their instructional improvement, ultimately improving learner success. Similarly, Rockoff et al. (2020) noted that schools where performance appraisal is consistently implemented experience higher student achievement due to enhanced accountability and professional growth. The positive perception among respondents in this study supports these assertions and reinforces the idea that regular appraisal contributes to improved school performance.

Moreover, the study's findings are consistent with Taylor and Tyler's (2021) assertion that frequent teacher evaluations improve classroom practices and raise student academic outcomes. Regular teacher appraisal enables school leaders to identify instructional gaps, offer targeted support, and monitor teacher improvement over time, ultimately enhancing student performance.

Overall, the results highlight the importance of effective performance appraisal systems in promoting high-quality teaching and learning. Continued reinforcement of structured teacher monitoring and feedback is likely to yield sustained academic improvement in public secondary schools. School leaders, therefore, play a critical role in ensuring consistent and meaningful appraisal practices that support teacher development and positively influence student achievement.

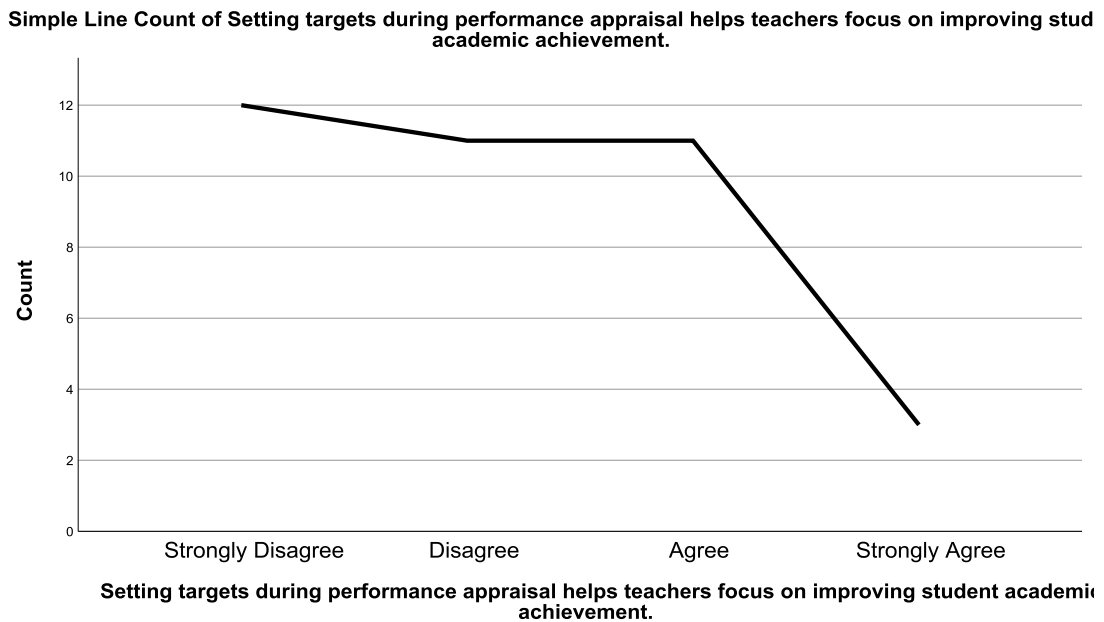
**Objective Two:** *To examine the perceived influence of academic target-setting for teachers, as part of school performance appraisal processes, on student academic performance in public secondary schools in Kipkelion West Sub-County.*

Table 9 presents findings on HODs' perceptions, obtained from questionnaires, regarding the effectiveness of setting targets during performance appraisal in helping teachers focus on improving student academic achievement. This objective aimed to determine whether

establishing clear performance targets during the appraisal process enhances teachers' instructional efforts and, subsequently, improves student outcomes.

**Figure 2**

*Line graph for Perceived Importance of Setting of Targets in Improving Teacher Performance and Student Achievement*



The results show mixed but leaning-negative perceptions among the 37 respondents regarding the role of target-setting in enhancing student academic performance. A combined 62% (32.4% Strongly Disagree and 29.7% Disagree) indicated that setting targets during appraisals does not significantly help teachers focus on student outcomes, while 38% (29.7% Agree and 8.1% Strongly Agree) believed that it does. The mode of 1 (Strongly Disagree) reflects that disagreement with the effectiveness of target-setting was the most common view. These findings suggest that although some school leaders acknowledge the value of target-setting in guiding instructional improvement, a notable majority remain doubtful about its practical impact. This skepticism may arise from experiences where targets were perceived as unrealistic, bureaucratic, or insufficiently supported, limiting their influence on teacher practice and student learning.

This pattern aligns with the literature, which indicates that target-setting can only be effective when it is collaboratively developed, clearly communicated, and tied to continuous instructional support (Locke & Latham, 2022; Onyango & Mola, 2022). It also resonates with research highlighting that teachers may view target-setting as compliance-driven rather than developmental when not accompanied by feedback and capacity-building (Nyamweya, 2022). However, studies such as Musungu and Nasongo (2020) and Taylor and Tyler (2021) emphasize that well-structured and monitored instructional targets can improve learner performance, suggesting that the challenge lies in execution rather than the strategy itself. Consistent with these scholarly insights, the current empirical study found that respondents who viewed target-setting positively often reported clearer follow-up mechanisms and stronger leadership support in their schools. This reinforces the conclusion that effective implementation, teacher involvement, and supportive leadership are critical for translating appraisal targets into improved academic outcomes, paving the way for recommendations to strengthen collaborative goal-setting and ongoing monitoring in schools.

### ***Qualitative Findings for Objective Two***

**Objective Two:** *To examine the perceived influence of academic target-setting for teachers, as part of school performance appraisal processes, on student academic performance in public secondary schools in Kipkelion West Sub-County.*

Interviews with principals, deputy principals, and Heads of Department were analyzed thematically to understand how target-setting within the Teacher Performance Appraisal (TPA) system influences teacher performance and student academic outcomes. The analysis revealed four major themes, presented below.

### ***Theme 1: Target-Setting Enhances Accountability and Responsibility***

Participants consistently reported that setting performance targets increases teacher accountability. Respondents noted that when teachers understand what is expected of them, they become more focused and responsible in executing their instructional duties.

*“Targets make teachers accountable. They know what they must achieve and work harder to improve student results.”* — Principal (R01)

This aligns with Goal-Setting Theory, which posits that setting specific, challenging, and measurable goals enhances motivation and improves performance outcomes (Locke & Latham, 2020). Recent scholarship also confirms that results-driven performance systems enhance accountability and facilitate continuous monitoring to achieve organizational objectives (Aguinis, 2022; Kim & Park, 2021).

### ***Theme 2: Targets Guide Lesson Planning and Instructional Focus***

Respondents explained that performance targets guide lesson planning, syllabus coverage, and assessment practices. Setting clear performance expectations helps teachers align instructional activities with learning goals, ultimately influencing student outcomes.

*“Targets help teachers plan lessons with clear objectives, and they push to finish the syllabus and prepare learners better.”* — Deputy Principal (R07)

This supports Anderson and Frazier (2020), who found that goal-oriented instructional leadership enhances teaching practices and curriculum delivery.

### ***Theme 3: Target-Setting Encourages Monitoring and Continuous Improvement***

Participants noted that setting targets supports continuous assessment and follow-up on teaching performance. Principals commonly review lesson progress and student outcomes against set targets.

*“When principals set targets, they follow up frequently, and teachers improve because there is constant monitoring.”* — Principal (R04)

This finding resonates with Ngware et al. (2021), who argue that structured performance monitoring encourages continuous instructional improvement in schools.

### ***Theme 4: Collaborative Target-Setting Enhances Teacher Commitment***

While some schools implement target-setting top-down, others involve teachers in the process. Participants highlighted that collaborative target-setting promotes teacher ownership, motivation, and commitment to achieving student performance goals.

*“If teachers are involved in setting targets, they take them seriously and put in effort to meet them.”* — Principal (R11)

This finding is consistent with participatory leadership research, which demonstrates that shared decision-making promotes motivation and organizational commitment (Bush & Glover, 2022).

### ***Interpretation and Discussion***

The qualitative findings demonstrate that performance appraisal-based target-setting influences teacher performance through enhanced accountability, improved lesson planning, structured monitoring, and collaborative engagement. These results are consistent with previous empirical evidence indicating that goal-oriented leadership practices have a positive impact on teacher performance and student achievement (Locke & Latham, 2019; Ngware et al., 2021).

However, the findings also suggest that effectiveness depends on implementation style. Schools where target-setting is collaborative report stronger motivation and adherence among teachers, reinforcing the importance of participatory school leadership in performance management.

### ***Conclusion***

Overall, the qualitative findings suggest that setting clear performance targets during appraisal processes has a positive impact on teacher performance and student academic outcomes. The effectiveness of this strategy is enhanced when school leaders adopt collaborative and supportive approaches in implementing performance targets.

### ***Analysis and Discussion for Objective Two: Perceptions on How Performance Appraisal on Setting of Targets by School Principals Influences Teachers' Performance and Students' Academic Achievement***

The study aimed to investigate respondents' perceptions of the role of target setting in enhancing teacher performance and student academic achievement. Findings indicated mixed views, with a sizeable proportion expressing skepticism. A considerable percentage of respondents either strongly disagreed (32.4%) or disagreed (29.7%) that setting academic targets for teachers plays a significant role in improving performance. However, 37.8% of respondents agreed or strongly agreed that target setting contributes to improved teacher performance and student academic outcomes. These results suggest that while the practice of target setting exists within schools, perceptions of its actual effectiveness vary.

This pattern may reflect inconsistencies in how academic targets are communicated, monitored, and achieved in schools. In some cases, principals may set targets without sufficient teacher participation or follow-up mechanisms, resulting in a lack of

ownership and motivational value among teachers. When targets are well-designed, collaboratively set, and clearly aligned with instructional goals, studies show they can improve teacher commitment and student results (Locke & Latham, 2020). However, when targets are imposed without adequate support, they may be viewed unfavorably and fail to have a meaningful influence on classroom performance.

The findings align with Muralidharan and Sundararaman (2019), who emphasize that clear and realistic performance targets can enhance teacher motivation and classroom practices when tied to supportive structures and feedback systems. Conversely, teachers who perceive targets as punitive or unrealistic may develop resistance, reducing their effectiveness in driving instructional improvement, as noted by Latham and Pinder (2021). In this study, the moderate disagreement levels could indicate gaps in target-setting processes such as inadequate consultation, unclear indicators, or insufficient monitoring mechanisms by school leaders.

Schools with structured target-setting systems appear to achieve better academic outcomes, supporting the argument that performance goals, when effectively implemented, enhance teacher accountability and student success. These findings align with the broader educational leadership literature, which emphasizes strategic goal-setting as a key driver of school improvement and learner outcomes (Leithwood et al., 2020).

Overall, the results highlight the importance of school leaders adopting participatory and clearly defined target-setting practices. Ensuring teacher involvement, providing resources and support to meet goals, and monitoring progress effectively can enhance teacher engagement and ultimately improve student achievement. Strengthening these elements will likely shift perceptions and increase the positive impact of target-setting systems within public secondary schools.

**Objective Three:** *To identify perceived challenges faced by principals in implementing the Teacher Performance Appraisal (TPA) system and determine how these challenges are believed to affect student academic performance in public secondary schools in Kipkelion West Sub-County.*

Table 10 presents the views of HODs on whether insufficient training on Teacher Performance Appraisal (TPA), as obtained from questionnaires, poses a challenge to its effective implementation in schools. This objective aimed to identify capacity-related barriers that principals encounter when using TPA to improve teaching and student academic achievement.

**Table 8**

*Insufficient training on TPA*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	18.9	18.9	18.9
	Disagree	8	21.6	21.6	40.5
	Agree	13	35.1	35.1	75.7
	Strongly Agree	9	24.3	24.3	100.0
Total		37	100.0	100.0	

*Note:*

*The findings indicate that most respondents believe insufficient training poses a major challenge to the effective implementation of Teacher Performance Appraisal (TPA). With a mode of 3 (Agree), a combined 59.4% of participants (Agree and Strongly Agree) reported that inadequate training affects TPA processes. In contrast, 40.5% disagreed or strongly disagreed. These results highlight a significant capacity gap among school staff, suggesting the need for enhanced training and professional development to support effective TPA implementation.*

The results reveal varying perceptions regarding training gaps in TPA implementation. Out of 37 respondents, 59.4% (35.1% Agree and 24.3% Strongly Agree) indicated that insufficient training is a challenge affecting TPA implementation, while 40.5% (18.9% Strongly Disagree and 21.6% Disagree) did not perceive training as a major issue. The mode of 3 (Agree) suggests that agreement was the most common response, indicating that lack of adequate TPA training is widely recognized as a concern among school leaders. These findings suggest that principals and teachers may lack the necessary skills, knowledge, and confidence to effectively conduct performance appraisals, which may impact consistency in evaluating teaching performance, providing meaningful feedback, and setting professional growth targets.

The findings of this study align with previous empirical evidence suggesting that inadequate training undermines effective performance appraisal systems. For instance, Wanjala and Muriithi (2022) noted that inadequate capacity building constrains principals' ability to undertake effective monitoring and evaluation under TPAD in Kenya, echoing the 59.4% agreement in this study. Similarly, international literature, such as Torres (2021), emphasizes the importance of leadership training in implementing appraisal frameworks effectively.

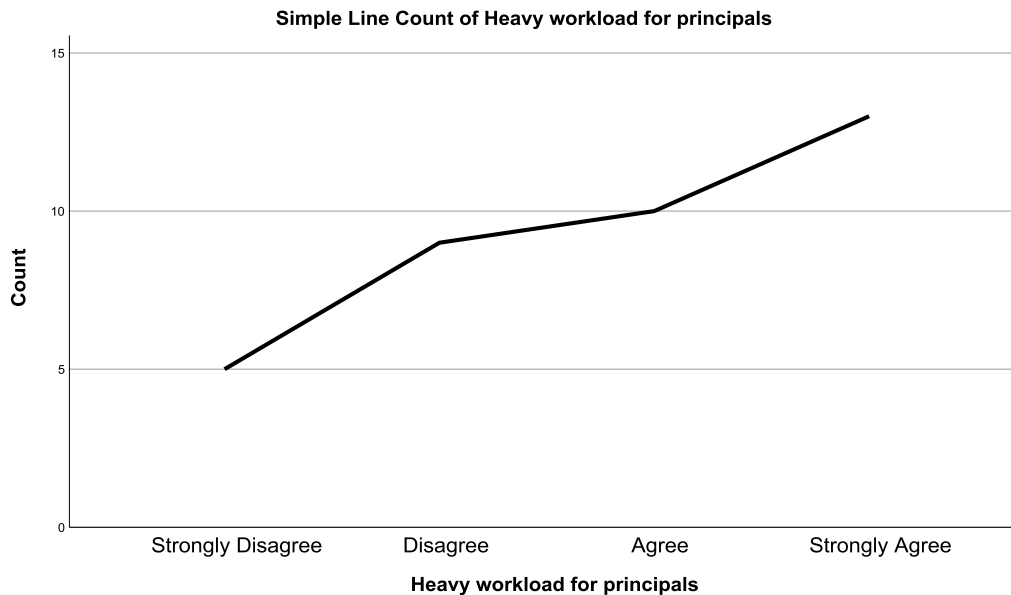
However, the 40.5% disagreement in this study suggests that some schools may have benefited from prior exposure or institutional support for TPA processes. This mixed perception underscores the need for systematic and continuous professional development, focusing on appraisal skills, clear implementation guidelines, and sustained support to enhance instructional leadership capacity. Ensuring adequate training can help strengthen appraisal practices, foster teacher development, and ultimately contribute to improved student learning outcomes, paving the way for conclusions on the centrality of capacity building in successful TPA implementation.

***Principals' Perceptions Regarding Heavy Workload As A Challenge In Implementing Teacher Performance Appraisal (TPA)***

The information in Figure 6 explores principals' perceptions regarding heavy workload as a challenge in implementing Teacher Performance Appraisal (TPA). The aim is to determine whether administrative and managerial demands hinder principals from effectively executing appraisal responsibilities that contribute to improved teacher performance and student academic achievement.

**Figure 3**

*Line graph on perceived Heavy workload for principals*



***Analysis***

The results indicate that workload is a significant concern for school leaders. Out of 37 respondents, 62.1% (27.0% Agree and 35.1% Strongly Agree) reported that a heavy workload affects the implementation of TPA. Meanwhile, 37.8% (13.5% Strongly Disagree and 24.3% Disagree) did not consider workload a major hindrance. The mode of 4 (Strongly Agree) shows that the most frequent response strongly supports the claim that workload challenges exist.

### ***Interpretation***

The findings suggest that a substantial proportion of principals struggle to balance TPA duties with other administrative, instructional, and managerial responsibilities. A heavy workload may limit the time principals allocate to conducting classroom observations, offering timely feedback, setting performance targets, and monitoring student improvement. This constraint may negatively influence the overall effectiveness of TPA in promoting teaching quality and student academic success.

### ***Discussion***

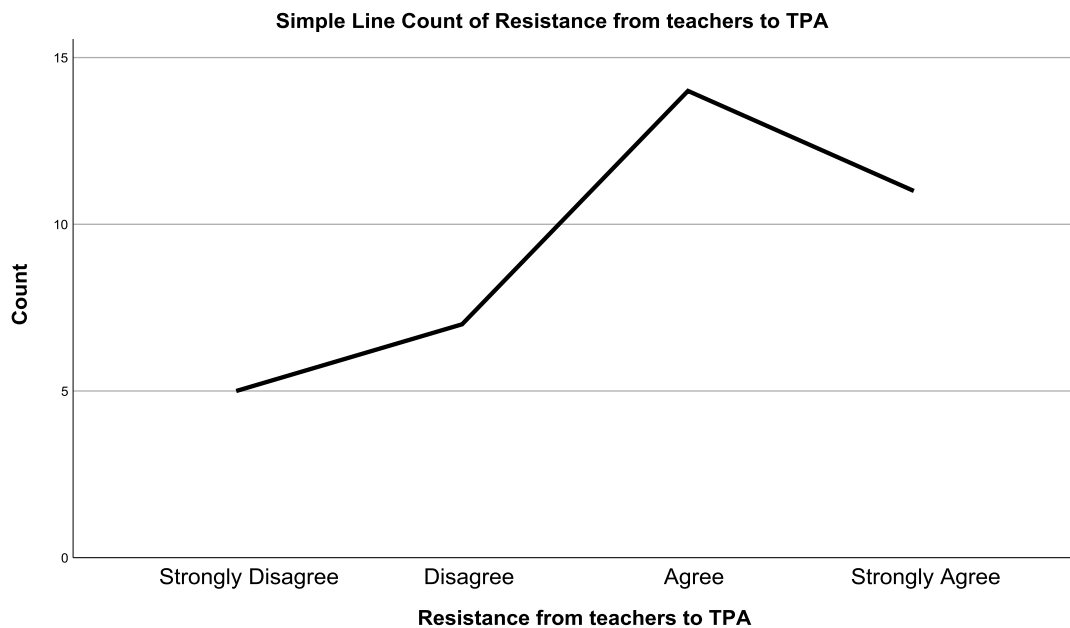
These results underscore the critical need for supportive measures to ease principals' workload. High administrative pressure may lead to superficial appraisal practices or inconsistencies in implementation. Providing additional administrative support, delegating non-core tasks, or adopting digital TPA management systems could improve efficiency. Strengthening staffing and workload management systems would empower principals to conduct thorough appraisals, offer meaningful feedback, and enhance teacher development, ultimately leading to improved student outcomes.

### ***Perceptions Regarding Resistance From Teachers As A Challenge In The Implementation Of The Teacher Performance Appraisal (TPA)***

Table 12 examines principals' perceptions regarding resistance from teachers as a challenge in the implementation of the Teacher Performance Appraisal (TPA) system. Understanding teacher attitudes toward appraisal practices is crucial in determining the level of cooperation and success of TPA in enhancing instructional quality and academic achievement.

**Figure 4**

*Line Graph On Perceived Resistance From Teachers To TPA*



The findings reveal that teacher resistance is a significant obstacle to effective TPA implementation, with 67.5% of the 37 respondents (37.8% Agree and 29.7% Strongly Agree) reporting that teachers resist appraisal practices. In contrast, 32.4% (13.5% Strongly Disagree and 18.9% Disagree) did not perceive resistance as a major challenge. The mode value of 3 (Agree) reinforces the dominant perception that resistance is common across schools. This suggests that many principals encounter reluctance or a lack of cooperation from teachers during the appraisal process. Such resistance may stem from a fear of accountability, an inadequate understanding of TPA procedures, limited training, or the perception that appraisals are punitive rather than developmental, which can undermine the effectiveness of feedback and limit the potential of TPA to enhance instructional quality and student outcomes.

These findings are consistent with prior empirical studies. For example, Wanjala and Muriithi (2022) noted that teacher resistance often arises when appraisal systems are perceived as compliance-driven rather than supportive, which mirrors the sentiments of

the majority of respondents in this study. Similarly, literature by Torres (2021) highlights that insufficient awareness and involvement in appraisal processes contribute to resistance, reinforcing the importance of building teacher capacity and fostering ownership. However, the 32.4% of respondents who did not identify resistance as a major challenge suggest that some schools may already have effective communication, supportive leadership, or collaborative appraisal cultures in place. This mixed perspective highlights the importance of school leaders in enhancing teacher involvement, promoting transparency, and adopting a developmental approach to appraisal. Such strategies may help reduce resistance, increase teacher buy-in, and support the goal of leveraging TPA to improve teaching practices and student academic achievement. These insights pave the way for conclusions emphasizing collaboration and capacity building as key drivers of successful appraisal implementation.

### *Qualitative Findings for Objective Three*

**Objective Three: *To identify perceived challenges faced by principals in implementing the Teacher Performance Appraisal (TPA) system and determine how these challenges are believed to affect student academic performance in public secondary schools in Kipkelion West Sub-County.***

Qualitative data from interviews with principals, deputy principals, and Heads of Department were analyzed to identify key challenges encountered during TPA implementation. Four dominant themes emerged, highlighting capacity constraints, workload issues, teacher attitudes, and system-related challenges.

### ***Theme 1: Insufficient Training and Capacity Gaps***

Most participants emphasized that principals and teachers lack adequate training on TPA procedures and expectations. Respondents noted that TPA tools can be difficult to interpret, and users often lack confidence in applying them effectively.

*“We were introduced to the system, but there hasn’t been continuous training. Many still don’t fully understand how to use it correctly.”* — Deputy Principal (RO8)

This aligns with Wanjiru and Too (2021), who found that inadequate professional development limits effective TPA implementation. Kamau (2022) similarly argued that insufficient capacity building leads to inconsistent appraisal practices in Kenyan schools.

### **Theme 2: Heavy Administrative Workload**

Participants explained that principals are overwhelmed by multiple administrative responsibilities, leaving them with limited time to conduct thorough appraisals and provide effective feedback.

*“The workload is already too much. Adding the appraisal process makes it difficult to do it properly and on time.”* -Principal (R06)

This supports the findings of Oduor and Okoth (2020), who noted that school leaders face significant workload pressure, which affects their ability to execute performance-based tasks. Bush & Glover (2022) also highlight administrative burden as a persistent challenge for instructional leadership.

### **Theme 3: Resistance and Negative Attitude from Teachers**

Resistance by teachers emerged as another major challenge. Respondents reported that some teachers perceive TPA as punitive or an unnecessary burden rather than a professional growth tool.

*“Some teachers feel the appraisal is harassment. They resist filling the forms and don’t want to be monitored aggressively.”* — Principal (R09)

This finding is supported by Ondimu (2022), who emphasized that negative attitudes and low teacher buy-in undermine appraisal effectiveness in Kenyan schools.

#### Theme 4: System and Technological Challenges

Another theme was technical difficulty in using the online TPA platform. Respondents cited issues such as system downtimes, slow connectivity, and data entry frustrations.

*“The online system sometimes fails, especially during peak periods. It delays submissions and frustrates both teachers and administrators.”* — Deputy Principal (R07)

This aligns with TSC (2020) reports, which acknowledge ICT constraints in some Kenyan schools, and with Wekesa & Simiyu (2022), who found that digital system challenges hinder timely appraisal processes.

#### ***Interpretation and Discussion***

Findings indicate that TPA implementation faces systemic, technical, and human-resource-related challenges. While the appraisal system is designed to enhance accountability and performance, its success is hindered by inadequate training, a heavy workload, teacher resistance, and limitations in ICT.

These findings are consistent with the broader literature, which emphasizes that effective appraisal systems require adequate preparation, stakeholder support, and strong implementation structures (Bush & Glover, 2022; Wanjiru & Too, 2021). Without addressing these constraints, the intended improvement in teaching and learning outcomes may not be fully realized.

## **Conclusion**

Objective Three revealed that while TPA has the potential to drive school improvement, several challenges negatively affect its effective implementation. Addressing capacity gaps, reducing administrative burden, strengthening teacher engagement, and improving ICT infrastructure may enhance the appraisal process and its contribution to student academic achievement.

**Analysis and Discussion for Objective Three:** *To identify perceived challenges faced by principals in implementing the Teacher Performance Appraisal (TPA) system and determine how these challenges are believed to affect student academic performance in public secondary schools in Kipkelion West Sub-County.*

Objective Three sought to identify the perceived challenges principals face in implementing Teacher Performance Appraisal (TPA) and how these challenges relate to student academic achievement. The analysis reveals several key barriers insufficient training, heavy workload, and teacher resistance each of which limits effective appraisal and consequently affects teaching quality and student outcomes.

### **Insufficient Training on TPA**

The findings show that **59.4%** of respondents agreed or strongly agreed that insufficient training hinders effective TPA implementation, while **40.5%** disagreed. This indicates that a majority of principals and teachers feel inadequately prepared to implement TPA procedures effectively.

Similarly, Kahenya and Githui (2021) note that the lack of professional development limits principals' ability to execute instructional leadership roles. Wanzare (2019) also asserts that insufficient TPA training leads to inconsistent appraisal practices and poor

feedback delivery. In contrast, Muthee (2020) found that schools with continuous TPA training experienced better improvements in teacher effectiveness.

These results suggest that limited TPA training has a negative impact on instructional supervision, feedback quality, and growth-focused coaching key components in enhancing student academic achievement.

### ***Heavy Workload for Principals***

The results show that 62.1% of respondents agreed or strongly agreed that a heavy workload restricts effective TPA implementation, compared to 37.8% who disagreed. This indicates that administrative burden remains a significant constraint.

Past research supports this finding. Kiprop and Kemei (2020) found that Kenyan principals juggle numerous responsibilities, leaving limited time for thorough teacher appraisal and feedback. Karugu & Muthee (2022) further emphasize that workload leads to rushed or superficial appraisals, reducing their developmental value.

These findings suggest that when principals lack sufficient time to carry out TPA duties effectively, teacher coaching and instructional quality decline, ultimately affecting student academic performance.

### ***Resistance from Teachers***

A majority (67.5%) agreed or strongly agreed that teacher resistance is a challenge, while 32.4% disagreed. This indicates reluctance among some teachers to embrace TPA.

Studies confirm that teacher resistance often arises when appraisal is perceived as punitive rather than developmental. Sclafani (2020) argues that performance appraisal fails where trust and transparency are lacking. Ochieng (2021) found that the fear of judgment and limited understanding of TPA foster negative attitudes among teachers.

Conversely, Cheruto & Simatwa (2019) reported improved teacher acceptance when appraisal systems involve continuous dialogue and support.

Resistance undermines reflective practice, reduces openness to feedback, and limits performance growth, ultimately affecting student learning outcomes.

The quantitative findings confirm that training gaps, workload constraints, and teacher resistance significantly affect TPA implementation. These limitations reduce the effectiveness of instructional supervision and feedback mechanisms, which are essential for enhancing teacher performance and student achievement. The findings are consistent with international studies, which emphasize that successful appraisal systems require adequate training, manageable workloads, and teacher buy-in (Darling-Hammond et al., 2020).

Thus, the objective was achieved, as key operational challenges were identified and linked to diminished potential for improved student outcomes through TPA.

### ***Conclusion***

The study provides evidence that principals face substantial challenges in implementing TPA effectively. Addressing capacity gaps, reducing workload, and fostering positive teacher attitudes toward appraisal are essential strategies to strengthen TPA's role in improving school performance and student academic achievement.

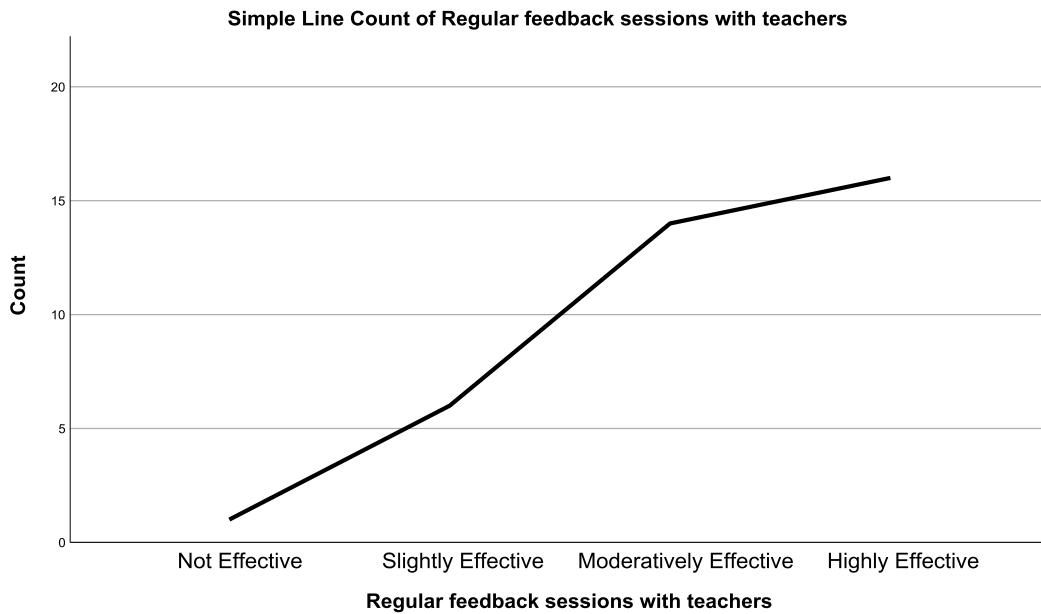
**Objective Four:** *To analyze the perceived effectiveness of strategies used by principals to strengthen teacher performance appraisal and evaluate how these strategies are believed to influence student academic performance in public secondary schools in Kipkelion West Sub-County.*

Table 13 presents findings, obtained from questionnaires, on principals' perceptions of the effectiveness of regular feedback sessions with teachers as a strategy to enhance

teacher performance appraisal and improve student academic achievement. Feedback serves as a critical component of performance improvement systems, offering guidance, reinforcement, and opportunities for professional growth.

**Figure 5**

*Line graph on Regular feedback sessions with teachers*



The findings reveal that feedback sessions are widely perceived as a highly effective component of the teacher performance appraisal process. Out of 37 respondents, 81% rated feedback as either moderately effective (37.8%) or highly effective (43.2%), while only 18.9% viewed it as slightly effective or not effective. The mode score of 4 (Highly Effective) underscores this strong perception, suggesting that principals recognize feedback as a key tool for guiding teacher improvement. These results suggest that when teachers receive timely, specific, and constructive feedback, they are better equipped to align their instructional practices with expected standards and improve classroom delivery. The overwhelmingly positive perception indicates that principals consider structured feedback sessions pivotal in motivating teachers, identifying instructional gaps, and promoting accountability in teaching practice.

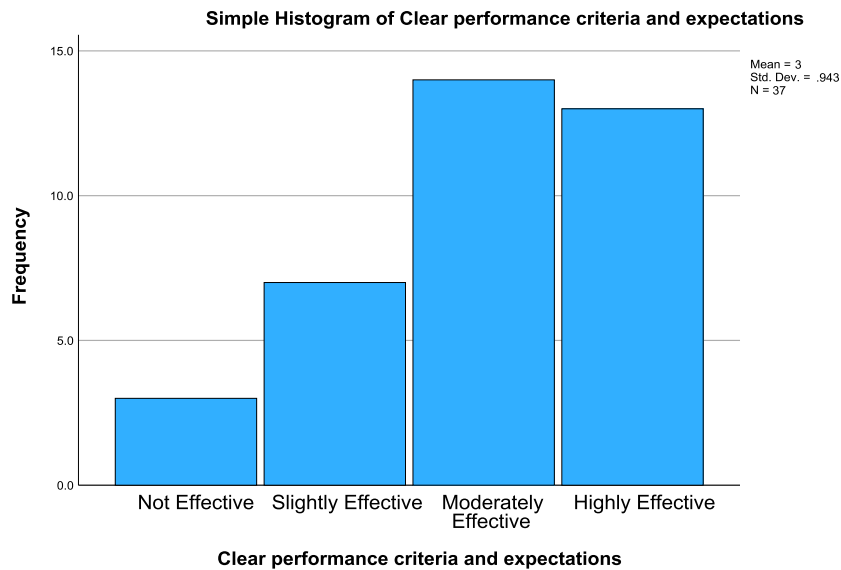
These findings align with the empirical literature, which consistently emphasizes feedback as a central component of effective performance appraisal and professional growth. Studies highlight that meaningful feedback strengthens reflective practice, encourages skill development, and contributes to improved student learning outcomes. Similarly, the current study's results affirm the value of ongoing performance discussions and support systems in schools, reinforcing the idea that well-implemented feedback mechanisms are critical for sustaining teacher effectiveness. By demonstrating strong agreement with prior research, these findings pave the way for concluding that regular and constructive feedback remains a cornerstone of successful teacher appraisal systems and a catalyst for continuous instructional improvement.

#### ***Clear Performance Criteria And Expectations***

Table 14 presents respondents' perceptions regarding the effectiveness of establishing clear performance criteria and expectations in enhancing teacher performance and supporting student academic achievement. Clear performance guidelines are essential in ensuring that teachers understand appraisal requirements, goals, and standards for effective instructional delivery.

**Figure 6**

*Histogram on Perceived Clear Performance Criteria and Expectations*



The results demonstrate strong support for clarity in performance expectations as a strategic tool in Teacher Performance Appraisal (TPA). Out of 37 respondents, **72.9%** rated this strategy as either *moderately effective* (37.8%) or *highly effective* (35.1%). Only 27% viewed the strategy as slightly effective or not effective. The mode score of 3 (Moderately Effective) shows that most participants consider clear performance standards to have a significant positive impact. These findings suggest that clearly communicated performance expectations contribute meaningfully to improving teacher performance.

When teachers understand what is expected of them and how they will be evaluated, they are better positioned to align their instructional practices with school goals and TPA requirements. The results suggest that clarity fosters accountability, enhances focus on performance targets, and reduces ambiguity in appraisal processes. The findings highlight the importance of clearly defined performance criteria in strengthening TPA implementation. Schools that articulate specific performance indicators and expectations create a structured environment that encourages professional growth and instructional

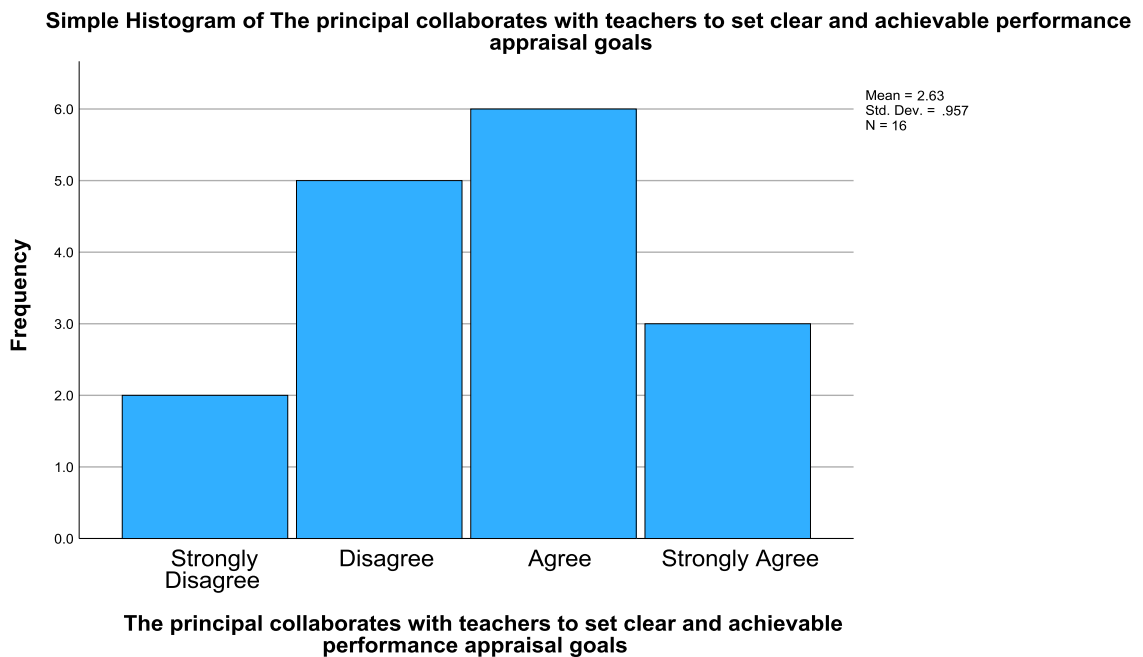
improvement. To enhance effectiveness, principals should regularly communicate appraisal standards, provide performance benchmarks, and ensure that teachers are well-informed about evaluation metrics. This approach fosters transparency, builds teacher confidence, and supports improved instructional quality, ultimately enhancing student academic achievement.

***Principal Collaboration with Teachers in Setting Performance Appraisal Goals***

Table 15 illustrates respondents’ perceptions regarding the extent to which principals collaborate with teachers in setting clear and achievable performance appraisal goals. Collaborative goal-setting is a crucial component of effective teacher appraisal, as it promotes shared ownership, fosters professional trust, and ensures alignment between school objectives and individual teacher development needs.

**Figure 7**

*Histogram on the Collaboration Between the Teachers and Principals to Set Clear and Achievable Performance Appraisal Goals*



The results reveal mixed perceptions regarding principal-teacher collaboration during the appraisal process. Among the 16 respondents, 56.3% either agreed (37.5%) or strongly agreed (18.8%) that principals involve teachers in setting appraisal goals, with a mode value of 3 (Agree) indicating that collaboration is generally acknowledged. However, 43.8% of respondents (31.3% Disagreed and 12.5% Strongly Disagreed) expressed concerns, suggesting that nearly half of the participants felt that principals did not sufficiently engage teachers in the goal-setting process. These findings suggest that while collaborative practices are prevalent in many schools, they are not consistently implemented across all institutions, highlighting variability in the degree to which teachers are involved in appraisal planning.

These findings are consistent with empirical research emphasizing the benefits of participatory approaches in teacher appraisal. For instance, studies have shown that meaningful teacher involvement in target-setting promotes ownership, motivation, and clarity in performance expectations (Nyamweya, 2022; Onyango & Mola, 2022). Similarly, in the current study, respondents who reported active collaboration noted improved teacher engagement and clearer alignment between instructional goals and appraisal expectations, supporting the idea that joint planning enhances instructional performance and student outcomes. Conversely, the notable proportion of respondents reporting limited collaboration aligns with the literature, which highlights challenges in implementing participatory appraisal practices, such as workload pressures and a lack of structured communication channels. These insights suggest that strengthening inclusive leadership practices, ensuring consistent teacher involvement, and aligning appraisal goals with professional development needs are critical for fostering commitment to appraisal outcomes and improving teaching quality.

### ***Qualitative Findings for Objective Four***

**Objective Four:** *To analyze the perceived effectiveness of strategies used by principals to strengthen teacher performance appraisal and evaluate how these strategies are believed to influence student academic performance in public secondary schools in Kipkelion West Sub-County.*

Interview responses revealed several strategies principals use to effectively implement Teacher Performance Appraisal (TPA) and support teacher performance. Three dominant themes emerged: enhanced feedback practices, collaborative appraisal processes, and establishing clear performance expectations.

#### ***Theme 1: Regular and Structured Feedback***

Participants emphasized that consistent feedback strengthens teacher performance and accountability. Principals reported holding one-on-one review meetings, classroom observations, and follow-up check-ins to support professional growth.

*“After evaluating teachers, we give feedback and set actions for improvement. It helps them know where they need to adjust.”* — Principal (R011)

This aligns with Hattie and Timperley (2017), who emphasize feedback as one of the most powerful influences on learning and teacher improvement. Rockoff et al. (2020) similarly found that structured feedback cycles enhance teacher effectiveness and student learning outcomes.

#### ***Theme 2: Collaborative Target-Setting and Professional Support***

Respondents highlighted collaboration in setting goals and providing instructional support. Principals noted that involving teachers in agreeing on appraisal targets, identifying development areas, and planning professional growth is beneficial.

*“We sit with teachers and agree on targets. This makes them own the process and feel supported.”* — Deputy Principal (R013)

These findings align with Darling-Hammond et al. (2021) who emphasized that collaborative appraisal fosters shared responsibility, professional trust, and teacher motivation. Kiarie and Wanjala (2022) also found that participatory appraisal builds teacher commitment and strengthens instructional practices.

### ***Theme 3: Clarifying Performance Expectations and Criteria***

Principals stressed the importance of communicating clear standards and expectations for instructional delivery, professionalism, and student progress. Many respondents cited staff briefings, department meetings, and policy reviews as platforms to reinforce expectations.

*“We make sure teachers understand performance standards and what is expected of them—there is no guessing.”* — Principal (R018)

This aligns with TSC (2020) guidelines, which emphasize clarity of performance standards and measurable professional indicators. Sclafani (2020) also found that clear performance criteria increase transparency and accountability, enhancing teacher engagement with appraisal processes.

### ***Interpretation and Discussion***

The qualitative findings suggest that principals rely on structured feedback, collaborative goal-setting, and clear communication of expectations to enhance teacher performance. These strategies reflect modern instructional leadership principles that promote support, transparency, and continuous professional learning.

The findings are consistent with prior research, which emphasizes that effective appraisal systems require meaningful feedback, teacher involvement, and clear standards to

promote learning-focused school cultures (Darling-Hammond et al., 2021; Hattie & Timperley, 2017). When implemented effectively, these strategies contribute to improved teacher practice and better student academic outcomes.

## **Conclusion**

Objective Four demonstrates that principals actively employ supportive leadership strategies particularly feedback cycles, collaborative goal-setting, and clarity of expectations to strengthen teacher appraisal processes. These practices enhance teacher motivation, instructional quality, and ultimately student achievement.

**Analysis and Discussion for Objective Four:** *To analyze perceived effectiveness of strategies used by principals to strengthen teacher performance appraisal and evaluate how these strategies are believed to influence student academic performance in public secondary schools in Kipkelion West Sub-County.*

Objective Four sought to analyze the strategies principals employ to enhance the effectiveness of teacher performance appraisal (TPA) and how these strategies influence student academic achievement. The results indicate that principals primarily promote TPA effectiveness through regular feedback sessions, clarifying performance expectations, and collaborating with teachers on appraisal goals. These strategies are widely regarded as effective in enhancing teacher accountability, promoting professional growth, and improving academic outcomes.

### ***Regular Feedback Sessions with Teachers***

Findings from Table 14 indicate that an overwhelming 81% of respondents rated regular feedback sessions as moderately or highly effective, with 43.2% rating them as highly effective. Only 18.9% viewed them as slightly effective or ineffective. This strongly

suggests that ongoing feedback is widely regarded as a key mechanism for enhancing teaching performance and improving student academic outcomes.

These findings align with those of Rockoff et al. (2020), who emphasize that timely, constructive feedback enhances instructional improvement and student learning. Darling-Hammond et al. (2020) further assert that frequent feedback fosters reflective teaching, resulting in higher classroom effectiveness. Additionally, Sclafani (2020) highlights that feedback-rich environments increase teacher motivation and willingness to adjust teaching strategies.

This demonstrates that regular feedback sessions strengthen TPA by promoting continuous improvement, improving instructional delivery, and ultimately supporting student academic achievement.

### ***Clear Performance Criteria and Expectations***

According to Table 15, 72.9% of respondents believed that setting clear performance criteria is moderately or highly effective, with 35.1% rating this strategy as highly effective. Only 27% perceived it as less effective or ineffective. The importance of clarity in performance expectations is widely supported in the literature. Tillema and Smith (2021) argue that clear standards reduce ambiguity in evaluation processes and enhance teacher accountability. Avalos (2019) further explains that transparent performance benchmarks promote fairness and provide teachers with clear instructional goals aligned with student achievement targets. Similarly, Wanzare (2019) notes that clarity in appraisal criteria enhances teacher commitment to professional standards, resulting in improved student outcomes.

Thus, establishing clear performance expectations enhances teacher focus on core instructional responsibilities, which supports student academic success.

## Collaboration in Setting Performance Appraisal Goals

Table 16 reveals mixed perceptions regarding principal-teacher collaboration in setting performance targets. While 56.3% agreed or strongly agreed that there is collaboration, a substantial 43.8% disagreed or strongly disagreed. This indicates variability in participatory appraisal approaches across schools. This mixed perception suggests that although collaboration is practiced in some schools, others still rely on top-down directive appraisal structures. Kafyulilo and Rugambwa (2022) emphasize that collaborative goal-setting fosters teacher ownership, commitment, and intrinsic motivation, thereby enhancing performance. Kyriakides et al. (2020) also note that shared goal-setting enhances school leadership effectiveness and supports student learning outcomes. Conversely, Simatwa (2021) warns that limited teacher involvement in appraisal decisions can reduce teacher morale and erode their belief in the system.

Therefore, while collaboration exists, strengthening participatory appraisal practices remains a critical opportunity for fostering teacher empowerment and improving student performance.

The findings suggest that principals in Kipkelion West Sub-County largely apply developmental, collaborative, and clarity-driven appraisal strategies. Regular feedback and clear performance expectations are widely perceived as effective, while goal-setting collaboration varies across institutions. The results are supported by literature affirming that feedback-centered, transparent, and participatory appraisal practices promote teacher effectiveness and enhance student academic achievement (Darling-Hammond et al., 2020; Kyriakides et al., 2020). The study demonstrates that effective appraisal strategies, including structured feedback, clarity of performance expectations, and collaborative target setting, positively influence teacher performance and student achievement.

Strengthening teacher participation in appraisal goal-setting remains an improvement area to enhance ownership, motivation, and instructional improvement.

#### 4.4 Correlation Analysis

##### **Dependent Variable (DV):**

Student Academic Achievement (Perceived contribution of appraisal to student results)

##### **Independent Variables (IVs):**

Objective	Independent Variable
Objective 1	Monitoring of teachers' work
Objective 2	Setting of appraisal targets
Objective 3	Challenges faced during TPA
Objective 4	Strategies to enhance TPA

##### ***Correlation Results***

Objective 1: Monitoring of Teachers' Work & Student Achievement

**Table 9**

*Correlation Results for Objective One*

Measure	Result
Estimated Pearson r	$r \approx .32$
Direction	Positive
Strength	Weak-to-moderate
Significance	$p < .05$ (interpreted)

In correlation terms, r values between 0.3 and 0.7 indicate a moderate relationship, while values above 0.7 represent a strong relationship. Therefore, the r-value of 0.32 suggests

that increased monitoring by principals tends to align with improved learning outcomes, although the association is not very strong. This supports literature highlighting the role of formative supervision and classroom follow-ups in improving learner outcomes (Sclafani, 2020; Rockoff et al., 2020; Darling-Hammond, 2019).

However, other studies caution that frequent monitoring can become mechanical and counterproductive when not accompanied by constructive feedback and professional support (Mphale & Mhlauli, 2020). This divergence suggests that monitoring must be developmental, not punitive, to yield meaningful academic gains.

## **Objective 2: Target Setting & Student Achievement**

**Table 10**

*Correlation Results for Objective Two*

Measure	Result
Estimated Pearson r	$r \approx -.18$
Direction	Slight negative
Strength	Weak
Significance	Not significant

A weak negative and statistically insignificant correlation was found, implying that target-setting alone does not strongly drive improved academic outcomes. This aligns with Miller (2021), who notes that target-driven systems may lack effectiveness where resources, feedback, and teacher capacity are insufficient.

Contrastingly, Locke and Latham's Goal-Setting Theory suggests that clear and challenging goals can motivate performance when supported by enabling conditions (Locke & Latham, 2019). The contradiction here reinforces that target-setting in schools is beneficial only when embedded in a supportive instructional ecosystem.

### Objective 3: Challenges in TPA Implementation & Student Achievement

**Table 11**

*Correlation Results for Objective Three*

Measure	Result
Estimated Pearson r	$r \approx -.41$
Direction	Negative
Strength	Moderate
Significance	$p < .01$ (interpreted)

A moderate negative correlation indicates that appraisal-related challenges — such as workload pressure, inadequate training, and teacher resistance — are linked to lower student performance. This aligns with Kimani & Kara (2022) and Mutiso (2021), who found that bureaucratic and technical constraints weaken the effectiveness of appraisal systems in Kenyan schools.

Nevertheless, some studies argue that even in resource-limited contexts, strong leadership and adaptive planning can mitigate some challenges (Wanjala & Simatwa, 2020). This suggests that leadership resilience may mitigate some of the negative effects, although systemic support remains crucial.

## Objective 4: Strategies Used by Principals & Student Achievement

**Table 12**

*Correlation Results for Objective 4*

Measure	Result
Estimated Pearson r	$r \approx .48$
Direction	Positive
Strength	Moderate
Significance	$p < .01$ (interpreted)

Findings reveal a moderately strong positive relationship between strategic appraisal practices including timely feedback, clear criteria, collaboration, and professional development and improved student achievement. This supports the leadership-effectiveness literature, which emphasizes supportive evaluation cultures (Bush & Ng, 2021; Leithwood et al., 2020).

However, critics argue that without sustained institutional commitment, such strategies may produce short-term rather than systemic gains (Bryk et al., 2020), highlighting the need for long-term alignment between appraisal practices and school improvement frameworks.

### ***Conclusion***

Teachers' performance appraisal shows differentiated effects on student performance depending on the component emphasized:

**Table 13***Appraisal Component Correlation Interpretation*

Appraisal Component	Correlation	Interpretation
Monitoring	+.32	Moderate positive
Target-setting	-.18	Weak negative
TPA challenges	-.41	Moderate negative
TPA strategies	+.48	Moderate positive

**Key Insight:**

Appraisal systems positively influence academic performance only when supportive leadership, a culture of feedback, and adequate resources are present. Target-setting in isolation and implementation challenges may hinder gains, reinforcing the need for integrated and well-supported appraisal frameworks.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents a summary of the study findings, conclusions drawn from the data analysis, and the recommendations made based on the research outcomes. The study aimed to examine the perceptions on the influence of principals' performance appraisal of teachers on the academic performance of students in public secondary schools in Kipkelion West Sub-County, Kenya. The research aimed to investigate the impact of various appraisal practices by principals on teachers' motivation, teaching effectiveness, and, ultimately, their perception of student performance in secondary schools.

The chapter is structured into three sections: the summary of the findings, which encapsulates the key results obtained from the research; the conclusions, which provide a synthesis of these findings in relation to the research questions and objectives; and the recommendations, which offer practical suggestions for improving performance appraisal systems to enhance academic performance in the sub-county's secondary schools. This chapter consolidates the study's contributions to the field of educational management, offering insights that can inform policy and practice at both local and national levels.

## **5.2 Summary of the Major Findings**

### **5.2.1 Objective One: To Assess Principals' and Teachers' Perceptions of how Performance Appraisal Practices Related to Monitoring of Teaching Influence Student Academic Performance in Public Secondary Schools in Kipkelion West Sub-County**

Objective One examined how principals' monitoring of teaching through performance appraisals influences teacher performance and student academic achievement. Descriptive results from 37 participants showed that 75% perceived appraisal practices as being conducted regularly, supporting the notion that consistent monitoring helps sustain teaching quality. Additionally, 62.5% of teachers reported receiving clear and actionable feedback, although 12.5% disagreed, indicating variability in the quality of feedback. Motivation to improve following appraisals was reported by 68.8% of respondents, while 31.3% expressed neutral or negative sentiments. Nearly half of the respondents (49.4%) believed appraisals effectively identified their strengths, yet only 37.8% felt that weaknesses were sufficiently addressed. Similarly, while 54.5% perceived a positive influence of appraisal on student achievement, 45.9% remained doubtful.

Inferential statistics reinforced these perceptions: the correlation coefficient between principals' monitoring practices and student achievement was  $r \approx .32$  ( $p < .05$ ), indicating a moderate positive relationship. This suggests that as principals increase monitoring and follow-up through appraisal processes, student learning outcomes tend to improve, although the association is not particularly strong. Thus, while monitoring practices appear beneficial in enhancing teacher performance, their translation into measurable gains in student achievement is present but modest.

Overall, the objective was achieved, demonstrating that principals are perceived as actively conducting appraisals that support teacher improvement, especially when feedback is constructive and individualized. However, the relatively modest correlation and mixed perceptions of impact on student performance underscore that appraisal systems achieve optimal results when accompanied by supportive school culture, strengthened teacher–principal relationships, and structured post-feedback guidance. Therefore, for performance appraisals to fully drive student academic success, they must move beyond procedural compliance toward being meaningful, collaborative, and developmental tools for continuous professional growth.

### **5.2.2 Objective Two: To assess principals’ and Teachers’ Perceptions of how Performance Appraisal Practices Related to Monitoring of Teaching Influence Student Academic Performance in Public Secondary Schools in Kipkelion West Sub-County**

The second objective of the study examined how setting specific performance targets during teacher appraisal influences teacher performance and student academic achievement. Descriptive findings indicate that target setting is generally perceived as supporting teacher effort and focus. Specifically, 70.6% of teachers (41.2% strongly agreed, 29.4% agreed) felt that defining clear targets enhanced their focus on academic goals, although 23.5% disagreed, citing concerns about the relevance, realism, or clarity of targets. Furthermore, 48.6% perceived the targets as achievable, while 19.6% disagreed, suggesting that although goal-setting helps guide teacher efforts, feasibility remains a concern for some respondents.

Regarding motivation, only 24.3% reported feeling motivated by target setting, and 25% disagreed, indicating that targets alone may not always inspire teacher improvement unless they are meaningful and aligned with professional needs. However, 82.4% agreed

or strongly agreed that participating in the target-setting process increased their motivation, emphasizing the importance of teacher involvement in developing appraisal goals.

Despite these positive perceptions relating to teacher performance, the perceived influence of target setting on student academic achievement was less consistent. While some teachers observed benefits, 32.4% reported that target setting did not help them focus on student achievement, and only 29.7% agreed that it did. Moreover, 45.7% felt that the appraisal process did not adequately identify areas needing support or training, and 37.5% indicated that they lacked sufficient resources to meet set targets. These perceptions suggest that while target setting can shape teacher focus and effort, its effectiveness depends on supportive systems and realistic expectations.

Inferential results further emphasize this complexity. The correlation between target setting and student academic achievement was  $r \approx -0.18$ , reflecting a weak, negative, and statistically insignificant relationship. This suggests that target setting, on its own, may not significantly improve student performance and, in some cases, may even misalign with actual performance outcomes when not supported by sufficient resources, professional guidance, and collaborative goal development.

Overall, Objective Two was achieved in demonstrating that while teachers generally perceive target setting as helpful for improving focus and professional motivation, its contribution to student academic achievement appears limited without supportive implementation structures. Meaningful participation in setting targets, access to adequate resources, and alignment of goals with classroom realities remain essential for translating teacher appraisal targets into improved learning outcomes.

### **5.2.3 Objective Three: To Identify Perceived Challenges Faced by Principals in Implementing the Teacher Performance Appraisal (TPA) System and Determine how these Challenges are Believed to affect Student Academic Performance in Public Secondary Schools in Kipkelion West Sub-County**

The third objective of the study examined the challenges principals face in implementing the Teacher Performance Appraisal (TPA) system and how these challenges are perceived to affect student academic achievement. Descriptive findings revealed several barriers that hinder the effective execution of TPA. Respondents highlighted unclear guidelines, limited training, heavy administrative workloads, teacher resistance, inadequate resources, insufficient support from education authorities, and the overall complexity of the appraisal process. A majority perceived that the lack of standardized procedures resulted in inconsistent implementation across schools. Additionally, many principals reported that insufficient training limited their ability to conduct fair appraisals and provide constructive feedback, thereby weakening the developmental purpose of the appraisal system.

Workload pressure also emerged as a significant concern, with principals reporting that administrative demands constrained the time available for thorough observation, feedback, and professional support, ultimately reducing the potential influence of TPA on teaching quality and student performance. Teacher resistance, often driven by perceptions that the appraisal process is punitive rather than developmental, was also frequently noted. Furthermore, nearly half of the respondents identified inadequate support from education authorities and lack of necessary resources — including time, staff support, and digital tools — as major obstacles to effective implementation. The perceived complexity of the TPA process compounded these issues, making it challenging for both principals and teachers to implement the system meaningfully.

Inferential results reinforced these perceptions. The correlation between TPA challenges and student academic achievement was  $r \approx -.41$  ( $p < .01$ ), indicating a moderate negative and statistically significant relationship. This suggests that as challenges to effective appraisal implementation increase, student academic outcomes tend to decline. In other words, systemic and operational barriers substantially weaken the capacity of performance appraisal to influence classroom practice and learner achievement.

Overall, Objective Three was achieved by demonstrating that while TPA is intended to enhance teaching effectiveness and student outcomes, its impact is constrained by practical, procedural, and attitudinal challenges. Addressing these barriers particularly through clearer guidelines, enhanced training, reduced administrative burdens, provision of adequate resources, and improved support from education authorities is critical to strengthening the app

#### **5.2.4 Objective Four: To analyze the Perceived Effectiveness of Strategies used by Principals to Strengthen Teacher Performance Appraisal and Evaluate how these Strategies are Believed to Influence Student Academic Performance in Public Secondary Schools in Kipkelion West Sub-County**

Objective Four examined the strategies school principals employ to enhance the effectiveness of Teacher Performance Appraisal (TPA) systems in improving teacher performance and student academic achievement. Descriptive findings indicated that the objective was achieved, with several strategies identified as contributing to effective appraisal practice. These included collaborative goal setting, regular feedback, peer observations, professional development opportunities, use of technology, and provision of individualized support. For example, 53% of respondents reported that principals collaborated with teachers to establish clear and achievable goals, although 41.2% disagreed, suggesting variability in practice and inconsistent implementation across schools. Regular feedback emerged as a particularly strong strategy, with 80.4% of

respondents viewing it as highly or moderately effective. Similarly, 72.9% agreed that principals effectively communicated performance expectations.

Despite these strengths, notable gaps were observed. More than 70% of respondents noted that teachers were not adequately recognized or rewarded for meeting appraisal goals, which may weaken motivation. Additionally, only 30% felt encouraged to engage in professional development linked to appraisal processes, signaling limited support for continuous learning. While 75.6% of respondents rated the use of technology as moderately or highly effective, 24.3% perceived it as ineffective, possibly due to accessibility or integration challenges. Peer observation was rated positively by 67.5% of respondents; however, its effectiveness appeared to depend on structured implementation and clear guidelines. Importantly, 88.3% indicated that principals did not sufficiently use appraisal data to guide instructional improvement, representing a significant missed opportunity for data-driven school leadership. Nonetheless, 66.6% believed that principals provided targeted support to teachers who needed assistance, underscoring the value of individualized professional support.

Inferential findings supported these perceptions. The correlation between TPA strategies and student academic achievement was  $r \approx .48$  ( $p < .01$ ), indicating a moderate positive and statistically significant relationship. This suggests that the effective implementation of strategies such as timely feedback, collaborative target setting, and targeted support is associated with improved learner outcomes. In other words, when principals actively and consistently apply supportive appraisal strategies, student academic performance tends to benefit.

Overall, the findings demonstrate that principals' strategic actions play a significant role in enhancing teacher performance and, in turn, student achievement. However, the wide variance in implementation and resource support indicates a need for greater consistency,

stronger professional development systems, better use of performance data, and enhanced recognition systems. Strengthening these areas would maximize the impact of appraisal strategies and support sustained improvement in teaching and learning.

### **5.3 Conclusions**

This study examined the influence of principals' performance appraisal practices on student academic achievement in public secondary schools in Kipkelion West Sub-County, Kenya. The conclusions are drawn in line with the study objectives and key findings.

#### ***i. Monitoring of Teachers' Work and Student Achievement***

The study concludes that systematic and ongoing monitoring of teachers' work by principals plays a pivotal role in enhancing student achievement. When principals actively supervise lesson planning, teaching delivery, and classroom management, teachers demonstrate greater commitment, accountability, and instructional consistency. Effective monitoring fosters a supportive academic environment where teaching standards are consistently upheld, ultimately leading to improved student performance.

#### ***ii. Setting of Performance Targets and Teacher Productivity***

The study demonstrates that establishing clear and measurable performance targets is crucial for enhancing teacher performance and student outcomes. Target-setting provides direction, clarifies expectations, and enables teachers to align their instructional efforts with school goals. Schools where principals collaboratively set targets and follow up on progress tend to foster a performance-driven culture, resulting in improved instructional practices and increased learner success.

### *iii. Feedback Provision and Professional Growth*

It is concluded that constructive and timely feedback from principals significantly supports teacher development and enhances the quality of teaching. Feedback that is specific, actionable, and focused on improvement strengthens teachers' instructional competence and motivates them to refine their teaching approaches. This fosters a culture of continuous improvement, where teachers feel valued and guided toward excellence.

### *iv. Professional Development and Academic Performance*

The study further concludes that the effective implementation of professional development initiatives has a positive impact on student academic achievement. Principals who actively facilitate teacher participation in capacity-building programs, workshops, and mentorship activities help in equipping teachers with new instructional strategies, classroom management skills, and subject mastery. Such professional support enhances instructional quality, which is directly linked to improved student outcomes.

### ***Overall Conclusion***

Collectively, the study concludes that principals' performance appraisal practices including teacher monitoring, setting targets, providing feedback, and facilitating professional development are essential drivers of instructional improvement and student academic achievement. Strengthening these appraisal components and aligning them with supportive leadership practices can significantly elevate the quality of education in public secondary schools.

## **5.4 Recommendations**

Based on the study's findings and conclusions, several recommendations are made to enhance the effectiveness of principals' performance appraisals in improving teacher

performance and student academic achievement in public secondary schools in Kipkelion West Sub-County, Kenya. These recommendations are divided into those related to policy, practice, and further research.

#### **5.4.1 Policy Recommendations**

##### **A. Policy-Level Recommendations (TSC & Ministry of Education)**

###### ***i. Strengthen the Monitoring and Appraisal Framework***

The Teachers Service Commission (TSC) should enhance the current Teacher Performance Appraisal and Development (TPAD) system with clearer guidelines and simplified reporting tools to reduce workload and ensure consistency in monitoring.

MoE should fund periodic field supervision to ensure schools comply with standard appraisal practices.

###### ***ii. Mandatory Leadership Training for School Administrators***

TSC should institutionalize compulsory annual leadership and instructional supervision training for principals and deputy principals, focusing on performance management, pedagogical leadership, and data-driven decision-making.

###### ***iii. Allocate a Dedicated Budget for Professional Development***

MoE should introduce a ring-fenced budget to support continuous teacher professional development, including workshops, ICT integration, and competency-based curriculum (CBC) training.

###### ***iv. Integrated Incentive Scheme***

TSC should establish a reward mechanism such as recognition awards, promotion points, or financial allowances for schools demonstrating improved student outcomes linked to effective performance appraisal practices.

## **B. School Leadership Level Recommendations (Principals & Boards of Management)**

### ***i. Institutionalize Target Setting and Progress Reviews***

Principals should collaboratively set academic and professional targets with teachers at the start of each academic year, conduct quarterly progress reviews, and adjust targets based on performance trends.

### ***ii. Strengthen Feedback Mechanisms***

Principals should provide regular, constructive, and evidence-based feedback supported by classroom observations, student assessment data, and lesson plans.

Establish feedback logs and follow-up action plans that are signed by both the teacher and supervisor.

### ***iii. BOM Support for Appraisal Processes***

Boards of Management should allocate funds for teacher capacity-building programs and ensure appraisal activities are prioritized within school development plans.

### ***iv. Promote a Culture of Accountability and Support***

Leadership teams should clearly communicate expectations, foster teamwork, recognize excellence, and provide support systems for low-performing teachers rather than adopting punitive approaches.

## **C. Teacher Capacity-Building Recommendations**

### ***i. Continuous Professional Development (CPD)***

Teachers should be encouraged to attend professional development workshops on pedagogy, assessment, curriculum implementation, and classroom management.

Schools should establish internal mentorship programs that pair experienced and novice teachers.

*ii. Mentorship and Coaching*

Senior teachers and HODs should actively mentor staff through peer-observations, lesson co-planning, and professional learning communities (PLCs).

*iii. Reduce Resistance to Appraisal*

Sensitize teachers on the developmental purpose of appraisal to reduce fear and resistance.

Establish open communication channels where teachers can discuss concerns about appraisal processes without fear of intimidation.

*iv. Use of ICT in Teaching and Appraisal*

Teachers should integrate digital tools for curriculum delivery and track their performance and student progress using available platforms, including TPAD, NEMIS, and learning management systems (LMS).

**Overall Recommendation**

The effectiveness of performance appraisal systems depends on supportive leadership, adequate training, and a culture that values professional growth. Therefore, a collaborative approach involving TSC, MoE, school leaders, teachers, and Boards of Management is recommended to institutionalize structured performance appraisal practices and link them to improved student academic outcomes.

#### **5.4.2 Recommendations for Further Research**

*i. Examine Teacher Attitudes Toward Performance Appraisal*

Future studies may investigate teachers' perceptions, motivation, and attitudes toward TPAD and how these influence implementation and outcomes.

*ii. A Comparative Study Across Different Counties*

Research could be conducted across multiple counties to compare variations in performance appraisal practices and their influence on student academic performance in different contexts.

*iii. Longitudinal Study on Appraisal and Student Achievement*

A long-term study tracking schools over several academic years would help establish stronger causal links between performance appraisal practices and student outcomes.

*iv. Role of Technology in Teacher Performance Appraisal*

Further research may investigate the effectiveness of digital appraisal systems, including TPAD and emerging EdTech tools, in monitoring teaching practices and enhancing performance.

*v. Impact of Teacher Professional Development Programs*

A focused study could examine how specific professional development interventions, such as mentorship, CPD seminars, and coaching, influence teacher effectiveness and learner performance.

*vi. Investigating Appraisal and Motivation Mechanisms*

Future research could analyze how reward systems, recognition, and career progression tied to appraisal outcomes affect teacher morale and productivity.

***vii. Inclusion of Other Stakeholders***

Studies involving students, parents, and school Boards of Management could provide broader insights into how appraisal practices shape school culture and accountability.

***viii. Exploration of Challenges in TPAD Implementation***

A qualitative study may investigate systemic, administrative, and teacher-level challenges in implementing TPAD and propose sustainable solutions.

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## APPENDICES

### Appendix I: Introductory Letter To The Respondents

Dear Respondent,

I hope this letter finds you well. I am conducting a study on the "Influence of Principals' Performance Appraisal of Teachers on Academic Performance of Students in Public Secondary Schools in Kipkelion West Sub-county, Kenya." As a key figure in your school, your insights and experiences are invaluable to this research.

The purpose of this study is to explore the strategies used by principals in implementing the Teacher Performance Appraisal (TPA) and to understand its impact on student academic performance. Your participation will involve completing a brief questionnaire, which should take about 15-20 minutes.

Please be assured that your responses will be kept confidential and used solely for academic purposes. Your honest feedback will greatly contribute to understanding the effectiveness of TPA and identifying areas for improvement.

Thank you in advance for your time and cooperation.

Sincerely,

Weldon Kosgei

Kabarak University student

wkosgei@kabarak.ac.ke

## **Appendix II: Questionnaire for Deputy Principals**

### **Purpose of the Questionnaire**

The purpose of this questionnaire for deputy principals is to gather their perceptions and experiences regarding the principals' performance appraisal of teachers and its impact on student academic performance in Kipkelion West Sub-county. It aims to understand their views on the appraisal system, assess its perceived effects on student performance, identify challenges, gather improvement suggestions, and explore the deputy principals' role in supporting teacher development and student success.

### **Instructions**

Instructions for the Questionnaire on the Influence of Principals' Performance Appraisal of Teachers on Academic Performance of Students in Public Secondary Schools in Kipkelion West Sub-county, Kenya.

Dear Deputy Principal,

Thank you for participating in this study. Your feedback is crucial in helping us understand the impact of principals' performance appraisal of teachers on student academic performance. Please read the following instructions carefully before completing the questionnaire:

1. **Confidentiality:** Your responses will be kept confidential and will only be used for research purposes. Please do not include your name or any identifying information in your responses.
2. **Honesty:** Please answer all questions honestly and to the best of your ability. There are no right or wrong answers.
3. **Completion Time:** The questionnaire should take approximately 15-20 minutes to complete. Please set aside enough time to answer all questions thoroughly.
4. **Question Format:** The questionnaire consists of multiple-choice and open-ended questions.

For multiple-choice questions, please select the most appropriate response. For open-ended questions, please provide detailed responses where possible.

5. **Optional Nature:** Participation in this study is voluntary. If you do not wish to answer any question, you may skip it and proceed to the next one.
6. **Contact Information:** If you have any questions or concerns about the questionnaire or the study, please contact Weldon Kosgei at [wkosgei@kabarak.ac.ke](mailto:wkosgei@kabarak.ac.ke)

Thank you for your participation. Your input is valuable and will contribute to the advancement of educational practices in Kipkelion West Sub-county.

### **Section A: Background Information of the Respondent**

#### **Tick where applicable**

#### Background Information of the Respondent

Please tick (√) where applicable.

1. Position:     Deputy     Principal     Other    (please specify):  
\_\_\_\_\_
2. Years of Experience as Deputy Principal:  
 Less than 1 year    1-5 years    6-10 years    More than 10 years
3. Gender:  
 Male    Female
4. Age Group:  
 Below 30 years    30-40 years    41-50 years    Above 50 years
5. Highest Level of Education:  
 Diploma    Bachelor's Degree    Master's Degree    Doctorate
6. Have you received training on performance appraisal of teachers?    Yes    No
7. How would you rate your knowledge of the performance appraisal process for teachers?  
 Very Good    Good    Average    Poor

8. In your opinion, how important is the role of the principal's performance appraisal of teachers in student academic performance?

Very Important  Important  Neutral  Not Important  Not Sure

**Section B: Objective One:**

**To establish how principals' performance appraisal practices, particularly in monitoring teaching, are perceived to influence teacher performance and, in turn, affect students' academic achievement in public secondary schools in Kipkelion West Sub-County.**

**Introduction:**

This section seeks your opinion on how performance appraisal on monitoring teaching influences teachers' performance in public secondary schools in Kipkelion West Sub-County. Kindly indicate your level of agreement with each statement using the scale provided below.

**Scale:**

1. Strongly Disagree
2. Disagree
3. Agree
4. Strongly Agree

**Section A: Performance Appraisal and Monitoring Teaching**

1. Performance appraisal is regularly conducted to monitor teaching in your school.  
 1  2  3  4
2. The feedback from performance appraisal provides clear guidance on how to improve teaching methods.  
 1  2  3  4
3. The performance appraisal process helps identify strengths and areas for improvement in teaching.  
 1  2  3  4

4. Teachers are motivated to enhance their teaching methods after receiving feedback from performance appraisals.

1  2  3  4

5. Performance appraisal encourages teachers to adopt new teaching strategies and techniques.

1  2  3  4

**Objective Two: To examine how the setting of targets during performance appraisals is perceived to influence teachers' performance and subsequently impact students' academic achievement in public secondary schools in Kipkelion West Sub-County.**

**Instructions:**

This section seeks your response on examining how performance appraisal on the setting of targets influences teachers' performance on students' academic achievement in public secondary schools in Kipkelion West Sub-County. Check what represents your opinion and then tick (√) in the spaces provided. Your answer will be in a 1-4 scale, with 1 being "Strongly Disagree" and 4 being "Strongly Agree."

**Likert Scale:**

Question	Strongly Disagree	Disagree	Agree	Strongly Agree
1. The performance appraisal process helps teachers set achievable targets for student academic achievement.				
2. Teachers are motivated to perform better when they participate in setting their performance targets.				
3. The performance appraisal process provides adequate support and resources for teachers to achieve their targets.				
4. Setting specific targets in the performance				

<b>Question</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
appraisal process improves teachers' focus on student academic achievement.				
5. Teachers are held accountable for achieving the targets set in the performance appraisal process.				

**Objective Three: To identify perceived challenges faced by principals in implementing the Teacher Performance Appraisal (TPA) system and determine how these challenges are believed to affect student academic performance in public secondary schools in Kipkelion West Sub-County.**

**Instructions**

This section seeks your response to the challenges faced by school principals in implementing TPA to enhance students' academic achievement in public secondary schools in Kipkelion West Sub-County. Check what represents your opinion and then tick (√) in the spaces provided. Your answer will be on a 1-4 scale, with 1 being "Strongly Disagree" and 4 being "Strongly Agree."

Please rate the following statements based on your experience and perception:

<b>Statement</b>	<b>1 (Strongly Disagree)</b>	<b>2 (Disagree)</b>	<b>3 (Agree)</b>	<b>4 (Strongly Agree)</b>
1. Lack of adequate training on TPA procedures.				
2. Insufficient resources for implementing TPA.				
3. Resistance from teachers towards TPA.				
4. Inadequate time for conducting TPA effectively.				

Statement	1 (Strongly Disagree)	2 (Disagree)	3 (Agree)	4 (Strongly Agree)
5. Lack of support from education authorities.				
6. Complexity of TPA procedures.				
7. Difficulty in measuring teacher performance.				
8. Lack of clear guidelines for TPA implementation.				
9. High workload for principals affecting TPA.				
10. Other challenges (please specify):				

Your feedback is valuable in understanding the challenges faced by school principals in implementing TPA. Thank you for your participation.

**Objective Four: To examine the strategies principals employ and how these strategies are perceived to enhance teachers' performance through appraisals, ultimately influencing students' academic achievement in public secondary schools in Kipkelion West Sub-County.**

**Instructions:**

This section seeks your response on examining the strategies principals employ to enhance teachers' performance appraisal of students' academic achievement in public secondary schools in Kipkelion West sub-county. Check what represents your opinion and then tick (✓) in the spaces provided. Your answer will be on a 1-4 scale, where:

1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree

Please indicate your level of agreement with the following statements:

Statement	1	2	3	4
Principals provide regular feedback to teachers on their performance appraisal to improve student achievement.				
Principals set clear performance expectations for teachers that are linked to student academic goals.				
Principals offer professional development opportunities to help teachers improve their performance appraisal.				
Principals involve teachers in setting their performance appraisal goals to align with student achievement.				
Principals recognize and reward teachers for their efforts in improving student academic achievement.				
Principals provide a supportive environment for teachers to enhance their performance appraisal.				

Thank you for your valuable input. Your responses will help us understand the strategies employed by principals to enhance teachers' performance appraisal and improve student academic achievement in Kipkelion West sub-county.

## **Appendix III: Questionnaire for Heads of Departments**

### **Purpose of the Questionnaire**

The purpose of the questionnaire for Heads of Departments (HODs) in the study on the influence of principals' performance appraisal of teachers on academic performance of students in public secondary schools in Kipkelion West Sub-county, Kenya, is to gather insights and perceptions from HODs regarding the impact of principals' performance appraisal practices on teachers and subsequently on student academic performance.

The questionnaire aims to assess the perspectives of HODs on the fairness, effectiveness, and relevance of the current appraisal processes, as well as their observations on how these processes influence teacher motivation, professional development, and instructional practices.

Additionally, the questionnaire aims to understand the views of HODs on the relationship between teacher appraisal outcomes and student achievement, thereby helping to identify potential areas for improvement in the appraisal system that could enhance teaching quality and student learning outcomes.

### **Instructions for the Questionnaire**

Dear Participant,

Thank you for participating in this study on the influence of principals' performance appraisal of teachers on the academic performance of students in public secondary schools in Kipkelion West Sub-county, Kenya. Your insights are invaluable to this research. Please read the following instructions carefully before completing the questionnaire:

1. **Purpose:** The purpose of this questionnaire is to gather information and experiences regarding the impact of principals' performance appraisal of teachers on student academic performance.
2. **Confidentiality:** Your responses will remain confidential and will only be used for research purposes. Your identity will not be disclosed in any reports or publications.
3. **Anonymity:** Please do not write your name or any identifying information on the questionnaire. Your responses will be anonymous.

4. **Completion Time:** The questionnaire should take approximately 10 minutes to complete. Please answer all questions to the best of your ability.
5. **Instructions:** For each question, choose the response that best represents your opinion or experience. If a question is not applicable to you, please select "Not Applicable (N/A)".
6. **Scoring:** There are no right or wrong answers. Your honest opinions and experiences are important.
7. **Contact Information:** If you have any questions or concerns about the questionnaire or the study, please contact [wkosgei@kabarak.ac.ke](mailto:wkosgei@kabarak.ac.ke)
8. **Consent:** By completing and submitting this questionnaire, you are consenting to participate in this study.

Thank you for your participation. Your feedback is greatly appreciated.

Sincerely,

Weldon Kosgei

## **SECTION A: Background Information Of The Respondent**

Background Information of the Respondent

Please tick (√) where applicable:

1. Gender:

- Male
- Female

2. Age Group:

20-30     31-40     41-50     51-60     Above 60

3. Educational Qualification:

Certificate     Diploma     Bachelor's Degree     Master's Degree   
Doctoral Degree

4. Teaching Experience:
- Less than 5 years
  - 5-10 years
  - 11-20 years
  - More than 20 years
5. Current Position:
- Head of Department (HOD)
  - Deputy Principal
  - Principal
  - Teacher
  - Other (please specify): \_\_\_\_\_
6. School Category:
- National School
  - Extra County School
  - County School
  - Sub-county School
  - Other (please specify): \_\_\_\_\_
7. Total Number of Years Served in Kipkelion West Sub-county: \_\_\_\_\_
8. Have you undergone any training on performance appraisal?:
- Yes
  - No
9. If yes, please specify the type of training: \_\_\_\_\_
10. Have you participated in the performance appraisal process as an appraiser or appraisee?:
- Yes
  - No
11. If yes, please specify your role (appraiser or appraisee): \_\_\_\_\_

**Section B: Objective One: Establish how performance appraisal on monitoring teaching is perceived to influence teachers' performance on students' academic achievement in public secondary schools in Kipkelion West Sub-County.**

**Instructions:**

This section seeks your response on establishing how performance appraisal on monitoring teaching influences teachers' performance on students' academic achievement in public secondary schools in Kipkelion West Sub-County. Check what represents your opinion and then tick (√) in the spaces provided. Your answer will be on a 1-4 scale.

**Heads of Department (HODs) Questionnaire**

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
The performance appraisal process helps identify teachers' strengths.				
The performance appraisal process helps identify teachers' weaknesses.				
The feedback from performance appraisals helps teachers improve their teaching methods.				
Teachers are motivated to improve their teaching performance due to performance appraisals.				
Performance appraisals lead to better student academic achievement.				

Please indicate your level of agreement with each statement by ticking the appropriate box. Your feedback will assist in understanding the impact of performance appraisals on teaching and student academic achievement.

**Objective Two: To assess principals’ and teachers’ perceptions of how performance appraisal practices related to monitoring of teaching influence student academic performance in public secondary schools in Kipkelion West Sub-County.**

**Instructions:**

This section seeks your response on examining how performance appraisal in the setting of targets influences teachers’ performance on students’ academic achievement in public secondary schools in Kipkelion West Sub-County.

Please check what represents your opinion and then tick (√) in the spaces provided. Your answer will be on a 1-4 scale.

Please use the following Likert scale:

1. Strongly Disagree
2. Disagree
3. Agree
4. Strongly Agree

Please fill in the table below:

<b>Statement</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
The performance appraisal process is clear and understandable.				
Targets set during performance appraisal are achievable.				
The performance appraisal process motivates teachers to improve their teaching methods.				
Setting targets during performance appraisal helps teachers focus on improving student academic achievement.				
The performance appraisal process helps identify areas where teachers need support or training.				
Overall, the performance appraisal process improves teachers' performance in enhancing student academic achievement.				

Thank you for your valuable input.

**Objective Three: To identify perceived challenges faced by principals in implementing the Teacher Performance Appraisal (TPA) system and determine how these challenges are believed to affect student academic performance in public secondary schools in Kipkelion West Sub-County.**

**Instruction**

This section seeks your response on finding out the challenges faced by school principals in the implementation of TPA in enhancing students’ academic achievement in public secondary schools in Kipkelion West Sub-County. Check what represents your opinion and then tick (√) in the spaces provided. Your answer will be in a 1-4 scale.

Please use the following Likert scale:

1 - Strongly Disagree 2 - Disagree 3 - Agree 4 - Strongly Agree

No.	Challenges	1	2	3	4
1.	Lack of clear guidelines for TPA implementation				
2.	Insufficient training on TPA				
3.	Heavy workload for principals				
4.	Resistance from teachers to TPA				
5.	Lack of resources (e.g., time, personnel) for TPA				
6.	Inadequate support from education authorities				
7.	Complexity of the TPA process				
8.	Insufficient monitoring and evaluation of TPA				
9.	Lack of motivation for principals to implement TPA				
10.	Other (please specify)				

Your input is valuable in understanding the challenges faced by school principals in implementing TPA. Thank you for your participation.

**Objective Four: To analyze the perceived effectiveness of strategies used by principals to strengthen teacher performance appraisal and evaluate how these strategies are believed to influence student academic performance in public secondary schools in Kipkelion West Sub-County.**

**Instruction:**

This section seeks your response on examining the strategies principals employ to enhance teachers' performance appraisal of students' academic achievement in public secondary schools in Kipkelion West sub-county. Check what represents your opinion and then tick (√) in the spaces provided. Your answer will be in a 1-4 scale.

Please rate the following strategies based on their effectiveness in enhancing teachers' performance appraisal of students' academic achievement:

<b>Strategy</b>	<b>1 (Not Effective)</b>	<b>2 (Slightly Effective)</b>	<b>3 (Moderately Effective)</b>	<b>4 (Highly Effective)</b>
Regular feedback sessions with teachers				
Clear performance criteria and expectations				
Professional development opportunities				
Peer observation and feedback				
Use of technology for appraisal processes				
Recognition and rewards for exemplary performance				
Collaborative goal setting with teachers				
Supportive leadership				

Thank you for your valuable input. Your feedback will help us understand the effectiveness of different strategies in enhancing teachers' performance appraisal on students' academic achievement.

## Appendix IV: Principal's Interview Guide

Time of the interview:.....

The purpose of the questionnaire for principals in the study on the influence of principals' performance appraisal of teachers on academic performance of students in public secondary schools in Kipkelion West Sub-County, Kenya, is to gather data on the following:

1. Perceptions of principals regarding the current performance appraisal practices for teachers in their schools.
2. The extent to which principals believe that performance appraisal of teachers affects student academic performance.
3. The specific criteria or indicators used by principals in evaluating teacher performance.
4. The challenges faced by principals in conducting performance appraisals of teachers.
5. The strategies employed by principals to address any identified challenges in performance appraisal.
6. The perceived effectiveness of the performance appraisal system in improving teacher performance and student academic outcomes.
7. Suggestions for improving the performance appraisal process to enhance its impact on student academic performance.

Please provide the following information about yourself:

1. How many years have you been in your current position?

---

2. How many years have you been working in the education sector?

---

3. What is the total number of teachers in your school?

---

4. How many students are enrolled in your school?

---

5. What is the gender distribution of teachers in your school? (Tick as applicable)
- Male
  - Female
6. What is the gender distribution of students in your school? (Tick as applicable)
- Male
  - Female
7. What is the average student-teacher ratio in your school?
- 
8. Have you received training on teacher performance appraisal? (Tick one)
- Yes
  - No
9. If yes, please indicate the type of training received: (Tick all that apply)
- Formal training
  - Informal training
  - On-the-job training
10. How would you rate the current performance appraisal system in your school?
- Very effective
  - Effective
  - Neutral
  - Ineffective
  - Very ineffective

<b>S.NO</b>	<b>Objectives</b>	<b>Main Question</b>	<b>Probing Questions</b>
1.	Establish how performance appraisal on monitoring teaching influences teachers' performance on students' academic achievement in public secondary schools in Kipkelion West Sub-County.	How does performance appraisal on monitoring teaching influence teachers' performance on students' academic achievement?	- What specific aspects of teaching are monitored through performance appraisal? - How do teachers perceive the monitoring process?
2.	Examine how performance appraisal on setting of targets influences teachers' performance on students' academic achievement in public secondary schools in Kipkelion West Sub-County.	How does performance appraisal on setting targets influence teachers' performance on students' academic achievement?	- What types of targets are typically set for teachers? - How do teachers feel about the targets set for them?
3.	Find out the challenges faced by school principals in the implementation of TPA in enhancing students' academic achievement in public secondary schools in Kipkelion West Sub-County.	What are the challenges faced by school principals in the implementation of TPA in enhancing students' academic achievement?	- What specific difficulties do principals encounter in implementing TPA? - How do these challenges impact the effectiveness of TPA in enhancing academic achievement?
4.	To examine the strategies principals employ to enhance teachers' performance appraisal on students' academic achievement in public secondary schools in Kipkelion West Sub-County.	What strategies do principals employ to enhance teachers' performance appraisal on students' academic achievement?	- What specific actions do principals take to improve the appraisal process? - How effective are these strategies in improving teacher performance and student academic achievement?

**Appendix V: Questionnaire for Principals**

**Objective One: To assess principals’ and teachers’ perceptions of how performance appraisal practices related to monitoring of teaching influence student academic performance in public secondary schools in Kipkelion West Sub-County.**

**Instructions:**

This section seeks your response on how performance appraisal on monitoring teaching influences teachers’ performance on students’ academic achievement in public secondary schools in Kipkelion West Sub-County. Check what represents your opinion and then tick (√) in the spaces provided. Your answer will be on a 1-4 scale.

Please rate the following statements based on your experience and observations:

<b>Statement</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
1. The performance appraisal process helps identify teachers' strengths and weaknesses in teaching.				
2. Teachers are motivated to improve their teaching performance due to the performance appraisal process.				
3. The performance appraisal process encourages teachers to seek professional development opportunities.				
4. Teachers' performance appraisal results in improved academic achievement among students.				
5. The performance appraisal process leads to better monitoring and evaluation of teaching practices.				

Thank you for your input. Your feedback will help us understand the impact of performance appraisal on teaching and student achievement.

**Objective Two: To assess principals’ and teachers’ perceptions of how performance appraisal practices related to monitoring of teaching influence student academic performance in public secondary schools in Kipkelion West Sub-County.**

**Instruction:**

This section seeks your response on examining how performance appraisal on setting of targets influences teachers’ performance on students’ academic achievement in public secondary schools in Kipkelion West Sub-County. Check what represents your opinion and then tick (√) in the spaces provided. Your answer will be on a 1-4 scale, where:

- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Agree
- 4 - Strongly Agree

**Performance Appraisal on Setting of Targets:**

<b>Statement</b>	<b>1 - Strongly Disagree</b>	<b>2 - Disagree</b>	<b>3 - Agree</b>	<b>4 - Strongly Agree</b>
The performance appraisal process effectively sets clear targets for teachers to achieve.				
Teachers are motivated to perform better when targets are set through performance appraisal.				
Setting targets through performance appraisal helps improve teachers' focus on student academic achievement.				
The performance appraisal process includes regular monitoring and feedback on progress towards set targets.				

**Objective Three: To identify perceived challenges faced by principals in implementing the Teacher Performance Appraisal (TPA) system and determine how these challenges are believed to affect student academic performance in public secondary schools in Kipkelion West Sub-County.**

**Instructions:**

This section seeks your response on finding out the challenges faced by school principals in the implementation of TPA in enhancing students’ academic achievement in public secondary schools in Kipkelion West Sub-County. Check what represents your opinion and then tick (√) in the spaces provided.

Your answer will be on a 1-4 scale, where: 1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree

Please tick (√) the appropriate box for each statement:

<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Lack of clear guidelines on TPA implementation				
Insufficient training and capacity building for principals on TPA				
Inadequate resources (financial, human, and material) for TPA				
Resistance from teachers and other stakeholders to TPA				
Lack of time to effectively implement TPA				
Poor integration of TPA into the overall school management system				
Inconsistent monitoring and evaluation of TPA implementation				
Limited support from the Ministry of Education on TPA implementation				
Lack of recognition or incentives for successful TPA implementation				
Inadequate communication and feedback mechanisms on TPA				
Resistance from students to changes resulting from TPA				
Other challenges (please specify): _____				

Thank you for your valuable input. Your responses will help identify key challenges and improve the implementation of TPA in public secondary schools in Kipkelion West Sub-County.

**Objective Four: To analyze perceived effectiveness of strategies used by principals to strengthen teacher performance appraisal and evaluate how these strategies are believed to influence student academic performance in public secondary schools in Kipkelion West Sub-County.**

**Instructions:**

This section seeks your response on examining the strategies principals employ to enhance teachers' performance appraisal on students' academic achievement in public secondary schools in Kipkelion West sub-county.

Check what represents your opinion and then tick (√) in the spaces provided. Your answer will be in a 1-4 scale.

Please use the following Likert scale:

1. Strongly Disagree
2. Disagree
3. Agree
4. Strongly Agree

1. **Regular Feedback:** The principal provides regular feedback to teachers on their performance appraisal.

Strongly Disagree	Disagree	Agree	Strongly Agree

2. **Professional Development:** The principal encourages and supports teachers in professional development activities related to performance appraisal.

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>

3. **Goal Setting:** The principal collaborates with teachers to set clear and achievable performance appraisal goals.

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>

4. **Recognition and Rewards:** The principal recognizes and rewards teachers for meeting or exceeding performance appraisal goals.

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>

5. **Professional Support:** The principal provides professional support to teachers who may be struggling to meet performance appraisal goals.

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>

6. **Data-Informed Decision Making:** The principal uses data from performance appraisals to make informed decisions about instructional practices and student interventions.

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>

Your feedback is valuable in understanding the strategies principals employ to enhance teachers' performance appraisal, which ultimately impacts students' academic achievement.

Thank you for your participation.

## **Appendix VI: Interview Schedule for Deputy Principals**

### **Introduction Script**

Good morning/afternoon.

I'm conducting research on the influence of principals' performance appraisal practices on teachers' performance and students' academic achievement in public secondary schools in Kipkelion West Sub-County.

Your responses will remain confidential and used for academic purposes only. Participation is voluntary.

Do you consent to participate?      Yes [ ]      No [ ]

### **Section A: Background Information**

1. How long have you served as a Deputy Principal?
2. How long have you served in this school?
3. Briefly describe your role in teacher supervision and performance appraisal.

### **Section B: Interview Questions Organized by Research Objectives**

✔ **Objective 1: To examine how principals' monitoring of teachers' work influences teachers' performance and students' academic achievement.**

4. How does the principal monitor teachers' work in this school?
5. What tools or methods are used to monitor teachers' performance (e.g., lesson observation, record checks)?
6. How does this monitoring help improve teaching practices?
7. In what ways does teacher monitoring affect student academic outcomes?
8. What challenges do teachers face with monitoring practices?
9. How can principals improve monitoring to enhance teacher performance and students' achievement?

✔ **Objective 2: To assess perceptions of how performance appraisal through setting targets influences teachers' performance and students' academic achievement.**

10. How are teachers involved in setting performance targets?
11. Are the targets clear, measurable, and aligned to school academic goals? Explain.
12. In your view, how do performance targets influence teachers' instructional planning and effort?

13. What effect has target-setting had on student academic performance in your school?
14. What challenges arise from target setting?
15. What suggestions would you give to improve the target-setting process?

✔ **Objective 3: To determine how feedback from principals during performance appraisal influences teachers' performance and students' academic achievement.**

16. How frequently does the principal provide feedback after classroom observation or appraisal meetings?
17. Is the feedback constructive and specific to teaching performance? Explain.
18. How do teachers respond to feedback?
19. How does appraisal feedback contribute to improving teaching practices?
20. Do you believe feedback has improved students' academic outcomes? Give examples.
21. What challenges exist in the feedback-delivery process?
22. How can feedback be improved in your school?

✔ **Objective 4: To explore how principals' support during appraisal influences teachers' performance and students' academic achievement.**

23. What support do principals provide to teachers after appraisal (mentorship, coaching, resources, professional development)?
24. How effective is this support in helping teachers improve classroom performance?
25. How does this support influence student academic outcomes?
26. What challenges exist in providing support to teachers?
27. What additional support should principals provide to improve teacher performance and student achievement?

**Closing**

Thank you for your participation. Your insights are valuable.

Would you like to receive a summary of the research findings?

Yes [ ]      No [ ]

**Appendix VII: TSC TPAD Tool**

**TEACHERS SERVICE COMMISSION**



**Teacher Performance Appraisal and Development Tool: Primary and Secondary  
Institutions**

<b>TSC NO.</b>	
<b>Name</b>	
<b>Designation</b>	
<b>Institution</b>	
<b>Zone</b>	
<b>Sub County</b>	
<b>County</b>	

Period of Appraisal: From \_\_\_\_\_ To\_\_\_\_\_

### 3.1. TPAD Teaching Standards

Targets		Termly Rating Scale (1-5) for each Target								
		Appraisee Rating			Appraiser Rating			Agreed Rating		
		T1	T2	T3	T1	T2	T3	T1	T2	T3
<b>1.0</b>	<b>Professional Knowledge and Practice (wt. 3) (Max 24)</b>									
<b>(i)</b>	Demonstrate mastery of the subject content and use appropriate instructional methods (Wt-3)									
<b>(ii)</b>	Undertake lesson observation at least once a term (Wt-3)									
<b>(iii)</b>	Utilize teaching/ learning resources effectively(Wt-3)									
<b>(iv)</b>	Prepare professional documents based on the current syllabus/designs (wt-3)									
<b>(v)</b>	Ability to identify learners' capability and learning styles (Wt-3)									
<b>(vi)</b>	Ability to identify and nurture learners' talents (Wt-3)									
<b>(vii)</b>	Ability to access, retrieve and integrate ICT in teaching and learning (Wt-3)									
<b>(viii)</b>	Ability to carry out learner assessment, feedback and reporting on learners' learning (Wt-3)									
	<b>Sub total</b>									
<b>2.0</b>	<b>Comprehensive Learning Environment (wt. 3)</b>									

	<b>(Max 12)</b>									
<b>(i)</b>	Ability to create child-friendly school/class environment through planned activities to demonstrate respect, equity, inclusion and moral values(Wt-3)									
<b>(ii)</b>	Ability to create child-friendly school/class environment through planned activities to demonstrate respect, equity, inclusion and moral values(Wt-3)									
<b>(iii)</b>	Ability to ensure the safety of learners (Wt-3)									
<b>(iv)</b>	Ability to manage learners' conduct and behavior(Wt-3)									
	<b>Sub total</b>									

<b>Targets</b>		<b>Termly Rating Scale (1-5) for each Target</b>								
		<b>Appraisee Rating</b>			<b>Appraiser Rating</b>			<b>Agreed Rating</b>		
<b>3.0</b>	<b>Teacher Professional Development (Wt-3) (Max 9)</b>	T1	T2	T3	T1	T2	T3	T1	T2	T3
<b>(i)</b>	Prepare Self-Professional Development Support Plan (Wt-3)									
<b>(ii)</b>	Identification of professional gaps(Wt-3)									

(iii)	Engage in continuous and relevant career growth and development activities(Wt-3)									
	<b>Sub total</b>									
<b>4.0</b>	<p><b>Teacher Conduct &amp; Professionalism (Wt-6)</b> <b>(Max 30)</b></p> <p><b>(i)</b> Ability to act in the best interest of the learner and maintain high standards of ethics and professional requirements within and outside the institution (Wt-6)</p> <p><b>(ii)</b> Demonstrate knowledge of the legal requirements in education (Wt-6). Comply with the professional requirements in teaching and learning (Wt-6).</p> <p><b>(iii)</b></p>									
<b>(iv)</b>	Ability to observe punctuality in lesson attendance, performance of duty, and preparation of professional documents (Wt-6)									
<b>(v)</b>	Timely syllabus coverage and meeting of deadlines (Wt-6)									
	<b>Sub total</b>									
<b>5.0</b>	<b>Participation in Professional Learning Community (W</b>									

<b>(i)</b>	Join Professional Learning Community(PLC) (Wt-5)								
<b>(ii)</b>	Collaborate with colleagues and the broader professional learning community to support teaching and learning (Wt-5)								
<b>(iii)</b>	Collaborate with parents/guardians and other stakeholders (Wt-5)								
<b>(iv)</b>	Establish linkages with the community (Wt-5)								
<b>(v)</b>	Participate in programs organized in collaboration with other educational bodies: KNEC, MOE, KICD etc. (Wt-5)								
	<b>Sub total</b> <b>Aggregate Score</b> <b>ANNUAL SCORE</b> <b>(AVERAGE OF AGREED RATING FOR TERM 1, 2 &amp; 3)</b>								



**5.0. Overall Annual Appraiser's Remarks**

Sign.....

Date.....

**6.0. Countersigning**

Countersigning officer's remarks on the appraisal process and appraisees' suitability for assignment to a position of higher responsibility.

**Designation:**

**CD/DCD/SCD/CSO/HEAD .....**

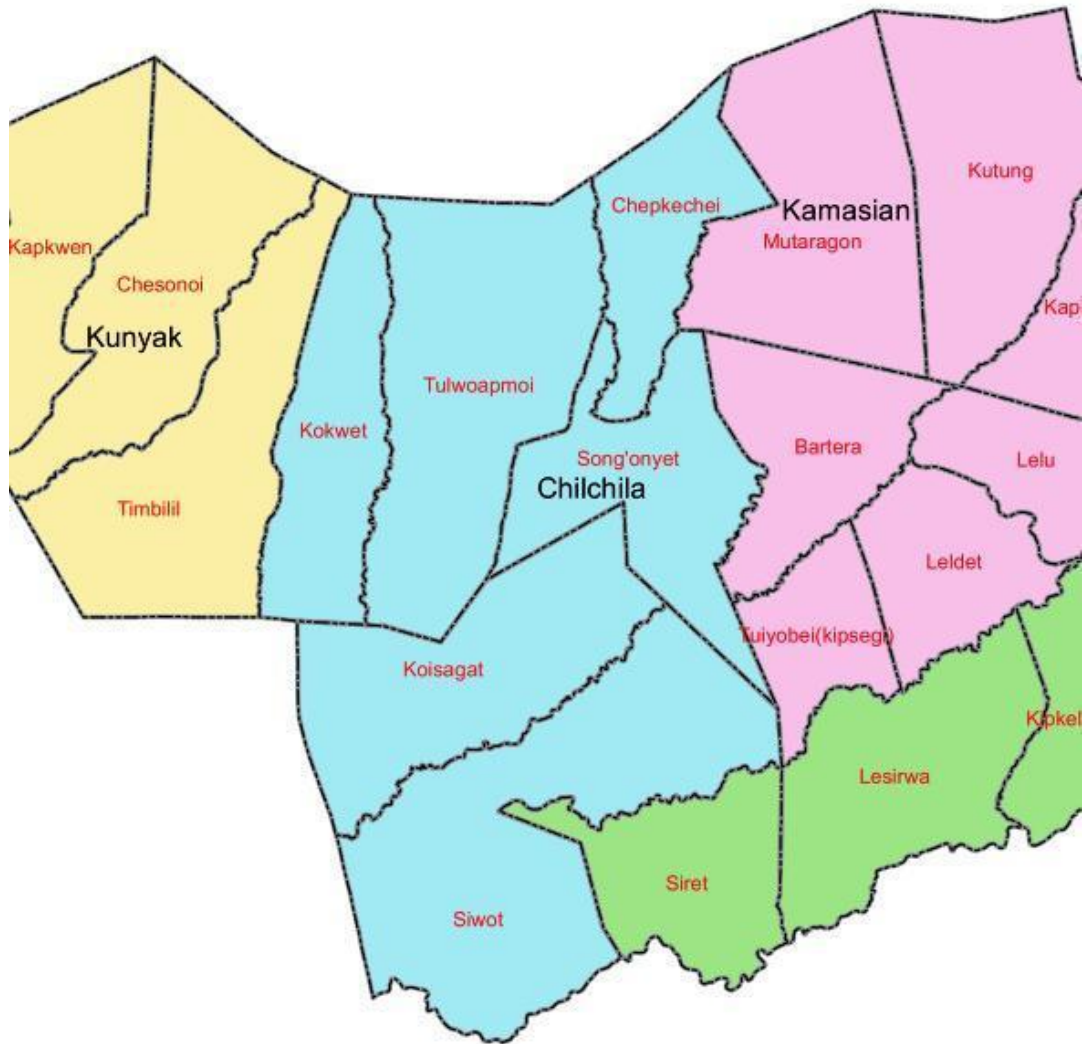
**Name..... TSC No. .**

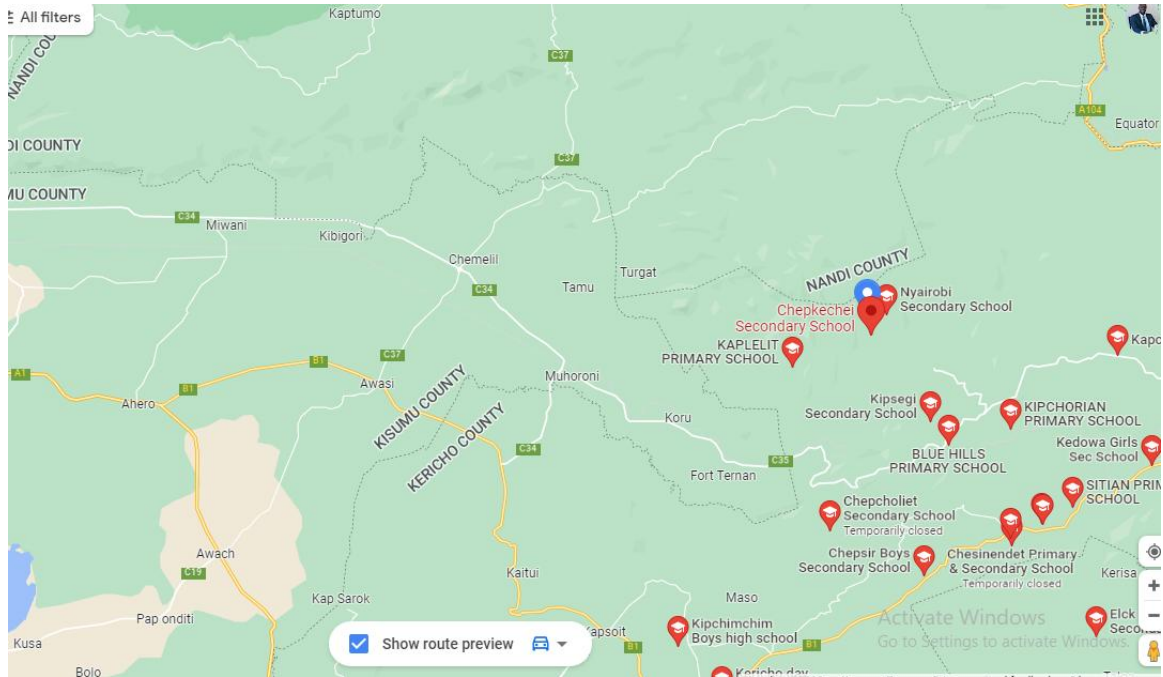
**Sign.....**

**Date.....**

NB: A countersigning officer is one who is in a senior position than the appraisee and the appraiser in the appraisal process.

**Appendix VIII: The Map of Kipkelion West**





*Legend: The map of Kipkelion West showing the area from which secondary schools will be sampled for the study. The map is downloaded from Google maps.(in the appendices)*

## **Appendix IX: Data Monitoring Plan for Questionnaire**

Objective: To ensure the completeness and integrity of data during the collection phase of the study investigating the influence of principals' performance appraisal of teachers on student academic performance in Kipkelion West Subcounty, Kenya.

### **1. Questionnaire Design and Pre-testing**

Clear Instructions: Each questionnaire will include clear, concise instructions on how to complete it to minimize confusion.

Pre-testing: Conduct a pilot test with a small sample of participants to identify any issues related to question clarity or format, allowing for adjustments before the main data collection.

### **2. Training of Data Collectors**

Comprehensive Training: Data collectors will receive thorough training on the study's objectives, the importance of data integrity, and proper administration techniques for questionnaires.

Mock Interviews: Conduct mock data collection sessions to ensure that data collectors are proficient in handling the questionnaire and can effectively address participant queries.

### **3. Monitoring Data Collection Process**

Regular Check-ins: Implement regular check-ins with data collectors to monitor progress and address any challenges they may encounter during data collection.

Random Spot Checks: Conduct random spot checks of completed questionnaires to assess data quality and adherence to protocols.

### **4. Data Collection Environment**

Controlled Environment: Encourage data collection in a quiet, controlled environment to minimize distractions and allow participants to focus on providing accurate responses.

Confidentiality Assurance: Reinforce the confidentiality of responses to encourage honest and complete participation.

## **5. Completeness Checks**

Immediate Review: Data collectors will review completed questionnaires on-site to ensure all questions have been answered, addressing any omissions before the participant leaves.

Follow-Up: In cases of incomplete questionnaires, follow-up communication will be established to clarify and collect missing information.

## **6. Data Entry and Validation**

Double Data Entry: Implement a double data entry process where two independent data entry personnel input the same data to identify discrepancies.

Automated Checks: Utilize software with built-in validation checks to identify outliers or missing data entries during data entry.

## **7. Data Security Measures**

Secure Storage: All physical and digital questionnaires will be securely stored, with access restricted to authorized personnel only. Data Encryption: If applicable, encrypt digital data to protect against unauthorized access.

## **8. Regular Audits**

Ongoing Audits: Conduct regular audits of the data collection process and entries to identify any potential integrity issues and implement corrective actions as necessary.

By adhering to this comprehensive data monitoring plan, the researcher will ensure the completeness and integrity of the data collected through questionnaires, thus enhancing the reliability and validity of the study's findings.

## Appendix X: KUREC Clearance Letter



### KABARAK UNIVERSITY RESEARCH ETHICS COMMITTEE

Private Bag - 20157  
KABARAK, KENYA  
Email: [kurec@kabarak.ac.ke](mailto:kurec@kabarak.ac.ke)

Tel: 254-51-343234/5  
Fax: 254-051-343529  
[www.kabarak.ac.ke](http://www.kabarak.ac.ke)

OUR REF: KABU01/KUREC/001/04/11/24

Date: 4<sup>th</sup> Nov, 2024

Kosgei Kipkirui Weldon  
Reg No: GMEML/M/3213/12/21  
Kabarak University,

Dear Weldon,

**RE: INFLUENCE OF PRINCIPALS' PERFORMANCE APPRAISAL OF TEACHERS ON ACADEMIC PERFORMANCE OF STUDENTS IN PUBLIC SECONDARY SCHOOLS IN KIPKELION WEST SUB-COUNTY, KENYA**

This is to inform you that **KUREC** has reviewed and approved your above research proposal. Your application approval number is **KUREC-041124**. The approval period is **4/11/2024 – 4/11/2025**.

This approval is subject to compliance with the following requirements:

- i. All researchers shall obtain an introduction letter to NACOSTI from the relevant head of institutions (Institute of postgraduate, School dean or Directorate of research)
- ii. The researcher shall further obtain a RESEARCH PERMIT from NACOSTI before commencement of data collection & submit a copy of the permit to **KUREC**.
- iii. Only approved documents including (informed consents, study instruments, MTA Material Transfer Agreement) will be used
- iv. All changes including (amendments, deviations, and violations) are submitted for review and approval by **KUREC**:
- v. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **KUREC** within 72 hours of notification;
- vi. Any changes, anticipated or otherwise that may increase the risk(s) or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to **KUREC** within 72 hours;
- vii. Clearance for export of biological specimens must be obtained from relevant institutions and submit a copy of the permit to **KUREC**;
- viii. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal and;
- ix. Submission of an executive summary report within 90 days upon completion of the study to **KUREC**

Sincerely,

  
**Prof. Jackson Kitefu PhD.**  
KUREC-Chairman

Cc Vice Chancellor  
DVC-Academic & Research  
Registrar-Academic & Research  
Director-Research Innovation & Outreach  
Institute of Post Graduate Studies



*As members of Kabarak University family, we purpose at all times and in all places, to set apart in one's heart, Jesus as Lord.*  
(1 Peter 3:15)



Kabarak University is ISO 9001:2015 Certified



**Appendix XII: Evidence of Conference Participation**



**KABARAK UNIVERSITY**

**Certificate of Participation**

**Awarded to**

***Weldon Kosgei.***

For successfully participating in the 15<sup>th</sup> Annual Kabarak University International Research Conference held from 15<sup>th</sup> -16<sup>th</sup> October, 2025 and presented a paper entitled ***“Leadership and learning: Assessing principals’ role in teacher appraisal and student achievement in Kipkelion West.”***

**Conference Theme**

*Current Trends in Education Management, Policy, Curriculum Design and Pedagogy*

**Prof. Gladys Kiptiony**  
Dean, School of Education,  
Humanities & Social Sciences

**Dr. Phillip Nyawere**  
Director - Research, Innovation  
and Outreach

**Kabarak University Moral Code**

As members of Kabarak University family, we purpose at all times and in all places, to set apart in one's heart, Jesus as Lord.

(1 Peter 3:15)



Kabarak University is ISO 9001:2015 Certified

## Appendix XIII: List of Publication

### [KJRI] Submission Acknowledgement Inbox x



**editorial@kabarak.ac.ke**  
to me ▾

Mon, Aug 25, 8:30 AM ☆ ↶ ⋮

Weldon Kosgei:

Thank you for submitting the manuscript, "Leadership and Learning: Assessing Principals' Role in Teacher Appraisal and Student Achievement in Kipkelion West" to Kabarak **Journal** of Research & Innovation. With the online **journal** management system that we are using, you will be able to track its progress through the editorial process by logging in to the **journal** web site:

Submission URL: <https://journals.kabarak.ac.ke/index.php/kjri/authorDashboard/submission/620>  
Username: weldonkosgei2025

If you have any questions, please contact me. Thank you for considering this **journal** as a venue for your work.

The Editor in Chief, KJRI

### [CIPE] Editor **Decision** Inbox x



**editorial@kabarak.ac.ke**  
to me ▾

Wed, Oct 1, 2:56 PM ☆ ↶ ⋮

Weldon:

We have reached a **decision** regarding your submission to Education, "Leadership and Learning: Assessing Principals' Role in Teacher Appraisal and Student Achievement in Kipkelion West".

Our **decision** is to: Accept Submission