

Implementation of Teacher Performance Appraisal and Development (TPAD) on Enhancing Learner Discipline in Secondary Schools in Gucha Sub-County, Kenya

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Abstract: - The introduction and use of the Teacher Performance Appraisal and Development (TPAD) tool in Kenya aimed at enhancing educational outcomes. One of the important objectives was enhancing learner discipline in order to create a conducive teaching and learning environment in schools. This research sought to establish the effectiveness of TPAD implementation in enhancing learner discipline within secondary schools in Gucha sub-county. The study grounded its theoretical framework on Locke's goal-setting model. 1 director, 21 principals, 115 heads of departments (HODs), 254 teachers, and 194 class secretaries were targeted using a descriptive survey design. Saturated and stratified random sampling designs were also used. Data collection instruments included questionnaires and interview schedules. A test-retest analysis was used to determine their reliability. SPSS version 22.0 was used to conduct quantitative data analysis. To assess the significance of these methods, Pearson's correlation, regression tests, and one-way ANOVA were used. The regression model showed that a unit change in the implementation of TPAD tools could improve learner discipline by a factor of 0.510, indicating a positive correlation of 0.421. The results showed a significant effect of TPAD implementation on learner discipline, with a p-value of 0.000 ($p < 0.05$). This led to the rejection of the null hypothesis. TPAD tools were seen to have partially improved learner discipline in secondary schools in Gucha sub-county. It was recommended that a participative decision-making process should be employed to guide disciplinary policies in secondary schools.

Key Words: TPAD implementation; Educational Outcomes; Learner Discipline; Teacher Performance; Appraisal

I. Introduction

Background of the Study

The concept of performance appraisal traces its roots to the Wei dynasty of China (AD 261-265) where an imperial rater appraised the performance of members of the royal family (Mito, 2021). As from 1940s, the notion of performance appraisal has been used in different settings, including in education. A number of educational institutions and systems across the world have adopted the concept of appraisal (Marey & Hesham, 2020). In 1991, the concept was introduced in England and Wales in a decade of change in education system to assist the professional development of teachers. In the U.S.A, district accountability programs put pressure on the educational institutions to raise the students' outcomes, which necessitated the appraisal of teachers to improve their performance (Yamima, 2018). A study carried out in the Ethiopian government sponsored public secondary schools revealed that there were many challenges experienced in the implementation of the appraisal in the country. For example, it was revealed that teachers were not fully involved in developing appraisal criteria. Teachers lost trust and confidence in their appraisers and that teachers and principals were not exposed to training before implementation. Consequently, the appraisal did not achieve its intended objective of improving teacher quality and education in general (Mirando, 2019).

Odhiambo (2017), in a study conducted in the United Republic of Tanzania, revealed a positive correlation between learner achievement, discipline level, and involvement in co-curricular events. In Kenya, the Teachers Service Commission (TSC) instituted the Teacher Performance Appraisal and Development (TPAD) in 2016 with a view to improving educational outcomes, including learner discipline for optimal utilization of teachers (TSC, 2016). This was captioned in the commission's strategic plan 2015-2019 (TSC, 2015). The tool's key features are the evidence of compliance with CORT, COCE, Children Act and other statutory regulations regarding children rights. It also keeps records of learner discipline cases and interventions, evidence of parental involvement in learner discipline, and the use of teaching/learning aids that promote self-awareness. Additionally, TPAD shows approved co-curricular schedules, commendation letters, certificates of participation and awards, and records of involvement in national initiatives like tree planting and advocating for anti-FGM (TSC, 2019).

Jonyo and Jonyo(2017) revealed that TPAD policy being implemented since 2016 in schools outlines procedures to address learner indiscipline in secondary schools. Once the TPAD tool is fully entrenched into the teaching service, the teachers' understanding of legal and policy provisions on learners' welfare, documentation of learners' behavior, and parental involvement in correctional programs in schools is expected to improve learner discipline significantly (TSC, 2016).

Despite the many interventions put in place by the commission to appraise teachers' performance, challenges have been documented. For instance, the education sector faces challenges in improving learner discipline. The National Crime Research Center (NCRC) also conducted a survey on student unrest in secondary schools in Kenya. The researchers established that the levels of student unrest in secondary schools more than doubled in the post TPAD implementation period compared to the period prior to TPAD implementation. The survey indicated that the number of cases of student unrest in the country in 2013 was 102 cases. 2014, 2015, 2016, 2017, and 2018 recorded 130, 106, 483, 123, and 107 cases respectively (NCRC, 2018).The TSC's Chief Executive Officer observed that underutilization of teachers had led to the failure to manage learner discipline (Macharia, 2018).

It is also worth noting that optimal management of learner discipline is the backbone of optimized educational outcomes, hence the significance of the TPAD tool to measure output. Zhao and Kuo (2015), in their study, concluded that participatory approaches were required when developing discipline policies. Mwai (2018) established that TPAD provided guidance and counseling, facilitated referrals to professional counselors, improved stakeholders' participation, and ensured harmonious relationships in the school environment. Onderi (2017) observed that in 2016, for instance, aggressive students put ablaze over 120 schools in Kenya. Out of these, 18 schools were from Kisii County. The study further established that schools in Gucha sub county still experience student discipline problems. This study revealed that TPAD can help achieve learner discipline in schools.

Although the reviewed studies focused on learner discipline, there is still scarcity of literature on how the implementation of the TPAD tool affects learner discipline in public secondary schools, particularly in Gucha sub-county. This necessitates further research on the impact of the TPAD tool on enhancing learner discipline in secondary schools.

Statement of the Problem

The quality of the teaching learning environment is a key determinant of the standard and effectiveness of the teaching activity in secondary school level of education. Of particular importance is learner discipline. Partly due to this determinant, the TSC launched the TPAD initiative in 2016 to enhance learner discipline in schools. The commission had the view to improve educational outcomes. However, this effort faced a lot of opposition from teachers and their trade unions, especially the KNUT. This was an indication of a poor teacher attitude towards TPAD and hence the threat of non-involvement in its implementation. Between 2016 and 2018, teachers resisted TPAD training. Out of the initial 160 interdicted cases nationally, Kisii County contributed 42 cases, representing 26.25 %, with Gucha Sub-County leading with 15 cases (35.7%).

Table1: Number of teachers interdicted by TSC for resisting TPAD training in Kisii County in 2019

Sub-County	Number of Interdicted Teachers	%
KisiiCentral	02	4.8
Sameta	05	11.9
Marani	01	2.4
KitutuCentral	03	7.1
Nyamache	03	7.1
Gucha	15	35.7
GuchaSouth	7	16.7
KisiiSouth	02	4.8
MasabaNorth	01	2.4
MasabaSouth	01	2.4
Etago	01	2.4
TOTAL	42	100

Source: KNUT(2019).

Without training, it is difficult to guarantee effective implementation. With this level of resistance, there was a high likelihood that the effective enactment of the performance appraisal tool in secondary schools in Gucha Sub-County may have been compromised. This could have also interfered with implementation outcomes. More quality measures are required to oversee learner discipline and ensure minimized disruptions of the school learning programs.

Given these challenges and potential obstacles to effective implementation, this study aimed to assess whether TPAD was being put to application as intended, particularly in terms of its impact on school management indicators related to ensuring learner discipline. The tool's key features are the evidence of compliance with CORT, COCE, Children Act and other statutory regulations regarding children rights. It also keeps records of learner discipline cases and interventions, evidence of parental involvement in learner discipline, and the use of teaching/learning aids that promote self-awareness. Additionally, TPAD shows approved co-curricular schedules, commendation letters, certificates of participation and awards, and records of involvement in national initiatives like tree planting and advocating for anti-FGM (TSC, 2019). However, the effective implementation of these monitoring tools in enhancing learner discipline has not been ascertained in Gucha Sub County, making it important to carry out a study on the effectiveness of TPAD implementation on learner discipline in secondary schools in Gucha sub-county.

Theoretical Model

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

According to Locke (1968), people set targets to gratify their emotional needs and desires. Locke emphasized that employees should demonstrate goal commitment for the goal-setting theory to be effective. Commitment is an individual's dedication, devotion, or resolves to achieve set goals regardless of the origin. Better and suitable opinions on results direct employee behavior. This drives higher performance than when feedback is not provided. Therefore, the theory was appropriate for this study since the TPAD tool had been used by the teachers' employer, TSC, to set targets for teacher performance since January 2016. The theory underscores the importance of employees' (teachers) participation in setting goals. Accordingly, participation in setting goals promotes the motivation of teachers to accomplish work faster and more effectively, contributing to higher output by raising enthusiasm, effort, and quality. Participation in goal setting also allows goals to be more acceptable by both the employer and employees in organizations (Jonyo & Jonyo, 2017).

Within the school management, the TSC gives direction that the appraisal instrument shall be jointly discussed, completed and signed by the appraiser and whoever is appraised. The appraiser plans for the appraisal meetings before the appraisal is conducted (TSC, 2015). The goal setting theory therefore was relevant in this study in the sense that it helps people to participate in goal setting and that they are likely to accept even a difficult goal than if it were arbitrarily assigned it by the boss. The reasoning here is that individuals are more committed to choices in which they have a hand. The TSC's TPAD implementers endeavor to consider Locke's theory by carrying out a unilateral evaluation of teachers' attitude towards TPAD implementation. This is aimed at improving effectiveness and performance in enhancing learner discipline. Thus, the theory underpins the role of school Principals, HoDs, Teachers, and Class secretaries in institutional effectiveness of TPAD implementation.

II. Research Methodology

Research Design

The researcher used a descriptive survey design. The design describes the current condition or attitudes. The design was useful for summarizing the data to provide the descriptive information used to determine effectiveness in implementing the TPAD tool in secondary schools in Gucha Sub County as given by school principals, HoDs, teachers and class secretaries.

Sampling Techniques and sample size determination procedure

The target population comprised of 1 sub county director, 21 secondary school principals, 115 HoDs, 254 teachers, and 194 class secretaries in secondary schools in Gucha Sub-County (Republic of Kenya, 2019). Saturated sampling was employed to select the sub county director (100%) for secondary data from official documents, 21 principals (100%) and 115 HoDs (100%) for questionnaires. Stratified random sampling was used to ensure an equitable representation of 169 teachers and 132 class secretaries (Mugenda & Mugenda, 2009).

Validity and Reliability of Instruments

Validity was ascertained by presenting the interview schedules and questionnaires for verification by relevant experts from Maseno University. For reliability test, Pearson's correlation product moment coefficient of 0.82, 0.76, 0.80 and 0.78 was established for the principals', HoDs', teachers', and class secretaries' tools respectively using test-retest method. According to Mugenda and Mugenda (2009), a correlation coefficient of 0.7 and above shows sufficient reliability of the instruments, hence the tools were considered reliable for data collection.

Ethical clearance and consenting

The Maseno University Ethics Review Committee (MUERC) approved this research, and a research license was obtained from the National Commission for Science and Technology Innovation (NACOSTI). In addition, clearances were sought and granted from various authorities, including the County Commissioner, County Governor, and Education Office of Kisii County. These clearances played an important role during introductory visits to the Sub County Director of Education in Gucha Sub-County and the principals of schools. Minors participating in the study were provided with consent letters through their respective school principals. They were advised to return these letters with their parents' consent.

Data Analysis

Raw data was converted to meaningful information for interpretation and inferences (Kumar, 2012). Quantitative data was analyzed using Statistical Package for Social Sciences (SPSS) version 22.0 to establish the effectiveness of TPAD tools implementation on learner discipline. On a 5 point Likert scale, responses were assigned levels of 1 to 5. Responses rounded off to 5 represented (very effective), 4 (effective), 3 (fairly effective), 2 (minimally effective), and 1 (ineffective). This is equivalent to the TSC TPAD rating scale where the value of 1 represents (did not meet targets), 2 (below average), 3 (average), 4 (good) and 5(very good). These were further interpreted as follows: 1.0 (ineffective), 1.1-2.0 (minimally effective), 2.1-3.0 (fairly effective), 3.1-5 (effective). Weighted mean was used to make decisions. According to Mugenda and Mugenda(2009), weighted mean helps researchers to infer and make conclusions where specific attributes are more significant than others. Pearson Correlation, one way Analysis Of Variance (ANOVA) and Regression tests were run on SPSS version 22.0 to test for significance. The open-ended responses were analyzed thematically whereby the pool of diverse responses were reduced to a handful of key issues related to the objectives of the study and written as narratives to supplement the quantitative data.

III. Results and Discussion

The study sought to establish the effectiveness in implementing the TPAD tools for teacher performance on controlling learner discipline in secondary schools.

Response from HoDs

Table 2: Effectiveness of TPAD Implementation for Maintenance of Learner Discipline

	N	Minimally Effective	Fairly Effective	Effective	Highly Effective	Mean
Maintaining a record of parental involvement in managing learner discipline	87	21 (24.1%)	28 (32.2%)	20 (23.0%)	18 (20.7%)	3.40
Maintaining a record of learner participation in community based activities such as campaigns for re-forestation, market cleaning; anti FGM ; control and use of soil resources; gender based violence; communicable diseases and ethnic violence/ peace clubs among others	87	(%)	21 (24.1%)	30 (34.5%)	18 (20.7%)	3.55
Maintaining updated record of learner discipline cases, challenging behavior and interventions.	87	9 (10.3%)	26 (29.9%)	29 (33.3%)	23 (26.4%)	3.76
Maintaining record of involvement in parents and students meetings	87	6 (6.9%)	26 (29.9%)	33 (37.9%)	22 (25.3%)	3.82

Maintaining up to date records of learners’ participation in co-curricular activities including lists of participation, certificates, trophies and awards to divert learner energies and reduced learner indiscipline in my school	87	6 (6.9%)	29 (33.3%)	34 (39.1%)	18 (20.7%)	3.74
Use of alternative ways of instilling discipline in place of the cane	87	6 (6.9%)	35(40.2%)	22 (25.3%)	24 (25.3%)	3.74
Am trained and certified on alternative learner discipline procedures	87	3 (3.4%)	27 (31.0%)	34 (39.1%)	23 (26.4%)	3.89
Access and reference to the relevant legal policy documents related to discipline in secondary schools	87	3 (3.4%)	28 (32.2%)	30 (34.5%)	26 (29.9%)	3.91
Aggregate Mean						3.73

From the study findings, 30 (34.5%) HODs, agreed that TPAD tools were effective in enhancing access and reference to the relevant legal policy documents related to discipline in secondary schools. 34 (39.1%) HODs agreed that they were effectively trained and certified on alternative learner discipline procedures. 33 (37.9%) HODs agreed that TPADs were effective in ensuring that proper maintenance of records of involvement of parents and students meetings and 29 (33.3%) agreed that TPADs were effective in ensuring quality maintenance of updated accounts of disciplinary cases, problematic behavior and responses to the behavior. This concurs with Onderi (2017) in his findings that TPAD can help achieve learner discipline in schools.

Further, 34(39.1%) HODs indicated that TPADs presented effective alternative ways of instilling discipline in place of the cane. 35 (40.2%) HODs indicated that it helped in maintaining up to date records of learners’ participation in co-curricular activities. These include; lists of participation, certificates, trophies and awards to divert learner energies and reduced learner indiscipline in the school. 30 (34.5%) HODs indicated that TPAD tools aided in maintaining a record of learner participation in community- based activities such as campaigns for re-forestation, market cleaning, anti-FGM, control and use of soil resources, gender-based violence, communicable diseases, and ethnic violence/ peace clubs. 33(37.5%) HODs agreed that TPADs somehow helped in maintaining a record of parental involvement in managing learner discipline.

Response from Teachers

Table 3. Effectiveness of TPAD Implementation in Maintaining Learner Discipline

	N	Fairly Effective	Effective	Highly Effective	Mean
Maintaining a record of parental involvement in managing learner discipline	146	45 36.9%	51 41.8%	50 41.0%	4.03
Maintaining a record of learner participation in community based activities such as campaigns for re-forestation, market cleaning; anti FGM ; control and use of soil resources; gender based violence; communicable diseases and ethnic violence/ peace clubs among others	146	34 27.9%	65 53.3%	47 38.5%	4.09
Maintaining updated record of learner discipline cases, challenging behavior and interventions.	146	35 28.7%	59 48.4%	52 42.6%	4.12
Maintaining record of involvement in parents and students meetings	146	47 38.5%	58 47.5%	41 33.6%	3.96
Maintaining up to date records of learners’ participation in co-curricular activities including lists of participation, certificates, trophies and awards to divert learner energies and reduced learner indiscipline in my school	146	45 36.9%	59 48.4%	42 34.4%	3.98
	146	59	44	43	3.89

Use of alternative ways of instilling discipline in place of the cane		48.4%	36.1%	35.2%	
Am trained and certified on alternative learner discipline procedures	146	43 35.2%	60 49.2%	43 35.2	4.00
Access and reference to the relevant legal policy documents related to discipline in secondary schools	146	49 40.2	56 45.9	41 33.6	3.95
Aggregate Mean					4.00

From the study findings, 59 (40.4%) teachers agreed that TPAD tools were effective in enhancing and maintaining an updated record of learner discipline cases, challenging behavior, and the interventions implemented. 65(44.5%) of the participants agreed that TPAD tools were effective in maintaining a record of learner participation in community-based activities such as campaigns for re-forestation, market cleaning, anti-FGM, control and use of soil resources, gender-based violence, communicable diseases, and ethnic violence/ peace clubs among others. Lastly, 51(34.9%) of the participants agreed that TPAD tools were effective in maintaining a record of parental involvement in managing learner discipline. These results compare with the NCRC (2018) findings that TPAD provided effective guidance and counseling, facilitated referrals to professional counselors, improved stakeholder participation, and ensured harmonious relationships in the school environment.

The results show that 60 (41.1%) teachers agreed that with TPAD tools, all the teachers were trained and certified on alternative learner discipline procedures. Also, 59 (40.4%) agreed that TPAD tools were effective in maintaining up to date records of learners' participation in co-curricular activities including lists of participation, certificates, trophies and awards to divert learner energies and reduced learner indiscipline in the school. 58 (39.7%) agreed that TPAD tools were effective in enhancing the maintenance of records related with parents involvement in students discipline meetings. These results align with Odhiambo (2017) in his conclusion that there is a positive correlation between student achievement, discipline level, and involvement in co-curricular events.

Further, the study established that 56 (38.4%) teachers agreed that TPAD tools were effective in enhancing access and reference to the relevant legal policy documents related to discipline in secondary schools. 59 (40.4%) of the teachers involved indicted that TPAD enabled their use of alternative ways of instilling discipline in place of the cane. These results are in line with the research deductions by Jonyo and Jonyo (2017) that TPAD policy being implemented since 2016 in Kenya outlines procedures to address learner indiscipline in secondary schools.

Response from Class Secretaries

Table 4: Effectiveness of TPAD Implementation in Maintaining of Learner Discipline

	N	Fairly Effective	Effective	Highly Effective	N
Parents sitting in disciplinary panels during hearing of disciplinary cases of their children	122	26 21.3%	67 54.9%	29 23.8%	4.02
Maintaining a roll of learner participation in community based activities such as campaigns for re-forestation, market cleaning; anti FGM ; control and use of soil resources; gender based violence; communicable diseases and ethnic violence/ peace clubs among others	122	54 44.3%	48 39.3%	20 16.4%	3.72
Existence of updated record of student discipline cases, challenging behavior and corrective interventions implemented.	122	41 33.6%	51 41.8%	30 24.6%	3.91
Parents are registered when they attend class meetings with their children	122	38 31.1%	64 52.5%	20 16.4%	3.85
Displayed up to date records of learners' participation in co-curricular activities including lists of	122	42	53	27	3.88

participation, certificates, trophies and awards at strategic points in class		34.4%	43.4%	22.1%	
Use of alternative ways of instilling discipline in place of the cane in class	122	53 43.4	55 45.1	14 11.5	3.68
Class secretaries are trained in managing peer discipline in class	122	52 42.6%	42 34.4%	28 23.0%	3.80
School rules and regulations are well spelt out and displayed in class	122	49 31.1%	38 28.7%	35 40.2%	3.89
Representation of learners in disciplinary committees and Boards of Management (BOM)	122	53 43.4%	52 42.6%	17 13.9%	3.70
Mean Aggregate					3.83

From the study findings, 67 (54.9%) of the class secretaries agreed that TPAD implementation brought about effective participation of parents on disciplinary panels that hear the cases of their children. 51 (41.8%) of the class secretaries agreed that through TPAD, schools in Gucha Sub- County effectively kept well-run records of student discipline cases, problematic behavior and corrective involvements with the teachers. 49 (40.2%) of class secretaries agreed that school rules and regulations are well spelled out and displayed in class. These findings support the research deductions by Jonyo and Jonyo(2017) that the TPAD policy being implemented since 2016 outlines procedures to address learner indiscipline in secondary schools.

The results show that 43 (43.4%)class secretaries indicated that the use of TPAD tools aided the maintenance of up to date records of learners’ participation in co-curricular activities, including lists of participation, certificates, trophies, and awards at strategic points in class. Others, 64 (52.5%), agreed that through TPAD tools effectively called for registration of parents when they attend class meetings with their children and that 52(42.6%) were effectively trained in managing peer discipline in class. Similar research observations with the above were made by NCRC (2018) that schools required disciplinary policies made in concurrence with parents, learners, and the community.

Further, the study established that 54 (44.3%) class secretaries agreed that through TPAD, there is effective maintenance of learner participation in community-based activities such as campaigns for re-forestation, market cleaning and anti-FGM control. Additionally, 53 (43.4%) of the class secretaries involved somehow agreed that through TPAD implementation there is enhanced representation of learners in disciplinary committees and boards of management (BOM). 55 (45.1%) of the class secretaries involved indicated that TPAD adoption effectively led to use of alternative ways of instilling discipline in place of the cane in class. These results align with Odhiambo (2017) in his conclusion that there is a positive correlation between learner achievement, discipline level, and involvement in co-curricular events.

Interpretation of Mean ratings between HODs, Teachers and Class Secretaries’ responses on learner discipline.

The mean aggregate for HODs was 3.73 that of teachers was 4.00, and class secretaries had a mean of 3.83. They all agreed that TPAD tools effectively impacted discipline and safety in schools. This showed that learners’ protection was increased by assessing teachers on learner discipline and by offering learners safe and child-friendly learning environment. This implies that schools were safer and more secure with the increased appraisal of teachers on learner discipline during teaching and learning. Hence, schools needed to implement consultative approaches when developing disciplinary policies. From the foregoing data, there is general agreement across the various categories of respondents that schools currently have some degree of discipline, which they attribute to TPAD implementation. The findings concur with the conclusion of Zhao and Kuo (2015) that participatory approaches were required when developing discipline policies.

Comparison of Aggregate Means from the Study Groups

The aggregate mean for managing learner discipline from first study group (HODs) was recorded at 3.73, the second study group (teachers) recorded an aggregate mean of 4.00 while the last study group (Class secretaries) recorded an aggregate mean of 3.99. Based on the interpretation scale the mean of 4.00, 3.83 and 3.73 implies that, all the three groups collectively concurred that TPAD tool is indeed an effective tool in managing learner discipline in secondary schools in Gucha Sub-County.

The HODs reported that TPAD structures help teachers keep an eye on how well students follow class rules as well as students who exhibit unsatisfactory behavior in school. With TPAD, teachers could easily spot lazy students who could not accomplish assignments on time. If a teacher notices that students are not adhering to the established rules of behavior, the teacher may employ behavioral restatement strategies such as reinforcement, remedial punishments, and teacher-learner conversation.

According to teachers, TPAD framework focuses on encouraging behavior including respect for one another, effective communication, collaborative planning, standard-setting, addressing the root causes of misbehavior, and ongoing evaluation of the application of discipline. Both HODs and teachers concurred that TPAD promoted a supportive school environment where teachers, students, and parents work together and participate in disciplinary hearings. It provides the crucial support that promotes a learning culture.

The HODs reported that since inception of TPAD, indiscipline cases had reduced significantly. Teachers who underwent the appraisal process were more likely to participate in school leadership by taking on new responsibilities, such as coaching and mentoring students, which is critical in sawing a culture of discipline. Class secretaries reported that Discipline-related issues arehandled fairly and with respect for the dignity of the offending learner, in accordance with general fairness norms.

Response from School Principals' interview schedule

The research sought the principals' opinion on effective TPAD implementation in secondary schools. Through interview, principal T retorted, "I have been a classroom teacher for 16 years and a principal for 4 years. In these 20 years, I have never experienced the level of calmness among learners and their teachers as they go about their day-to-day learning activities in school. This tool curtails operations of teachers, who were difficult to control before, since they are kept on toes through their own continuous self-assessment participation. This eventually leads us to improved job input and improved school outcomes since discipline breeds success." The principals also cited inadequate training as a major hindrance in their oversighting role in effective implementation of TPAD. School Principals reported that with TPAD, teachers' responsibilities shift to ensuring and maintaining the students' active participation in class activities. Minimization of free time for students helps in reducing disruptions and misbehavior brought by the students. This milestone is founded on TPAD time management scales for classroom management. Ultimately, this raises the bar for rule compliance in schools. According to school principals, TPAD fostered a conduct that is directed toward creating a structured and purposeful learning environment and one that is committed to enhancing and maintaining the standard of instruction.

TPAD Summary on learner discipline 2016-2022

Secondary data was obtained from the TPAD summary documents at the sub county education office.

Table 5: Data from analyzed TPAD documents in Gucha sub county Director's office on learner discipline.

	Years					
	2016	2017	2018	2019	2021	2022
Learner Discipline	44%	50%	57%	71%	63%	68%

Source: Republic of Kenya (2022)

Evaluations from Sub County educational office show that the lowest statistics (44%) o learnerdiscipline was recorded in 2016 while the highest score of 71% was recorded in the year 2019. Although there has been an upward trajectory from 2016 to 2019, a significant decline was recorded in 2021 as shown by 63%. Conversely, a positive figure of 68% was recorded in the subsequent year, 2022. Based on the statistics, there has been an increase of about 24% in learner discipline in Secondary schools in Gucha Sub-County since TPAD implementation in 2016.

CorrelationTest

Correlation Test

Table 6: Pearson Correlations Analysis

		Implementation of TPAD (Y)	Learner Discipline (X3)
Implementation of TPAD (Y)	Pearson Correlation	1	
	Sig. (2-tailed)		
Learner Discipline (X3)	Pearson Correlation	.421**	.152**
	Sig. (2-tailed)	.000	.005

The study found a positive correlation between implementation of TPAD curriculum monitoring tools and learner discipline in secondary schools in Gucha Sub-County as shown by correlation coefficient of 0.421. The significant value was 0.000, which is less than 0.05. These findings concur with observations made by Odhiambo (2017) where the study established a positive correlation between student achievement and level of student discipline as well as participation in co-curricular activities.

Regression Test

Table 7: Regression Test Model Summary

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

Source: (Research Data, 2022)

The study used coefficient of determination to evaluate the fitness of the model. The adjusted R², also called the coefficient of determinations, is the percentage of the variance in the dependent explained uniquely or jointly by the independent variable. The model had an average adjusted coefficient of determination (R²) of 0.377. This meant that 37.7% of the variations on learner discipline in secondary schools in Gucha sub-county are explained by implementation of TPAD curriculum monitoring tools for teacher performance. The remaining percentage means other variables or factors exist that influence the independent variable of the study.

One-Way ANOVA Results

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

Table 8: Summary of One-Way ANOVA results

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	101.496	4	25.374	68.951	.000 ^b
	Residual	129.168	351	0.368		
	Total	230.664	355			

Critical value = 4.90

Source: (Research Data, 2022)

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

IV. Conclusion

The researcher concludes that TPAD implementation had not fully enhanced learner discipline in Gucha Sub-County. However, there has been an increase of 24% in learner discipline in secondary schools in the sub county since its inception in 2016. TPAD tools were instrumental in strengthening and maintaining an updated record of learner discipline cases, challenging behavior and interventions. TPAD tools had also improved stakeholders' participation and ensured harmonious relationships within the school environment.

V. Recommendations

To enhance effectiveness of implementing TPAD tools for teacher performance on enhancing learner discipline in secondary schools, there is a need for more emphasis on participatory decision-making processes on policy issues. This would improve acceptance and minimize negativity from affected stakeholders like students.

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