

**CONFERENCE THEME: “THE TEACHER AS A
RESOURCE: QUALITY AND UTILIZATION”**

**SUB THEME: QUALITY ASSURANCE FOR
EFFECTIVE TEACHING AND LEARNING**

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**AT KENYATTA INTERNATIONAL CONVENTION
CENTRE, NAIROBI, KENYA**

**TOPIC: EFFECTIVENESS OF TEACHER PERFORMANCE
AND APPRAISAL DOCUMENT (TPAD) USE AS A
CURRICULUM SUPERVISORY TOOL IN IMPROVING
TEACHER PERFORMANCE COMPETENCIES. A CASE
STUDY OF A PRIMARY SCHOOL IN TAITA-TAVETA
COUNTY, KENYA.**

BY

DUNCAN MWARIMBO MWAE

INTRODUCTION

- Various reforms in relation to regulations and policies have been introduced in the Kenyan education sector. One such reform is the introduction of TPAD in 2016.
- Teacher performance appraisal globally aims at:
 - promoting the much needed quality education.
 - promoting accountability and professional development of teachers (Gratton, 2004).
- Teacher appraisal can also be referred as teacher evaluation or performance review or teacher assessment and aims at improving teaching and learning (OECD, 2009; Ncube, 2016).



INTRODUCTION CONT...

- The feedback can be used to aid teacher professional development and improvement of teacher performance competencies. Teacher evaluation reforms focuses on continuous improvement of teaching and learning (Alexander, 2016).
- I argue that as much as the ultimate focal point is improved teaching and learning the welfare of the educators should be considered to ensure that it does commensurate the work that they do.
- Most studies around the world and specifically Sub-Saharan African countries were conducted in secondary schools (Ncube, 2016); Monyatsi, Steyn, & Kamper, 2006; Elliott, 2015; Zhang & Ng, 2017; Asiago & Gathii, 2014).

INTRODUCTION CONT...

- Teachers engage in appraisal activities in order to assess their performance and subsequently use the feedback to make improvements in service delivery hence enhanced learning outcomes (Goe, Biggers, & Croft, 2012).
- The reviewed TPAD Tool 2018: purpose is to review and improve teaching standards through a systemic appraisal approach, with a view to evaluate teachers' performance and promote professional development for enhanced learning outcomes.



RESEARCH QUESTIONS

○ **Main question**


- ❖ How effective is TPAD use in supervising the implementation of primary education curriculum in Kenya by teachers?

○ **Subsidiary questions**


- ❖ What activities are involved in the Implementation of TPAD?
- ❖ What are the teachers' perceptions of TPAD use in improving their performance competencies?
- ❖ What are the strengths and weaknesses of TPAD use in dispensing its supervisory roles?
- ❖ What are the possible remedies towards these weaknesses?



LITERATURE REVIEW

- Activities involved: lesson observation, student evaluation of teachers and checking teachers' works (Zhang & Ng (2017)).
 - Teachers across the globe hold both positive and negative attitude towards the use of teacher appraisal.
 - Zhang and Ng (2017) found that teachers applauded the TPA because of existence of clear standards rigorous process of appraisal.
 - Zhang and Ng (2017) acknowledged that teacher appraisal had the ability to facilitate general improvement of teaching and learning and therefore regarded as successful.
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LITERATURE REVIEW CONT...

- Teachers have to clearly understand the purpose and the significance of the appraisal so that they can embrace it.
 - Teachers play a critical role in providing quality education in schools and acknowledges that appraisal leads to teacher professional development (Elliott, 2015).
 - Australia-teachers dissatisfied as appraisal lacked incentives-done to fulfill administrative requirements (Elliott, 2015).
 - Gratton (2004) in New Zealand-pointless and time consuming
 - Pre and post-observation conference (Monyatsi, (2002) and Midimo (2017)
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LITERATURE REVIEW CONT...

- Those involved in the appraisal-administrators, teachers and students
- Botswana: revealed that appraisal helps to identify the strengths and shortcomings of a teacher and hence crafting a way forward to eliminate the weaknesses thus improving teaching and learning hence expediting student learning (Monyatsi, 2002).
- In Uganda, Namuddu (2010): appraisal system lacked teachers' ownership- teachers only believed that teacher-based evaluations would lead to teacher performance. However, peer evaluation as was applauded.
- Midimo (2017): majority of the teachers (74%) did not like the ongoing appraisal-involved a lot of paper work leading to time wastage.

METHODOLOGY

- **Approach: Qualitative:** get an in-depth understanding of teachers', learners', and CSO experiences and perceptions about the effectiveness of TPAD use.
- **Design: Case study design**
 - ❖ involved empirical study using multiple sources of data collection for triangulation purposes.

Sampling

- ❖ **Snowballing and purposeful sampling**
- ❖ **Convenience sampling**



DATA COLLECTION METHODS

○ **Document analysis**

- ❖ Professional documents

- ❖ The CORT, 2015 and TSC Act of 2012 and the current TPAD Tool 2018

- ❖ **Interviews**

- ❖ **Focus Group Discussion (FGD)**


Data collection and recording tools

Data collection tools: Document analysis schedule, interview guides, FGD guides.

Data recording tools: phone for voice recording and Field Note book for textual noting.



ETHICAL CONSIDERATIONS

- **Seeking permission from relevant authority**
 - ❖ Clearance from Ethical Review Committee (ERC) and Introduction letter from Aga Khan University-IED.
 - ❖ Research permit and authorization from National Commission for Science Technology and Innovation (NACOSTI)
 - ❖ Research authorization from County Commissioner-Taita Taveta County, County Director of Education-Taita Taveta and finally Deputy County Commissioner in Voi.
- Confidentiality of research data and anonymity of the participants-**The use of pseudonyms to protect the identity of the respondents.
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ETHICAL CONSIDERATIONS CONT...

○ **Consent and assent**

- ❖ I sought informed consent from teachers, the deputy head teacher and CSO to participate in the study.
- ❖ The pupil participants signed the assent forms in order to participate in the study. The consent form was signed by the head teacher on behalf of parents whose children participated in the study.

○ **Reciprocity**

- ❖ I taught to appreciate the school for being allowed to conduct the study.
- ❖ A summary report of the study findings was given.

Soft and hard copy of the dissertation-County Director of Education of Taita-Taveta County and NACOSTI.

DISCUSSIONS

○ **Activities involved in the implementation of TPAD in school**

1. Lesson observation conducted by the deputy head teacher

- ❖ lesson observation as an activity of TPAD implementation was conducted by the deputy head teacher once in a term
- ❖ Monyatsi (2002) whose study in Botswana found out that teachers were observed at least thrice when teaching during the year.
- ❖ Teachers appreciated lesson observation as a worthy activity which enables them to identify their strengths and weaknesses in the lessons



DISCUSSIONS CONT...

2. Monitoring teacher lesson attendance by class secretaries

- ❖ Teachers were against the class secretaries monitoring their lesson attendance because they felt undermined. These findings are contrary to Aslam (2013) who argues that teacher evaluation by students can help to identify strengths and weaknesses of the teachers and ultimately improves teaching practices.

3. The appraisal process involving teachers and the deputy head teacher

- ❖ The appraisee is rated by the appraiser on his/her performance on various activity areas.
- ❖ The appraisal period begins at the onset of term 1 and ends at the end of term 3 but the appraisals are done termly.



DISCUSSIONS CONT...

These findings are contrary to a study by Zhang and Ng (2017) which revealed that the appraisal results were generated at the end of the year although data collection for appraisal took place throughout the year.

4. Preparation and maintenance of professional records

- ❖ There was improved maintenance of professional records by teachers indicating that they are accountable in their work.
- ❖ Nevertheless, document analysis discovered that professional documents were not updated. However, findings reveal an improvement on maintenance of records compared to the past as alluded by the deputy head teacher during the interview.


5. Training in the use of TPAD

- ❖ Study revealed that the participants were trained. However, teachers revealed the use of threats while being trained by the school administrators thus indicating that information about TPAD was not properly and adequately received.

DISCUSSIONS CONT...

Perceptions of teachers on TPAD use in improving performance competencies

1. Positive perceptions of teachers towards TPAD use

- ❖ Both teachers and appraisers appreciated TPAD for improving teacher lesson attendance.
 - ❖ These findings are similar to a study by Monyatsi (2002) which found out that although there was mixed results, the significant number of teachers held the view that teacher appraisal helped improve their teaching performance.
 - ❖ Teachers cherished the way they are being handled in lesson observation which in turn helped them in identifying weak areas of their lessons.
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DISCUSSIONS CONT...

2. Negative perceptions of teachers towards TPAD

- ❖ Teachers were suspicious of the TSC motive of introducing TPAD. They argued that TSC may have introduced TPAD as a way of thwarting teachers promotion based on higher qualifications because the tool stipulates that promotions should be based on TPAD performance report.
- ❖ Number of teachers qualified for promotion is estimated to be more than 30,000 as recorded by Nyamai (2018) in a Daily Nation Newspaper of 7th September 2018.



DISCUSSIONS CONT...

- ❖ CORT 2015 regulation 52 section (2b) indicates that TSC shall “use performance appraisal reports for purposes of promotion, deployment and other rewards as may be prescribed from time to time.”


The introduction of TPAD therefore signified the end of the usual criteria of promoting teachers on higher academic qualifications and promotion interviews.

- ❖ Teachers argued that they were not involved in the development of the tool. These findings are similar with a study in Uganda by Namuddu (2010) whose outcomes revealed that the appraisal lacked teachers’ ownership.




STRENGTHS OF TPAD

IMPLEMENTATION IN THE SCHOOL

- **The findings reveal that**
 - ❖ TPAD has led to the **decline of teacher absenteeism**
 - ❖ These findings are consistent with the official TSC report through circular No. 12/2017 that showed decline of teacher absenteeism as a result of TPAD.
 - ❖ TPAD has **improved time management** by teachers in terms of observing punctuality while arriving in school and also attending to their lessons.
 - ❖ The findings are similar to a study by Jonyo and Jonyo (2017) which revealed that TPAD has led to effective time management.
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WEAKNESSES OF TPAD

IMPLEMENTATION IN THE SCHOOL

- ❖ **The findings reveal that:**
 - ❖ the school **administration used threats-** introducing the tool. These findings are similar-New Zealand by Gratton (2004) who found out that there was use of threat in the quest for accountability of teachers.
 - ❖ I argue that the use of threats will only help teachers to work in fear and destroy good working relationship between teachers and the school administrators.
 - ❖ The **cost implications** -photocopy and internet bundles
 - ❖ TPAD tool implementation **consumes a lot of time** for teachers while they prepare records.
 - ❖ Findings are similar-New Zealand by Gratton (2004) found out that appraisal system was pointless and time consuming.
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WEAKNESSES OF TPAD IMPLEMENTATION IN THE SCHOOL CONT...

- **The findings reveal that:**
 - ❖ **TPAD involved too much documentation**
 - ❖ teachers prepare numerous documents which include weekly summary of their lesson attendance, termly checklists, writing panel minutes, parents meeting minutes, co-curricular records, learner indiscipline records, guidance and counseling records, making teaching aids, marking learners' exercise books and filling TPAD apart from the usual professional documents.



WEAKNESSES OF TPAD IMPLEMENTATION IN THE SCHOOL CONT...

- ❖ There was some **unfairness** in the process of rating because the appraiser suggestion of the agreed rating carried the day.
- ❖ **Biasness** in awarding of marks by the appraiser if at all TPAD reports will be used to promote teachers as the appraiser has been insisting of reduced agreed rating from the appraisees rating. This can be abused by appraisers by rating low those individual members of staff who are perceived to be on the ‘wrong camp’.



STRATEGIES FOR IMPROVING EFFECTIVENESS OF TPAD IMPLEMENTATION

❖ **Adequate training**

Findings reveal that there was inadequate training about the purpose and objectives of TPAD and use of ICT-essential because it enables teachers appreciate the tool.

❖ **Support from the school administration**

Deputy head teacher on behalf of the school head issued teaching resources to the teachers e.g. pens, textbooks, manila papers, SOW and lesson plan books etc.



STRATEGIES FOR IMPROVING EFFECTIVENESS OF TPAD IMPLEMENTATION CONT...

- ❖ **Avoid unfairness during the appraisal process**

Appraisal should not be seen as a means to punish one another because the ultimate goal is to improve teaching and learning.

- ❖ **Support from parents**

Parents are essential stakeholders who support education of their children in various aspects e.g. provision of basic needs.



IMPLICATIONS

❖ **For the school educational leaders**

They should embrace collegial approach in conducting teacher appraisal where both the appraiser and the appraisee work in collaboration without seeing the process as a fault-finding and thus enhancing professional growth and improving their performance competencies. This corroborates Wenger (2011) who discussed about communities of learning which encourages sharing of knowledge.

❖ **For the policy makers**

The policy makers such as TSC should ensure that they conduct adequate awareness among teachers and explain to them that TPAD is intended to make them improve in their teaching practices and not to punish them in any way.

RECOMMENDATIONS

I recommend that:

- ❖ the TPAD tool should be reviewed by TSC and a new model to be adapted that which is simpler but effective without so many other tools and documents attached to it- annual appraisal as done in China
- ❖ senior teachers should be officially recognized by TSC as appraisers so that they can assist the deputy head teachers who seem to be overwhelmed by work.
- ❖ teachers be promoted based on attainment of higher academic qualifications and experience.
- ❖ If the TSC uses TPAD reports to promote teachers then, the context of the school in which they work should be considered

RECOMMENDATIONS CONT...

- ❖ TSC should employ adequate teachers in schools to reduce heavy teaching workload that majority of teachers have.



Thank you

