

KEMI Journal of Educational Leadership and Management

KJELM

[ISSN 3079-4048]

Volume: 2 Issue: 3 | Nov-2026

Influence of supervision by head teachers on implementation of teacher performance appraisal and development in public primary schools in Siaya Sub-County, Kenya

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Cite this article in APA

https://doi.org/10.68147/8525a3a8

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Abstract

This study examined the influence of head teachers' supervision on the implementation of Teacher Performance Appraisal and Development (TPAD) in public primary schools in Siaya Sub-County, Kenya. Guided by Locke's Goal-Setting Theory (1968), the study adopted a descriptive survey research design. The target population comprised 132 head teachers, 119 deputy head teachers and 1,310 teachers drawn from 132 public primary schools. A sample of 181 respondents, consisting of 26 head teachers, 24 deputy head teachers and 131 teachers, was selected. Data were collected using questionnaires and interview guides and analysed through descriptive statistics (frequencies and percentages) and inferential statistics, including correlation analysis. The findings revealed a statistically significant relationship between head teachers' supervision and TPAD implementation (M=1.86; r=0.585, 0.621 and 0.330; p less than 0.05), demonstrating the importance of supervisory practices in enhancing effective implementation of teacher appraisal. The study concluded that head teachers' supervision significantly influences TPAD implementation in public primary schools. It recommends strengthening engagement between teachers and head teachers to improve appraisal processes; equipping schools with functional ICT infrastructure, including computers, scanners and internet connectivity; and upgrading the Teachers Service Commission's appraisal portals to ensure evidence-based assessment of all performance targets. Additionally, the TSC should consider reviewing the teaching workloads of head teachers and deputy head teachers to provide adequate time for supervisory responsibilities, particularly

classroom observations. These measures would strengthen accountability, enhance teacher performance and improve the effectiveness of TPAD implementation in public primary schools.

Key terms: Teacher Appraisal, Supervision, Head teachers, Primary schools

1.0 Introduction

The evaluation of employee performance holds significant importance within an organizational context. Performance appraisal (PA) is a systematic process employed to monitor and evaluate the performance of individuals and teams, ensuring alignment with organizational objectives (Aguinis, 2023). The concept of performance appraisal originated during the Wei dynasty of China (A.D. 261-265), wherein an imperial rater assessed the performance of individuals within the official family. Subsequently, in the year 1648, the aforementioned practice was introduced in Dublin, Ireland, whereby lawmakers were evaluated according to their individual characteristics.

In a study conducted by Marey and Hesham (2020) regarding the re-conceptualization of teacher assessment in Egypt, it was found that administrators faced significant managerial obligations that impeded their ability to adequately assess instructors. The inadequate provision of feedback and limited professional development guidance has a detrimental impact on the performance of teachers. In a study conducted by Alubbe (2015), the researcher examined the elements that impact the implementation of a performance assessment system for teachers in public secondary schools within the Westlands Constituency. The findings of the study revealed that consistent performance monitoring significantly affects the evaluation of teachers' performance. Supervision involves the process of leading, guiding, and managing the workforce to ensure adherence to predetermined plans and timely completion of tasks. The supervisory role of school administrators in the implementation of the TPAD is of utmost importance. The individual serving as the school head assumes the responsibility of overseeing a primary school, acting in the capacity of a supervisor.

1.2 Statement of the Problem

The Government of Kenya has undertaken substantial endeavors in the evaluation of teachers, providing them with constructive comments and enhancing their professional performance. The Teaching Service Commission (TSC) is entrusted with the duty of monitoring the performance and conduct of teachers within the teaching profession, as outlined in section 11 (f) and 35(i) of the TSC Act 2012. Despite the inherent goal of the TPAD to enhance teachers' performance, its implementation has continued to encounter challenges that threaten its effectiveness in achieving the intended objectives. These include inadequate supervision, negative teacher attitudes, resistance to appraisal, limited understanding of the appraisal process and inadequate professional support from school administrators.

Mito (2021), in a study on factors affecting the implementation of TPAD in public secondary schools in Siaya Sub-County, established that implementation was hindered by inadequate teacher training, negative attitudes towards appraisal, resistance to the appraisal process and principals' perceptions of the policy. The study also highlighted concerns regarding school administrators' failure to undertake their supervisory responsibilities effectively. These findings suggest that the effectiveness of TPAD depends considerably on the commitment and capacity of school heads to provide consistent supervision and professional guidance.

Similarly, Wanjiku, Ndichu and Andafu (2024), in their critical analysis of the TPAD evaluation tool in Kenya, identified several weaknesses, including subjective appraisal, strictness and leniency in rating teachers, failure to attend appraisal meetings, passive participation and inadequate identification of professional development gaps. The authors observed that such weaknesses undermine the credibility

and developmental purpose of teacher appraisal. Additionally, Isika, Ondigi and Bwire (2024), in their study in Kwale County, established that teachers were inadequately prepared to implement the TPAD tool, with gaps in professional development, insufficient resources and heavy workloads further complicating implementation.

The studies conducted by Makumi (2022) in Makueni Sub County and Mito (2021) in Siaya Sub County have a limitation in that they focused exclusively on secondary schools. Nevertheless, the subject matter of the present investigation diverges from theirs and was conducted in a distinct sub-county, namely Siaya, with a specific emphasis on public primary schools. There exists a dearth of study concerning the elements that influence the implementation of the TPAD in Kenya, specifically within Siaya Sub County. The study thus aimed to investigate the influence of supervision by head teachers on the implementation of the TPAD in public primary schools in Siaya Sub-County, Kenya.

1.3 Objective of the Study

The objective of the study was to determine the influence of supervision by head teachers on implementation of TPAD in public primary schools in Siaya Sub-County, Kenya.

1.4 Hypothesis of the Study

The null hypothesis of the study was that there is no significant relationship between supervision by head teachers and implementation of TPAD programme in public primary schools in Siaya Sub-County, Kenya.

2.0 Literature Review

The concept of supervision by head teachers entails the act of leading, mentoring, and controlling teachers to ensure adherence to planned activities and timely execution. The TSC has implemented an open performance appraisal framework for teachers with the aim of improving supervision and ensuring ongoing monitoring of their effectiveness in implementing the curriculum at the institutional level. According to the TSC (2018), the implementation of TPAD assigns head teachers with the responsibility of overseeing and evaluating teachers' work, as well as providing progress reports. In fulfilling their supervisory responsibilities, head teachers should ensure that the professional records of teachers are adequately preserved and kept current. The documents encompass several components such as a work plan, lesson plans, records of tasks covered, lesson notes, learners' progress records, and analyses of subject or national examinations. The impact of instructional supervision on teachers is contingent upon the manner in which it is conducted by the head teacher. Additionally, it has been found that the observation of lessons during supervision has a positive effect on the results of the Kenya Certificate of Primary Education (KCPE) (Mulatya, Okoth, & Mugambi, 2021). The administrators are responsible for overseeing the operations within educational institutions. The head teachers play a pivotal role in leading the activities that are crucial for the successful implementation of the TPAD programme. Hopkins (2013) posits that instructional leadership is a multifaceted undertaking, wherein the principal assumes the role of a leader who guides and influences other leaders within the educational setting. To improve the standard of instruction and educational programs, education leadership necessitates collaboration with various stakeholders, such as students, instructors, and parents. In this role, the school administration will oversee the performance of teachers by conducting routine classroom observations and collecting data on their effectiveness. Subsequently, educators are assessed based on the aforementioned information.

Through ongoing monitoring, head teachers are able to determine the desired outcomes during teacher appraisal and afterwards provide support to enhance performance. In a study conducted by Mirado (2019), the primary objective was to examine the perceived effectiveness of performance assessment

systems. The study conducted in government-owned secondary schools in Sidama Zone, Ethiopia indicated that, in a significant number of these institutions, the responsibility of determining the timetable for classroom observation does not lie with the observer or the teacher alone. The author additionally observes that although the observer and teachers together determine the timetable for classroom observations, there exist potential avenues for evaluating a teacher's effectiveness without directly seeing classroom events. The aforementioned result underscores the significance of school administrators' oversight of TPAD activities. The objective of this study was to examine the influence of supervision by head teachers on the implementation of the TPAD programme. It is imperative for the school administrator to ensure that teachers are provided with appropriate advice, support, and challenges as needed. Additionally, it is crucial that instructors receive feedback regarding their growth and accomplishments.

In their study on the implications and challenges of performance management in public schools in Kenya, Owuor and Jonyo (2017) observed that certain Heads of Institutions (HoIs) lack a comprehensive understanding of the purpose of various monitoring tools, such as the checklist for documents to be maintained by the head teacher and evaluation forms. These tools are intended to facilitate the implementation of the Performance Contract (PC). Additionally, the authors noted that the lesson observation tool, lesson attendance register, and teacher's checklist serve the purpose of ensuring effective implementation of the TPAD programme. Furthermore, it was noted that subsequent to the observation of a class, the evaluator assigns ratings to both categories, as well as to the mutually agreed upon score. This implies that the Heads of Institutions (HoIs) are unable to adequately oversee the execution of the TPAD programme due to their extensive administrative responsibilities. Consequently, it is imperative to prioritize the supervision of TPAD implementation by head teachers.

In another study, Mbatia and Okoth (2017) sought to establish the perspectives of teachers on the supervision of public primary schools in Nakuru North District by their respective head teachers. The researchers discovered that a significant proportion of school principals actively engaged in the process of signing and assisting teachers in the preparation of professional documents, as well as regularly reviewing and providing feedback on the content written in students' notebooks. This study, while being relevant to the present study, focused primarily on teachers' perceptions of head teachers' supervisory practices in relation to performance. However, it did not examine the impact of institutional leadership supervision on the implementation of the TPAD programme. The current research aims to fill this gap by investigating the aforementioned influence.

In her study, Nguuro (2017) investigated the organizational factors that influence the utilization of performance contracts in Isinya Sub-County of Kajiado. The findings revealed that there was a lack of regular communication between school heads and instructors regarding information pertaining to performance contracting. This highlights a deficiency in the supervision practices of head teachers in their respective institutions. According to Wekesa and Ongunya (2016), recommended that principals, in their role as instructional supervisors, should establish a policy of consistent engagement with students. This includes requesting to review students' exercise books to ensure that they are receiving assignments from their subject teachers and that their work is being assessed, graded, and corrected. The objective of this study was to examine the influence of supervision by head teachers on the implementation of the TPAD programme in public primary schools in Siaya Sub-County, Kenya.

3.0 Methodology

Study Design: The study used descriptive research design to gather data pertaining to TPAD. Serem and Boit (2013) argue that descriptive survey design is a suitable approach for the collection of primary data from a population that is too large to be directly polled. This was therefore the most appropriate method

for gathering data on the influence of supervision by head teachers on the implementation of TPAD in public primary schools in Siaya Sub-County, Kenya.

Study Location: The target population for the study was 132 head teachers, 119 deputy head teachers, and 1310 teachers employed in all 132 public primary schools within Siaya Sub County (TSC Sub County Director's Office, Siaya, as of November 2021).

Sample size: According to Mugenda & Mugenda (2003), a sample size ranging from 10% to 30% is deemed adequate for a descriptive research approach. The determination of the sample size, which consisted of 181 respondents, was conducted by the utilization of a simple random sampling technique. The study included a sampling procedure that included a representative sample of 20% of public primary schools, 20% of head teachers, 20% of deputy head teachers, and 10% of teachers. The sample consisted of 26 head teachers, 24 deputy head teachers, and 131 teachers selected by simple random sampling technique.

Pilot Study and Reliability of Research Instruments: Instrument validity was assessed by the utilization of expert opinion and conducting pre-testing of the research instruments. The instruments underwent testing within two public primary schools. Mugenda and Mugenda (2003) suggest that the pretest sample should ideally range from 1 to 10 percent of the total sample size. The study employed the test-retest procedure to establish the reliability of the instruments prior to conducting the real study. The research instruments were administered to the pilot group on two occasions, with a time interval of one week between each administration. The Pearson correlation coefficient formula was utilized to establish correlations between the scores. The surveys completed by head teachers demonstrated a reliability value of 0.83, while those completed by deputy head teachers provided a score of 0.79. Similarly, the questionnaires completed by teachers yielded a reliability score of 0.81. As stated by Shuttleworth (2015), a dependability score of 0.7 or higher is considered satisfactory. The research instruments utilized in this study were thus deemed to be dependable for the purpose of data collection.

Statistical analysis: The collected data was encoded and inputted into SPSS. Pearson's product moment correlation was employed in inferential statistical analysis to examine the direction and strength of the relationship between supervision by head teachers and implementation of TPAD programme.

4.0 Findings and Discussion

4.1 Summary Statistical Analysis Results

The aim of this study was to investigate the influence of supervision by head teachers on the implementation of the Teacher Performance Appraisal and Development (TPAD) programme in public primary schools. The participants were requested to assess statements regarding the influence of supervision by head teachers on a rating system ranging from 1 (Strongly Agree) to 5 (Strongly Disagree).

4.1.1 Head Teachers and their Responses on Supervision of Teachers in the TPAD Programme

The results obtained from the head teachers are presented in Table 1.

Table 1: Responses of Head teachers on their Supervision by Head teachers

Statement	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Mean	SD
	F	%	F	%	F	%	F	%	F	%		

The head teacher is well conversant with institutional TPAD calendar of activities.	11	44.0	13	52.0	0	0.0	1	4.0	0	0.0	1.64	.700
The head teacher regularly develops and uses a termly TPAD work plan for the implementation of TPAD in School.	4	16.0	19	76.0	1	4.0	1	4.0	0	0.0	1.96	.611
The head teacher regularly monitors the implementation of TPAD in school.	12	48.0	11	44.0	1	4.0	1	4.0	0	0.0	1.64	.757
The head teacher often give timely feedback to appraisees during implementation of TPAD in the school.	5	20.0	16	64.0	3	12.0	1	4.0	0	0.0	2.00	.707
The head teacher regularly supervises all TPAD activities in the school	7	28.0	14	56.0	2	8.0	2	8.0	0	0.0	1.96	.841
The head teacher conducts lesson observation	13	52.0	9	36.0	2	8.0	1	4.0	0	0.0	1.64	.810
The head teacher regularly ensures that teaching/learning resources are available	10	40.0	13	52.0	1	4.0	1	4.0	0	0.0	1.72	.737

N=25 Overall Mean=1.79 Overall SD = 0.738

According to the findings presented in Table 1, it was observed that a majority of the head teachers, specifically 13 out of the 25 head teachers, (52.0%), expressed agreement in their familiarity with the institutional TPAD calendar of events. Furthermore, with a mean value of 1.64 with a standard deviation of 0.700. A significant proportion of head teachers, specifically 76.0 percent, reported their adherence to the practice of consistently formulating a TPAD work plan on a termly basis for the purpose of implementing TPAD within their respective schools. This is supported by the mean score of 1.96 and a standard deviation of 0.611 obtained from the survey data. During the routine evaluation of the implementation of the TPAD in educational institutions, it was observed that the proportion of head teachers who strongly agreed with the implementation of the TPAD programme was 48.0 percent, while the proportion of head teachers who just agreed was 44.0 percent with a mean of 1.64 and standard deviation of 0.757. A majority of head teachers, 64.0 percent, indicated that they frequently provide timely feedback to the individuals being appraised (mean=2.00, SD=0.707).

The findings indicated that a significant proportion of head teachers, 14 (56.0%) while 13 (52.0%), agreed that they consistently oversee all TPAD activities within their respective schools and regularly ensured the availability of teaching and learning resources. This is supported by mean scores of 1.96 and 1.72; standard deviations of 0.841 and 0.737 respectively. A majority of the head teachers (52.0%) expressed strong agreement, while 36.0 percent agreed that they conducted lesson observation. The results primarily focused on the responses of participants who agreed or strongly agreed, suggesting that monitoring by head teachers has a good impact on the implementation of TPAD in public primary schools. The mean score of 1.79 and a standard deviation of 0.738 was obtained from the replies provided by head teachers about the supervision and implementation of TPAD programme.

From the interview guide, head teachers provided the following comments regarding the supervision of the TPAD at their respective schools:

The head teacher's termly report is provided. The TPAD is supervised on a termly basis due to its alignment with the conclusion of the appraisal process at the end of each term. The head teacher's schedule consists of weekly commitments. I am responsible for overseeing the TPAD on a weekly basis, in accordance with the predetermined TPAD activities established during the original TPAD planning meeting. This is necessary as TPAD activities are conducted continuously during the academic term, commencing from the start of the term. The head teacher is available for meetings on two occasions per term, specifically at the beginning and conclusion of each term. I consistently review the teachers' records and do two lesson observations for each teacher per academic term. The head teacher's monthly report is provided. On a monthly basis, I conduct assessments to ensure teachers' adherence to the Teacher Performance Appraisal and Development (TPAD) guidelines. Additionally, I get periodic reports from the deputy head teacher throughout the academic term.

Based on the observations made, it was determined that a significant proportion of the head teachers consistently engage in the oversight of the implementation of TPAD programme within their respective schools. This finding aligns with the research conducted by Mbatia and Okoth (2017), which indicates that the majority of head teachers provided help and guidance to teachers in the preparation of professional documents. Additionally, they consistently monitored the progress of students by reviewing their work and providing feedback.

4.1.2 Correlation Analysis of Head Teachers Supervision in the TPAD Programme

Pearson correlation was used to ascertain the direction and strength of the relationship between supervision by head teachers and the implementation of TPAD programme. The results are presented in Table 2.

Table 2: Correlation Analysis of Head Teachers' Responses on their Supervision in the TPAD Programme

According to the findings presented in Table 2, there was a moderate positive and statistically significant correlation ($r=0.585$, $p <0.01$) between the supervision by the head teachers and the implementation of the TPAD programme. Therefore, the null hypothesis was rejected based on the significant positive correlation between the head teacher's supervision and the implementation of TPAD programme in public primary schools.

4.1.3 Responses of Deputy Head teachers on Supervision by Head teachers

The responses of deputy head teachers on the influence of supervision by head teachers on implementation of TPAD programme were presented in Table 3.

Statement	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Mean	SD
	F	%	F	%	F	%	F	%	F	%		
The head teacher is well conversant with institutional TPAD calendar of Activities.	13	54.2	10	41.7	0	0.0	0	0.0	1	4.2	1.58	.881
The head teacher regularly develops and avails a termly TPAD work plan in the school	7	29.2	14	58.3	1	4.2	1	4.2	1	4.2	1.96	.955
The head teacher regularly monitors the implementation of TPAD in the school.	9	37.5	14	58.3	0	0.0	0	0.0	1	4.2	1.75	.847
The head teacher often gives timely feedback to appraisees during of TPAD in the school	12	50.0	9	37.5	1	4.2	0	0.0	2	8.3	1.79	1.141
The head teacher regularly conducts lesson observations	10	41.7	12	50.0	1	4.2	0	0.0	1	4.2	1.75	.897
The head teacher regularly supervises all TPAD activities in the school	11	45.8	2513	54.2	0	0.0	0	0.0	0	0.0	1.54	.509
The head teacher regularly ensures that teaching/learning resources are available.	13	54.2	11	45.8	0	0.0	0	0.0	0	0.0	1.46	.509

Table 3 Responses of Deputy Head teachers on Supervision by Head teachers

N=24 Overall Mean = 1.80 Overall SD = .820

The results shown in Table 3 indicate that a majority of deputy head teachers, specifically 13 out of the total sample, or 54.2 percent strongly agreed that the head teachers possess a high level of familiarity with the institutional TPAD calendar of activities, mean of 1.58 and a standard deviation of 0.881. A total of 10 deputy head teachers, accounting for 58.3 percent of the sample, likewise expressed agreement. A significant proportion of the deputy head teachers, namely 14 out of 24 (58.3%), expressed agreement with the notion that head teachers consistently engage in the creation and provision of termly TPAD work

plans within the educational institutions having a mean of 1.96 and a standard deviation of 0.955.

It was also found out that a majority of the head teachers, specifically 14 out of 24 (58.3%), agreed with the statement that regular monitoring of the implementation of TPAD in schools is carried out by the head teachers. Additionally, 9 out of 24 (37.5%) head teachers highly agreed with this statement, with a mean of 1.75 and a standard deviation of 0.847. Out of the total 24 deputy head teachers surveyed, exactly half, or 12 individuals (50.0%), expressed high agreement with the statement that head teachers frequently provide timely feedback to appraisees throughout the implementation of the TPAD programme within schools. A total of 9 individuals, representing 37.5 percent of the respondents, expressed agreement with the statement, while 2 individuals, accounting for 8.3 percent of the respondents, strongly agreed eliciting a mean of 1.79 a standard deviation of 1.141.

In regards to the inquiry regarding the frequency of lesson observations conducted by head teachers, it was found out that 10 out of 24 deputy head teachers (41.7%) highly agreed with this practice, while 12 (50.0%) agreed. This was indicated by a mean of 1.75, a standard deviation of 0.897. Over 50.0% of the deputy head teachers agreed that the head teachers regularly supervises all TPAD activities in the school, mean of 1.54 a standard deviation of 0.509. Out of the total sample size of 24 deputy head teachers 13 respondents (54.2%) strongly agreed with the notion that head teachers regularly ensure that teaching/learning resources are available. Additionally, 11 individuals, accounting for 45.8 percent of the respondents, concurred with this statement. The average rating for the level of agreement among the participants was 1.46 and a standard deviation of 0.509. The average score and standard deviation obtained from the comments provided by deputy head teachers about the impact of head teacher supervision on the implementation of TPAD was 1.80 and 0.820 respectively.

4.1.4 Correlation Analysis of Deputy Head Teachers' Responses

Pearson correlation was used to ascertain the direction and strength of the relationship between supervision by head teachers and the implementation of TPAD programme. The results are presented in Table 4

Table 4: Correlation Analysis of Deputy Head Teachers' Responses on Head teachers Supervision in the TPAD Programme

Table 3 shows there was a positive and statistically significant connection (r= 0.621, p <0.5) between the supervision provided by head teachers and the implementation of TPAD programme in public primary schools. Therefore, the null hypothesis was not supported, since the correlation analysis revealed a statistically significant positive relationship.

Responses of Teachers on Supervision by Head teachers

The responses of teachers on the influence of supervision by head teachers on implementation of TPAD programme were presented in Table 5

Table 5: Responses of Teachers on Supervision by Head teachers

Statement	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Mean	SD
	F	%	F	%	F	%	F	%	F	%		

The head teacher is well conversant with institutional TPAD calendar of Activities.	52	40.6	57	44.5	9	7.0	7	5.5	3	2.3	1.84	.943
The head teacher regularly develops and avails a termly TPAD work plan	38	29.7	66	51.6	12	9.4	4	3.1	8	6.3	2.05	1.041
The head teacher regularly monitors the implementation of TPAD in my school.	49	38.3	58	45.3	11	8.6	7	5.5	3	2.3	1.88	.944
The head teacher often gives timely feedback to appraisees.	35	27.3	59	46.1	21	16.4	10	7.8	3	2.3	2.12	.977
The head teacher regularly undertakes lesson observations	36	28.1	68	53.1	14	10.9	7	5.5	3	2.3	2.01	.909
The head teacher regularly supervises all TPAD activities in the school	39	30.5	60	46.9	15	11.7	9	7.0	5	3.9	2.07	1.029

N=128 Overall Mean = 2.00 Overall SD = 0.987

It can be observed in Table 5 that a significant proportion of teachers, 52 (40.6%), expressed a strong agreement, while 57 (44.5%) indicated agreement with the statement that head teachers possess a comprehensive understanding of the institutional TPAD calendar of activities having a mean of 1.84 and a standard deviation of 0.943. A majority of the teachers, 66 individuals (51.6%), expressed agreement with the notion that head teachers consistently create and provide TPAD work plans inside schools (mean=2.05, SD=1.041). Regarding the monitoring of the execution of the TPAD in schools, as well as the provision of timely feedback to appraisees and the supervision of all TPAD activities, 45.3 percent, 46.1 percent, and 46.8 percent of the teachers surveyed expressed agreement with these statements, respectively. The mean and standard deviations or these statements were 1.88, 2.12; 0.944, 0.977 respectively. A significant proportion of teachers, 68 (53.1%), expressed their agreement that head teachers were consistent in observing lessons inside educational institutions. The mean score of 2.00 and standard deviation of 0.987 were obtained from the responses provided by teachers about the influence of supervision by head teachers on the implementation of TPAD programme.

The results obtained from a majority of teachers (73.4%) indicate agreement with the findings of Muia, Okoth, and Nyagah (2017), who emphasized the significance of timely feedback provided by head teachers in fostering satisfaction and improved performance among instructors. The feedback that is received might serve as a catalyst for motivation and inspiration to perform at a high level. The implementation of TPAD programme as been found to have a positive relationship with teachers' performance.

Correlation analysis of Teachers' Responses

Pearson correlation was used to ascertain the direction and strength of the relationship between supervision by head teachers and the implementation of TPAD programme. The results are presented in Table 6

Table 6: Correlation Analysis of Teachers' Responses on Head teachers Supervision in the TPAD Programme

From the findings presented in Table 6, there was a positive association between the supervision provided by head teachers and the implementation of the TPAD programme in public primary schools, as reported by the teachers. The correlation coefficient was also found to be statistically significant ($r = 0.330$, $p < 0.5$). Therefore, the null hypothesis was not supported, since the correlation analysis revealed a statistically significant positive relationship.

5.0 Conclusion

From the study findings, the head teachers, deputy head teachers and teachers concur that there is a relationship between supervision by head teachers and the implementation of TPAD programme. It was, therefore, concluded that supervision by head teachers has an influence on the implementation of TPAD in public primary schools. It was therefore recommended that there should be teacher and head teacher engagement for effective implementation of TPAD programme, the Ministry of Education should strive to equip public primary schools with functional ICT resources such as computers, scanners and internet to enable teachers use these resources for effective implementation of TPAD programme in schools, the Teachers Service Commission should upgrade the teachers' appraisal portals and restrict appraisal process. This should be done by ensuring that evidence for appraisal must be uploaded for all the set targets of the TPAD standards to enhance evidence based appraisals and that there need for the TSC to review and reduce the teaching loads for head teachers and deputy head teachers to enable them conduct lesson observations as some of them do not conduct lesson observations but instead fill and submit the lesson observation forms due to inadequate time for appraisals.

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