

**INFLUENCE OF TEACHERS PROFESSIONAL DEVELOPMENT ON  
PERFORMANCE OF TEACHERS IN PUBLIC SECONDARY SCHOOL IN  
CHANGAMWE SUB COUNTY, MOMBASA COUNTY, KENYA**

**<sup>1\*</sup>Betty Wanyonyi & <sup>2</sup>Dr.Solomon Mwaniki**

<sup>1\*</sup>Scholar, Mount Kenya University

<sup>2</sup>Lecturer, School of Education, Mount Kenya University

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**Abstract**

Over the years, academic performance in National examination in Changamwe Sub County has been deteriorating. The adoption of teacher performance assessment has affected the effectiveness of teachers in public secondary schools and it is alongside this context that there was need to conduct a research on the influence of teacher professional development in public secondary school in Changamwe Sub County, Mombasa County. The research determined the effect of teacher professional development programme on teacher enactment. Goal setting theory anchored the research. The study targeted 283 teachers and 10 principals. Descriptive survey design was applied and a sample size of 183 instructors was used in those ten public secondary schools in Changamwe Sub County. A systematic random sampling procedure was used to select these instructors. The 10 principals were purposely sampled using convenience – a nonprobability way. Descriptive statistics were used in examination of statistics. To examine the relationship and level of significance amid the variables, bivariate analysis was used. The coefficient of determination (R squared) was 0.616 which inferred that 61.6% of the variations in performance of teachers in public secondary schools in Changamwe Sub County could be explained by teacher development. In conclusion, the teacher development has a positive outcome on teachers' performance. One of the study recommendations is that career progression should be well thought out to motivate teachers which enable them to grow in their career.

**Keywords:** *Teachers Professional Development, Performance of Teachers, Public Secondary School*

**INTRODUCTION**

Performance evaluation is one of the most important parts of human resource management (Boswell & Boudreau, 2002). Performance evaluation involves measuring work behaviors, comparing them to previously defined standards, recording the results, and providing the employee with feedback (Moorhead, G., & Griffin, 1992). The process of determining a person's past or current performance in light of their working environment as well as their potential in lieu of the company's future is called performance evaluation, (Okumbe, 2001). Every company and institution uses performance appraisal as a means of communication with its staff in order to

raise the standard of its output. Another study found that performance appraisal to be the most important aspect of an organization (Lawrie, 1990). Performance reviews are a common tool used by organizations for a number of reasons. For instance, performance reviews assist in giving feedback to staff members so they can assess the caliber of the services they provide, decide on awards, and provide opportunities for self-improvement, legal research, and other activities, (Hayez, 2021). It also serves as a tool for gathering the data that companies need to make informed decisions about employees' personal development and training.

In the United States, performance appraisal was recognized in the 1950s as a potential tool for motivation and development (Atkinson et al., 1997). In India, the government is responsible for setting performance standards and evaluations for teachers (Ladd, 2007; Podgursky & Springer, 2007)). According to a research on the influence of teacher ratings on enactment, pupils' test results in the English and Math subjects rise when their teachers receive low ratings (Nolan, 2010; Pope, 2019). The study also revealed that there was no evidence that educator attrition or classroom conformation were impacted by ratings publications. In accordance with conventional projections but with extremely high precision, mid-career teachers' performance can be improved both during the assessment period and in the years that follow when using performance measurements and efficient classroom observation-based evaluation techniques (Taylor & Tyler, 2012b, 2012a). According to the Hadi study, there was no correlation between teachers' supervisor performance ratings and their pupils' academic accomplishment (Hadi, 2006). (Ojokuku, 2015) investigated how performance appraisals (PA), or HR practices, affect academic performance and motivation in Nigerian universities. This was done in Africa, specifically in Nigeria. According to the study, the performance evaluation system has a significant impact on both overall performance and academic motivation.

The evaluation of a teacher's performance is a function of human decision-making, according to Grobler P.A. (1993), and it is based on a value assessment about how well or poorly a given work performance compares to the actual work with established performance standards. Performance contracting (P.C.) and teacher performance appraisal systems (TPAS) are a fragment of the larger public-sector modifications to improve effectiveness to create a performance-leaning philosophy as well as imparting culpability in public educational establishments, according to the Teachers Service Commission (T.S.C) annual Report 2015/2016 (Teachers Service Commission, 2017b) (Daily Nation, 2016; Teachers Service Commission, 2017a, 2017b).

The Teachers Service Commission (TSC), the teachers' employer, implemented an open performance assessment scheme in lieu of the educators under its employment a long time before 2005 so as to improve administration as well as systematically track teachers' performance in implementing the curriculum at the institutional level. It was a private method founded on character as well as loyalty between the head teacher and the other significant (Muli, 2011). According to the 2005 revisions to the T.S.C. code of conduct and regulations for teachers, Cap. 29.44, the principal must annually assess as well as transmit copies of the assessment report to the T.S.C. and D.E.O. (Teachers Service Commission, 2005). The revised code of T.S.C. 2005, Teachers assessment dogma has improved from private to open evaluation exercise. The initiation of the appraisal system was in line with the T.S.C. Act of 2016, where T.S.C. launched the online system of appraising heads of institutions and teachers, which is uploaded on a termly basis in the system (Teachers Service Commission, 2016). This move aimed to enhance and maintain high-performance standards in teaching service and improve learning outcomes (Teachers Service Commission, 2017c).

Additionally, the T.S.C. annual report established and rolled out the P.C. as well as TPAD system; performance evaluation is currently in use and executed in entire public schools via the Teacher Performance Appraisal and Development (TPAD) apparatus for teachers and the Performance Contract (P.C.) for institution heads (Teachers Service Commission, 2017b). There are five appraisal standards that the TPAD apparatus is supposed to assess teachers and include the following; teacher professional development, professional acquaintance as well as practice, wide-ranging erudition milieu, teachers' demeanor, competence, and contribution in the professional erudition public.

These five appraisal standards are measured based on performance indicators and teaching-learning outcomes which are measured based on rating scale by both the appraisee and appraiser, which are evaluated to determine teacher performance in terms of effective curriculum implementation for improved learner outcomes. The traditional performance appraisal needed head teachers' or T.S.C. County Directors' perception of tutor performance, which rendered the evaluation subjective. The present digitalized TPAD instrument has abolished that requirement (Teachers Service Commission, 2016). Since it promotes employee retention and progress, which leads to the business's growth, performance appraisal is advantageous to both an organization and an employee (Ademola, 2017).

Performance reviews are a useful tool for assessing employees' productivity at work. Suppose the mechanism for evaluating teachers' performance is properly developed and put into place. In that situation, it ought to have a positive effect on instructors' professional progression and, ultimately, on students' academic success. Since its inception, a lot of researches have been done on the teachers' assessment scheme and quality of education (Rieckmann, 2017). However, scanty records show how the implementation of the standards in the assessment scheme has influenced teacher performance. The performance appraisal issue remained controversial antagonism between the teachers through the teachers' unions and the employer, T.S.C. Several teachers were skeptical about TPAD, and some teachers are reported to have burnt appraisal forms saying KNUT was not consulted (News Blaze Digital team) Other studies have cited an absence of timely feedback, hastily filled appraisal standards, lack of active participation, ineffective employee performance appraisal process criteria, and unclear techniques as the primary sources of poor performance (Aloo et al., 2017).

The children act of 2001 (Revised 2021), The Basic Education Act, 2013, and a review of TPAD legal frameworks revealed that the overall policy goal of TSC is to improve the quality of education, protect the rights of Kenyan children, and enable inclusive learning within conducive child friendly classroom learning environments created by teachers. According to the TSC Act of 2012, TSC is required to keep an eye on how well teachers are following the curriculum at the institutional level.

According to TSC monitoring report (2017) there was an increased proportion of teachers compliant with increasing number every year of teacher and 2017 term two recorded the highest number of teachers appraised at 94.94% of all the over 300,000 teachers employed by the TSC. Despite this report, teacher evaluation reports indicate lack of productive outcomes such as professional skill improvement, responsiveness to change, accountability where teachers must be kept informed (Wolf, 1971); (Shinkfield & Stufflebeam, 1995). Teacher appraisal in schools tend to leave out important aspects such as identifying performance gaps in the implementation of performance standards (Khatete & Macharia 2020), who further interrogated a single strategy of TPAD (feedback)but does not clearly relate it to teacher performance appraisal standards. Therefore, the purpose of this study is to ascertain how the implementation of teacher

professional development, teacher competencies, learning environment and teacher learning community performance appraisals standards has affected the performance of teachers in Changamwe Sub-County, Mombasa County, Kenya.

### **Empirical literature**

The professional development of a teacher should be a continuous process since new teaching skills are initiated periodically. Teachers who have undergone practical training and professional training could be more successful in their teaching practice than those who did not get professional training. Like induction and mentoring programs, programs for teacher professional development are activities for professional learning community practice. In order to enhance students' learning, teachers must continually develop their own learning processes and practical application of their knowledge.

Every student needs an effective and all-around teacher who constantly seeks the best ways to reach each student. Teachers are always expected to commit to improving; leaders must also be required to improve professional learning opportunities for teachers. To ensure this happens, (Moir, 2013) talks about a task force convened by Tom Torlakson's office, which released a report, "Greatness by Design." The report proposed radical changes to how a teacher is recruited, trained, and evaluated. Similar to that, the study characterizes professional development as a one-time, universal course for teachers based on their areas of specialization. For example, professional development may bring teachers together for a couple of hours to deliberate on strategies put forth by the principal to improve the performance (Moir, 2013).

Professional learning, which is based on the ideas of adult learning theory, concentrates on the unique learning requirements of the students and the school community. It is continuously evaluated to determine its overall influence on student learning and may be altered as needed. In this situation, the principal would ask the instructors who are already utilizing the written technique to gather and examine data to determine its impact on student learning (Moir, 2013). California has used "Greatness by Design" to state how many teachers should be trained and supported in their professional growth within an aligned system.

To satisfy the predetermined standards and deliver high-quality education, modern society expects high-quality teaching and learning from the instructors. As a result, teachers must have great knowledge and abilities in both teaching and learning. Similar to this, good teaching practices are essential to achieving successful learning outcomes in the classroom. Creativity and innovation, critical thinking and problem-solving abilities, as well as cooperation and communication, are essential 21st-century skills. Several pedagogical approaches, including team-based problem solving, brainstorming, and group work, are driven by emphasizing enhancing learner skills that should be self-directed and autonomous. Therefore teachers must apply effective teaching strategies in the classroom to give results to all-around learners. According to Talis studies, good teaching practice is related to good classroom learning and teaching outcome (OECD, 2013).

The instructor's diligence and commitment are frequently correlated with the quality of the education. To be more successful and efficient, a teacher must always stay current with scientific and educational advancements. Teaching quality is influenced by a variety of factors, including teacher preparation and professional development. The goal of professional development is to help teachers become more knowledgeable and have better attitudes so that they can better serve their students. Being a crucial component of the preparation program, teacher training diversifies practice at all levels of instruction. Rahman asserted in 2011 that teacher training programs had an impact on a variety of outcomes, including teacher knowledge, student achievement, teacher

knowledge, teacher attitude and beliefs, and school-level practice (Rahman et al., 2011). Similarly, Solheim (Solheim et al., 2017) mentioned that systematic professional development is a crucial component of the instructor's quality of teaching. Therefore, effective teacher learning and professionalism are vital for student achievement. The professional development of a teacher should be a continuous process since new teaching skills are initiated periodically.

### **Goal-setting Theory**

The goal-setting theory, put forth by Edwin Locke, maintains a link between task performance and goal-setting. Throughout his career, Locke was influenced by Ayn Rand's objectivism. The initial phase of the theory's study objective was to only discover "how the degree of desired achievement is related to the actual level of achievement," notwithstanding the implicit assumption that higher levels of intended achievement will lead to higher performance levels. The goals provide a worker with guidance on what has to be done, how to improve things, and how much labor is needed. The willingness to strive toward a goal is a key component of the goal-setting theory. Clear, specific, and difficult goals are more effective motivators than simple, unchallenging, and nonspecific ones (Latham & Locke, 1979; Locke & Latham, 2006). Since defining goals for employees to reach at the end of the appraisal period is a component of performance appraisal, this has to do with the employee's involvement in the process. Employees' flaws can be identified through appraisal, which also assists to raise the caliber of their work.

According to goal-setting theory, goals encourage workers to come up with and implement more efficient ways of carrying out a task. Similarly, when workers are engaged in setting goals, performance is improved since they own the goals set. Because it provides guidance on how to successfully prepare for and implement a performance appraisal, which results in enhanced worker performance, the goal-setting theory is the most applicable in this study. Setting goals is frequently regarded by managers as a way to enhance and maintain performance (DuBrin, 2012). Individuals must, nevertheless, be able to meet the requirements, accept the objectives, and get performance-related feedback (Latham, 2003). Goal setting theory will be relevant for this study in that individual goals set by TSC would motivate teachers to perform better in the schools because they will keep following the set goals and in case the goals are not actualized they are modified or made realistic. This theory is based on target setting which is one of the vital processes in the implementation of the professional development.

### **METHODOLOGY**

Descriptive survey was applied by the researcher to collect requisite information. The study was conducted in Changamwe Sub-County, Mombasa County, in the Coast region of Kenya. The study targeted three hundred and three (303) participants in ten schools comprising of two hundred and eighty three teachers (10) principals and ten (10) deputy principals in Public Secondary Schools in Changamwe Sub-County and registered and employed by TSC. The teachers were targeted to respond to the questionnaire while principals as well as deputy principals were targeted to contribute in the key informant interviews. With the schools being divided into ten divisions, or the names of the schools, a stratified random sample was employed to select the schools. The principals as well as deputy principals were purposively sampled using convenience non-probability way to sample one who is available and ready to partake in the investigation. The sample size of instructors was calculated using Nassiuma's (2008) formula, which resulted to a sample size of 173. Quantitative data to be gathered by structured questionnaires. Interview was applied to amass qualitative information from principals and deputy principals. Descriptive statistics such as the central measures like mean as well as

Standard Deviation were computed. Bivariate analysis was used to determine the connotation as well as level of importance amid the teachers development and level of teacher performance (outcome variable).

## FINDINGS AND DISCUSSIONS

### Response Rate

An aggregate of 173 questionnaires were dispersed to the respondents and from 173 forms, 120 were completely responded to and completed by the respondents. This signifies a reply rate of 69.3%. Bryman and Bell (2015) designated that a reply rate of amid 30% to 80% of the entire sample size is adequate to epitomize the view of the whole populace. 30.7% who did not attend the questionnaires quoted action-packed programs as the key purpose for missing an opportunity to attend to them. The response was considered outstanding to analyse the impact of tutor performance assessment standards execution on performance of teachers in public secondary schools.

### Teacher development and teacher performance in public secondary schools

The data that was gathered and carefully examined is shown below. The study employed a Likert scale with the following continuum scores: 1 = Strongly Disagree, 2, 3, 4, and 5. Disagree: 2 3 = Uncertain Counting from 4 to 5, agree or strongly agree. These made it possible to compile and analyze the research instrument's response data.

**Table 1: Teacher development**

Statement on teacher development	1	2	3	4	5
Teachers are able to engage in continuous and relevant career growth and development activities	12%	23%	28%	29%	8%
Teachers are able to strictly follow the set self-professional development plan	10%	19%	14%	35%	12%
Teachers are willing to develop I.C.T. digital content relevant for teaching and learning	15%	22%	14%	33%	16%
Teachers are able to show high professionalism in teaching and learning	18%	15%	20%	38%	9%
Teachers are able to show high professionalism in teaching and learning	15%	30%	25%	20%	10%
There is a clear development support plan	13%	18%	15%	30%	24%

From the results, 8% of respondents strongly agreed with the first statement, "Teachers can engage in continuous and relevant career growth and development activities," and 29% only agreed. This results in a total of 37% supporting the statement as opposed to only 35% (12+23%) not supporting it. Only 28% of respondents were impartial. Therefore, more respondents than those who opposed the proposal indicated that teachers can participate in ongoing, pertinent career growth and development activities.

Only 12% strongly agreed and 35% agreed with the second statement—that teachers can strictly adhere to the established self-professional development plan. This results in a total of 47% supporting the statement; versus a total of 29% (10%+19%) opposing it. 14% of respondents exhibited neutrality. Therefore, more respondents than those who expressed a different perspective said that teachers may adhere strictly to the defined self-professional development plan. 33% and 16% of respondents agreed with the third statement, which talked about teachers' willingness to create I.C.T. digital content that is appropriate for teaching and learning. This results in a total of 49% who support the statement, contrasted to a total of 37% who do not (15+22%), while 14% were neutral. As a result, more participants than those who expressed a

different opinion said that teachers are willing to create I.C.T. digital content that is pertinent to teaching and learning. 38% of respondents agreed with the statement that teachers can demonstrate great professionalism in both teaching and learning, while 9% of respondents strongly agreed. This indicates that a total of 47% (9% + 38% of the respondents) agreed with the statement, as opposed to 15% who disagreed and 18% who strongly disagreed. It suggests that 20% of respondents were neutral, but 33% (18% + 15%) disagreed with the statement. It indicates that there were more responders who agreed with the statement than those who did not. 15% of respondents strongly agreed, 20% agreed, 10% strongly disagreed, 15% agreed, and 18% were neutral about the claim that teachers are able to demonstrate a high level of professionalism in teaching and learning. The statement that there is a clear development support plan received responses from 24% of respondents who strongly agreed, 30% of respondents who agreed, 13% of respondents who strongly disagreed, 18% of respondents who disagreed, and 15% of respondents who were indifferent.

Principals responded based on the statements listed in the interview schedule in order to learn more about performance appraisal on teacher performance. The information is presented in table 2

**Table 2: performance appraisal implementation**

Statements	Frequency	Percentage
It motivates teachers	7	35
It helps all employees to understand their roles	6	30
Minimizes wastage of time and resources	4	20
Employees feel comfortable with it	3	15
<b>TOTAL</b>	<b>20</b>	<b>100</b>

The principals' responses to performance appraisal implementation reveals that a sizable portion of principals and deputy principals indicated that performance appraisal motivates teachers. This is according to 35% of the respondents who indicated that teachers are motivated. 30% of the participants indicated that performance appraisal helps all employees to understand their roles. 20% of the respondents indicated that performance appraisal minimizes wastage of time and resources while 15% of participants indicated that employees feel comfortable with the implementation of the performance appraisal in their respective schools.

### Regression Analysis results

After the analytical tests showed that the predictions of the regression model would not be violated, the link between the teacher development and the performance of the teachers was established.

**Table 3: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	0.804053	0.646501	0.616543	1.035581		
		<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Regression	123.56	4	24.712	21.580	0.00003	
Residual	199.25	115	1.1451			
<b>Total</b>	<b>322.81</b>	<b>119</b>				
		<b>Un-standardized</b>	<b>Standardized</b>	<b>t</b>	<b>Sig.</b>	
		<b>Coefficients</b>	<b>Coefficients</b>			
		<b>B</b>	<b>Beta</b>			
(Constant)	3.77	0.451		8.359	0.000	
Teacher	0.782	0.221	0.146	3.538	0.003	

a. Dependent Variable: Teacher performance

The coefficient of determination (R squared) was 0.646 and the adjusted R square value of 0.616, since the R is affected by the sample size, we interpret results using the adjusted value. 61.6% of the vicissitudes in performance of teachers in public secondary schools in changamwe Sub County could be explained by teacher development. A smaller standard error indicate that a sample is close to the population mean, (Weiss et al., 2016). The F statistic value of 21.58 was significant (Sig = 0.00003 < 0.05), hence, a proposition that, the model connecting teacher development to Performance of teachers in public secondary school was significant.

$$Y = 3.77 + 0.782X_1 + \varepsilon \text{ **}p < 0.05$$

From the outcome, the researcher observes that holding teacher development at zero performance of teachers in public secondary school in changamwe Sub County shall be 3.77. Teacher development had a coefficient of determination of 0.782 on teacher performance with a significant p – value of 0.003, indicating that a unit change by teacher development increases teacher performance by 78.2% holding other factors constant.

### **Discussion**

Teachers are always expected to commit to improving; leaders must also be required to improve professional learning opportunities for teachers. To ensure this happens, (Moir, 2013) talks about a task force convened by Tom Torlakson's office, which released a report, "Greatness by Design." The report proposed radical changes to how a teacher is recruited, trained, and evaluated. Similarly, the study characterizes professional development as a one-time, universal course for teachers based on their areas of specialization. For example, professional development may bring teachers together for a couple of hours to deliberate on strategies put forth by the principal to improve the performance (Moir, 2013). This implies that the teachers' service commission takes a very thoughtful responsiveness when it is about teachers' development as shown by the respondents.

The general outcomes shows that the participants were in agreement concerning the influence of educator development on their enactment in public secondary schools. Results and outcomes serve as the benchmarks for measuring performance. Performance records are the output of a certain job function or activity over the course of a specific period. The findings concur with the findings of Chirchir & Letangule, (2021) who indicated that instructors' performance is highly influenced by the evaluation of their ongoing professional growth, knowledge and application, and time management which in turn improves students' academic success. Consequently, it implies that improving teachers' development is paramount since it boost the overall performance of the students.

### **Conclusion**

According to the findings of the investigation, the research comes to the conclusion that performance reviews of teachers' work at public secondary schools in the Changamwe Sub County of Mombasa County have an affirmative effect. The performance review is essential for helping employees understand how their work is evaluated and rated, for helping organizations learn more about employees' work performance, and for providing employees with feedback that will help them improve. The research outcomes leading to inference that teacher development has a positive outcome on teachers' performance.

### **Recommendations**

The investigation made interrelated policy commendation as well-versed through the outcomes. The general outcomes shows that the participants were in agreement concerning the influence of



educator development on their enactment in public secondary schools. Results and outcomes serve as the benchmarks for measuring performance. Performance records are the output of a certain job function or activity over the course of a specific time period. The findings concur with the findings of Chirchir & Letangule, (2021) who indicated that instructors' performance is highly influenced by the evaluation of their ongoing professional growth, knowledge and application, and time management which in turn improves students' academic success.

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