

**INFLUENCE OF TEACHERS PERFORMANCE APPRAISAL ON JOB SATISFACTION  
OF PUBLIC SECONDARY SCHOOLS' TEACHERS IN WEST POKOT COUNTY,  
KENYA**



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Nairobi**

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## DECLARATION

This research project is my original work and has not been submitted for an award of a degree in any other institution.



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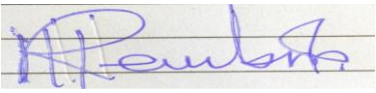
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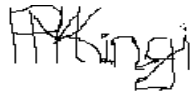
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## **DEDICATION**

This research project work is is dedicated to my family for the love and kind encouragement which made an extensive contribution to this undertaking, their enthusiasm and patience enabled me to bring this study to a conclusion.

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## **LIST OF ABBREVIATION AND ACRYOMNS**

**TPAD** Teacher Performance and Appraisal Development.

**TSC** Teachers Service Commission

**PA** Performance Appraisal

**ICT** Information Communication Technology

**JS** Job Satisfaction

**SD** Standard Deviation

## ABSTRACT

The purpose of study was to examine the influence of Teacher Performance and Appraisal Development on teachers' job satisfaction in West Pokot Sub-County. The study's objectives included; to establish the influence of teachers' time management aspect of TPAD tool on teachers' job satisfaction, to establish the influence of teachers' professional development aspect of TPAD on teachers' job satisfaction, to establish the influence teachers' creativity and innovation aspect of TPAD on teachers' job satisfaction and to establish the influence of teachers' promotion of co-curricular activities aspect of TPAD on public secondary school teachers' job satisfaction in West Pokot Sub-County, West Pokot County. This study was guided by the Incentive Theory of Motivation. The proponent of the intrinsic aspect of motivation is Deci (1971).The main points emphasized in this theory are intrinsic and extrinsic motivation. The study employed correlation research design. Correlation research design is one of the various types of quantitative research designs. The design was used to determine the relationship between independent variables and a dependent variable within a population. The population of study comprised of all secondary school Students, Teachers, Principals, Sub-County Quality Assurance Officer, and Sub-County Director TSC in West Pokot Sub-County secondary schools. Specifically, the target population 37 principals, 510 teachers, and 3,800 form four students. The sub-county also comprised of one (1) Sub-County Director (TSC). The study sample size was study was students 827, teachers, 125 and principals 32. The study instruments were questionnaires for students, teachers, and principals and face-to-face interview comprised of open-ended questions for Sub County director. The statistical package for social sciences (SPSS) was used to analyze data collected using questionnaires and interviews. Descriptive statistics was calculated and presented in frequencies, percentages and tables while the inferential statistics was used to test all the hypotheses and Pearson-Product Moment Correlation was utilized. This analysis helped to determine whether a relationship exist between the variables. The study established that there exist a moderate, positive and significant association between teachers' professional development aspect of TPAD on public secondary school teachers' job satisfaction with a coefficient of  $R=0.590$  and  $P<0.000$ , there exists a moderate, positive and significant association between teachers' professional development aspect of TPAD on public secondary school teachers' job satisfaction with the coefficient of  $R=0.474$  and  $P<0.000$ and there exists a moderate, positive and significant association between teachers' creativity and innovation aspect of TPAD on public secondary school teachers' job satisfaction with a coefficient of  $R=0.622$  and  $P<0.000$ .Finally, the study established that there exists a strong, positive and significant association between teachers' promotion of co-curricular activities aspect of TPAD on public secondary school teachers' job satisfaction with a coefficient of  $R=0.709$  and  $P<0.000$  in West Pokot Sub-County, West Pokot County. The study recommended; The Ministry of Education and other stakeholders involved need to ensure that TPAD tool in particular teachers' time management in public secondary schools is effectively implemented through constants visitations by Sub County directors and other educational officers to public secondary schools in West Pokot Sub County. The study also recommends that Ministry of Education and other stakeholders concern implement professional development tool for effective teacher's job satisfaction in public secondary schools in West Pokot Sub County. The further the study recommends that Ministry of education and other stakeholders ensure there is provision of creativity and innovation in particular ICT technology to be incorporated in public secondary schools in West Pokot Sub County and Finally, the study recommends that Ministry of Education and others stakeholders to promote co-curricular activities by physically and financially supporting co-curricular activities such as sport, music in order to nurture talents of learners and teachers' job satisfaction in public secondary schools. The study suggests that a similar study to be conducted in private secondary schools in order to do a comparison with outcomes and establish whether TPAD tool influences teachers' job satisfaction in private secondary schools in West Pokot Sub County. The further, suggest that a similar study to be carried out in other part of the Country in public secondary schools to compare the outcome with public secondary schools in West Pokot Sub County and the study finally,

suggest that research to be done to establish whether there other aspect of TPAD tool that influences teachers' job satisfaction in public secondary schools in west Pokot Sub County.

## CHAPTER ONE

### INTRODUCTION

#### 1.0 Background of the Study

The term performance appraisal (PA) refers to structured and formal interaction between a subordinate and a supervisor (Ikemefuna & Chidi, 2012). PA is characterized by a periodic interview in which job performance of a subordinate undergoes evaluation to identify employees' strengths, weaknesses, and opportunities that need improvement (Ikemefuna & Chidi, 2012). There has been extensive research on whether teacher appraisal influences teachers' job satisfaction. Job satisfaction is also a crucial aspect of everyday work as it has been associated with improved job performance and commitment to work (Bakan et al., 2014). Employee job satisfaction refers to the fulfilment and enjoyment that a person receives from doing his or her daily work (Aluvala, 2017). Keeping employees highly satisfied with their job can be of great benefit to an organization as they are more likely to show high morale and meet their objectives and goals (Merga, 2019).

Ford et al. (2018) noted that teacher evaluation as a means of assessing teacher quality had been the leading cause of stress in the United States. On whether supportive teacher appraisal involvements are associated with the United States teachers' overall job satisfaction, it was established that there is a small positive association between the two variables (Ford et al., 2018). In a study carried out in Malaysia, to evaluate the influence of PA communication on job satisfaction, the researchers established a significant correlation appraisal system (procedural justice, treatment, and feedback) and job satisfaction (Ismail, Mohamed, & Rayee, 2017). Overall, this finding shows that the provision of appropriate feedback evokes appraisees' feelings of procedural justice, leading to improved job satisfaction. Similarly, high effectiveness ratings such as "Above Expectation" and "Significantly Above Expectation" on Tennessee's new teacher evaluation system has been found to lead to enhanced job satisfaction (Auletto, 2017). Regionally, in Africa, teachers' job satisfaction has also been examined using PA or evaluation lenses. For instance, in a study conducted in Nigeria, Adeosun, Adeyemo, and Adelowo (2018) established that teachers were satisfied with their jobs and that appraisal by

supervisors and superiors were some of the crucial motivating factors. In Uganda, Namwagwe (2017) sought to understand the relationship between PA management, work environment, and job satisfaction. The indicators of job satisfaction included supervisor-supervisee relations, participation, recognition, and commitment. The findings of Namwagwe's (2017) study showed a moderately and statistically significant positive relationship between PA management and job satisfaction.

In Kenya, teachers' performance is evaluated by the Teachers Service Commission using Teacher Performance Appraisal and Development Tool (TPAD) (Teachers Service Commission, 2018). Some of the teacher standards in the TPAD include time management, professional development, creativity and innovation, and co-curricular activities. In the TPAD, there are three indicators of time management. They include punctuality in reporting for duty and lesson attendance, records of teacher presence/lesson taught/missed/recovered, and timely preparation of professional records. In previous empirical studies, time management has been reported to be a crucial factor affecting teachers' job satisfaction. For instance, in a recent study, Sahito and Vaisanen (2017) carried out a study aimed at investigating whether there is an association between time management, job satisfaction and motivation in Pakistan. The results of this study revealed that proper time management is positively associated with job satisfaction. Sahito and Vaisanen (2020) reported that proper time management is manifested through pre-planning, weekly schedules, early preparation of notes and exams, and reminders regarding various deadlines.

In a related study, Etor and Anam (2019) established that time management is positively correlated with teachers' job performance. This study was carried out in Calabar education zone, Cross River State, Nigeria. Therefore, school administrators' supervision of teachers' punctuality in classroom attendance and related activities is highly likely to improve their work performance.

Teachers' professional development and knowledge is manifested through various indicators. It is demonstrated through a teacher's willingness to undertake lesson observation at least once a term, timely preparation of schemes of work, and timely preparation of lesson notes and lesson plans. Additionally, a teacher should regularly mark students' exercise books, use teaching aids, evaluate learners for mastery of content, maintain updated records of work, keep updated

learners' progress record, and organized individualized learning programs to cater for all learners' needs.

According to Toropova et al. (2020), exposure of teachers to professional development leads high levels of job satisfaction. In this study, Toropova et al. (2020) employed TIMSS 2015 data from Sweden. The primary indicator of professional development was the number of hours a teacher has been enrolled in professional development programs. The results indicated that the amount of professional development had a positive impact on job satisfaction. This implies that teachers who invest more time in professional development programs tend to have higher job satisfaction. Similarly, Abdullahi (2020) established a positive relationship between collaboration and professional development and teachers' job satisfaction. This study was conducted in Harari regional state, Ethiopia. The indicators of professional development included teachers' participation in team teaching and teachers' participation in school management. Abdullahi (2020) noted that strengthening of teachers' qualifications positively predicts teachers' job satisfaction. Therefore, in schools, the administrators should enhance teachers' professional development program and collaboration in schools.

Teachers' creativity and innovation is shown through readiness to use of teaching/learning aids, use of Information Communication Technology (ICT) to access online resources, and ICT integration in teaching and learning. Creativity and innovation are also a crucial component of teachers' job satisfaction. Specifically, high ICT skills play a crucial role in enhancing teachers' job satisfaction (Rahman et al., 2019). The study was conducted in Bachang Zone, Malacca, Malaysia. In Rahman et al.'s (2019) study, the indicators of teachers' ICT skills included level of efficiency in ICT, ability to carry out tasks using ICT, and ICT knowledge. High ICT skills give teachers a sense of job satisfaction because they can easily overcome problems that need them to be solved using ICT.

Apart from academic work, especially teaching, teachers are also involved in co-curricular activities such as games, sports, music, and drama. Teachers' involvement in co-curricular activities and its impact on their job satisfaction has been of interest to education researchers. Steeves (2014) reported that teachers who are highly involved in co-curricular activities are more likely to show high level of job satisfaction compared to their counterparts who are less engaged in co-curricular activities. This study was carried out in Western Canada. The indicators of co-

curricular activities included number of hours teachers dedicated to extra-curricular duties and the types of such co-curricular activities. Because of the positive relationship between teachers' participation in co-curricular duties and job satisfaction, there is an increased need to ensure that all teachers are assigned to at least one extra-curricular activity to boost their job satisfaction levels.

Teachers who coach students in various types of co-curricular activities report high level of job satisfaction because they get opportunities to interact with colleagues from other schools (Rocchi & Camiré, 2018). Specifically, for high school teachers who coach students in extracurricular activities, one of the environmental factors that have a positive impact on job satisfaction is positive relationship with colleagues. When teachers forge cordial relationship with colleagues, they are highly likely to report low levels of workload-related and athlete-related stressors. In teachers who coach students in co-curricular activities, high job satisfaction is also attributed to positive opportunities through coaching that are positively associated with coaching efficacy (Rocchi & Camiré, 2018). Rocchi and Camiré's (2018) study was conducted in Canada. The indicators of co-curricular activities included athlete relationships, coaching efficacy, colleague relationships, and opportunities afforded through coaching.

The reviewed empirical studies show mixed findings regarding the impact of teacher appraisal on job satisfaction. Therefore, the proposed study is aimed at clarifying further on whether teacher appraisal has a positive, negative, or no influence on teacher job satisfaction. There are also limited empirical studies that have examined the influence of performance appraisal on job satisfaction in Kenya. Thus, the proposed study seeks to address this literature gap.

## **1.2 Statement of the Problem**

Employee PA has been recognized as one of the best ways in which employees' motivation, performance, and productivity can be enhanced (Hernandez, 2009). Because of the crucial role played by PA in accomplishing organizational goals, many organizations invest in PA. However, some researchers have cited that PA may pose a danger to the management and employees because it may negatively affect job satisfaction (e.g., Kagema & Irungu, 2018). However, some have reported a positive relationship between PA and employees' job satisfaction (e.g., Ford et al., 2018; Ismail, Mohamed, & Rayee, 2017). Conversely, Kagema and Irungu (2018) noted that teachers' job dissatisfaction may be attributable to performance appraisal. Specifically, the



majority of the teachers (63.6%) perceived appraisals as punitive to teachers (Kagama & Irungu, 2018). This was attributed to lack of a clearly defined policy that guides teacher evaluation, transfers and job promotions, and mechanisms that can be used to reward teachers based on the improvement of test scores as measured using standardised examinations. Teachers' feelings that the appraisal system is unfair and subjective resulted in low job satisfaction (Kagama & Irungu, 2018).

The reviewed studies show mixed findings regarding whether PA improves or lowers employees' job satisfaction. Because of this, the proposed study seeks to clarify the influence of PA on teachers' job satisfaction. The need for the study is also attributed to the fact that to the best knowledge of the researcher, no empirical study has been conducted in Kenya to determine whether Teacher Performance Appraisal and Development Tool influence teachers' job satisfaction. Consequently, filling this knowledge gap is believed to be the main contribution of the proposed study. Therefore, the study seeks to determine the influence of PA on job satisfaction of public secondary school teachers with the supposition that if PA is conducted with a clear purpose, teachers' job satisfaction was positively influenced.

### **1.3 Purpose of the Study**

The purpose of study was to examine the influence of Teacher Performance and Appraisal Development on teachers' job satisfaction in West Pokot Sub-County.

### **1.4 Objectives of the Study**

The study was guided by the following objectives:

- i) To establish the influence of teachers' time management aspect of TPAD tool on teachers' job satisfaction in public secondary schools in West Pokot Sub-County, West Pokot County.
- ii) To establish the influence of teachers' professional development aspect of TPAD on public secondary school teachers' job satisfaction in West Pokot Sub-County, West Pokot County.
- iii) To establish the influence teachers' creativity and innovation aspect of TPAD on public secondary school teachers' job satisfaction in West Pokot Sub-County, West Pokot County.

- iv) To establish the influence of teachers' promotion of co-curricular activities aspect of TPAD on public secondary school teachers' job satisfaction in West Pokot Sub-County, West Pokot County.

### **1.5 Null Hypotheses of the Study**

The study was guided by the following hypotheses:

- 1) There is no statistically significant relationship between teachers' time management and teachers' job satisfaction in public secondary schools in West Pokot Sub-County, West Pokot County.
- 2) There is no statistically significant relationship between establish the influence of teachers' professional development and teachers' job satisfaction in West Pokot Sub-County, West Pokot County.
- 3) There is no statistically significant relationship between teachers' creativity and innovation and teachers' job satisfaction in West Pokot Sub-County, West Pokot County.
- 4) There is no statistically significant relationship between teachers' promotion of co-curricular activities and teachers' job satisfaction in West Pokot Sub-County, West Pokot County.

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

The main beneficiary of the study was teachers' management of West Pokot County as its findings made them understand how PA system affects teachers' job satisfaction. Consequently, the teachers' management was in an informed position on the kind of PA policies that need to be developed to improve teachers' job satisfaction. For instance, the results of the study determined the extent to which various aspects of TPAD affect job satisfaction and how they can be restructured to improve job satisfaction. Another beneficiary of this study was policymakers at the national level of government, especially those tasked with developing education-related policies governing teacher management. This is because the results of the study provided insights into the effectiveness of TPAD in affecting job performance-related factors, especially job satisfaction.

At the Sub-County level, there are three major beneficiaries the study findings. First, the results of the study helped the principals of public secondary schools to understand how they can improve their subordinates' job satisfaction by addressing the TPAD issues that negatively affect teachers' job satisfaction. Second, the findings of the study helped the Sub-County Quality Assurance Officers to come up with TPAD-related strategies aimed at improving teachers' job satisfaction. Third, the findings enabled Sub-County Director of Education understand whether TPAD was effective in enhancing teachers' quality of teaching was manifested through job satisfaction. Through such an understanding, Sub-County Director of Education provided feedback to the Ministry of Education (at the National Level) of the need to make TPAD teacher-friendly to aid in improving teachers' job satisfaction.

### **1.7 Limitations of the Study**

One of the limitations of this research was related to the generalizability of the findings, also known as external validity. This issue raised because of the schools where participants was recruited for the study was purposefully sampled to the study. Purposeful sampling negatively affects external validity because potential participants, in this case, schools, are not given equal opportunity to be in the final sample. Consequently, it can be said that purposive sampling leads to an unrepresentative sample of schools— which may limit the generalizability of findings to other schools. This challenge was mitigated by ensuring that despite the use of purposive sampling in selecting schools, the teachers (participants) in each of the schools was picked for the study through probability sampling technique (simple random sampling method). This ensured that the final sample was representative and, thus, the external validity of the research results. External validity issues also was mitigated through the use of large sample size. This was because large sample sizes are more likely to be representative of the population compared to small sample sizes.

### **1.8 Delimitation of the Study**

The study was delimited to West Pokot County. In particular, the study was limited to West Pokot Public Secondary school as the study unit. Private schools and their teachers was not included in the study. It was also limited to TSC-employed teachers and principals because teachers employed by the Board of Management are not obliged to fill the TPAD tool. The study did not cover the impact of teachers' PA on job satisfaction of primary school teachers. The

teachers who are currently employed by the Board of Management were not enrolled in the study.

### **1.9 Definition of Significant Terms**

**Job Satisfaction:** refers to the sense of accomplishment or a feeling of contentment which a person derives from doing a particular job or tasks related to the job.

**Time Management:** in the TPAD, time management refers to the ability to manage teaching time through consistent class attendance, adherence to the school time table, and attendance of other school activities and staff meetings.

**Professional Knowledge and Application:** refers to the ability to prepare professional documents such as individualized educational program, prepare and maintain learners' progress records, assess learners and provide feedback, and prepare teaching and learner aids.

**Innovation and Creativity in Teaching;** refers to the ability to improvise and use locally available resources for effective teaching and learning outcomes.

**Promotion of Co-Curricular Activities:** refers to the ability to organise and guide co-curricular and life skills learning activities to realise and nurture unique talents and develop them to their full potential.

### **1.10 Organization of the Study**

The study was organised into five chapters. The first chapter was comprised of the following sections: background of the study, statement of the problem, purpose of the study, objectives of the study, research hypotheses, significance of the study, limitations of the study, delimitations of the study, definition of significant terms, and organization of the study. The third chapter (methodology) is comprised of Research Design, Target Population, Sample Size and Sampling Procedure, Research Instruments, Instruments Reliability, Data Collection Procedure, and Data Analysis. The fourth chapter (data analysis) consists of Response Rate, Demographic Characteristics of Respondents, descriptive statistical analysis, Inferential Data Analysis (Correlation Analyses), and Qualitative Data Analysis (Thematic Analysis). The fifth chapter (Summary, Conclusion and Recommendations) comprises of Summary of Findings, Conclusion of the Study, Recommendations of the Study, and Suggestions for Further Studies.

## CHAPTER TWO

### REVIEW RELATED LITERATURE

#### 2.0 Introduction

This section presents the concepts of PA, the influence of time aspect of TPAD on Teacher Job Satisfaction, the influence of the professional development or career development on teacher job satisfaction, the influence of creativity and innovation aspect on teacher job satisfaction, the influence of co-curricular activity on teacher job satisfaction, summary of the literature review, theoretical framework, and conceptual framework.

#### 2.1 Concepts of Performance Appraisal and Job Satisfaction

The term PA refers to a systematic evaluation of an employee with respect to performance on the job and his or her potential for development (Board, 2020). Katsirikou and Skiadas (2012) outlined the benefits associated with the evaluation of the professional successes of employees. Katsirikou and Skiadas (2012) noted that PA is useful in the recruitment of staff, administering rewards and punishment, waging, and in promoting or replacing staff. Sloman (2017) suggested that for many organizations, PA is a crucial component of best training practice and the essential way of determining employee training needs.

PA can be examined from two different viewpoints; (i) employees' viewpoint and organization's viewpoint (Alvi, Surani, & Hirani, 2013). From employees' perspective, a PA should accomplish four crucial goals: (a) tell employees what they should do, (b) tell employees how they have done a given task, (c) help employees enhance their performance, and (d) reward employees for their exemplary performance and punish those with poor performance. From the organization's standpoint, PA is aimed at establishing and upholding the principle of accountability (Alvi, Surani, & Hirani, 2013). Moreover, PA enhances employee accountability (Tziner & Rabenu, 2018).

The influence of PA on job satisfaction has been explored in different industries and organizations. In one of these studies, M'mbui (2011) sought to examine the influence of the PA system on employee job satisfaction at the Kenya Revenue Authority. Job satisfaction involved respondents' opinion regarding on 14 statements that assessed their job satisfaction. The

indicators included salary increment, rewards/penalties, fringe benefits, promotions, satisfaction with the performance management, staff training, and career growth. Findings revealed that PA was positively correlated with employee job satisfaction. In a related study, Downing (2016) sought to determine if the Ohio Teacher Evaluation System (OTES) affects teacher job satisfaction and whether the relationship between the two variables is negative. Downing (2016) established a weak and non-significant relationship between teacher evaluation and overall job satisfaction.

Koedel, Li, and Linger (2014) have also sought to investigate how teacher evaluation ratings affect their job satisfaction. Teacher evaluation methods included planning of instruction, time management, communication of lesson, and ability to motivate students. The results of a regression-discontinuity design showed ( $r^2 = 1.146$ ) that teachers' performance ratings causally predict teachers' job satisfaction or their perceptions at work.

## **2.2 Time Management and Teacher Job Satisfaction**

Time management is a crucial component of TPAD. Time management manifested through teachers' ability to manage teaching time through punctuality in reporting for duty and lesson attendance and timely preparation of professional records (Teachers Service Commission, 2018). Past studies have empirically examined how time management affects teacher job satisfaction. For example, Sahito and Vaisanen (2017) sought to understand the association between time management, job satisfaction and motivation among teachers in Pakistan. The indicators/aspects of time management included pre-planning, early preparation of notes, early preparation of marks distribution, and use of reminders. Findings of this study revealed that effective time management involves making work schedules in advance for proper and effective implementation of their work. Teachers who pre-planned their work in advance were found to have adequate time management skills (Sahito & Vaisanen, 2017). Teachers who managed their time well had high job satisfaction as they felt that they were capable of supporting their learners, colleagues, and educational stakeholders.

For employees to attain their optimum job satisfaction, they should plan all of their work and assignments in advance (Sahito & Vaisanen, 2017). Additionally, teachers who manage their time well have less stress and stay healthy than their counterparts who do not plan their time well. Because of this, they work effectively and attain high job satisfaction and

motivation. Bawaneh and Takriti (2017) sought to explore the influence of time management practices on teachers' job satisfaction. Time management practices included organization of activities in work environment, control over time, and setting goals and priorities. The findings of regression analysis showed a statistically significant association between effective time management and job satisfaction. Recently, Chris and Victor (2019) explored the influence of time management practices showed that teachers lack the technical skills needed to manage their time effectively. This was manifested by the fact that most of them chatted with their colleague during work hours. For improved job satisfaction, a significant factor linked to performance, teachers need to prioritise their work and develop a time plan for their activities.

Failure to effectively manage one's time is one of the factors that contribute to job stress with a negative influence on teachers' job satisfaction. For example, in one of the recent studies, Shen, Basri, and Asimiran (2018) sought to understand the relationship between job stress and job satisfaction among the teachers. The indicators of job stress included behavioral manifestation (e.g., alcoholism), gastronomic manifestation (e.g., bloating), cardiovascular changes (e.g., rapid heart rate), and emotional changes (e.g., anxiety). On the other hand, some of the indicators of job satisfaction were working conditions, social service, social status, responsibility, independence, security, and advancement. The results of this study revealed that inadequacies in time management lead to low job satisfaction as the affected teachers were highly likely to report having job stress (Shen et al., 2018). Examples of time management indicators included timely management of paperwork, prioritizing tasks, goal setting, and scheduling.

### **2.3 Professional Development and Teacher Job Satisfaction.**

In education, professional development refers to activities that enhance a teacher's expertise, knowledge, and skills (OECD, 2009). The influence of professional development on teachers' job satisfaction has been a topic of empirical studies. In one of the recent studies, Nyamubi (2017) established that teachers showed job satisfaction with their profession when they were given a chance for academic and professional advancement and timely promotion. In this study, the key aspect of professional development was further studies. The opportunity for career development was also reported to have led to the improvement of teachers' experience, capacity, and skills. Nyamubi (2017) further established that teachers' loss of job satisfaction, especially in

public high schools, was linked to the fact teachers lose hope that the government will address their remuneration and promotion concerns.

In a related study, Wu and Ye (2017) sought to explore the association between teachers' perception of professional development and their job satisfaction. The aspects of professional development investigated in this study included collaboration with other teachers and opportunity to enhance teacher's knowledge. The findings of this study showed that professional development is positively correlated with job satisfaction. This implies that an opportunity for professional advancement is crucial in ensuring that teachers are satisfied with their jobs. In this study, professional development was conceptualised as a program given to teachers to impart them with the skills and knowledge needed to improve their effectiveness in class.

Liu (2018) examined the influence of professional development on high school teachers' self-efficacy on job satisfaction. The indicators of professional development included collaborative learning with other teachers, opportunities for active learning methods, and group work with other teachers. The results of this study showed that opportunities for professional advancement and self-efficacy have a direct and positive effect on teachers' job satisfaction. Additionally, it was established that teachers' constructive philosophy and classroom disciplinary climate have a positive influence on teachers' job satisfaction because they affect professional development. The aspects of job satisfaction explored in this study included fairness, organizational policies, job security, remuneration, and supervision.

Queyrel-Bryan (2017) has also recently addressed the importance of professional practices on the job satisfaction of teachers. The findings of this study showed that teachers' job satisfaction was linked to supervision, nature of work, and good work relationship with their colleagues. However, their job dissatisfaction was attributed to working conditions and inadequate remuneration. Moreover, it was established that professional practices such as belief in the ability to enhance learners' academic achievement, autonomy, and professional development have a positive relationship with teachers' job satisfaction.

#### **2.4 Creativity and Innovation and Teacher Job Satisfaction.**

Creativity and innovation refer to teachers' proficiency in the use of ICT for teaching and learning. In the TPAD, innovation and creativity in teaching is the ability to improvise and use



locally available resources for effective teaching and learning outcomes. It is manifested through teachers' preparation and use of relevant teaching and learning aids. Additionally, it is shown through access and integration of appropriate ICT teaching and learning materials to enhance knowledge and promote learning.

The influence of ICT integration in teaching and learning on teachers' job satisfaction has been recently explored. In one of these studies, Sahito and Vaisanen (2017) sought to understand whether teachers' ICT skills influence their job satisfaction rates. The aspects of ICT integration explored in this study included use of software, installation of software, creating accounts, use of internet, use of hardware instruments, and use of window programs. The findings of this study showed that most (85%) of the teachers reported that ICT is a crucial aspect of their job satisfaction. In a related study, Ounis (2016) sought to explore that factors that encourage or discourage teachers to adopt ICT in teaching and learning and reasons associated with sustained use of ICT as a pedagogical tool. One of the factors that explained teachers' adoption of ICT in teaching and learning is professional satisfaction or work itself as a motivating factor. Specifically, Ounis (2016) established that all the teachers derived their professional satisfaction from the use of technology in teaching. Therefore, it was concluded that the use of technology has a positive influence on teachers' job satisfaction.

The use of ICT has also been shown to improve job satisfaction because of teachers' sense of achievement (Ounis, 2016). In teaching and learning, teachers' sense of achievement motivates them to continue using and integrating ICT resources. The analysis of the interviews shows that the teachers are preparing the ground for future ICT successes in the classroom through self-empowerment which consists in learning how and when to use and incorporate ICTs in their teaching (Ounis, 2016). Teachers believe that when using ICTs, the pupils learn more and experience the different ways in which the technology could be used within their classroom. One teacher indicated that the reason behind sustained use of the ICT is that it gives him a sense of empowerment. Teachers' job satisfaction was also attributed to the fact that ICT renders the classroom authentic context for learning (Ounis, 2016). In a related study, Lim et al. (2018) sought to examine various factors that influence teachers' integration of ICT in teaching in secondary schools. First, the researchers explored teachers' attitudes towards the use of ICT in classroom teaching. Findings of the study showed that teachers possess requisite skills need for

integration of ICT in classroom teaching. It was further established that teachers had a positive attitude towards use of ICT— thus helping them better use ICT in classroom teaching. Lastly, teachers reported that ICT integration increased teaching effectiveness.

## **2.5 Co-Curricular Activity and Teacher Job Satisfaction**

Extra-curricular activities are crucial components of the Kenyan education system. Wanjohi (2016) noted that there are many co-curricular activities conducted in schools such as debate, drama, speech, music, and sports where students are equipped with knowledge, skills, and behaviors that are as important as those imparted in the classroom (Wanjohi, 2016). Co-curricular activities are part and parcel of the teaching profession and a critical component of the TPAD.

Past empirical studies have sought to understand whether students' participation in co-curricular or extra-curricular activities has a significant influence on teachers' job satisfaction. In one of these studies, Moran (2017) investigated the influence of extracurricular activity on teacher job satisfaction. The findings of this study showed that teachers' involvement in the supervision of extra-curricular activities has a significant and positive influence on teachers' job satisfaction for those teachers involved in coaching and advising learners on these activities. In a related study, Song and Alpaslan (2015) sought to explore whether teachers' job satisfaction could be attributed to the levels of schools' support for co-curricular activities. The results of this study revealed that schools' support for extra-curricular activities does not significantly predict the levels of teachers' job satisfaction.

Song and Alpaslan (2015) noted that schools provide room for various types of extracurricular activities. Some of these co-curricular activities included science-related opportunities for learners, provision of technological support, professional development, laboratory facilities, and field trips. The presence of extra-curricular support for teachers was found to have a positive impact on teachers' job satisfaction. In a recent study, Kim and Bastedo (2017) sought to explore how the type and number of co-curricular activities affects job prestige and satisfaction. Findings of this study showed that participation in co-curricular activities has a positive impact on job satisfaction. Specifically, it was established that respondents who participated in co-curricular activities had 24% high level of job satisfaction compared to those who were not enrolled in any extra-curricular activity.

## **2.6 Summary of the Literature Review**

Based on reviewed literature it was noted that PA is useful in the recruitment of staff, administering rewards and punishment, waging, and in promoting or replacing staff. In Kenya, the TPAD is used for monitoring the conduct and performance of teachers in both public primary schools and secondary schools in Kenya. Some of the past studies have established a significant positive correlation between PA and teachers' job satisfaction. For instance, findings of M'mbui's (2011) study revealed that PA was positively correlated with employee job satisfaction. Similarly, Koedel et al. (2017) stated that some educational institutions that have implemented the use of the test, such as promotion and advancement and teacher performance evaluation to carry out fundamental educational decisions have been linked to specific stress among teachers and affect job satisfaction negatively. In agreement with these findings, teachers who manage their time well have been found to have high job satisfaction (Bawaneh and Takriti, 2017; Chris and Victor, 2019; Sahito & Vaisanen, 2017).

On the contrary, Downing (2016) found a weak and non-significant relationship between teacher evaluation and overall job satisfaction. Conversely, Koedel, Li, and Linger (2014) established that teachers' performance ratings causally predict teachers' job satisfaction or their perceptions at work. In agreement, Paposa and Kumar (2015) reported that performance management system positively predicts educators' job satisfaction level. Additionally, teachers' decreased job satisfaction is seen when teachers lose hope that the government will address their remuneration and promotion concerns (Nyamubi, 2017). However, professional development is positively correlated with job satisfaction (Wu & Ye, 2017).

Overall, while other studies have a non-significant relationship between teacher evaluation and overall job satisfaction others found a positive relationship between the two variables. Regarding the time management aspect of PA, teachers who manage their time well are likely to have high job satisfaction. Similarly, opportunities for professional or career development such as job promotion and has been found to improve teachers' job satisfaction. Lastly, teachers' involvement in the supervision of extra-curricular activities has a significant and positive influence on teachers' job satisfaction. The reviewed empirical studies show mixed findings regarding the impact of teacher appraisal on job satisfaction. Therefore, the proposed study is

aimed at clarifying further on whether teacher appraisal has a positive, negative, or no influence on teacher job satisfaction.

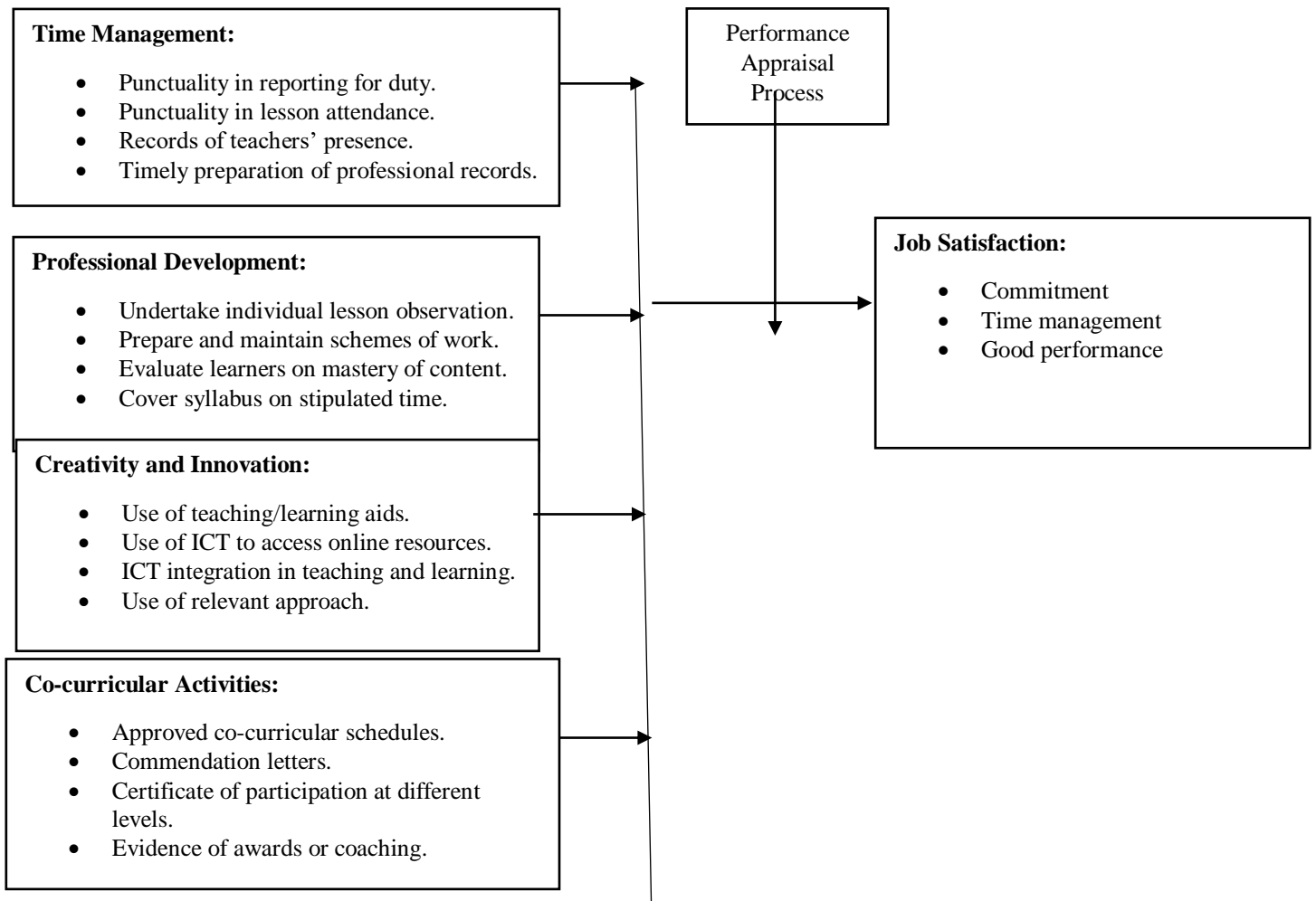
## **2.7 Theoretical Framework**

This study was guided by the Incentive Theory of Motivation. The proponent of the intrinsic aspect of motivation is Deci (1971). The main points emphasized in this theory are intrinsic and extrinsic motivation. A person performs intrinsically motivated behaviors because of the need to fulfil a sense of satisfaction brought by their actions. Deci (1971) where he posited that intrinsic behaviors as those whose primary reward is the satisfaction derived from the performance of the act. On the other hand, extrinsically motivated behaviors are those that are done with the aim of getting a reward from others or avoiding certain negative outcomes. Extrinsic motivators are outside of the person. They include rewards such as candy, sticker, money, and job promotion. Incentive theory is attributed to the fact that behavior is majorly extrinsically motivated. Incentive theory is based on the idea that a person's behavior is attributed to extrinsic factors. It posits that individuals are inspired to undertake a particular activity if he or she receives a reward after successfully performing an activity rather than simply because they enjoy the activities (Lumen Boundless Psychology, 2020).

Incentive theory of Motivation is also attributed to Skinner (1953) who used it to explain the motivation of human behavior. Skinner (1953) emphasized that human behavior is attributed to external motivation. This implies that a person engages in a behavior with the aim of obtaining a particular outcome, separate from its planned activity. External motivation is usually used to influence individuals who have little interest in potentially important activities (Stockdale & Williams, 2004). Skinner (1953) emphasized that external factors enhance and promote positive behavior leading to expectation of a particular outcome. Additionally, behavior can be stimulated using a reward system such as promotion, money, and gifts. The Incentive Theory of Motivation is appropriate for the proposed study because the teachers' scores on the TPAD tool is used for job promotion and career advancement. This implies that teachers are likely to work hard towards ensuring excellent performance in the TPAD with the aim of getting job promotion and career advancement— which can be described as extrinsic motivators. Therefore, teachers' scores in the TPAD tool are best explained by extrinsic motivation.

## **2.8 Conceptual Framework**

The conceptual framework below shows the relationship between four independent variables (time management skills, professional development and knowledge, creativity and innovation, and promotion of co-curricular activities) and job satisfaction (the dependent variable). The study’s conceptual framework was as presented in Figure 2.1



**Figure 2.1: A Conceptual Framework of the Study**

From Figure 2.1, it is posited that an effective time management, opportunity for professional development, creativity and innovation, and co-curricular activities that are viewed as the independent variables of the study led to job satisfaction (the dependent variable). First, if a teacher adheres to time management, there is increased likelihood that he or she achieves job satisfaction. This means that teachers who show punctuality in reporting for duty, punctuality in

lesson attendance, who are present in school throughout the term, and those who prepare professional records on time are highly likely to have high job satisfaction.

Second, teachers who adhere to professional aspects of TPAD are more likely to show high job satisfaction. This means that teachers who undertake individual lesson observation, prepare and maintain schemes of work, evaluate learners on mastery of content, and cover syllabus on stipulated time have high job satisfaction.

Third, teachers who show creativity and innovation in their work are more likely to show high job satisfaction. This implies that teachers' use of use of teaching/learning aids, use of ICT to access online resources, ICT integration in teaching and learning, and use of relevant approach are highly likely to predict high job satisfaction.

Lastly, teachers who participate in co-curricular activities have increased likelihood of showing high job satisfaction. These include those who have approved co-curricular schedules, commendation letters, certificate of participation at different levels, and evidence of awards or coaching.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.0 Introduction

This section is comprised of research design, target population, sample size and sampling procedure, research instruments, instruments reliability, data collection procedure, and data analysis.

#### 3.1 Research Design

The study employed correlation research design. Correlation research design is one of the various types of quantitative research designs. According to the University of Southern California (2019), quantitative research studies are aimed at determining the relationship between independent (predictor) variables and a dependent (outcome) variable within a population. According to Winston-Salem State University (2019), correlation research is aimed at determining the extent of the relationship between two or more variables using statistical or numeric data. Correlational research design is suitable for the proposed study because it is aimed at determining the relationship between variables: time management; professional development; creativity and innovation; co-curricular activity; and teacher job satisfaction. Correlation research design is appropriate for this study because it allows a researcher to determine the extent and nature of the relationship between various aspects of the Teacher Performance and Appraisal Development and job satisfaction.

#### 3.2 Target Population

Population refers to an entire group of individuals or cases that a researcher wishes to study (Elsevier Science, 2016). The population of study comprised of all secondary school Students, Teachers, Principals, Sub-County Quality Assurance Officer, and Sub-County Director TSC in West Pokot Sub-County secondary schools. Specifically, the target population 37 principals, 510 teachers, and 3,800 form four students. The sub-county also comprised of one (1) Sub-County Director (TSC). The target population was chosen because it is conversant with the Teacher Performance and Appraisal Development. The Sub-County comprised of seven zones—Sook, Riwo, Mnagei, Siyoi, Kanyarkwat, Chemwochoi, and Kishaunet.

### 3.3 Sample Size and Sampling Procedure

Sampling is a process of selecting a small number of individuals from a population that are representative of the overall population (Alexander et al., 2016). The study used multistage sampling technique where sampling was conducted in stages because of the large population. At the first stage, Sub-County was divided into 7 zones. All the 4 zones were used in the study. According to Mugenda and Mugenda (2003), a sample size of 30 percent of the target population is representative. All principals were selected for the study while 30% of the teachers were sampled. Additionally, 30% of the students were sampled in the 7 zones. A random sample of the students from each class was done in each of the sampled schools. The researcher used students from form four because they are mature enough, understand the statements in the questionnaire, and give the accurate responses. Simple random sampling was used to choose form four student participants by use of written papers which were then randomly picked. The study sampling procedure was presented as in Table 3.1

**Table 3.1 Sample Size**

| Zone       | Schools | Principals |                  | Teachers |                 | Students |                 |
|------------|---------|------------|------------------|----------|-----------------|----------|-----------------|
|            | Target  | Target     | Sample<br>(100%) | Target   | Sample<br>(30%) | Target   | Sample<br>(30%) |
| Sook       | 6       | 6          | 6                | 83       | 25              | 602      | 181             |
| Riwo       | 6       | 6          | 6                | 80       | 24              | 600      | 180             |
| Mnagei     | 6       | 6          | 6                | 88       | 26              | 618      | 185             |
| Siyoi      | 5       | 5          | 5                | 75       | 23              | 502      | 151             |
| Kanyarkwat | 5       | 5          | 5                | 77       | 23              | 560      | 168             |
| Chemwochoi | 5       | 5          | 5                | 70       | 21              | 400      | 120             |
| Kishaunet  | 4       | 4          | 4                | 76       | 23              | 350      | 105             |
| Total      | 37      | 37         | 37               | 549      | 165             | 3632     | 1090            |

### 3.4 Research Instruments

The instruments used in this study were questionnaires for students, teachers, and principals and face-to-face interview comprised of open-ended questions for SCDE. These instruments



sufficient address the objectives of the study. The validity of the instruments was tested in two public secondary schools that were not be part of the current study. The results was ascertain whether the instrument is relevant for answering the objectives (content validity). Following the results of the pilot study helped in making corrections, adjustments, and rephrasing to the items/statements in the research instruments.

### **3.5.1 Questionnaires**

In this study, questionnaires was used for both teachers and principals. The participants were required to give their views regarding TPAD aspects and teachers' job satisfaction based on a 5-point Likert scale ranging from Not Satisfied (1) to Extremely Satisfied (5).

The first part (Section A) of the Teachers' and Principals' questionnaire collects participants' demographic information (gender, professional experience, and highest professional qualification). The second part (Section B) assesses participants' level of agreement with each of the indicators of the TPAD (time management skills, professional development and knowledge, creativity and innovation, and promotion of co-curricular activities). Additionally, section B assesses teachers' job satisfaction level on a 5-point Likert scale (Not Satisfied to Extremely Satisfied). Job satisfaction scale is comprised of 19 items.

Students' questionnaire collects data regarding their level of satisfaction with each of the indicators of the TPAD (time management skills, professional development and knowledge, creativity and innovation, and promotion of co-curricular activities).

### **3.5.2 Interview Guide**

To collect data from Sub-County Director TSC, interview schedule was used. Interview schedules was used on Sub-County Director TSC because they have in-depth understanding of the TPAD.

## **3.6 A Pilot Study**

A pilot study was carried out to neighboring sub-county in public secondary schools and the findings were not included in the actual study. The purpose for a pilot study was to enable the researcher to test the suitability of the research instruments in relation to the study objectives. Additionally, a pilot study was necessary to remove and restructure unfit questions, phrases and

vague sentences that would hinder participants to respond to research questions with ease and to save time. This enabled the researcher to collect meaningful information from respondents for actual study.

### **3.6.1 Validity of Instruments**

Validity refers to the extent to which an instrument accurately measures what it is supposed to measure. Content validity is the degree to which a data collection instrument accurately measures the trait that the researcher intends to measure. In the current study, validity of the instrument was ensured through the use subject matter expert review or use of experts in the field. Additionally, empirically validated instrument was used.

### **3.6.2 Reliability of Instruments**

Reliability refers to the consistency of a measure, a questionnaire, or a data collection instrument (Yılmaz, Dişsiz, Demir, Irız, & Alacacioglu, 2017). The questionnaires were tested to assess their reliability. To test the reliability, the test-retest method was used. The researcher administered the instruments to complete in and then after one week, the same instruments were given again to the same respondents. After that, the two sets of scores were regressed using the Pearson Correlation procedure to establish the reliability of the instrument. A reliability coefficient of 0.7 to 1.00 is considered sufficient (Mugenda & Mugenda, 2003). The study's reliability alpha was found to be 0.8. This implied that the research instruments were acceptable for this study.

### **3.7 Data Collection Procedure**

The researcher sought an introductory letter from University of Nairobi. The researcher applied for permission to conduct the study from National Commission for Science, Technology, and Innovation (NACOSTI) through the Department of Education, University of Nairobi. After obtaining the permit, the researcher presented it to the County Director of Education (CDE) of West Pokot County. The permit was also given to the West Pokot Sub-County SCDE requesting for permission to conduct the research in the Sub-County.

After obtaining the permission from the CDE and the SCDE, the researcher then visited the principals of the sampled public secondary schools to seek for appointments. After that, the researcher visited the schools to distribute the questionnaires to the respondents for data

collection. The researcher requested the respondents to fill the questionnaires honestly and transparency. Face-to-face interviews comprised of open-ended questions was conducted with SCDE to determine the impact of TPAD on time management, professional development, creativity and innovation, and promotion of co-curricular activities.

### **3.8 Data Analysis**

The statistical package for social sciences (SPSS) was used to analyze data collected using questionnaires and interviews. This made it easy for the researcher to transform the Likert type of scale data into continuous data that enabled computation of correlation analysis. Moreover, descriptive statistics was calculated and presented in frequencies, percentages and tables. The inferential statistics was used to test all the hypotheses and Pearson-Product Moment Correlation was utilized. This analysis helped to determine whether a relationship exist between the variables. According to Creswell (2008), a correlation coefficient of between -1.00 to +1.00 is used to assess the direction and strength of relationship between two quantitative variables. Positive value indicates positive relationship; a negative value shows negative relationship while 0.00 correlation coefficient absence of linear relationship. The closer the correlation coefficient to 0.00, the weaker the relationship between the variables. 0.8 – 0.9 is a very strong positive linear correlation, 0.6 – 0.7 is a strong positive linear correlation, 0.5 is moderate while below 0.4 is weak positive linear correlation. A value of 1.00 is a perfect positive linear correlation. Hypotheses was tested at 0.05 level of significant using correlation coefficient.

### **3.9 Ethical Consideration**

The study was conducted in strict adherence to research studies involving human research subjects. Consent was sought directly from the potential respondents because of their capacity to understand the information presented and because they are above the legal age of 18 years. Informed consent is meaningful because it empowers the prospective respondents to make rational and informed decisions regarding their participation in the study (Kadam, 2017). This implies that none of the potential participants was forced or coerced to participate in the study. The study observed confidentiality of the respondents. Confidentiality refers to a condition in which a researcher knows all the information about the respondents but takes measures aimed at protecting their identity of the person from being known by others. Respondents' confidentiality was managed through the use of password protected files.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION

#### 4.0 Introduction

This chapter illustrated the findings as per the study's objectives and hypotheses. The study established the influence of teachers' time management aspect of TPAD tool on teachers' job satisfaction in public secondary schools in West Pokot Sub-County, West Pokot County; teachers' professional development aspect of TPAD on public secondary school teachers' job satisfaction in West Pokot Sub-County, West Pokot County; teachers' creativity and innovation aspect of TPAD on public secondary school teachers' job satisfaction in West Pokot Sub-County, West Pokot County; and teachers' promotion of co-curricular activities aspect of TPAD on public secondary school teachers' job satisfaction in West Pokot Sub-County, West Pokot County.

The chapter presented questionnaire return rate, demographic information and principals' management practices influence on job motivation of teachers in public secondary schools. The results are illustrated in tables, figures and data interpretation was provided as per study objectives. Additionally, the researcher offers discussions for findings by linking the findings with literature.

#### 4.1 Questionnaire Return Rate

The questionnaires administered to 1090 students, 165 teachers, and 37 principals in public secondary schools in West Pokot Sub-County, West Pokot County, Kenya. The questionnaires return rate was illustrated in Table 4.1

**Table 4. 2: Questionnaires Response Rate**

| <b>Respondents</b> | <b>Administered questionnaires</b> | <b>Returned questionnaires</b> | <b>Response Rate</b> |
|--------------------|------------------------------------|--------------------------------|----------------------|
| Students           | 1090                               | 827                            | 75.9%                |
| Teachers           | 165                                | 125                            | 75.8%                |
| Principals         | 37                                 | 32                             | 86.5%                |
| <b>Total</b>       | <b>1292</b>                        | <b>984</b>                     | <b>76.2%</b>         |

From Table 4.1, findings shows that a response rate of 75.9% for students, 75.8% for teachers, and 86.5% for principals. According to Mugenda and Mugenda (2003) asserts that a response rate of more than 70% is statistically accepted. Therefore, the response rates for students, teachers, and principals was appropriate for this study. A high response rate was obtained because the respondents were followed up to complete and return the questionnaires.

## 4.2 Demographic Information

The study sought demographic datafor students, teachers, and principals by gender, age, academic qualifications, teaching experience and job their position.Descriptive statistical analysis was conducted and results were presented in the form of tables and figures. Thecollected information was presented in subsequent subheadings.

### 4.2.1 Gender of Respondents

The researcher asked the respondents (students, teachers, and principals) to indicate their gender. This enabled the researcher to understand gender distribution in the school securitized. The obtained data was summarized and results are shown in Table 4.2.

**Table 4. 3: Gender of the Respondents**

| Gender       | Students   |            | Teachers   |            | Principals |            |
|--------------|------------|------------|------------|------------|------------|------------|
|              | Frequency  | Percent    | Frequency  | Percent    | Frequency  | Percent    |
| Male         | 317        | 36.7       | 70         | 62.6       | 17         | 60.7       |
| Female       | 510        | 63.3       | 53         | 37.4       | 12         | 39.3       |
| <b>Total</b> | <b>827</b> | <b>100</b> | <b>123</b> | <b>100</b> | <b>29</b>  | <b>100</b> |

The result in Table 4.2 shows that female students at 63.3% dominated in the schools in West Pokot Sub-County compared to male students at 36.7%). Additionally, there were more male teachers at 58.8% than female teachers at 41.2%. Lastly, the male principals at 60.7% were more than their female counterparts at 39.3%. This implies that data was obtained from every respondent irrespective of their gender. This inferred that there exist gender imbalance across the respondents in public secondary schools scrutinized in West Pokot Sub-County.

### 4.2.2 Respondents' Distribution by Age

The study asked the participants (students, teachers, and principals) to indicate their age brackets. Age was considered critical in understanding how age distribution of respondents influenced variables of the study. The attained data was computed and results are as shown in Table 4.3.

**Table 4.4: Respondents' Distribution by Age**

| Age            | Students   |            | Teachers   |            | Principals |            |
|----------------|------------|------------|------------|------------|------------|------------|
|                | Frequency  | Percent    | Frequency  | Percent    | Frequency  | Percent    |
| Below 30 Years | 727        | 100        | 79         | 64.2       | 0          | 0          |
| 31-40 years    | 0          | 0          | 35         | 28.5       | 15         | 51.7       |
| 41-50 years    | 0          | 0          | 6          | 4.9        | 12         | 41.4       |
| 51-60 years    | 0          | 0          | 3          | 2.4        | 2          | 6.9        |
| <b>Total</b>   | <b>727</b> | <b>100</b> | <b>123</b> | <b>100</b> | <b>29</b>  | <b>100</b> |

The results in Table 4.3 shows that all the students were below the age of 30 years. Additionally, the majority of the teachers at 64.2%, were below 30 years followed by those aged 31-40 years (28.5%), then 41-50 years (4.9%), and lastly, those aged 51 to 60 years (2.4%). Moreover, most principals at 51.7%, were aged 31-40 years followed by those aged 41-50 years (41.4%), and those aged 51-60 years (6.9%). This implies that data was obtained from every respondent irrespective of their age.

#### 4.2.3 Respondents' Highest Academic Qualifications

The study asked both teachers and principals to indicate their highest academic qualifications. The level of academic qualifications of teachers and principals plays a critical role to Teacher Performance and Appraisal Development (TPAD) in schools. Therefore, the study asked teachers and principals to provide information of their highest academic qualifications and findings are illustrated in Table 4.4.

**Table 4.5: Principals and Teachers' Highest Academic Qualifications**

| Academic Qualification | Teachers  |          | Principals |          |
|------------------------|-----------|----------|------------|----------|
|                        | Frequency | Percent% | Frequency  | Percent% |
| P1                     | 1         | 0.8      |            |          |
| Diploma                | 39        | 33.1     | 7          | 25.9     |
| B.Ed.                  | 72        | 61.1     | 20         | 74.1     |
| Postgraduate           | 3         | 2.5      | 0          | 0        |

|              |            |            |           |            |
|--------------|------------|------------|-----------|------------|
| Masters      | 3          | 2.5        | 0         | 0          |
| <b>Total</b> | <b>118</b> | <b>100</b> | <b>27</b> | <b>100</b> |

Results in Table 4.4, portrays that majority of the teachers at 61.1% had a bachelor of education as their highest academic qualifications. In comparison, the rest of teachers had diplomas as manifested by 33.1%, postgraduate as shown by 3 (2.5%), and masters as indicated by 3(2.5%). Only one teacher (0.8%) had a P1 certificate. On the other hand, majority of principals at 74.1% had a bachelor of education as their highest academic qualifications, while the rest of principals had diplomas as manifested 7 (25.9%). The results implied that majority of participants both principals and teachers own a bachelor degree as their highest academic qualifications in public secondary schools in West-Pokot Sub County.

#### 4.2.4 Work Experience of the Respondents

The study sought work experience of teachers and principals whereby were asked to indicate how many years they had served in their current stations. This was considered important since it enabled the researcher to understand work experience of participants in relation to Teacher Performance and Appraisal Development (TPAD) in schools scrutinized. The obtained information was computed and results are as depicted in Table 4.5.

**Table 4. 6: Respondents' Work Experience in Current Station**

| Work experience in years | Teachers   |            | Principals |            |
|--------------------------|------------|------------|------------|------------|
|                          | Frequency  | Percent    | Frequency  | Percent    |
| Less than 5 years        | 78         | 63.0       | 16         | 55.2       |
| 6-10 years               | 29         | 23.4       | 9          | 31.0       |
| 11-15 years              | 6          | 4.8        | 3          | 10.4       |
| 16-20 years              | 6          | 4.8        | 0          | 0          |
| 21 years and above       | 5          | 4.0        | 1          | 3.4        |
| <b>Total</b>             | <b>124</b> | <b>100</b> | <b>29</b>  | <b>100</b> |

As per the results in Table 4.5, most of the teachers at 63.0%, had worked in the current station for less than 5 years, while the rest of teachers had worked in the current station for 6-10 years, as shown by 23.4%, 11-15 years as shown by 4.8% and 21 years, 16-20 years as indicated by 4.8%, and 21 years and above as shown by 5 (4.0%). Further , it also indicated that majority of

the principals had worked in the current station for less than 5 years as shown by 55.2%, while the minority of principals mentioned that they had worked for between 6-10 years as indicated by 31.0%, 11-15 years as indicated by 9 (31.0%), and 21 years and above as shown by 1 (3.4%). None of the principals had worked in their current station for between 16 and 20 years. These results suggests that majority of the respondents both teachers and principals had worked in the current schools for less five (5) in public secondary schools in West-Pokot Sub County.

### 4.3 Influence of Teachers’ Time Management Aspect of the TPAD Tool on Public Secondary School Teachers’ Job Satisfaction

The first study objective established the influence of teachers’ time management aspect of the TPAD tool on teachers’ job satisfaction in public secondary schools in West Pokot Sub-County, West Pokot County. Teachers were requested to give their opinions concerning their agreement level with several statements concerning teachers’ time management aspect of the TPAD tool on teachers’ job satisfaction in public secondary schools in West Pokot Sub-County. The participants was required to give their views regarding TPAD aspects and teachers’ job satisfaction based on a 5-point Likert scale ranging from Not Satisfied (1) to Extremely Satisfied (5). The obtained data from teachers was calculated and findings are as presented in Table 4.6

**Table 4.6: Teachers’ Responses on Time Management Aspect of TPAD Tool**

| Time management aspect of TPAD tool         | SD |     | D  |      | UD |     | A   |      | SA  |      | Std  |       |
|---|----|-----|----|------|----|-----|-----|------|-----|------|------|-------|
|   | f  | %   | f  | %    | f  | %   | f   | %    | f   | %    | Mean | Dev   |
| I have maintained punctuality in reporting. | 4  | 2.3 | 1  | 0.9  | 8  | 5.4 | 99  | 63.1 | 44  | 28.3 | 4.14 | 0.747 |
| I attend lessons on time.                   | -  | -   | 15 | 9.9  | 14 | 8.1 | 101 | 64.4 | 27  | 17.6 | 3.90 | 0.803 |
| I professional prepare records on time.     | 1  | 0.9 | 4  | 2.3  | 4  | 2.3 | 106 | 47.7 | 104 | 46.8 | 4.37 | 0.724 |
| I participate in all school programs.       | 5  | 3.2 | 16 | 10.4 | 4  | 2.3 | 82  | 52.3 | 50  | 32   | 4.00 | 1.022 |
| I have ensured that all lessons are taught. | 2  | 1.4 | 3  | 1.8  | 6  | 3.6 | 72  | 45.9 | 76  | 45   | 4.35 | 0.761 |
| I set exams on time.                        | -  | -   | -  | -    | 7  | 4.5 | 48  | 30.6 | 100 | 63.5 | 4.60 | 0.577 |



|   |   |     |    |      |    |      |    |      |    |      |      |       |
|---|---|-----|----|------|----|------|----|------|----|------|------|-------|
| I mark all exams on time.               | 1 | 0.5 | 6  | 4.1  | 2  | 1.4  | 71 | 45.5 | 67 | 47.3 | 4.37 | 0.751 |
| After marking, I give feedback on time. | 5 | 3.2 | 20 | 12.6 | 26 | 16.7 | 86 | 55   | 18 | 11.3 | 3.59 | 0.960 |
| I recover all the lessons missed.       | - | -   | 22 | 14   | 24 | 15.8 | 87 | 55.9 | 23 | 14.4 | 3.71 | 0.882 |
| I attend all staff meetings.            | 8 | 5.4 | 25 | 16.2 | 21 | 13.5 | 73 | 46.8 | 28 | 18   | 3.56 | 1.123 |

From Table 4.6, it shows that majority of teachers at 63.1% agreed while 28.4% strongly agreed that teachers' maintained punctuality in reporting to their duty influenced TPAD tool in school scrutinized. This findings was supported by a standard deviation of 0.747 that clustered to a mean of 4.14 rounded off to 4 that was coded as agree during data analysis. Majority of teachers at 92.0% the sum of agree and strongly agree responses indicated that teachers attend lessons on time. This result was supported by a standard deviation of 0.803 that clustered to a mean of 3.90 rounded off to 4 that it was coded as agree.

In addition, majority of teachers at 94.5% the sum of agree and strongly agree responses demonstrates that teachers prepared professional records on time influenced TPAD tool. This result are supported by a standard deviation of 0.724 that clustered to a mean of 4.37 rounded off to 4 that was coded as agree. Moreover, on whether teachers participate in all school programs, the findings indicated that majority of teachers at 52.3% agreed while 32% of teachers strongly agreed with the statement. This result coincided with a standard deviation of 1.022 that clustered to a mean of 4.00 that was coded as agree.

In addition, majority of teachers at 90.9% the sum of agree and strongly agree shows that teachers had ensured that all lessons are taught as regarding to aspect of TPAD tool and findings was supported by a standard deviation of 0.761 that clustered to a mean of 4.35 rounded off to 4 that was coded as agree. On the other hand, on whether teachers set exams on time influenced aspect of TPAD tool was marked by majority of teachers at 94.1% the sum of agree and strongly agree responses concurred with the statement. The findings are supported by a standard deviation of 0.577 that clustered to mean of 4.60 rounded off to 4 as it was coded as agree. Additionally, majority of teachers at 92.8% the sum of agree and strongly agree indicated that teachers mark all

exams on time influenced aspect of TPAD tool and this result corresponded to a standard deviation of 0.751 that clustered a mean of 4.37 rounded off to 4 as it coded as agree.

Further, on whether after marking, teachers gave feedback on time influenced TPAD tool, majority of teachers at 55% agreed while some teachers at 11.3% strongly agreed with the statement as it coincided to a standard deviation of 0.960 that clustered to a mean of 3.59 rounded off to 4 that was coded as agree. Moreover, majority of teachers at 70.3% the sum of agree and strongly agree demonstrate that teachers recover all the lessons missed influenced aspect of TPAD tool with a standard deviation of 0.882 that clustered to a mean of 3.71 rounded off to 4 as it was coded as agree. Finally, the findings in Table 4.6 indicated that teachers at 46.8% agreed while 18% strongly agreed that teachers attend all staff meetings influenced teachers' job satisfaction and result coincided with a standard deviation 1.123 that clustered to a mean of 3.56, rounded off to 4 as it was coded as agree during data analysis.

The findings in Table 4.6 revealed that both teachers and principals observed time management aspect of TPAD tool in public secondary in West Pokot Sub County. The study also sought information from students on time management aspect of TPAD tool in order to do a comparison with teacher's responses on the time management aspect in public secondary schools in West Pokot Sub County. The obtained data was computed and the result are as shown in Table 4.7

**Table 4.7: Students' Responses on Time Management aspect of TPAD Tool**

| Time Management Skills                       | SD |      | D  |      | UD  |      | A   |      | SA  |      | Mean | Std Dev. |
|--|----|------|----|------|-----|------|-----|------|-----|------|------|----------|
|  | f  | %    | f  | %    | f   | %    | f   | %    | f   | %    |      |          |
| Teachers maintain punctuality in reporting.  | -  | -    | 10 | 1.21 | 47  | 5.6  | 431 | 52.1 | 339 | 40.9 | 4.64 | 0.15     |
| Teachers attend lessons on time.             | 18 | 2.1  | 58 | 7.0  | 124 | 14.9 | 493 | 59.6 | 134 | 16.2 | 4.01 | 0.64     |
| Teachers participate in all school programs. | 6  | 0.7  | 26 | 3.14 | 103 | 12.5 | 352 | 42.6 | 340 | 41.1 | 3.89 | 0.97     |
| Teachers teach all lessons.                  | 18 | 2.17 | 33 | 3.9  | 94  | 11.4 | 329 | 39.8 | 353 | 42.6 | 3.97 | 1.02     |
| Teachers set exams on                        | 9  | 1.08 | 25 | 3.02 | 45  | 5.4  | 426 | 51.5 | 322 | 38.9 | 4.28 | 0.56     |

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|  |    |      |    |      |    |      |     |      |     |      |      |      |  |
|--|----|------|----|------|----|------|-----|------|-----|------|------|------|--|
| time.  |    |      |    |      |    |      |     |      |     |      |      |      |  |
| Teachers mark all exams on time.               | -  | -    | 18 | 2.17 | 34 | 4.11 | 479 | 57.9 | 367 | 44.4 | 4.12 | 0.13 |  |
| After marking, teachers give feedback on time. | 13 | 1.57 | 24 | 2.9  | 46 | 5.56 | 423 | 51.6 | 343 | 41.5 | 4.26 | 0.85 |  |
| Teachers recover all the lessons missed.       | 8  | 0.9  | 31 | 3.7  | 76 | 9.18 | 418 | 50.5 | 372 | 44.9 | 4.05 | 0.79 |  |

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Findings in Table 4.7 portrays that majority of students at 52.1% agreed while 40.9% of students strongly agreed that teachers maintain punctuality in reporting that was supported by a standard deviation of 0.15 that clustered to a mean of 4.64 rounded off to 5 that was coded as strongly agree during analysis. Teachers attend lessons on time was marked by 59.6% of students who agreed while 16.2% strongly agreed with the statement as supported by a standard deviation of 0.64 that clustered to the mean of 4.01 rounded off to 4 that was coded as agree during data analysis.

Further, findings demonstrates that majority of students at 83.7% the sum of agree and strongly agree responses that teachers participate in all school programs as corresponds to a standard deviation of 0.97 that clustered to the mean of 3.89 rounded off to 4 that was coded as agree during data analysis. In addition, teachers teach all lessons was marked by majority of students 84.2% the sum of agree and strongly agree responses that was supported by a standard deviation of 1.02 that clustered to the mean of 3.97 rounded off to 4 that was coded as agree during data analysis. Moreover, majority of students at 51.5% agreed while 38.9% of student strongly agreed that teachers set exams on time was supported by a standard deviation 0.56 that clustered to a mean of 4.28 rounded off to 4 that was coded as agree during data analysis.

The findings also indicates that majority of students at 57.9% agreed while at 44.4% strongly agreed that teachers mark all exams on time and it coincided with a standard deviation of 0.13 that clustered to a mean of 4.12 rounded off to 4 that was coded as agree. After marking, teachers give feedback on time was marked by 51.6% of students agreed while 41.5% strongly agreed with the statement as supported by a standard deviation of 0.85 that clustered to the mean of 4.26 rounded off to 4 that was coded as agree. Finally, Table 4.7 indicated that majority of students at 50.5% agreed while 44.9% strongly agreed that teachers recover all the lessons

missed as coincided to standard deviation of 0.79 that clustered to a mean of 4.05 rounded off to 4 as it coded agree in data analysis. This findings of students arein tandem with those teachers that teachers observed time management aspect of TPAD tool in public secondary schools in West Pokot Sub County.

The study sought data from Sub-County Director, interview schedule was used. Interview schedules was used on Sub-County Director TSC because they have in-depth understanding of time management aspect the TPAD tool. Therefore, Sub County Director was asked to give views on punctuality in reporting for duty and lesson attendance been affected following the introduction of TPAD. Based on interviews, it emerged that Sub County director agreed that punctuality in reporting to duty by teachers was observed since the introduction aspect of TPAD tool in public secondary schools in West Pokot sub County. The interviewee revealed that;

*“Majority of the teachers report for duty on time. Nowadays, you rarely find a teacher missing school or reporting past 8:00 AM.”*

This suggests that TPAD has been effective in enhancing teachers’ punctuality. In addition, Sub County Director TSC director was asked to provide their opinion on what had been the influence of TPAD tool on teachers’ presence and timely preparation of professional records. During the interviews, it emerged from Sub County Director TSC that teachers’ presence and timely preparation of professional records was evident since the introduction of TPAD tool in public secondary schools in West Pokot Sub County. The interviewee stated that;

*“Majority of the teachers attend all the lessons. Even when teachers missed their lessons, they recover before the end of the week.”*

This suggests that TPAD is effective in reducing missed lessons. Second, the Sub-County Director described the influence of the TPAD tool on teachers’ presence and timely preparation of professional records. The interviewee stated that

*“Nowadays, teachers prepare yearly schemes of work in the first week of the first term. Also, unlike in the past majority of teachers have updated records of work, lesson plans, and mark books.”* This suggests that TPAD has positively impacted teachers’ presence and timely preparation of professional records.

Further, inferential statistics was carried out and Pearson correlation analysis was employed to determine the influence of teachers' time management aspect of TPAD tool on teachers' job satisfaction in public secondary schools in West Pokot Sub-County, West Pokot County. The obtained data was computed and results are as illustrated in Table 4.8

| Correlation Analysis       |                     | Time Management Skills | Teachers' Job Satisfaction |
|----------------------------|---------------------|------------------------|----------------------------|
| Time Management Skills     | Pearson Correlation | 1                      | .590**                     |
|                            | Sig. (2-tailed)     |                        | .000                       |
|                            | N                   | 123                    | 123                        |
| Teachers' Job Satisfaction | Pearson Correlation | .590**                 | 1                          |
|                            | Sig. (2-tailed)     | .000                   |                            |
|                            | N                   | 123                    | 123                        |

\*\* . Correlation is significant at the 0.01 level (2-tailed)

**Table 4.8: Relationship between Time Management and Teachers' Job Satisfaction**

Results in Table 4.8 shows that there exists a moderate positive statistically significant relationship between teachers' time management aspect of TPAD tool and teachers' job satisfaction in public secondary schools in West Pokot Sub-County, West Pokot County. This was shown by the coefficient of  $R=0.590$  and  $P<0.000$ . Hence, the findings of the study contradicts a null hypothesis that there is no significant relationship between teachers' time management aspect of TPAD tool and teachers' job satisfaction in public secondary schools in West Pokot Sub-County, West Pokot County. Therefore, a null hypothesis was rejected, and the study deduced that there exists a substantial association between teachers' time management aspect of TPAD tool and teachers' job satisfaction in public secondary schools in West Pokot Sub-County, West Pokot County.

Based on descriptive and inferential statistics the findings are in relation to the study's objectives that time management positively influenced aspect of TPAD tool on teachers' job satisfaction in public secondary schools in West Pokot Sub County. In support of these findings, Sahito and Vaisanen (2017) revealed that teachers with good time management skills had high job satisfaction as they felt that they were capable of supporting their learners, colleagues, and

educational stakeholders. Similarly, Takriti (2017) reported a statistically significant association between effective time management and job satisfaction. Conversely, inadequacies in time management lead to low job satisfaction as the affected teachers were highly likely to report having job stress (Shen et al., 2018).

#### 4.4 Influence of Teachers’ Professional Development Aspect of TPAD on Public Secondary School Teachers’ Job Satisfaction

The second objective the study established the influence of teachers’ professional development aspect of TPAD on public secondary school teachers’ job satisfaction in West Pokot Sub-County, West Pokot County. Teachers were requested to give their opinions concerning their agreement level with several statements concerning professional development and knowledge aspect of TPAD tool and Job Satisfaction. The participants was required to give their views regarding professional development and knowledge aspect of TPAD and Job Satisfaction based on a 5-point Likert scale ranging from Not Satisfied (1) to Extremely Satisfied (5). The obtained data from teachers was calculated and findings are as presented in Table 4.9

**Table 4.9: Teachers’ Responses on Professional Development aspect of TPAD Tool**

| Professional development aspect of TPAD tool    | SD |     | D  |      | UD |     | A   |      | SA |      | Mean | Std Dev |
|---|----|-----|----|------|----|-----|-----|------|----|------|------|---------|
|   | f  | %   | f  | %    | f  | %   | f   | %    | f  | %    |      |         |
| I undertake individual lesson observation.      | 3  | 2.3 | 1  | 0.9  | 8  | 5.4 | 99  | 63.1 | 44 | 28.4 | 4.14 | 0.747   |
| I prepare schemes of work for approval on time. | -  | -   | 15 | 9.9  | 12 | 8.1 | 101 | 64.4 | 27 | 17.6 | 3.90 | 0.803   |
| I prepare a lesson plan and lesson notes.       | 1  | 0.9 | 3  | 2.3  | 3  | 2.3 | 81  | 47.7 | 73 | 46.8 | 4.37 | 0.724   |
| I regularly mark learners’ exercise books.      | 3  | 3.2 | 16 | 10.4 | 3  | 2.3 | 82  | 52.3 | 50 | 32   | 4.00 | 1.022   |
| I use teaching aids.                            | 2  | 1.4 | 2  | 1.8  | 4  | 3.6 | 72  | 45.9 | 71 | 45   | 4.35 | 0.761   |
| I evaluate learners on                          | -  | -   | -  | -    | 7  | 4.5 | 48  | 30.6 | 10 | 63.5 | 4.60 | 0.577   |

|  |   |     |    |      |    |      |    |      |    |      |      |       |   |
|--|---|-----|----|------|----|------|----|------|----|------|------|-------|---|
| mastery of content.                              |   |     |    |      |    |      |    |      |    |      |      |       | 0 |
| I maintain updated records of work covered.      | 1 | 0.5 | 9  | 4.1  | 3  | 1.4  | 71 | 45.5 | 74 | 47.3 | 4.37 | 0.751 |   |
| I have updated students' progress record         | 3 | 3.2 | 18 | 12.6 | 26 | 16.7 | 86 | 55   | 17 | 11.3 | 3.59 | 0.960 |   |
| I cover the syllabus within the stipulated time. | - | -   | 21 | 14   | 25 | 15.8 | 87 | 55.9 | 22 | 14.4 | 3.71 | 0.882 |   |
| I have organized individualized learning.        | 8 | 5.4 | 25 | 16.2 | 21 | 13.5 | 73 | 46.8 | 40 | 18   | 3.56 | 1.123 |   |

Table 4.9 indicates that majority of teachers at 63.1% agreed while 28.4% strongly agreed that teachers undertake individual lesson observation influenced professional development aspect of TPAD tool, this resonated with a standard deviation of 0.747 that clustered to a mean of 4.14 rounded off to 4 that was coded as agree. Teachers prepare schemes of work for approval on time this was marked by 64.4% of majority of teachers agreed, while some teachers at 17.6% strongly agreed with the statement, this was supported by a standard deviation of 0.803 that skewed to a mean of 3.90 rounded off to 4 coded as agree during data analysis.

Further, results shows that majority of teachers at 94.5 the sum of agree and strongly agree indicated that teachers prepare a lesson plan and lesson notes, this was supported by a standard deviation of 0.724 that skewed toward a mean of 4.37 rounded off to 4 that was coded as agree. Moreover, majority of teachers at 52.3% agreed while 32% of teachers strongly agreed that teachers regularly mark learners' exercise books, this coincided with a standard deviation of 1.022 that clustered to a mean 4.00 that was coded as agree in during the analysis. In addition, the result indicated that majority of teachers at 90.5% the sum of agree and strongly agree revealed that teachers use teaching aids. This was supported by a standard deviation of 0.761 as it skewed to a mean of 4.35 rounded off to 4 as it was coded agree in the study.

Further, findings in Table 4.9 depicted majority of teachers at 94.1%, agreed that teachers evaluate learners on mastery of content, this was in relation to a standard deviation of 0.577 that clustered to a mean of 4.60 rounded off to 5 that was coded as 5 strongly agree. Moreover, teachers maintain updated records of work covered was marked by 92.8% the sum of agree and strongly agree responses shows that majority of teachers agreed with the statement, this was supported by a standard deviation of 0.751 skewed toward a means of 4.37 rounded off to 4 as it was coded agree. Additionally, majority of teachers at 55% agreed while 11.3% strongly agreed that teachers had updated students' progress record as it was illustrated by a standard deviation of 0.96 skewed to a mean of 3.59 rounded off to 4 as that was coded as agree. Teachers cover the syllabus within the stipulated time was marked by 70.3% of majority of teachers with a standard deviation of 0.882 clustered to a mean 3.71 rounded off to 4 as coded agree.

Finally, findings, in Table 4.9 indicated that majority of teachers at 64.8% revealed that teachers had organized individualized learning influenced professional development aspect of TPAD tool. This findings coincided to a standard deviation of 1.123 that skewed towards a mean of 3.56 rounded off to 4 that coded as agree during data analysis. The result in Table 4.9 revealed that majority of teachers agreed that professional development aspect of TPAD tool influenced teachers' job satisfaction in public secondary schools in West Pokot Sub County.

The study further sought information from students to provide response to influence of professional development aspect of TPAD tool on teachers' job satisfaction in public secondary schools scrutinized. This was necessary to compare findings of students to those of teachers and principals. The collected data was analyzed and results are as depicted in Table 4.10

**Table 4.10: Students' Responses on Professional Development and Knowledge**

| <b>Professional Development And Knowledge</b> | <b>SD</b> |          | <b>D</b> |          | <b>UD</b> |          | <b>A</b> |          | <b>SA</b> |          | <b>mean</b> | <b>Std Dev</b> |
|---|-----------|----------|----------|----------|-----------|----------|----------|----------|-----------|----------|-------------|----------------|
|   | <b>f</b>  | <b>%</b> | <b>f</b> | <b>%</b> | <b>f</b>  | <b>%</b> | <b>f</b> | <b>%</b> | <b>f</b>  | <b>%</b> |             |                |
| Teachers undertake lesson observation.        | 8         | 0.9      | 1        | 1.8      | 26        | 3.1      | 47       | 57.      | 29        | 36.      | 4.04        | 0.35           |
| Teachers use lesson plan and lesson notes.    | 18        | 2.2      | 6        | 8.2      | 16        | 19.      | 35       | 43.      | 21        | 26.      | 4.31        | 0.64           |



|   |    |     |   |     |    |     |    |     |    |     |      |     |
|---|----|-----|---|-----|----|-----|----|-----|----|-----|------|-----|
| Teachers mark exercise books.                     | 6  | 0.7 | 2 | 3.1 | 10 | 12. | 37 | 44. | 32 | 38. | 3.89 | 0.9 |
|   |    |     | 6 | 4   | 3  | 6   | 2  | 9   | 0  | 7   |      | 7   |
| Teachers use teaching aids.                       | 18 | 2.1 | 3 | 4.6 | 84 | 10. | 33 | 40. | 35 | 42. | 3.97 | 1.1 |
|   |    |     | 7 | 8   |    | 2   | 9  | 9   | 3  | 6   |      | 3   |
| Teachers evaluate learners on mastery of content. | 10 | 1.1 | 2 | 3.0 | 56 | 6.8 | 41 | 50. | 32 | 38. | 4.08 | 0.8 |
|   |    |     | 5 | 2   |    |     | 6  | 3   | 0  | 7   |      | 6   |
| Teachers have updated students' progress record   | 4  | -   | 1 | 2.1 | 54 | 4.1 | 44 | 54. | 30 | 36. | 4.72 | 0.0 |
|   |    |     | 8 | 7   |    | 1   | 9  | 3   | 2  | 5   |      | 3   |
| Teachers cover the syllabus on time.              | 10 | 1.2 | 2 | 2.9 | 46 | 5.5 | 42 | 51. | 32 | 41. | 4.16 | 0.3 |
|   |    |     | 1 | 4   |    | 6   | 3  | 6   | 4  | 5   |      | 5   |
| Teachers organize individualized learning.        | 6  | 0.9 | 3 | 3.7 | 56 | 6.7 | 47 | 57. | 26 | 31. | 4.05 | 0.8 |
|   |    |     | 1 |     |    | 7   | 8  | 8   | 1  | 6   |      | 1   |

Table 4.10 shows that majority of students agreed that teachers undertake lesson observation as marked by 57.9%, agreed and 36.2% strongly agreed with the statement and the findings coincided with a standard deviation of 0.35 that skewed towards a mean 4.04 as it was coded agree. Further, the result indicated that majority of students at 69.3% the sum of agree and strongly agree responses confirmed that teachers use lesson plan and lesson notes, this was supported by a standard deviation of 0.64 that clustered to a mean 4.31 rounded off to that 4 as it was coded as agree. Moreover, teachers mark exercise books was marked by 83.6% the sum of agree and strong agree responses by students with a standard deviation of 0.97 that skewed to mean 3.89 rounded off to 4 as that was coded as agree. The findings also demonstrated that 84.5% of students agreed teachers use teaching aids, this was confirmed by a standard deviation of 1.13 and a mean 3.84 rounded off to 4 to mean agree as coded in data analysis.

Further, the Table 4.10 indicated that majority of teachers evaluate learners on mastery of content as shown by 50.3% agree and 38.7% strongly agree responses by students. This was supported by a standard deviation 0.86 that skewed to a mean of 4.08 rounded off to 4 that represented agree as it was coded. In addition, the result shows that teachers have updated students' progress record as illustrated by 54.3% agree and 36.5% strongly agree responses by students with a standard deviation of 0.03 that clustered to a mean 4.72 rounded off to 5 that was

coded as strongly agree. Moreover, findings indicated that majority of students at 93.1% agreed that teachers cover the syllabus on time, this coincided with a standard deviation of 0.35 that skewed to a mean of 4.16 rounded off to 4 as coded agree. Finally, result portrays that majority of students at 89.4% the sum of agree and strongly agree responses revealed that teachers organize individualized learning, this was supported by a standard deviation of 0.81 that resonated with a mean 4.05 rounded off to 4 coded as agree during data analysis. This findings are attributed to introduction of professional development aspect of TPAD tool on teachers' job satisfaction in public secondary school in West Pokot Sub County.

The further sought information from Sub-County Director TSC, interview schedule was used. Interview schedules was used on Sub-County Director TSC because they have in-depth understanding of the professional development aspect of TPADtool and teachers' job satisfaction in public secondary schools. The sub county director was asked to give opinions on do teachers show proficiency in individualized learning programs to cater for all learners' needs following introduction of TPAD. During interview session, it emerged that teachers in schools scrutinized shown proficiency in supporting individualized learning programs to cater for all learners' need since professional development aspect of TPAD tool was introduced. The interviewee stated that *"Most teachers have maintained records of students' performance in his or her subject of specialization. Teachers have categorized students based on their abilities. Such classifications are essential in providing remedial lessons and appropriate instructional strategies that enable the 'slow learners' to understand the complex concepts."*

Second, the interviewee was asked whether the introduction of TPAD affected syllabus coverage. The respondent stated that *"Unlike in the past, teachers cover syllabus on time. In some cases, teachers complete the syllabus in the second term of form four."* Further, during interview Sub County director indicated that since the introduction of TPAD tool the syllabus coverage in was effective in public secondary schools in West Pokot Sub County. This findings concurs with those of principals, teachers and students who revealed that professional development influenced teachers' job satisfaction in public secondary schools in west Pokot Sub County.

Further, the study employed Pearson correlation analysis to determine the influence of teachers' professional development aspect of TPAD tool on public secondary schools on teachers' job

satisfaction in West Pokot Sub-County, West Pokot County. The obtained data was computed and the result are as illustrated in Table 4.11

| Correlation Analysis                   |                     | Professional Development and Knowledge | Teachers' Job Satisfaction |
|--|---------------------|--|----------------------------|
| Professional Development and Knowledge | Pearson Correlation | 1                                      | .474**                     |
|  | Sig. (2-tailed)     |  | .000                       |
|  | N                   | 123                                    | 123                        |
| Teachers' Job Satisfaction             | Pearson Correlation | .474**                                 | 1                          |
|  | Sig. (2-tailed)     | .000                                   |                            |
|  | N                   | 123                                    | 123                        |

**\*\*.** Correlation is significant at the 0.01 level (2-tailed).

**Table 4.11: Association between Professional Development and Teachers' job Satisfaction**

From Table 4.11 it was established that there exists a moderate, positive and significant association between teachers' professional development aspect of TPAD tool on public secondary schools and teachers' job satisfaction in public secondary schools in West Pokot Sub-County, West Pokot County, as shown by the coefficient of  $R=0.474$  and  $P<0.000$ . Hence, null hypothesis two that, "There is no significant relationship between teachers' professional development aspect of TPAD on public secondary school teachers' job satisfaction in West Pokot Sub-County, West Pokot County." was rejected. The study deduced a substantial

association between teachers’ professional development aspect of TPAD and teachers job satisfaction in public secondary schools in West Pokot Sub-County, West Pokot County.

In support of these findings, Wu and Ye (2017) revealed that professional development activities (e.g., collaboration with other teachers and opportunity to enhance teacher’s knowledge) is associated with high job satisfaction. Similarly, Liu (2018) established that professional development indicators, such as collaborative learning with other teachers, opportunities for active learning methods, and group work with other teachers have positive effect on teachers’ job satisfaction.

#### **4.5 Influence Teachers’ Creativity and Innovation Aspect of TPAD on Public Secondary School Teachers’ Job Satisfaction**

The third objective of study established the influence of teachers’ creativity and innovation aspect of TPAD on public secondary schools on teachers’ job satisfaction in West Pokot Sub-County, West Pokot County. Teachers were requested to give their opinions concerning their agreement level with several statements concerning the creativity and innovation aspect of TPAD and teachers’ Job Satisfaction. The participants both principals and teachers was required to give their views regarding teachers’ creativity and innovation aspect of TPAD tool and teachers’ Job Satisfaction based on a 5-point Likert scale ranging from Not Satisfied (1) to Extremely Satisfied (5). The obtained data from teachers was calculated and findings are as presented in Table 4.12

**Table 4.12: Teachers’ Responses on Creativity and Innovation aspect of TPAD Tool**

| <b>Creativity and Innovation</b>          | SD |     | D  |     | UD |     | A   |      | SA |      | Mean | Std Dev |
|---|----|-----|----|-----|----|-----|-----|------|----|------|------|---------|
|   | f  | %   | f  | %   | f  | %   | f   | %    | f  | %    |      |         |
| I prepare ICT teaching/learning materials | 4  | 2.3 | 1  | 0.9 | 8  | 5.4 | 99  | 63.1 | 44 | 28.3 | 4.04 | 0.653   |
| I integrate ICT in teaching/learning.     | -  | -   | 15 | 9.9 | 14 | 8.1 | 101 | 64.4 | 27 | 17.6 | 3.93 | 1.301   |

|  |   |     |    |      |    |      |     |      |     |      |      |       |
|--|---|-----|----|------|----|------|-----|------|-----|------|------|-------|
| I use appropriate teaching and learning aids.  | 1 | 0.9 | 4  | 2.3  | 4  | 2.3  | 106 | 47.7 | 104 | 46.8 | 4.14 | 0.724 |
| I use ICT to access educational resources.     | 5 | 3.2 | 16 | 10.4 | 4  | 2.3  | 82  | 52.3 | 50  | 32   | 4.35 | 0.126 |
| Use of ICT stimulate students' interest.       | 2 | 1.4 | 3  | 1.8  | 6  | 3.6  | 72  | 45.9 | 76  | 45   | 4.18 | 0.761 |
| I encourage students to use ICT.               | - | -   | -  | -    | 7  | 4.5  | 48  | 30.6 | 100 | 63.5 | 4.69 | 0.077 |
| Internet connection is needed for ICT use.     | 1 | 0.5 | 6  | 4.1  | 2  | 1.4  | 71  | 45.5 | 67  | 47.3 | 4.27 | 0.751 |
| ICT-based trainings improve my competency.     | 5 | 3.2 | 20 | 12.6 | 26 | 16.7 | 86  | 55   | 18  | 11.3 | 3.59 | 0.960 |
| Provision of ICT facilities improves teaching. | - | -   | 22 | 14   | 24 | 15.8 | 87  | 55.9 | 23  | 14.4 | 3.71 | 0.882 |
| Social media is a crucial ICT component.       | 8 | 5.4 | 25 | 16.2 | 21 | 13.5 | 73  | 46.8 | 28  | 18   | 3.87 | 0.973 |

Table 4.13 portrays that majority teachers prepare ICT teaching/learning material as shown by 63.1% agree and 28.3% strongly agreed responses by teachers that resonated with a standard deviation of 0.653 that skewed towards a mean of 4 .04 rounded off to 4 to represent agree. Further, findings shows that majority of teachers at 81.7% the sum of agree and strongly agree responses revealed that teachers integrate ICT in teaching/learning, this was supported by a standard deviation of 1.301 that skewed towards a mean 3.93 rounded off to 4 as coded agree. Moreover, teachers use appropriate teaching and learning aids was marked by a 47.7% agree and 46.8 strongly agree responses by teachers with SD 0.724 and a mean of 4.14 rounded off to 4 as coded agree during data analysis.

Further, teachers use of ICT stimulate students' interest was marked by 45.9% agree and 45% responses by teachers with mean 4.18 and standard deviation of 0.761. findings also indicated that majority of teachers encourage students to use ICT as shown by 94.1% the sum of agree and strongly agree responses by teacher this was coincided by a standard deviation of 0.077 that clustered to a mean 4.69 rounded of to 5 as coded strongly agree. Internet connection is needed

for ICT use was marked by 45.5% agree and 47.3% strongly agree responses by teachers at mean 4.27 that was denote 4 to mean agree in this analysis.

The result demonstrates that ICT-based trainings improve teachers competency as shown by 55% agree and 11.3% strongly agree responses by teachers, this was matched a standard deviation of 0.960 and a mean 3.59 rounded off to 4 that was coded agree in this analysis. Further, result revealed that provision of ICT facilities improves teaching was illustrated by 55.9% agree and 14.4 strongly agree with a standard deviation and a mean 3.71 rounded off to 4 represented agree. This findings implies that creativity and innovation aspect of TPAD tool positively influenced teachers' job satisfaction in public secondary schools in West Pokot Sub County.

Finally, findings demonstrated that social media is a crucial ICT component with majority of teachers at 64.8% the sum of agree and strongly agree responses by teachers was supported by a standard deviation of 0.973 that skewed toward a mean of 3.87 rounded off to 4 that represented agree this analysis.

Further, the study sought information from the students regarding teachers' creativity and innovation aspect of TPAD tool on teachers' job satisfaction. This was aimed to compare teachers' responses with students' responses. The obtained information was analyzed and findings as depicted in Table 4.13.

**Table 4.13: Students' Responses on Creativity and Innovation aspect of TPAD Tool**

| Creativity and innovation aspect of TPAD tool | SD |     | D  |     | UD  |      | A   |      | SA  |      | Mean | Std Dev |
|---|----|-----|----|-----|-----|------|-----|------|-----|------|------|---------|
|   | f  | %   | f  | %   | f   | %    | f   | %    | f   | %    |      |         |
| Teachers prepare ICT materials                | 8  | 0.9 | 15 | 1.8 | 26  | 3.1  | 479 | 57.9 | 299 | 36.2 | 4.04 | 0.35    |
| Teachers integrate ICT in teaching/learning.  | 18 | 2.2 | 68 | 8.2 | 164 | 19.8 | 358 | 43.3 | 219 | 26.5 | 4.31 | 0.64    |
| Teachers use teaching and learning aids.      | 6  | 0.7 | 26 | 3.1 | 103 | 12.6 | 372 | 44.9 | 320 | 38.7 | 3.89 | 0.97    |

|  |    |     |    |     |     |      |     |      |     |      |      |      |
|--|----|-----|----|-----|-----|------|-----|------|-----|------|------|------|
| Teachers use ICT to access resources.            | 18 | 2.2 | 38 | 4.6 | 84  | 10.2 | 339 | 40.9 | 353 | 42.6 | 3.97 | 1.13 |
| Teachers use of ICT stimulate students' interest | 10 | 1.1 | 25 | 3.0 | 56  | 6.8  | 416 | 50.3 | 320 | 38.7 | 4.08 | 0.86 |
| Teachers encourage students to use ICT.          | 4  | -   | 18 | 2.2 | 54  | 4.11 | 449 | 54.3 | 302 | 36.5 | 4.72 | 0.03 |
| Teachers use Internet connection in teaching.    | 10 | 1.2 | 24 | 2.9 | 46  | 5.56 | 423 | 51.6 | 324 | 41.5 | 4.16 | 0.35 |
| ICT-based trainings improve my competency.       | 6  | 0.9 | 31 | 3.7 | 56  | 6.77 | 478 | 57.8 | 261 | 31.6 | 4.05 | 0.81 |
| Provision of ICT facilities improves teaching.   | 8  | 0.9 | 15 | 1.8 | 26  | 3.1  | 479 | 57.9 | 299 | 36.2 | 4.04 | 0.35 |
| Social media is a crucial ICT component.         | 18 | 2.2 | 68 | 8.2 | 164 | 19.8 | 358 | 43.3 | 219 | 26.5 | 4.31 | 0.64 |

Table 4.14 shows that majority of students revealed that teachers prepare ICT materials as shown by 84.1% the sum of agree and strongly agree responses with a standard deviation of 0.35 that skewed to a mean of 4.04 rounded off to 4 as coded agree. Moreover, the result indicated that teachers integrate ICT in teaching/learning as illustrated by 43.3% agree and 26.5% strongly agree responses by students, this was supported by a mean 4.31 and standard deviation of 0.64.

Additionally, majority of students at 83.6 the sum of agree and strongly agree responses revealed that teachers use teaching and learning aids, this coincided to a standard deviation of 0.97 that clustered to a mean of 3.89 rounded off to 4 as it was coded agree during data analysis. Teachers use ICT to access resources was marked by 40.9% agree and 42.6% of students strongly agreed with the statement, this was supported by SD 1.13 mean 3.97. Further, students indicated that

teachers use of ICT stimulate students' interest as shown by 50.3% agree and 38.7% strongly agree responses, this matched with a mean 4.08 and SD of 0.86. Majority of students revealed that teachers encourage students to use ICT as illustrated by 54.3% while 36.5% strongly agreed with the statement, this was supported by a mean of 4.72 and SD of 0.03.

In addition, Table 4.14 also demonstrated that teachers use internet connection in teaching as marked by 51.6% and 41.5% strongly agree responses by students, this resonated with a mean of 4.16 and SD of 0.35. Further, result shows that ICT-based trainings improve students by competency as shown by 57.8% agree and 31.6% strongly agree responses by students, this was supported by a standard deviation of 0.81 that clustered to a mean of 4.05 rounded off to 4 that was coded as agree. Provision of ICT facilities improves teaching was demonstrated by 94.1% the sum of agree and strongly agree responses by students as it was supported a standard deviation of 0.35 that skewed toward a mean 4.04 rounded off to 4 as it coded agree. Finally, result shows that majority of students at 69.8% agreed that social media is a crucial ICT component, this corresponded to a standard deviation of 0.64 that clustered to a mean of 4.31 rounded off to 4 as represented agree during data analysis. This students' findings concur to findings of teachers that creativity and innovation aspect of TPAD tool positively influenced teachers' job satisfaction.

Further, the study collected data from Sub-County Director TSC, interview schedule was used. Interview schedule was used on Sub-County Director TSC because they have in-depth understanding of creativity and innovation aspect of the TPAD tool and teachers' job satisfaction in public secondary schools in West Pokot Sub County. During interview Sub County director was asked to give views on how had teachers' demonstrated improved knowledge of ICT following introduction of TPAD. In the interviews Sub County director had this to say while pointing to his smartphone;

*“The introduction of TPAD tool in particular creativity and innovation aspect it was evident that the teachers' demonstrated improved knowledge of ICT by using smart phone and laptops in preparing lesson aids using contemporary technology that enable learners to comprehend complex topics in schools.”*

Further, the interviewee revealed that;



*“Before the introduction of TPAD, most teachers had low technological self-efficacy. However, the introduction of TPAD made teachers embrace technology in pedagogy.” This implies that TPAD has a positive influence on creativity and innovation.”*

In addition, during the interview sub county director indicated that to a large extent teachers delivered content using ICT since the introduction of creativity and innovation aspect of TPAD tool on teachers’ job satisfaction in public secondary schools in West Pokot Sub County. The Sub-County Director stated that;

*“Currently, majority of the teachers use smartphones, laptops, and projectors in content delivery.”* Therefore, TPAD has had a positive impact on creativity and innovation this findings from interview corresponded with the result of teachers and students that creativity and innovation aspect of TPAD tool positively influenced teachers’ job satisfaction in West Pokot Sub County.

Further inferential analysis was conducted whereby Pearson correlation analysis was utilized to determine the relationship between teachers’ creativity and innovation aspect of TPAD tool and public secondary schools teachers’ job satisfaction in West Pokot Sub-County, West Pokot County. The attained data was summarized and findings are as presented in Table 4.14

**Table 4.14: The relationship between Creativity and Innovation and Teachers’ Job Satisfaction**

| Correlation Analysis       |                     | Creativity and Innovation | Teachers’ Job Satisfaction |
|----------------------------|---------------------|---------------------------|----------------------------|
|                            | Pearson Correlation | 1                         | .622**                     |
| Creativity and Innovation  | Sig. (2-tailed)     |                           | .000                       |
|                            | N                   | 123                       | 123                        |
|                            | Pearson Correlation | .622**                    | 1                          |
| Teachers’ Job Satisfaction | Sig. (2-tailed)     | .000                      |                            |
|                            | N                   | 123                       | 123                        |

**\*\*.** Correlation is significant at the 0.01 level (2-tailed).

From Table 4.14 it was established that there exists a moderate, positive and significant relationship between teachers’ creativity and innovation aspect of TPAD tool and public

secondary school teachers' job satisfaction in West Pokot Sub-County, West Pokot County, as shown by a coefficient of  $R=0.622$  and  $P<0.000$ . Hence, null hypothesis that, "There is no significant relationship between teachers' creativity and innovation aspect of TPAD on public secondary school teachers' job satisfaction in West Pokot Sub-County, West Pokot County" was rejected, and the study deduced that there exists a substantial relationship between teachers' creativity and innovation aspect of TPAD on public secondary school teachers' job satisfaction in West Pokot Sub-County, West Pokot County. This findings was attributed to introduction and implementation of TPAD tool in public secondary schools in West Pokot Sub County.

This findings concur to these findings, Sahito and Vaisanen (2017) revealed that teachers' ICT skills influence their job satisfaction rates. These skills included use of software, installation of software, creating accounts, use of internet, use of hardware instruments, and use of window programs. Similarly, Ounis (2016) established that all the teachers derived their professional satisfaction from the use of technology in teaching.

#### **4.6. Influence of Teachers' Promotion of Co-Curricular Activities Aspect of TPAD on Public Secondary School Teachers' Job Satisfaction**

The fourth objective study established the influence of teachers' promotion of co-curricular activities aspect of TPAD tool on public secondary school teachers' job satisfaction in West Pokot Sub-County, West Pokot County. Teachers were requested to give their opinions concerning their agreement level with several statements about the promotion of co-curricular activities aspect of TPAD and Job Satisfaction. The participants both principals and teachers was required to give their responses regarding teachers' promotion of co-curricular activities aspect of TPAD tool and teachers' Job Satisfaction based on a 5-point Likert scale ranging from Not Satisfied (1) to Extremely Satisfied (5). The scores on all the statements were summed to get a composite score on the promotion of co-curricular activities. The obtained data from teachers was calculated and findings are as presented in Table 4.15

**Table 4.15: Teachers' Responses on Promotion of Co-curricular activities Aspect of TPAD Tool**

| Promotion of co-curricular activities aspect of TPAD | SD |   | D |   | UD |   | A |   | SA |   | Mean | Std Dev |
|--|----|---|---|---|----|---|---|---|----|---|------|---------|
|  | F  | % | F | % | F  | % | F | % | F  | % |      |         |

|   |   |     |    |      |    |      |    |      |    |      |      |       |
|---|---|-----|----|------|----|------|----|------|----|------|------|-------|
| Co-curricular is a crucial aspect of education.     | 8 | 5.1 | 1  | 0.9  | 8  | 5.4  | 96 | 61.1 | 44 | 28.0 | 4.84 | 0.447 |
| I identify and nurture learners' talents.           | 3 | 1.9 | 15 | 9.9  | 12 | 8.1  | 10 | 66.9 | 27 | 17.2 | 3.90 | 1.103 |
| I identify and nurture learners' talents.           | 1 | 0.9 | 3  | 2.3  | 3  | 2.3  | 81 | 47.7 | 73 | 46.8 | 4.78 | 0.324 |
| I coach students in co-curricular activity.         | 3 | 3.2 | 16 | 10.4 | 3  | 2.3  | 82 | 52.3 | 50 | 32   | 4.00 | 0.092 |
| I officiate co-curricular activities.               | 2 | 1.4 | 2  | 1.8  | 4  | 3.6  | 72 | 45.9 | 71 | 45   | 4.35 | 0.161 |
| Students reach sub-county level in co-curricular.   | 3 | 1.9 | 6  | 3.8  | 9  | 5.7  | 50 | 31.8 | 10 | 65.6 | 4.60 | 0.577 |
| I maintain records on learner's co-curricular.      | 1 | 0.5 | 9  | 4.1  | 3  | 1.4  | 71 | 45.5 | 74 | 47.3 | 4.37 | 0.751 |
| I have approved co-curricular schedules/lists.      | 3 | 3.2 | 18 | 12.6 | 26 | 16.7 | 86 | 55   | 17 | 11.3 | 3.59 | 0.960 |
| I have received award in co-curricular activities   | - | -   | 21 | 14   | 25 | 15.8 | 87 | 55.9 | 22 | 14.4 | 3.71 | 0.882 |
| I have attended trainings in co-curricular activity | 8 | 5.4 | 25 | 16.2 | 21 | 13.5 | 73 | 46.8 | 40 | 18   | 3.56 | 1.123 |
| I train students in co-curricular activities.       | 3 | 2.3 | 1  | 0.9  | 8  | 5.4  | 99 | 63.1 | 44 | 28.4 | 4.14 | 0.747 |

From Table 4.15 portrays that majority of teachers at 61.1% agreed while 28.0% strongly agreed that Co-curricular is a crucial aspect of education, this resonated to mean of 4.84 and a SD of 0.447. Moreover, it was revealed that teachers identify and nurture learners' talents as majority of teachers at 66.9% agreed while 17.2% strongly agreed with the statement. This was supported

by a mean of 3.90 and SD of 1.103. In addition, result shows that teachers coach students in co-curricular activity as shown by 52.3% agree and 32% strongly agree responses with a mean 4.00 supported by a SD of 0.092.

Findings, shows that teachers officiate co-curricular activities as illustrated by 45.9% agree and 45% strongly agree responses by teachers that coincided to a mean of 4.35 and a SD of 0.161. Majority of teachers at 97.4% the sum of agree and strongly agree responses noted that students reach sub-county level in co-curricular, this resonated with a mean of 4.60 and a SD of 0.577. Teachers maintain records on learners co-curricular was marked by 45.5% agree and 47.3% strongly agree responses by teachers with a mean of 4.37 and SD of 0.751. Further, the findings shows that teachers had approved co-curricular schedules/lists as shown by 86% agree and 11.3% strongly agree as it was supported by a mean 3.59 and SD of 0.960. Moreover, majority of teachers at 70.3% affirmed that teacher had received award in co-curricular activities, this resonated to a mean of 3.71 and a standard deviation 0.882.

Additionally, the results shows that teacher had attended trainings in co-curricular activity was illustrated by a 46.8 % agree and 18% strongly agree responses, this was supported by a mean 3.56 and a SD of 1.123. Finally, the findings revealed that majority of teachers trained students in co-curricular activities as marked by 63.1% agree and 28.4 strongly agree responses by teachers. This coincided with a standard deviation of 0.747 that clustered to a mean of 4.14 rounded off to 4 that was coded as agree during data analysis. This implies teachers' promotion to co-curricular activities aspect of TPAD tool and teachers' job satisfaction in public secondary schools.

Further, the study sought information from students on teachers' promotion co-curricular activities aspect of TPAD tool on teachers' job satisfaction. This was necessary because it enabled the researcher to compare result of students to that of teachers on influence of teachers' promotion co-curricular activities on public secondary school teachers' job satisfaction in West Pokot Sub County. The students was required to give their responses regarding teachers' promotion of co-curricular activities aspect of TPAD tool and teachers' Job Satisfaction based on a 5-point Likert scale ranging from Not Satisfied (1) to Extremely Satisfied (5). The scores on all the statements were summed to get a composite score on the promotion of co-curricular activities. The obtained data from students was calculated and findings are as presented in Table 4.16

**Table 4.16: Students' Responses on Teachers' Promotion of Co-curricular Activities aspect of TPAD tool**

| Promotion of Co-Curricular Activities                | SD |      | D  |      | UD  |      | A   |      | SA  |      | Mean | Std Dev |
|--|----|------|----|------|-----|------|-----|------|-----|------|------|---------|
|  | f  | %    | f  | %    | f   | %    | f   | %    | f   | %    |      |         |
| Co-curricular is a crucial aspect of education.      | 8  | 0.9  | 15 | 1.8  | 26  | 3.1  | 479 | 57.9 | 299 | 36.2 | 4.04 | 0.35    |
| Teachers identify and nurture learners' talents.     | 18 | 2.2  | 68 | 8.2  | 164 | 19.8 | 358 | 43.3 | 219 | 26.5 | 4.31 | 0.64    |
| Teachers coach students in co-curricular activity.   | 6  | 0.7  | 26 | 3.14 | 103 | 12.6 | 372 | 44.9 | 320 | 38.7 | 3.89 | 0.97    |
| Teachers officiate co-curricular activities.         | 18 | 2.17 | 38 | 4.6  | 84  | 10.2 | 339 | 40.9 | 353 | 42.6 | 3.97 | 1.13    |
| Teachers help students reach sub-county level.       | 10 | 1.1  | 25 | 3.02 | 56  | 6.8  | 416 | 50.3 | 320 | 38.7 | 4.08 | 0.86    |
| Teachers have records on learner's co-curricular.    | 4  | -    | 18 | 2.17 | 54  | 4.11 | 449 | 54.3 | 302 | 36.5 | 4.72 | 0.03    |
| Teachers have d co-curricular schedules/lists.       | 10 | 1.21 | 24 | 2.9  | 46  | 5.56 | 423 | 51.6 | 324 | 41.5 | 4.16 | 0.35    |
| Teachers have award in co-curricular activities.     | 6  | 0.9  | 31 | 3.7  | 56  | 6.77 | 478 | 57.8 | 261 | 31.6 | 4.05 | 0.81    |
| Teachers train students in co-curricular activities. | 8  | 0.9  | 15 | 1.8  | 26  | 3.1  | 479 | 57.9 | 299 | 36.2 | 4.04 | 0.35    |

From Table 4.17 it was revealed that majority of students at 94.1% the sum of agree and strongly agreed that Co-curricular is a crucial aspect of education, this was supported by a means 4.04 and a SD of 0.35. Teachers identify and nurture learners' talents was marked by 43.3% agree and 26.5% strongly agree responses by students, this echoed a mean of 4.31 and a SD of 0.64. Moreover, majority of students at 83.6% the sum of agree and strongly agreed that teachers coach students in co-curricular activity, this resonated with a mean of 3.89 and SD 0.97. In addition, results indicated that teachers officiate co-curricular activities as shown by

40.9% agree and 42.6% strongly agree responses by students was confirmed by a mean 3.97 and a SD 1.13

Further, the findings shows that teachers helped students reach sub-county level as identified by a 50.3% agree and 38.7% strongly agree, this was supported by a mean 4.08 and a SD 0.86. Majority of students at 90.8% teachers have records on learners co-curricular. This corresponded to a mean of 4.72 and SD of 0.03. Teachers do co-curricular schedules/lists was marked by 51.6% agree and 41.5% strongly agree responses by students, this corresponded to a mean 4.16 and SD of 0.35. Moreover, majority of students at 89.4% the sum of agree and strongly agree responses by students confirmed that teachers had award in co-curricular activities, this was supported by a mean 4.05 and standard deviation of 0.81. Finally, the result shows teachers train students in co-curricular activities was 57.9% and 36.2 % mean 4.04 SD 0.35.

Further, the study collected data from Sub-County Director TSC, interview schedule was used. Interview schedules was used on Sub-County Director TSC because they have in-depth understanding of teachers' promotion co-curricular activities aspect of the TPAD tool on teachers' job satisfaction in public secondary schools in West Pokot Sub County. During interview, sub county director was asked to indicate the extent had teachers shown proficiency in identification and nurturing of learners' talents in co-curriculum activity following introduction of TPAD. In the interviews, it emerged that

*“Most of the teachers are in the frontline in helping the students to discover their talent. This is manifested through an upsurge in the number of schools that participate in various co-curricular activities.”*

This revealed that teachers had shown proficiency in identification and nurturing of learners' talents in co-curriculum activities in term of involving learners in nurturing talents of learners that was crucial to education sector in public secondary schools.

Additionally, sub county director pointed out that teachers' maintenance of approved co-curricular schedules and membership lists influenced of TPAD tool on teachers' job satisfaction in public secondary schools in West Pokot Sub County. The interviewee stated that

*“Most teachers maintain approved records of students' participation in games, sports, and music.”*

Therefore, TPAD has had a positive impact on co-curricular activities and this findings of Sub County director are in relation to teachers’ and students result that teachers’ promotion co-curricular activities aspect of TPAD positively influenced teachers job satisfaction in public secondary schools in West Pokot sub county.

Further, the study sought information from teachers and principals on teachers’ job satisfaction, this was aimed to achieve teachers’ views on whether introduction of TPAD tool influenced teachers’ job satisfaction in public secondary schools in West Pokot SubCounty. Therefore, the participants both principals and teachers was required to give their responses regarding teachers’ Job Satisfaction based on a 5-point Likert scale ranging from Not Satisfied (1) to Extremely Satisfied (5). The scores on all the statements were summed to get a composite score on the promotion of co-curricular activities. The obtained data from teachers was calculated and findings are as presented in Table 4.17

**Table 4.17: Teachers’ Responses on Teachers’ Job Satisfaction**

| Teachers’ Job Satisfaction                         | SD |      | D  |      | UD |      | A   |      | SA |      | Mean | Std Dev. |
|--|----|------|----|------|----|------|-----|------|----|------|------|----------|
|  | f  | %    | f  | %    | f  | %    | f   | %    | f  | %    |      |          |
| Being able to keep busy all the time.              | 3  | 1.9  | 10 | 6.4  | 3  | 1.9  | 83  | 52.9 | 62 | 43.9 | 4.01 | 0.941    |
| The chance to work alone on the job.               | 35 | 22.3 | 34 | 21.7 | 52 | 33.1 | 69  | 43.9 | 62 | 39.5 | 3.73 | 1.036    |
| A chance to do different things from time to time. | 2  | 1.3  | 17 | 10.8 | 12 | 7.6  | 103 | 65.6 | 64 | 40.7 | 4.65 | 0.051    |
| The chance to be “somebody” in the community.      | 4  | 2.5  | 6  | 3.8  | 10 | 6.4  | 89  | 56.7 | 54 | 34.4 | 4.12 | 0.653    |
| The way my boss handles his/her workers.           | 5  | 3.2  | 4  | 2.5  | 32 | 20.3 | 76  | 48.4 | 58 | 36.9 | 3.56 | 1.214    |
| The competence of my supervisor.                   | 1  | 0.6  | 3  | 1.9  | 21 | 13.4 | 97  | 61.8 | 45 | 28.9 | 4.71 | 0.043    |
| Doing things that are not against my conscience.   | 10 | 0.6  | 2  | 1.3  | 3  | 1.9  | 65  | 41.4 | 72 | 45.8 | 3.69 | 1.054    |

|   |    |     |    |     |    |      |     |      |    |      |      |       |
|---|----|-----|----|-----|----|------|-----|------|----|------|------|-------|
| My job provides for steady employment.          | 6  | 3.8 | 4  | 2.5 | 32 | 20.4 | 100 | 63.7 | 54 | 34.5 | 4.45 | 0.875 |
| The chance to do things for other people.       | 2  | 1.3 | 3  | 1.9 | 15 | 9.6  | 76  | 48.4 | 68 | 43.3 | 3.89 | 1.225 |
| The chance to tell people what to do.           | 8  | 5.1 | 4  | 2.5 | 4  | 2.5  | 89  | 56.7 | 52 | 33.1 | 4.03 | 0.762 |
| A chance to utilize my abilities.               | 2  | 1.3 | 6  | 3.8 | 23 | 14.6 | 103 | 65.6 | 61 | 38.9 | 4.52 | 0.054 |
| The way company policies are put into practice. | 5  | 3.2 | 5  | 3.2 | 13 | 8.3  | 87  | 55.4 | 76 | 48.4 | 4.00 | 0.873 |
| My pay and the amount of work I do.             | 6  | 3.8 | 10 | 6.3 | 34 | 21.7 | 79  | 50.3 | 83 | 52.9 | 3.99 | 1.035 |
| The chances for advancement on this job.        | 5  | 3.2 | 9  | 5.7 | 26 | 16.6 | 87  | 55.4 | 69 | 43.9 | 4.02 | 0.763 |
| The freedom to use my own judgment.             | 3  | 1.9 | 4  | 2.5 | 34 | 21.7 | 94  | 59.9 | 52 | 33.1 | 4.06 | 0.874 |
| A chance to try my own methods of doing things. | 3  | 1.9 | 6  | 3.8 | 7  | 4.5  | 95  | 60.5 | 74 | 47.1 | 4.32 | 0.564 |
| The working conditions.                         | 10 | 6.4 | 4  | 2.5 | 10 | 6.4  | 87  | 55.4 | 62 | 39.5 | 4.05 | 0.774 |
| Getting along with my co-workers.               | 5  | 3.2 | 10 | 6.3 | 23 | 14.6 | 98  | 62.4 | 56 | 35.7 | 4.18 | 0.741 |
| The praise I get for doing a good job.          | 12 | 7.6 | 15 | 9.6 | 20 | 12.7 | 90  | 57.3 | 74 | 47.1 | 4.09 | 0.653 |

Table 4.18 indicated that majority of teachers at 96.8% agreed teachers are kept busy all the time, and this was evident by a mean 4.01 and a SD of 0.94. The chance to work alone on the job was illustrated by a 43.9% agree and 39.5% strongly agree responses by teacher, this was affirmed by a mean 3.73 and SD of 1.036. Majority of teachers at 96.3% chance to do different things from time to time. This is was supposed by a mean of 4.65 and SD of 0.051. Majority of teachers at 91.1% the sum of agree and strongly agree responses by teachers indicated that the chance to be “somebody” in the community corresponded to a mean of 4.12 and SD of 0.653. The way my boss



handles his/her workers was marked by 48.4% agree and 36.9 strongly agree responses by teachers, coincided with a mean of 3.56 and SD of 1.214. In addition, some teachers agreed that the competence of my supervisor was evident at 61.8% agree and 28.9% strongly agreed with the statement. This result was supported by mean of 4.71 and SD of 0.043. Further, findings indicated that teachers do things that are not against their conscience was identified by 41.4% agree and 45.8% strongly coincided by a mean of 3.69 and a SD of 1.054.

Additionally, majority of teachers at 98.2% the sum of agree and strongly agree responses affirmed that their job provides for steady employment this corresponded to a mean 4.45 and a SD of 0.875. Further, results shows that the chance to do things for other people was marked by 48.4% agree and 43.3% strongly agree this responses resonated with a mean 3.89 and a SD of 1.225. The chance to tell people what to do was satisfied at 56.7% agree and 33.1% strongly satisfied teachers. This corresponded to a mean of 4.03 and a SD of 0.762. In addition, result confirmed that a chance to utilize their abilities was marked by 65.6% agreed and 38.9 strongly satisfied as affirmed by a mean 4.52 and a SD of 0.054.

The findings also demonstrated that majority of teachers the way company policies are put into practice are 55.4% satisfied and 48.4 % strongly satisfied teachers with a mean 4.00 and a SD of 0.873. Teachers pay and the amount of work they do was satisfying at 50.3% and 32.9% strongly satisfied with a mean of 3.99 and SD of 1.035. Majority of teachers indicated that the chances for advancement on this job was satisfying at 55.4% and 43.9% strongly satisfied as it shown by a mean 4.02 and SD of 0.763. Further, the freedom to use my own judgment satisfied teachers by 59.9% and 33.1% strongly satisfied, this resonate with a mean of 4.06 and SD of 0.874. A chance to try their own methods of doing things satisfied at 60.5% and 37.1% strongly satisfied with a mean of 4.32 and SD of 0.564. Majority of teachers indicated that the working conditions satisfied at 55.4% while 39.5% strongly satisfied, this corresponded to a mean 4.05 that was supported by SD of 0.774. Getting along with their co-workers satisfied at 62.4% and strongly satisfied at 35.7%, this coincided mean of 4.18 and a SD of 0.741. Finally, majority of teachers indicated that the praise they get for doing a good job satisfied at 57.3% and strongly satisfied at 47.1% this was supported by standard deviation 0.653 that skewed towards a mean of 4.09 rounded off to 4 as it was coded by agree. This findings revealed that majority of teachers are satisfied with their job in schools scrutinized. This was highly attributed to the introduction of

TPAD tool in public schools. Further, this result confirmed that introduction of TPAD tool positively, influenced teachers job satisfaction in public secondary school in West Pokot Sub County.

Further, the study applied inferential analysis and Pearson correlation analysis was utilized to determine association between teachers' promotion of co-curricular activities aspect of TPAD and public secondary school teachers' job satisfaction in West Pokot Sub-County, West Pokot County. The obtained information was computed and the findings areas illustrated in Table 4.19

**Table 4.18: The Association between Promotion of Co-curricular activities and Teachers' Job satisfaction Correlation Analysis**

| Correlation Analysis                  |                     | Promotion of Co-Curricular Activities | Teachers' Job Satisfaction |
|---------------------------------------|---------------------|---------------------------------------|----------------------------|
| Promotion Of Co-Curricular Activities | Pearson Correlation | 1                                     | .709**                     |
|                                       | Sig. (2-tailed)     |                                       | .000                       |
|                                       | N                   | 123                                   | 123                        |
|                                       | Pearson Correlation | .709**                                | 1                          |
| Teachers' Job Satisfaction            | Sig. (2-tailed)     | .000                                  |                            |
|                                       | N                   | 123                                   | 123                        |

**\*\*.** Correlation is significant at the 0.01 level (2-tailed).

From Table 4.19 it was established that there exists a strong, positive and significant association between teachers' promotion of co-curricular activities aspect of TPAD on public secondary school and teachers' job satisfaction in West Pokot Sub-County, West Pokot County, as shown by the coefficient of  $R=0.709$  and  $P<0.000$ . Hence, null hypothesis that, "There is no significant relationship between teachers' promotion of co-curricular activities aspect of TPAD on public secondary school teachers' job satisfaction in West Pokot Sub-County, West Pokot County" was rejected. The study deduced a substantial association between teachers' promotion of co-curricular activities aspect of TPAD on public secondary school teachers' job satisfaction in West Pokot Sub-County, West Pokot County.

This findings corresponded to Moran (2017) who established that teachers' involvement in the supervision of extra-curricular activities has a significant and positive influence on teachers' job satisfaction for those teachers involved in coaching and advising learners on these activities. Similarly, Song and Alpaslan (2015) noted that the presence of extra-curricular support for teachers have a positive impact on teachers' job satisfaction. Conversely, Song and Alpaslan (2015) reported that schools' support for extra-curricular activities does not significantly predict the levels of teachers' job satisfaction

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATION**

#### **5.1 Introduction**

This chapter discusses the main findings, conclusion and recommendations as per the objectives and past empirical studies. The study sought to establish the influence of teachers' time management aspect of TPAD tool on teachers' job satisfaction in public secondary schools in West Pokot Sub-County, West Pokot County; teachers' professional development aspect of TPAD on public secondary school teachers' job satisfaction in West Pokot Sub-County, West Pokot County; teachers' creativity and innovation aspect of TPAD on public secondary school teachers' job satisfaction in West Pokot Sub-County, West Pokot County; and teachers' promotion of co-curricular activities aspect of TPAD on public secondary school teachers' job satisfaction in West Pokot Sub-County, West Pokot County.

#### **5.2 The Main findings of the Study**

The study was summarized its main findings in relation to the study's objective by linking the findings with literature. This was necessary because the study was able to relate or deviate its main findings with reviewed related literature. The main findings are presented in the following subheadings.

##### **5.2.1 The influence of teachers' time management aspect of TPAD tool on teachers' job satisfaction in public secondary schools in West Pokot Sub-County**

In this study, the researcher found a moderate, positive and significant association between teachers' professional development aspect of TPAD on public secondary school teachers' job satisfaction in West Pokot Sub-County, West Pokot County. This implies that teachers who are effective in time management are highly likely to have high job satisfaction. In support of these findings, Sahito and Vaisanen (2017) revealed that teachers with good time management skills had high job satisfaction as they felt that they were capable of supporting their learners, colleagues, and educational stakeholders. Similarly, Takriti (2017) reported a statistically significant association between effective time management and job satisfaction. Conversely,

inadequacies in time management lead to low job satisfaction as the affected teachers were highly likely to report having job stress (Shen et al., 2018).

### **5.2.2 To establish the influence of teachers' professional development aspect of TPAD on public secondary school teachers' job satisfaction in West Pokot Sub-County, West Pokot County.**

The study found a moderate, positive and significant association between teachers' professional development aspect of TPAD on public secondary school teachers' job satisfaction in West Pokot Sub-County, West Pokot County. This means that teachers who have undergone professional development are highly likely to have high job satisfaction. In support of these findings, Wu and Ye (2017) revealed that professional development activities (e.g., collaboration with other teachers and opportunity to enhance teacher's knowledge) is associated with high job satisfaction. Similarly, Liu (2018) established that professional development indicators, such as collaborative learning with other teachers, opportunities for active learning methods, and group work with other teachers have positive effect on teachers' job satisfaction.

### **5.2.3 To establish the influence teachers' creativity and innovation aspect of TPAD on public secondary school teachers' job satisfaction in West Pokot Sub-County, West Pokot County.**

The study found a moderate, positive and significant association between teachers' creativity and innovation aspect of TPAD on public secondary school teachers' job satisfaction in West Pokot Sub-County, West Pokot County. This means that teachers who are creative and innovative (e.g., those who use ICT tools) are highly likely to have high job satisfaction. In support of these findings, Sahito and Vaisanen (2017) revealed that teachers' ICT skills influence their job satisfaction rates. These skills included use of software, installation of software, creating accounts, use of internet, use of hardware instruments, and use of window programs. Similarly, Ounis (2016) established that all the teachers derived their professional satisfaction from the use of technology in teaching.

### **5.2.4 To establish the influence of teachers' promotion of co-curricular activities aspect of TPAD on public secondary school teachers' job satisfaction**

The study found a strong, positive and significant association between teachers' promotion of co-curricular activities aspect of TPAD on public secondary school teachers' job satisfaction in West Pokot Sub-County, West Pokot County. This means that teachers who participate in co-curricular activities are highly likely to have high job satisfaction. In support of these findings, Moran (2017) reported that teachers' involvement in the supervision of extra-curricular activities has a significant and positive influence on teachers' job satisfaction for those teachers involved in coaching and advising learners on these activities. Similarly, Song and Alpaslan (2015) noted that the presence of extra-curricular support for teachers have a positive impact on teachers' job satisfaction. Conversely, Song and Alpaslan (2015) reported that schools' support for extra-curricular activities does not significantly predict the levels of teachers' job satisfaction.

### **5.3 Conclusion of the Study**

Based on findings the study it was concluded that there exist a moderate, positive and significant association between teachers' professional development aspect of TPAD on public secondary school teachers' job satisfaction in West Pokot Sub-County, West Pokot County. This was shown by the coefficient of  $R=0.590$  and  $P<0.000$ . Hence, the findings of the study contradicts a null hypothesis that there is no significant relationship between teachers' time management aspect of TPAD tool and teachers' job satisfaction in public secondary schools in West Pokot Sub-County, West Pokot was rejected. This implies that teachers who are effective in time management are highly likely to have high job satisfaction

The study also concluded that there exists a moderate, positive and significant association between teachers' professional development aspect of TPAD on public secondary school teachers' job satisfaction in West Pokot Sub-County, West Pokot County. This was shown by the coefficient of  $R=0.474$  and  $P<0.000$ . Hence, null hypothesis that, "There is no significant relationship between teachers' professional development aspect of TPAD on public secondary school teachers' job satisfaction in West Pokot Sub-County, West Pokot County." was rejected. This means that teachers who have undergone professional development are highly likely to have high job satisfaction.

Further, the study concluded that there exists a moderate, positive and significant association between teachers' creativity and innovation aspect of TPAD on public secondary school teachers' job satisfaction in West Pokot Sub-County, West Pokot County. This was shown by a

coefficient of  $R=0.622$  and  $P<0.000$ . Hence, null hypothesis that, “There is no significant relationship between teachers’ creativity and innovation aspect of TPAD on public secondary school teachers’ job satisfaction in West Pokot Sub-County, West Pokot County” was rejected. This inferred that teachers who are creative and innovative (e.g., those who use ICT tools) are highly likely to have high job satisfaction.

Finally, the study concluded that there exists a strong, positive and significant association between teachers’ promotion of co-curricular activities aspect of TPAD on public secondary school teachers’ job satisfaction in West Pokot Sub-County, West Pokot County. This was shown by the coefficient of  $R=0.709$  and  $P<0.000$ . Hence, null hypothesis that, “There is no significant relationship between teachers’ promotion of co-curricular activities aspect of TPAD on public secondary school teachers’ job satisfaction in West Pokot Sub-County, West Pokot County” was rejected. This inferred that teachers who participate in co-curricular activities are highly likely to have high job satisfaction.

#### **5.4 Recommendation of the Study**

Based on findings the study made the following recommendations;

- i) The Ministry of Education and other stakeholders involved need to ensure that TPAD tool in particular teachers’ time management in public secondary schools is effectively implemented through constant visitations by Sub County directors and other educational officers to public secondary schools in West Pokot Sub County.
- ii) The study also recommends that Ministry of Education and other stakeholders concern implement professional development tool for effective teacher’s job satisfaction in public secondary schools in West Pokot Sub County.
- iii) The further the study recommends that Ministry of education and other stakeholders ensure there is provision of creativity and innovation in particular ICT technology to be incorporated in public secondary schools in West Pokot Sub County.
- iv) Finally, the study recommends that Ministry of Education and others stakeholders to promote co-curricular activities by physically and financially supporting co-curricular activities such as sport, music in order to nurture talents of learners and teachers’ job satisfaction in public secondary schools.

## **5.5 Suggestions of the Study**

Based on findings, the study suggest further studies to be carried out in affluent areas;

- i) The study suggests that a similar study to be conducted in private secondary schools in order to do a comparison with outcomes to establish whether TPAD tool influences teachers' job satisfaction in private secondary schools in West Pokot Sub County
- ii) The further, suggest that a similar study to be carried out in other part of theCountry in public secondary schools to compare the outcome with public secondary schools in West Pokot Sub County.
- iii) The study finally, suggest that research to be done to establish whether there other aspect of TPAD tool that influences teachers' job satisfaction in public secondary schools in west Pokot Sub County.



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## **APPENDICES**

### **APPENDIX 1: LETTER OF INTRODUCTION**

March 21, 2021

To Whom it may concern

Dear Sir/Madam

#### **RE: LETTER OF INTRODUCTION**

Academic Research Titled: Influence of Teachers PA on Job Satisfaction of Public Secondary Schools' Teachers in West Pokot County, Kenya

I am a Masters of Educational Administration student at the University of Nairobi conducting an academic research on the above subject. Secondary school Teachers, Principals, Sub-County Quality Assurance Officer, and Sub-County Director TSC in West Pokot Sub-County have been identified as respondents for the study. I am therefore requesting for your support and cooperation in answering questions honestly and completely. Please note that the information given was treated with confidentiality and privacy.

Seroney Chepkemai Maurine

Reg. No. E55/85242/2016

**APPENDIX II: QUESTIONNAIRE FOR TEACHERS AND PRINCIPALS**

You are kindly required to respond to their items in the questionnaire with the highest degree of honesty. Do not write your name anywhere in the questionnaires outside the questionnaire can be discussed with the researcher at personal level. This questionnaire is strictly meant for the study; therefore please feel free to respond since your identity was treated as confidential.

**SECTION A: BACKGROUND INFORMATION**

Please tick the appropriate answer

1. What is your age bracket?

Below 30 years  31-40 years  41-50 years  51-60years

2. What is gender Male  Female

3. Indicate your highest qualification

P1  Diploma  BED  Postgraduate  Masters

Other specify .....

4. Indicate your work experience.

Less than 5years  6-10 years  11-15 years  16-20 years  21 years and above

5. Indicate your position.

Teacher  Head Teacher

**SECTION B**

**Instructions**

Indicate the extent to which you agree with the following statements. Whereby 5= Extremely Satisfied; 4= Very Satisfied; 3= Satisfied; 2= Somewhat Satisfied; 1= Not Satisfied

| 1   | TIME MANAGEMENT SKILLS                      | 5 | 4 | 3 | 2 | 1 |
|-----|---|---|---|---|---|---|
| i.  | I have maintained punctuality in reporting. |   |   |   |   |   |
| ii. | I attend lessons on time.                   |   |   |   |   |   |

|       |  |   |   |   |   |   |
|-------|--|---|---|---|---|---|
| iii.  | I prepare professional records on time.          |   |   |   |   |   |
| iv.   | I participate in all school programs.            |   |   |   |   |   |
| v.    | I have ensured that all lessons are taught.      |   |   |   |   |   |
| vi.   | I set exams on time.                             |   |   |   |   |   |
| vii.  | I mark all exams on time.                        |   |   |   |   |   |
| viii. | After marking, I give feedback on time.          |   |   |   |   |   |
| ix.   | I recover all the lessons missed.                |   |   |   |   |   |
| x.    | I attend all staff meetings.                     |   |   |   |   |   |
| 2     | PROFESSIONAL DEVELOPMENT AND KNOWLEDGE           | 5 | 4 | 3 | 2 | 1 |
| i.    | I undertake individual lesson observation.       |   |   |   |   |   |
| ii.   | I prepare schemes of work for approval on time.  |   |   |   |   |   |
| iii.  | I prepare a lesson plan and lesson notes.        |   |   |   |   |   |
| iv.   | I regularly mark learners' exercise books.       |   |   |   |   |   |
| v.    | I use teaching aids.                             |   |   |   |   |   |
| vi.   | I evaluate learners on mastery of content.       |   |   |   |   |   |
| vii.  | I maintain updated records of work covered.      |   |   |   |   |   |
| viii. | I have updated students' progress record         |   |   |   |   |   |
| ix.   | I cover the syllabus within the stipulated time. |   |   |   |   |   |
| x.    | I have organized individualized learning.        |   |   |   |   |   |
| 3     | CREATIVITY AND INNOVATION                        |   |   |   |   |   |
|       | In the past year:                                | 5 | 4 | 3 | 2 | 1 |
| i.    | I prepare ICT teaching/learning materials        |   |   |   |   |   |
| ii.   | I integrate ICT in teaching/learning.            |   |   |   |   |   |
| iii.  | I use appropriate teaching and learning aids.    |   |   |   |   |   |
| iv.   | I use ICT to access educational resources.       |   |   |   |   |   |
| v.    | Use of ICT stimulate students' interest.         |   |   |   |   |   |
| vi.   | I encourage students to use ICT.                 |   |   |   |   |   |
| vii.  | Internet connection is needed for ICT use.       |   |   |   |   |   |
| viii. | ICT-based trainings improve my competency.       |   |   |   |   |   |



|       |  |   |   |   |   |   |
|-------|--|---|---|---|---|---|
| ix.   | Provision of ICT facilities improves teaching.               |   |   |   |   |   |
| x.    | Social media is a crucial ICT component.                     |   |   |   |   |   |
| 4     | PROMOTION OF CO-CURRICULAR ACTIVITIES                        | 5 | 4 | 3 | 2 | 1 |
| i.    | Co-curricular is a crucial aspect of education.              |   |   |   |   |   |
| ii.   | I identify and nurture learners' talents.                    |   |   |   |   |   |
| iii.  | I coach students inco-curricular activity.                   |   |   |   |   |   |
| iv.   | I officiate co-curricular activities.                        |   |   |   |   |   |
| v.    | Students reach sub-county level in co-curricular.            |   |   |   |   |   |
| vi.   | I maintain records on learner's co-curricular.               |   |   |   |   |   |
| vii.  | I have approved co-curricular schedules/lists.               |   |   |   |   |   |
| viii. | I have received award in co-curricular activities.           |   |   |   |   |   |
| ix.   | I have attended trainings in co-curricular activity.         |   |   |   |   |   |
| x.    | I train students in co-curricular activities.                |   |   |   |   |   |
| 5.    | TEACHERS' JOB SATISFACTION                                   |   |   |   |   |   |
|       | Ask yourself: How satisfied am I with this aspect of my job? | 5 | 4 | 3 | 2 | 1 |
| i.    | Being able to keep busy all the time.                        |   |   |   |   |   |
| ii.   | The chance to work alone on the job.                         |   |   |   |   |   |
| iii.  | A chance to do different things from time to time.           |   |   |   |   |   |
| iv.   | The chance to be "somebody" in the community.                |   |   |   |   |   |
| v.    | The way my boss handles his/her workers.                     |   |   |   |   |   |
| vi.   | The competence of my supervisor.                             |   |   |   |   |   |
| vii.  | Doing things that are not against my conscience.             |   |   |   |   |   |
| viii. | My job provides for steady employment.                       |   |   |   |   |   |
| ix.   | The chance to do things for other people.                    |   |   |   |   |   |
| x.    | The chance to tell people what to do.                        |   |   |   |   |   |

|        |   |  |  |  |  |  |
|--------|---|--|--|--|--|--|
| xi.    | A chance to utilize my abilities.               |  |  |  |  |  |
| xii.   | The way company policies are put into practice. |  |  |  |  |  |
| xiii.  | My pay and the amount of work I do.             |  |  |  |  |  |
| xiv.   | The chances for advancement on this job.        |  |  |  |  |  |
| xv.    | The freedom to use my own judgment.             |  |  |  |  |  |
| xvi.   | A chance to try my own methods of doing things. |  |  |  |  |  |
| xvii.  | The working conditions.                         |  |  |  |  |  |
| xviii. | Getting along with my co-workers.               |  |  |  |  |  |
| xix.   | The praise I get for doing a good job.          |  |  |  |  |  |

Thank you for your participation

### APPENDIX III: QUESTIONNAIRE FOR STUDENTS

#### SECTION A: BACKGROUND INFORMATION

Please tick the appropriate answer

1. What is your age bracket?

Below 30 years [ ] 31-40 years [ ] 41-50 years [ ] 51-60years [ ]

2. What is gender Male [ ] Female [ ]

#### Section B

Indicate the extent to which you agree with the following statements. Whereby 5= Extremely Satisfied; 4= Very Satisfied; 3= Satisfied; 2= Somewhat Satisfied; 1= Not Satisfied

| 1     | <b>TIME MANAGEMENT SKILLS</b>                  | 5 | 4 | 3 | 2 | 1 |
|-------|--|---|---|---|---|---|
| i.    | Teachers maintain punctuality in reporting.    |   |   |   |   |   |
| ii.   | Teachers attend lessons on time.               |   |   |   |   |   |
| iii   | Teachers participate in all school programs.   |   |   |   |   |   |
| iv.   | Teachers teach all lessons.                    |   |   |   |   |   |
| v.    | Teachers set exams on time.                    |   |   |   |   |   |
| vi.   | Teachers mark all exams on time.               |   |   |   |   |   |
| vii.  | After marking, teachers give feedback on time. |   |   |   |   |   |
| viii. | Teachers recover all the lessons missed.       |   |   |   |   |   |
| 2     | <b>PROFESSIONAL DEVELOPMENT AND KNOWLEDGE</b>  | 5 | 4 | 3 | 2 | 1 |
| i     | Teachers undertake lesson observation.         |   |   |   |   |   |
| ii    | Teachers use lesson plan and lesson notes.     |   |   |   |   |   |
| iii   | Teachers mark exercise books.                  |   |   |   |   |   |

|       |  |   |   |   |   |   |
|-------|--|---|---|---|---|---|
| iv    | Teachers use teaching aids.                        |   |   |   |   |   |
| v     | Teachers evaluate learners on mastery of content.  |   |   |   |   |   |
| vi    | Teachers have updated students' progress record    |   |   |   |   |   |
| vii   | Teachers cover the syllabus on time.               |   |   |   |   |   |
| viii  | Teachers organize individualized learning.         |   |   |   |   |   |
| 3     | <b>CREATIVITY AND INNOVATION</b>                   |   |   |   |   |   |
|       | In the past year:                                  | 5 | 4 | 3 | 2 | 1 |
| i.    | Teachers prepare ICT materials                     |   |   |   |   |   |
| ii.   | Teachers integrate ICT in teaching/learning.       |   |   |   |   |   |
| iii.  | Teachers use teaching and learning aids.           |   |   |   |   |   |
| iv.   | Teachers use ICT to access resources.              |   |   |   |   |   |
| v.    | Teachers use of ICT stimulate students' interest.  |   |   |   |   |   |
| vi.   | Teachers encourage students to use ICT.            |   |   |   |   |   |
| vii.  | Teachers use Internet connection in teaching.      |   |   |   |   |   |
| viii. | ICT-based trainings improve my competency.         |   |   |   |   |   |
| ix.   | Provision of ICT facilities improves teaching.     |   |   |   |   |   |
| x.    | Social media is a crucial ICT component.           |   |   |   |   |   |
| 4     | <b>PROMOTION OF CO-CURRICULAR ACTIVITIES</b>       | 5 | 4 | 3 | 2 | 1 |
| i.    | Co-curricular is a crucial aspect of education.    |   |   |   |   |   |
| ii.   | Teachers identify and nurture learners' talents.   |   |   |   |   |   |
| iii.  | Teachers coach students in co-curricular activity. |   |   |   |   |   |
| iv.   | Teachers officiate co-curricular activities.       |   |   |   |   |   |
| v.    | Teachers help students reach sub-county level.     |   |   |   |   |   |
| vi.   | Teachers have records on learner's co-curricular.  |   |   |   |   |   |
| vii.  | Teachers have d co-curricular schedules/lists.     |   |   |   |   |   |
| viii. | Teachers have award in co-curricular activities.   |   |   |   |   |   |

|    |  |  |  |  |  |  |
|----|--|--|--|--|--|--|
| x. | Teachers train students in co-curricular activities. |  |  |  |  |  |
|----|--|--|--|--|--|--|

Thank you for your participation

#### **APPENDIX IV: INTERVIEW SCHEDULE FOR TSC SUB-COUNTY DIRECTOR**

This study is aimed at exploring various aspects of TPAD. Your honest response to the interview questions was highly appreciated. All the provided information was kept confidential and only used for the purpose of the study.

##### **Time Management**

How has punctuality in reporting for duty and lesson attendance been affected following the introduction of TPAD?

What has been the influence of TPAD tool on teachers' presence and timely preparation of professional records?

##### **Professional Development**

How do teachers show proficiency in individualized learning programs to cater for all learners' needs following introduction of TPAD?

How has the introduction of TPAD affected syllabus coverage?

##### **Creativity and Innovation**

How have teachers demonstrated improved knowledge of ICT following introduction of TPAD?

What is the extent to which teachers go to deliver content using ICT?

##### **Promotion of Co-Curricular Activities**

To what extent have teachers shown proficiency in identification and nurturing of learners’ talents in co-curriculum activity following introduction of TPAD?

What has been the influence of TPAD on teachers’ maintenance of approved co-curricular schedules and membership lists?

**Job Satisfaction**

| 5.     | Teachers’ Job Satisfaction   |   |   |   |   |   |
|--------|--|---|---|---|---|---|
|        | Ask yourself: How satisfied are teachers with this aspect of my job? | 5 | 4 | 3 | 2 | 1 |
| i.     | Being able to keep busy all the time.                                |   |   |   |   |   |
| ii.    | The chance to work alone on the job.                                 |   |   |   |   |   |
| iii.   | A chance to do different things from time to time.                   |   |   |   |   |   |
| iv.    | The chance to be “somebody” in the community.                        |   |   |   |   |   |
| v.     | The way my boss handles his/her workers.                             |   |   |   |   |   |
| vi.    | The competence of my supervisor.                                     |   |   |   |   |   |
| vii.   | Doing things that are not against my conscience.                     |   |   |   |   |   |
| viii.  | My job provides for steady employment.                               |   |   |   |   |   |
| ix.    | The chance to do things for other people.                            |   |   |   |   |   |
| x.     | The chance to tell people what to do.                                |   |   |   |   |   |
| xi.    | A chance to utilize my abilities.                                    |   |   |   |   |   |
| xii.   | The way company policies are put into practice.                      |   |   |   |   |   |
| xiii.  | My pay and the amount of work I do.                                  |   |   |   |   |   |
| xiv.   | The chances for advancement on this job.                             |   |   |   |   |   |
| xv.    | The freedom to use my own judgment.                                  |   |   |   |   |   |
| xvi.   | A chance to try my own methods of doing things.                      |   |   |   |   |   |
| xvii.  | The working conditions.  |   |   |   |   |   |
| xviii. | Getting along with my co-workers.                                    |   |   |   |   |   |

|      |  |  |  |  |  |  |
|------|--|--|--|--|--|--|
| xix. | The praise I get for doing a good job. |  |  |  |  |  |
|------|--|--|--|--|--|--|

Thank you for your participation

### APPENDIX V: THE BUDGET

#### BUDGET SUMMARY FOR THE COURSE.

| PARTICULARS                       | UNIT COST(KSH) | QUANTITY/DURATION                           | TOTAL COST    |
|-----------------------------------|----------------|---|---------------|
| Printing of questionnaires        | 10             | 300 copies                                  | 3,000         |
| Flush disks/CDs                   | 950            | 2   | 1900          |
| Data/Internet                     | 2,000          | 15GB  | 2,000         |
| Monthly stipend                   | 8,000          | 6   | 48,000        |
| Typing and printing of proposals  | 5              | 80 pages (7 copies)                         | 2800          |
| Transport and Data Collection     |                |   | 7000          |
| Printing of first draft           | 10             | 80 pages (7 copies)                         | 5,600         |
| Printing of second draft          | 10             | 80 pages (7 copies)                         | 5,600         |
| Printing final copies and binding | 10             | 80 pages (7 copies) binding<br>500 per copy | 9100          |
| <b>TOTAL</b>                      |                |   | <b>85,000</b> |





## APPENDIX VI: WORK PLAN

| ACTIVITY   | Dec.<br>2020 | Jan.<br>2021 | February<br>2021 | March<br>2021 | June<br>2021 | August<br>2021 | October<br>2021 | December<br>2021 |
|--|--------------|--------------|------------------|---------------|--------------|----------------|-----------------|------------------|
| Presentation of concept paper                          |              |              |                  |               |              |                |                 |                  |
| Prepare & submit project proposal                      |              |              |                  |               |              |                |                 |                  |
| Receive comments by supervisor                         |              |              |                  |               |              |                |                 |                  |
| Incorporation of comments                              |              |              |                  |               |              |                |                 |                  |
| Resubmission of proposal & clearance by supervisor     |              |              |                  |               |              |                |                 |                  |
| Data collection, Processing, Analysis & Report writing |              |              |                  |               |              |                |                 |                  |
| Feedback & Clearance                                   |              |              |                  |               |              |                |                 |                  |
| Graduation   |              |              |                  |               |              |                |                 |                  |

# INFLUENCE OF TEACHERS PERFORMANCE APPRAISAL ON JOB SATISFACTION OF PUBLIC SECONDARY SCHOOLS' TEACHERS IN WEST POKOT COUNTY, KENYA

*by Seroney Chepkemoi Maurine Chepkemoi Maurine*

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