

**INFLUENCE OF PERFORMANCE APPRAISAL CRITERIA ON JOB  
SATISFACTION AMONG PUBLIC SECONDARY SCHOOL  
TEACHERS IN NANDI CENTRAL SUB-COUNTY, NANDI, KENYA**

**BY**

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Policy and Curriculum Studies in Partial Fulfilment of the Requirements for the Award  
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## DECLARATION

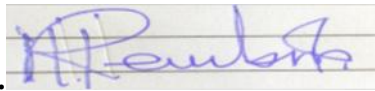
The research project is my original work and has not been presented for a degree in any  
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## **DEDICATION**

I dedicate this research project to my loving mum Consolata Too for her great support financially, emotionally and for constantly encouraging me.

To my children Dylan, Daniella and Dahlia who have been my source of inspiration and giving me the strength when I thought of giving up.

Lastly, to my siblings for your endless love, support and encouragement throughout my study.

Their moral support was instrumental in enabling me to successfully complete the project.

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## **ABBREVIATIONS AND ACRONYMS**

<b>ICT</b>	Information Communication and Technology
<b>MOE</b>	Ministry of Education
<b>NACOSTI</b>	National Commission for Science, Technology and Innovation
<b>OECD</b>	Organization for Economic Cooperation and Development
<b>SPSS</b>	Statistical Packages for Social Sciences
<b>TPAD</b>	Teacher Performance Appraisal and Development
<b>TSC</b>	Teachers Service Commission

## ABSTRACT

This study sought to determine the influence of teacher performance appraisal and Job promotion criteria on job satisfaction among teachers in public secondary schools in Nandi Central Sub-County. The objectives of the study included: to determine the influence of professional knowledge and application criterion on job satisfaction; to establish the influence of professional development criterion on job satisfaction; to determine the influence of innovation and creativity criterion on job satisfaction; and to examine the influence of time management criterion on job satisfaction among teachers in public secondary schools in Nandi Central Sub-County. This study was grounded on the Herzberg- Two Factor Theory and Expectancy theory. A descriptive study design was adopted. Stratified and simple random sampling techniques used to select 149 regular teachers; 15 senior teachers; 15 deputy principals; and principals from a target population of 300 teachers; 30 senior teachers; 30 deputy principals and principals. The Statistical Package for Social Sciences was used to conduct data analysis to generate descriptive and inferential statistics. Qualitative data were analysed using content analysis. Results of the Regression analysis established that performance appraisal and development job promotion criteria account for 44.5% variation in teachers' job satisfaction. Results of correlation analysis established that professional knowledge and application criterion has a strong positive and statistically significant correlation with teachers' job satisfaction ( $r=0.633$ ;  $p\text{-value}=0.000<0.05$ ). Professional development criterion has a strong positive and statistically significant correlation with job satisfaction ( $r=0.691$ ;  $p\text{-value}=0.000<0.05$ ). Innovation and creativity criterion has a strong positive and statistically significant correlation with job satisfaction ( $r=0.543$ ;  $p\text{-value}=0.000<0.05$ ). Time management has a strong positive and statistically significant correlation on job satisfaction ( $r=0.567$ ;  $p\text{-value}=0.000<0.05$ ). Therefore, this study recommends that: Teachers Service Commission increases the salary, benefits and allowances paid to teachers to enhance their satisfaction and commitment to the teaching profession; and organizes workshops/seminars that enhance teachers' professional development. Teachers in public in Nandi Central enrol in professional development courses and undertake training in basic ICT courses to enhance their ICT competency and their ability to integrate ICT in teaching duties. The administration of public secondary schools in Nandi Central procures sufficient ICT facilities required by teachers for integrating ICT in performance of their teaching duties.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the Study

The invaluable and fundamental role played by teachers in imparting knowledge to students and moulding future generations makes it extremely important to ensure that teachers' contentment with their jobs is optimized for improved educational outcomes (Gayatri & Kumar, 2020). Teachers who are contented with their jobs demonstrate high levels of commitment to their job and less prone to leaving the profession (Blomeke *et al.*, 2017); feel better and are less susceptible to stress and burnouts; and are more likely to put more efforts in enhancing their professional competence and teaching skills/styles (Özkan & Akgenc, 2022). This translates to enhanced ability to provided higher instructional quality and better learning support to students (Toporova *et al.*, 2020). Additionally, evidence suggests that students of teachers who are contented with their jobs also feel better which enhances students' wellbeing and learning abilities (Özkan & Akgenc, 2022). Contrary teachers who are not contended with their jobs are less committed to their job; have high absenteeism; turnover and attrition rates; and reduced ability to provide quality instructions to learners (Gayatri & Kumar, 2020). Therefore, the influential role of job satisfaction on teachers' abilities to impart knowledge to students makes it imperative that teachers' contentment with their jobs is maximized for improved educational outcomes.

Performance appraisal is one of the key factors that significantly determine teachers' level of contentment with their jobs. Studies have shown that teachers show high levels of job satisfaction when they are involved in identifying criteria against whatthey will be assessed; formulating the appraisal tools; determining the performance goals that they are required to achieve; if there is clarity of how the teachers performance is rated; and if they trust the

supervisors'/appraisers' competency to objectively assess the quality of their work (Deneire *et al.*, 2017; Agyare, 2016). This positively influences teachers' perceptions of the appraisal process as being an objective, transparent and fair assessment that reflects the actual performance and of quality of their work resulting in high levels of contentment with their jobs. Teachers demonstrate high levels of contentment with their jobs when the appraisal systems identify training and development needs and accords teachers opportunities for professional development; if the appraisals are linked to career progression; job promotion and pay rise (Kampkötter, 2017; Agyare, 2016). Teachers are also contented with their jobs when the appraisal provides valuable feedback that recognizes teachers' strengths and enable teachers to improve weakness in their pedagogical practices by enrolling in professional development programs (Shikokoti *et al.*, 2021; Kampkötter, 2017; Agyare, 2016). According to Kingi and Kwanja (2021) participation in professional development programs increases chances of career progression by enhancing teachers' competency and ability to perform their jobs more effectively. This results in better appraisal scores which increase chance of job promotion and career progression.

Performance appraisal has been adopted in different education system across the globe with varying outcomes on teachers' satisfaction with their jobs. In 2009 all district schools in the USA were required to develop a comprehensive appraisal system to be used for evaluating 1 teachers for professional development, promotion, retention and certification (US Department of Education, 2009). Koedel *et al.*, (2017) evaluation of the impact of the appraisal system on job satisfaction of teachers in public schools in Tennessee revealed that teachers who receive higher ratings such as "significantly above expectations" demonstrate high levels of satisfaction with teaching and teachers positive perceptions of the appraisal rating as being effective results in more satisfaction with their jobs. Deneire *et al.*, (2017) examination of

characteristics of appraisal system that influence job satisfaction among secondary school teacher in Flanders, Belgium found out that teachers' perceptions of appraisal feedback as a fair assessment of their work; reflection of the quality of their work and contribution to their professional development have a significantly high probability of experiencing an increase in job satisfaction.

The annual confidential report was used to assess teachers' performance in Pakistan and other countries like India and Sri Lanka. This system of appraisal led to high levels of dissatisfaction among teachers who viewed the system as lacking transparency; biased and unfair reflection of their actual performance (Qasim & Ansari, 2016). Consequently, the appraisal was revised in Pakistan to identify teachers' professional and personal strengths. Nadeem *et al.*, (2020) assessment of the effectiveness of the new appraisal system has shown that lack of consultation with teachers has resulted in high levels of dissatisfaction among teachers who view the process as lacking transparency. This has negatively affected their motivation to work. Further, reluctance among school principals to learn the new techniques of appraisal has resulted in unfair assessment that does not reflect the actual performance of teachers. As a result, appraisals are undertaken simply for purposes of compliance and routine duty. As such, outcome of the appraisal systems has led dissatisfaction among teachers.

Studies conducted across several African countries have shown that teachers performance appraisal have inherent weaknesses that adversely affect teachers contentment with their jobs. Marey and Hesham (2020) study of the teacher appraisal in Egypt revealed that overwhelming managerial responsibilities of principals prevented them from effectively appraising teachers resulting in shallow feedback that had little guidance on how they can enhance their professional development. Evaluation of perceived effectiveness of teachers'

performance appraisal system in Ethiopia by Mirado (2019) has revealed that teachers were not involved in the developing the appraisal criteria; and the school principals were not skilled on how to use the online appraisal system appraise teachers. Consequently, teachers lost confidence in the ability of the principals to provide a fair and objective assessment that reflects on the actual quality of their work. Similarly in South Africa teachers resisted the appraisal system (Mpungose & Ngwenya, 2014).

The Teacher Performance Appraisal and Development (TPAD) appraisal system was rolled out in Kenya in 2016 to enhance quality of the appraisal process and improve the standards and quality of education. The system is a departure from the conventional confidential appraisal systems which demotivated teachers due to lack of involvement (Midimo, 2017). The TPAD system is a highly interactive and participatory process in which teachers and their appraisers hold appraisal target setting meetings; share an understanding of competency areas to be assessed, performance targets and deadlines as per the school TPAD calendar. Continuous self-assessment appraisal is undertaken through the term by the teacher based on achievement of targets and professional teaching standards. Self-appraisal accords teachers opportunities to identify their professional strength, performance gaps and areas of improvement for professional development (TSC, 2021). Results of the appraisal system guide TSC in vetting teachers for job promotion.

TPAD system assess teachers based on seven (7) teaching standards/criterion including professional knowledge and application; time management; innovation and creativity in teaching; learner protection, safety, discipline and teacher conduct; promotion of co-curricular activities; and collaboration with parents/ guardians and stakeholders. The TSC (2021) study on the impact of the TPAD appraisal system revealed that teachers focused their attention on certain teaching standards that they perceived to be adding value to their teaching

profession According to the report, standards that received more focus and attention from teachers include professional knowledge and application; time management; innovation and creativity; and learner protection safety and discipline. However, promotion of co-curricular activities and collaboration with parents lagged behind.

Teachers focus on these criteria can be attributed to their contribution to professional development and career progression. According to Kingi and Kwanya (2021) participation in professional training programs enhance the ability of teachers to perform their jobs more effectively by equipping them with competency and ability to deliver quality instructions to learners. Improved teacher performance in turn leads to better appraisal scores which increase chances of job promotion and career progression. Kingi (2022), on the other hand observes teachers' professional training is instrumental in enhancing teachers' ability to apply professional knowledge in teaching. Professional training equips teachers with skills in creating lesson plans and schemes of work; pedagogical skills; mastery of the subject that they teach; capacity to develop teaching aids and instructional materials and evaluate performance of learners. Therefore such teachers are able to apply professional knowledge in performance of their duties resulting in higher scores on appraisal based on their ability to apply professional knowledge. This increases chances of job promotion and career progression.

An evaluation of the TPAD system by the Teachers Service Commission (2021) revealed that TPAD has enhanced teacher's competency as more teachers now have the ability to conduct self-evaluation promptly, identify gaps in their professional competency and work towards addressing the identified gaps. Teachers' knowledge in ICT and integration in teaching has improved; and teachers ability to prepare lesson plans; schemes of work and lesson notes in accordance with the syllabus has improved to a great extent. The report also indicated that



absenteeism has been minimized; teacher's punctuality and class attendance has improved resulting in adequate syllabus coverage on time and lesson time lost is recovered through make-up lessons. Similarly, Owuor and Jonyo, (2017) investigation of performance management among public secondary schools in Kenya found out that TPAD has enhanced teachers' time management as there have been reduced cases of teachers' absenteeism and lesson attendance had improved. The report further indicated that majority of teachers are now able to adequately prepare before going to class and maintain up to date professional records; and TPAD had enhanced provision of feedback (TSC, 2021). This implies that appraisal has resulted in improvement in professional knowledge and application; time management; professional development and innovation and creativity.

However, studies conducted in the country have painted a contradictory picture to these findings. An investigation of the influence of principals' appraisal on job satisfaction among teachers in public Secondary schools in Kakamega by Shikokot *et al.*, (2021) found out that 66.7% of principals felt that TPAD had negatively influenced their job satisfaction as they faced resistance and lack of cooperation from teachers who were not adequately inducted on the appraisal system. The teachers felt that their jobs were at risk because of the appraisal. Examination of the influence of teachers' appraisal by Kagema and Irungu (2018) revealed that teachers had a negative attitude towards the TPAD appraisal system as a result of the demerits accruing out of the system. The study found out that 63.6% of secondary schools teachers from Kirinyaga and Muranga counties felt that teacher appraisals are unfavourable to teachers as it lacks a mainstreaming policy on promotions, transfers and awarding teachers. Therefore, teachers view the appraisal process only as a formality and unnecessary.

A study by Owuonda *et al.*, (2020) in Homabay County found negative attitude among 75.5% of public secondary schools' teachers who feared that they could be dismissed if the appraisal

outcomes revealed that they underperformed; and 91.6% of the principals felt that teachers performance appraisal were unnecessary wasteful of their time as they was no reward attached to the process. This is further exacerbated by the limited knowledge of appraisers and appraises tainting the credibility of the process. An assessment of the effectiveness of the TPAD tool by Khatete and Macharia (2020) in Nyandarua revealed that the TPAD tool subject teachers to high expectations causing them to filling the appraisal that do not reflect their actual performance to please the appraisers. The contradictory findings therefore call for an investigation to establish if the TPAD system has enhanced teachers' job satisfaction or if it has resulted in dissatisfaction among teachers. It is on this basis that this sought to determine the influence of TPAD and job promotion criteria on teachers' job satisfaction.

## **1.2 Statement of the Problem**

Teachers' job satisfaction significantly influences their ability to effectively impart knowledge and mould students (Blomeke *et al.*, 2017; Özkan & Akgenc, 2022). Therefore, it is extremely important to ensure that teachers are motivated and contented with their jobs for improved educational outcomes (Gayatri & Kumar, 2020; Toporova *et al.*, 2020). Teachers are contented with their jobs when they perceive the appraisal process to be an objective and fair assessment that reflects the actual performance and of quality of their work (Deneire *et al.*, 2017; Agyare, 2016); when the appraisal systems leads to professional development; is linked to career progression; (Kampkötter, 2017; Agyare, 2016); and provide guidance on how to improve on weaknesses in their teaching practices (Shikokoti *et al.*, 2021). However, studies conducted in the country have revealed negative perceptions of secondary school teachers towards the performance appraisal which may profoundly affect teachers' job satisfaction and the future of students who depend on the teachers to acquire knowledge.

According to Shikokot *et al.*, (2021) principals lack of cooperation from teachers who feel that their jobs are at risk because of the appraisal system. Teachers perceive the appraisal process as unnecessary as it lacks a mainstreaming policy on promotions and rewarding teachers (Kagema & Irungu, 2018); teachers fear that performance appraisal may lead to their dismissal and perceived it as unnecessary wasteful of their time as the appraisal did not reward teachers who excelled (Owuonda *et al.*, 2020). Further, TPAD subjects teachers to high expectations resulting in outcomes that please their employers rather than their actual performance (Khatete and Macharia (2020). Negative perception towards the appraisal process increases level of discontentment among teachers with adverse outcomes on education as teachers who are not contented with their jobs are less committed to their job and have reduced ability to provide quality instructions to learners.

Further Shikokot *et al.*, (2021) established dissatisfaction among principals and teachers in secondary schools as a result of negative perception of the appraisal process. Similarly, Wasike (2017) found out low levels of job satisfaction among majority of teachers in public day secondary schools in Nairobi County. Whereas the TSC (2021) study contradicted findings on teachers' negative perceptions of the appraisal process, the study did not determine teachers' contentment with their jobs. The contradictory findings therefore necessitated a study to seek clarity on the influence of performance appraisal on job satisfaction among teachers and make recommendations that may inform policy reforms aimed at optimizing teachers' job satisfaction for improved education outcomes. Additionally, there was no empirical study that has been conducted in Nandi Central Sub County where the current study sought to determine influence of performance appraisal on teacher's job satisfaction.

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

The general objective of the study was to determine the influence of Teacher Performance Appraisal and Job promotion Criteria on Job Satisfaction among teachers in public secondary schools in Nandi Central Sub-County.

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

The researcher focused on the following specific objectives:

- i. To determine the influence of professional knowledge criterion on job satisfaction among teachers in public day secondary schools in Nandi Central Sub-County.
- ii. To establish the influence of professional development criterion on job satisfaction among teachers in public day secondary schools in Nandi Central Sub-County
- iii. To determine the influence of innovation criterion on job satisfaction among teachers in public day secondary schools in Nandi Central Sub-County.
- iv. To examine the influence of time management criterion on job satisfaction among teachers in public day secondary schools in Nandi Central Sub-County.

### **1.5 Research questions**

- i. Does professional knowledge criterion influence job satisfaction among teachers in public day secondary schools in Nandi Central Sub-County?
- ii. Does professional development criterion influence job satisfaction among teachers in public day secondary schools in Nandi Central Sub-County?
- iii. What influence of innovation criterion influence job satisfaction among teachers in public day secondary schools in Nandi Central Sub-County?
- iv. What effect does time management criterion has on job satisfaction among teachers in public day secondary schools in Nandi Central Sub-County?

## **1.6 Significance of the Study**

The study findings may be useful to the Ministry of Education and Teachers Service Commission in terms of informing policy reforms aimed at enhancing levels of teachers' satisfaction with their jobs. The study provided information on teachers' contentment with various aspects of their jobs such as job security, pay, working conditions, career progression and commitment to the teaching profession which may inform TSC human resource strategies aimed at enhancing teachers' satisfaction with their jobs. This study also provided insights into various criteria/aspects of teachers' performance appraisal and how these aspects influence levels of job satisfaction among teachers in secondary schools. This information can be used by policy makers in the ministry and TSC for purposes of restructuring the TPAD process to optimize teachers' satisfaction with their jobs.

Secondary school teachers are also expected to benefit from this study through recommendations made to the TSC which if adopted may inform strategies aimed at improving terms and conditions of work to enhance teachers' satisfaction with their jobs. Secondary schools in Nandi Central Sub County may also benefit from this study through enhancement of teachers' job satisfaction which enhances teachers' ability to effectively impart knowledge and mould students in the schools.

It is also hoped that this study may be beneficial to future scholars through contribution of literature on the influence of performance appraisal process on teachers' job satisfaction and through recommendation of other areas for further studies which will act as a foundation upon which other researchers can develop their studies.

## **1.7 Limitation of the Study**

Due to limitations of time and resources, the geographical scope of this study was limited to Nandi Central Sub County. Being an expansive county, the researcher was not able to travel

every corner of Nandi County and hence the research used a representative sample of public schools in Nandi Central Sub County. As such findings of this study are only generalized to public secondary schools in Nandi County.

Some of the teachers may have wanted to portray themselves as being highly competent in the various performance appraisal criteria in the hope that it will be used by TSC for purposes of promoting teachers. This could have resulted in provision of responses that do not accurately reflect on their actual competence in the performance appraisal criteria. Some teachers were also afraid of being interdicted by TSC if they indicated low levels of satisfaction with their jobs. Therefore, the researcher clarified the purpose of the study and assured teachers that this study was purely academic and was not meant to assess their competency for promotion. Any information given was only used for academic reasons and teachers' anonymity was guaranteed.

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

Teachers' performance is appraised based on 7 criteria all of which could not be examined within the scope of this study. This study focuses on 4 criteria which the TSC (2021) study revealed received more attention and focus from teachers due to perceived value to their teaching profession. Therefore, this study determined the influence of professional knowledge criterion; professional development criterion; innovation criterion; and time management criterion on job satisfaction. The study was conducted among teachers in public day secondary schools in Nandi Central Sub-County. Senior teachers and deputy principals were also involved in the study as the appraisers and the principals as they are charged the oversight role of performance appraisal in schools. TSC sub county officer who is in charge of performance appraisal at the sub county level was also a key informant.

## **1.9 Definition of Significant Terms**

**Innovation and Creativity-** refers to a performance appraisal criterion that assesses ability of teachers to integrate use of technology in performance of their teaching duties; determine if teachers are able to prepare and use suitable teaching materials; if teachers utilize ICT to access online teaching materials; and if teachers are able to use ICT tools in teaching to deliver content in a captivating manner that stimulates active participation of learners in class.

**Job Satisfaction-** refers to the positive emotional state resulting from the appraisal of teachers' job or job experiences which influences teachers' attitudes towards. Teachers are satisfied with their jobs they are assured of their job security; when there are fair policies and practices that accord opportunities for career progression; when pay and benefits commensurate to the work done by teachers; when they are provided with sufficient resources for teaching; when teachers achievements are recognized and rewarded; when teachers are supported by the school administration and included in decision making; when teachers are respected by their colleagues and students; and when teachers are able to strike work-life balance.

**Professional Development-** refers to the continuous upgrading of teachers professional knowledge and skills with the main aim of improving their competencies in teaching practices. This criterion assess ability of secondary school teachers to engage in termly self-appraisal process and be appraised; identify strengths in the professional competency and teaching practices and areas that require improvement, and put in place a plan to address these gaps through enrolment in professional courses and attendance of workshops and seminars that enhance their knowledge and skills

**Professional Knowledge and Application-** refers to a performance appraisal criterion that assess ability of secondary school teachers to: prepare and maintain professional documents

such as schemes of work, lessons plans, lesson notes, students' progress records, individualized education plans and teaching aids in accordance with the syllabus; check and mark students' books; and evaluate learners mastery of the content.

**Teachers Performance Appraisal-** refers to the procedures put in place to periodically assess secondary school teachers' competencies and performance based on the seven professional teaching standards; provide feedback with an aim of enhancing teachers' professional development and the quality of education among secondary schools.

**Time Management-** refers to a performance appraisal criterion that assesses ability of secondary school teachers to consistently attend all class on time, keep lessons observation records and make up for lesson time that is lost; punctuality in reporting for duty on daily basis and school meetings; if teachers are able to cover the syllabus within the allocated time; adhere to the school time table; and meet deadlines in terms of setting, marking exams and providing feedback to students.

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

The research project is organized into three chapters. Chapter one consists of background to the study, statement of the problem, objectives, significance of the study, limitations, delimitations and definition of significant terms. Chapter two consists of literature review which consists of introduction, overview of the concept of job satisfaction, empirical literature review, summary of literature review, theoretical framework and conceptual framework. Lastly, chapter three describes the research methodology which includes research design, population of the study, census survey, research instrumentation, validity and reliability of instruments, data collection and data analysis techniques.





## CHAPTER TWO

### LITERATURE REVIEW

#### **2.1 Introduction**

This chapter presents reviews prior studies done on topic as well as pertinent theories and presents the conceptual framework for study variables. The researcher also summarizes the literature and presents critique of literature and gaps that were filled by the research.

#### **2.2 Concept of Job Satisfaction**

Job satisfaction refers to the pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences (Reilly *et al.*, 2014). It generally reflects how teachers feel about their job and the terms and conditions of their work which influences their attitudes towards their job. Job satisfaction occurs when teachers are assured of their job security or stability in their job; when there are fair policies and practices that accord opportunities for career growth and promotion to teachers; when pay and benefits commensurate to the work done by teachers; when they are provided with sufficient resources for teaching; when teachers achievements are recognized and rewarded; when teachers are supported by the school administration and included in decision making; when teachers are respected by their colleagues and students; and when teachers are able to strike work-life balance (Gayatri, & Kumar, 2020). This results in high retention rates and commitment to the teaching profession and low rates of teacher turnover and attrition.

Teachers who are contented with their jobs demonstrate high levels of commitment to their job and less prone to leaving the profession (Blomeke *et al.*, 2017); feel better and are less susceptible to stress and burnouts; and are more likely to put more efforts in enhancing their professional competence and teaching skills/styles (Özkan & Akgenc, 2022). These teachers have a friendly attitude, greater enthusiasm and a higher value pattern and contribute

immensely towards the educational advancement of the students (Sankar & Vasudha, 2015). This translates to enhanced ability to provide higher instructional quality; better learning support to students (Toporova *et al.*, 2020).

Contrary teachers who are not contented with their jobs are less committed to their job; have high absenteeism; turnover and attrition rates; and reduced ability to provide quality instructions to learners (Gayatri & Kumar, 2020). Dissatisfied teachers display lower work commitment, negatively impact on student motivation through emotional contagion and are at greater risk of leaving the profession. These teachers tend to be irritable, hostile; neurotic and often make the life of his/her students' miserable, thereby causing a great harm to the institution as well as to the society (Sankar & Vasudha, 2015). Therefore, it is imperative that teachers' contentment with their jobs is optimized for improved educational outcomes.

Performance appraisal is one of the key factors that significantly determine teachers' level of contentment with their jobs. Studies have shown that performance appraisal positively and significantly influences teachers' job satisfaction. Examination of the effectiveness of performance appraisal systems in Punjab by Nadeem *et al.*, (2019) has established a strong and positive correlation between appraisal and teachers' satisfaction. Questionnaires were administered to 78 principals in public secondary schools and multiple regression used to determine correlation between variables. The study established that involvement and consultation of teachers in the appraisal process; teachers' awareness of the appraisal criteria and punctuality in providing appraisal feedback account for 48% variation in teachers job satisfaction. Increasing involvement of teachers in the appraisal process increases teachers job satisfaction by 0.190 units ( $p=0.000<0.05$ ). Increasing teachers' awareness of the appraisal criterion increases teachers job satisfaction by 0.162 units ( $p=0.000<0.05$ ). Increasing punctuality in provision of appraisal feedback enhances teachers job satisfaction

by 0.129 units ( $p=0.000<0.05$ ). This implies that involvement of teachers in the appraisal process; teachers' awareness of the appraisal criteria and punctuality in providing appraisal feedback has a positive and significant effect on teachers' job satisfaction.

Deneire (2017) examined characteristics of appraisal systems that enhance job satisfaction by administering questionnaires to 3 473 teachers in public secondary schools in Flanders Belgium. Multiple regression logistics analysis was used to estimate the probability of teachers experiencing satisfaction after an appraisal. The study established teachers who indicated that the appraisal was fair assessment of their work have a 0.94 probability of experiencing satisfaction with their work. Teachers who indicated that the appraisal contributed to efficiency in performance of their duties/work had a 0.41 probability experiencing increase in job satisfaction. Therefore, teachers who perceive appraisals to be fair and contributing to efficiency in performance of duties have a high probability of experiencing satisfaction with their work.

Shikokoti *et al.*, (2021) examined the influence of principal's appraisal and teacher's job satisfaction in public secondary schools in Kakamega County. Questionnaires were administered to 300 teachers and interviews conducted with 12 TSC officers and 64 principals. Pearson's product moment correlation was used to determine the relationship between variables. Results established a positive and strong significant correlation between principals' promptness of feedback of teacher performance appraisal and teachers' job satisfaction where ( $r=0.655$ ;  $p\text{-value}=0.000<0.05$ ). This implies that the enhanced promptness in providing performance feedback by the principals leads to increased job satisfaction among teachers. Collaborative planning between the principal and the teachers in implementation of performance appraisal has a positive and significant effect on teachers' job

satisfaction ( $r=.489$ ;  $p\text{-value}=0.000<0.05$ ). This implies that involving teachers in the appraisal process enhances their job satisfaction.

These studies established that performance appraisal influences teachers' satisfaction with their jobs. However, these studies examined how teachers' perceptions of the appraisal process influence job satisfaction. The current study will examine how teacher's performance appraisal criteria influence job satisfaction among teachers.

### **2.3 Professional Knowledge Criterion and Job Satisfaction**

Teachers Professional Knowledge and application criteria assess performance of teachers based on their ability to prepare and maintain professional documents such as schemes of work, lessons plan, lesson notes, students' progress records, individualized education plans and teaching aids in accordance with the syllabus. This criterion also assesses teacher's ability to check and mark students' books; evaluate learners' mastery of the content taught; and cater for individual need of learners (TSC, 2021). Compliance with this criterion enables teachers to adequately plan and prepare for lesson enabling them to cover all syllabuses on time and deliver quality instructions. It also enables teachers to keep accurate and up-to date records of all the professional documents required by TSC. Keeping records of student progress enables teachers to check and determine if students have understood concepts taught in class; keep track of students' performance throughout the term and determine if they are making progress or not; and take corrective action to ensure that students excel in their studies.

According to Kingi (2022), teachers' professional training is instrumental in enhancing teachers' ability to apply professional knowledge in teaching. Teachers with professional training possess skills in creating lesson plans, schemes of work and syllabus in accordance with curriculum; are equipped with skills in pedagogy; have mastery of the subject that they

are teach; have the capacity to develop teaching aids and instructional materials and evaluate performance of learners. Therefore, such teachers are able to apply professional knowledge in performance of their duties resulting in higher scores on appraisal based on their ability to apply professional knowledge which increase chances of job promotion and career progression. Opportunities for career progression are one of the key aspects that enhance job satisfaction among teachers.

Use of teaching aids enables teachers to illustrate concepts; present content in a captivating manner which reduces boredom; enhances learners' participation and ability to comprehend and recall concepts taught by the teachers. Thus, professional knowledge and application criterion may enhance teacher's ability to plan and undertake their duties more effectively resulting in high levels of satisfaction. According to the TPAD tool guidelines, this criterion has the highest score as it carries a total of 30 marks out of the total score of 100. Compared to other standards which range from 10-15 (TSC, 2016). Thus, teachers with higher scores on this criterion have a higher rating which may increase the probability of contentment among the teachers.

Numerous studies have been conducted to determine influence of teacher's professional knowledge on their job satisfaction. A study examining factors that contribute to job satisfaction among teachers by Gayatri and Kumar, (2020) revealed that teacher's self-efficacy significantly influenced teacher's job satisfaction. The study was conducted among 324 teachers in public and private schools in the State of Odisha, India. Questionnaires were administered to the teachers. Teacher's efficacy was measured based on their capacity to apply professional knowledge to complete their instructional duties; master the subject content they are required to teach; prepare and use teaching and learning resources while teaching and to influence and measure students achievement. Principal Components Analysis

was used to extract factors that had the greatest influence on teacher's job satisfactions. Factors with a factor loading of 0.5 and above were considered to have a significant effect on job satisfaction. The study established that teachers capacity to complete their instructional duties had a factor loading of 0.723; mastery of the subject content they are required to teach had a factor loading of 0.714; capacity to choose, prepare and use teaching and learning resources while teaching had a factor loading of 0.755; capacity to influence and measure students achievement had a factor loading of 0.702. This relationship was statistically significant as the p-values were 0.000. Therefore, capacity of teachers to apply their professional knowledge in performing their teaching duties has a significant effect on teachers' job satisfaction.

Examination of the influence of TPAD on job satisfaction by Seroney (2021) established that professional knowledge and application criterion positively and significantly influences teacher's job satisfaction. The study administered questionnaires to 827 students, 125 teachers and conducted interviews with 12 principals in secondary schools in West Pokot Sub County and the sub county quality assurance and TSC director. Data was analyzed descriptively, and correlation analysis conducted to establish influence of professional knowledge and application on job satisfaction. Results of the correlation established that professional knowledge and application had a moderately positive and statistically significant effect on teachers' job satisfaction as indicated by a correlation coefficient of 0.474 ( $p=0.000<0.05$ ). Thus, enhancing teacher's professional knowledge increases teacher's job satisfaction. The study found out that 91.5% of teacher undertake lesson observation and keep records; 82% prepare schemes of work on time; 94.5% of teachers are able to prepare lesson notes and lesson plans; 84.3% regularly mark students' books; 90.5% of teachers use teaching aids; 94.1% assess learners on mastery of content; 66.3% prepare and maintain

records of students' progress; and 92.8% keep updated records of work. Therefore, professional knowledge and application criterion enhances ability of teachers to undertake their duties effectively resulting in high levels of job satisfaction.

An investigation of teachers preparedness on learners performance by Wandera (2019), found out that a large proportion of teacher prepare and use professional documents in preparing for English lesson. The study which sought to determine availability and use of updated professional documents in preparing for English lessons among 84 primary schools in Machakos County used questionnaires to collect data from 164 teachers and 184 pupils. The study found out that 94% of the teachers prepared and used schemes of work; 96% of teachers prepared records of work; 91% of English teachers prepared and used lesson plans and updates class notes; 66% of teachers prepared progress reports on learners' performance and discipline and all teachers (100%) used the prescribed English syllabus. Additionally, 80% of teachers employed by the TSC had complied with the use of the TPAD tool to conduct appraisals based on these professional aspects. Even though this study did not establish the extent to which application of professional knowledge in teaching influenced teachers' job satisfaction, teachers indicated that use of professional documents in preparation of lesson makes teaching easier and enjoyable (38.5%); equips teachers with the subject content (38.5%); and provides guidelines for class lessons activities (23%). Therefore, a significantly large proportion of the teachers prepared and used all the required professional documents in preparing for lessons which has enhanced their efficiency in executing their duties.

The Teachers Service Commission (2021) conducted an evaluation of the TPAD process to assess the impact that it had on improving teachers' competencies. The study was conducted in 384 learning institutions from the primary, secondary and teacher training colleges across



47 counties. Interviews were conducted with officials from TSC headquarters and MOE. Questionnaires were administered to curriculum officer, sub county and county directors from each of the 47 counties and head teachers, deputy head teachers and teachers from the selected institutions. This criterion was ranked first by 83.1% of the appraisers who indicated that professional knowledge and application received more focus and attention from teachers. Findings of the study revealed that unlike the pre- TPAD period where there was no structured process to determine teacher's competency, teachers ability to prepare and use lesson plans, schemes of works, class notes, learner progress records and class registers had improved a great deal as 99.5 % of teachers prepared, used and maintained these professional documents. 50.5% of the teachers were now able to consistently attend class and keep lessons observation records; 50.8% of the teachers maintain up to date records on learner's progress; and 65.1% of the teacher were able to conduct self-appraisal and rate themselves on these aspects. This shows that over half of teachers were now able to effectively apply their professional knowledge more competently as a result of the appraisal process. Enhanced ability of teachers to undertake their duties more competently and in accordance with TSC regulations may result in job satisfaction. However, this study did not establish if teachers' application of professional knowledge influence job satisfaction.

#### **2.4 Professional Development Criterion and Job Satisfaction**

Teachers' professional development entails continuously upgrading of teacher professional knowledge, skills and improving competencies in teaching areas. This criterion assess teachers ability to engage in termly self-appraisal process and be appraised; identify strengths in the professional competency and teaching practices and areas that require improvement, set goals and put in place a plan to address these gaps. It also assesses teacher's enrolment in professional development courses; and attendance of workshops and seminars that enhance

their professional knowledge and skills (TSC, 2021). Kingi and Kwanya (2021) observe that participation in professional training programs enhance the ability of teachers to perform their jobs more effectively by equipping them with competency and ability to deliver quality instructions to learners. Improved teacher performance in turn leads to better appraisal scores which increase chances of job promotion and career progression. This may therefore enhance teachers' contentment with their jobs as career progression is a key aspect that increases teachers' job satisfaction. According to the TPAD tool guidelines; this is the second highest criterion after professional knowledge and application with a total of 15 marks compared to the other standards with 10 marks (TSC, 2016).

Teachers professional development to a large extent influenced by prompt provision of feedback from appraisers that enable teachers to identify weakness/gaps in their pedagogical practices that require improvement and put in place a professional development plan on how to improve on the weaknesses (Shikokoti *et al.*, 2021; Kampkötter, 2017; Agyare, 2016). Appraisal feedback also enhances commitment to the teaching professional by signaling teachers that they are valued by their employer which makes them feel as part of the teaching fraternity. Provision of feedback further influences teacher's attitude towards the appraisal process and subsequently their job satisfaction. Teachers have a negative perception towards appraisals that fail to provide feedback as they do not add value to their professional development. According to Marey and Hesham (2020), teachers have negative perceptions towards shallow feedback that provide little or no guidance on how they can enhance their professional development.

Studies have shown that promptness in provision of feedback increases job satisfaction among teachers. A study by the Organization for Economic Cooperation and Development (OECD, 2019) involving 90, 000 teachers across 24 countries has revealed that teachers find

the appraisal process to have a significant impact on their career when it provided feedback to the teachers as this contributed to the professional development of their practice. Performance feedback informs teachers about the extent to which they have met professional teachings standards, how they performed, and the improvement needed. This helps teachers to identify and address teaching and professional gaps to meet expected results effectively enhancing teachers' performance and professional development. However, when feedback is not provided teachers find the appraisal process as having no value to their teaching practice hence the negative attitude towards the appraisal system. This results in high levels of dissatisfaction among teachers.

Examination of the effectiveness of performance appraisal systems in Punjab by Nadeem *et al.*, (2019) has established a strong and positive correlation between punctuality in provision of feedback and teachers job satisfaction. The study was conducted among 78 principals in public secondary schools; used questionnaires to collect data; and multiple regression to determine correlation between variables. The study established that Increasing punctuality in provision of appraisal feedback enhances teachers job satisfaction by 0.129 units ( $p=0.000<0.05$ ). This implies that timely provision of appraisal feedback has a positive and significant effect on teachers' job satisfaction.

Similarly, Shikokoti *et al.*, (2021) examined the influence of principal's appraisal and teacher's job satisfaction in public secondary schools in Kakamega County. Questionnaires were administered to 300 teachers and interviews conducted with 12 TSC officers and 64 principals. Pearson's product moment correlation was used to determine the relationship between variables. Results established a positive and strong significant correlation between principals' promptness of feedback of teacher performance appraisal and teachers' job satisfaction where ( $r=0.655$ ;  $p\text{-value}=0.000<0.05$ ). This implies that the enhanced promptness

in providing performance feedback by the principals leads to increased job satisfaction among teachers. The study found out that 50.6% of the teachers received feedback promptly from the principals and 51.7% of the teachers' accomplishments were recognized by the principals. This may enhance job satisfactions as promptness of feedback significantly influences teacher's job satisfaction.

The Teachers Service Commission (2021) conducted an evaluation of the TPAD process to determine the impact that it had on providing opportunities for teachers to identify their strengths and weakness and areas requiring development. The study was conducted in 384 learning institutions across 47 counties. Interviews were conducted with officials from TSC headquarters and MOE while questionnaires were administered to curriculum officer, Sub County and County directors; teachers and head teachers. Findings of the study revealed that even though teachers engage in self-appraisal, it is only 31.9% of the teachers who are able to appropriately identify their professional gaps; 39.7% of appraisers indicated that teachers are able to identify professional gaps; and only 33% of teachers reported that they have been involved or enrolled in teacher professional development courses. This is an indication of low levels of professional development as only a third of the teachers enrolled in professional development course and less than half of the teachers are able to identify strengths and weakness in their teaching practices and competencies.

In reference to provision of feedback, the study revealed that majority of the teachers (82%) indicated that feedback received from appraisers was objective (TSC, 2021). This implies that the teacher had a positive perception of the feedback received as being a fair assessment of their abilities. Even though 80% of the appraisers indicated that TPAD had enhanced provision of performance feedback to a large extent, teachers indicated that the feedback was not provided promptly and consistently. According to (Shikokoti *et al.*, 2021), promptness of

feedback significantly influences teacher's job satisfaction. Thus, delayed and inconsistent feedback may impede teachers' professional development and cause dissatisfaction.

## **2.5 Innovation Criterion and Job Satisfaction**

Innovation and creativity criterion assesses ability of teachers to improvise and use local resources to enhance teaching and learning outcomes and to integrate use of technology in teaching. The criterion seeks to determine if teachers are able to prepare and use suitable teaching and learning materials; if teachers have utilized ICT to access online learning materials; and if teachers are able to integrate ICT in teaching and learning to enhance content delivery and stimulate learning (TSC, 2021).

Application and integration of ICT in teaching and learning enables teachers to access a wide range of education resources such as online databases, educational websites, and digital libraries that provide a wealth of information and resources for lessons (Sarkar *et al.*, 2017). It also enables teachers to present content in an exciting and captivating manner using ICT tools such as videos, white boards and power point presentation which create engaging and stimulating experiences that reduce boredom from the routine method of lecturing (Mwadulo & Odoyo, 2020). This further enhances active participation of students in learning and significantly enhances their comprehension skills and ability to remember concepts that are taught in class. On the other hand, use of teaching and learning aids/materials helps to illustrate and reinforce concepts. This enhances ability of the teacher to deliver content to learners and may lead to high levels of satisfaction.

Examination of the influence of TPAD on job satisfaction by Seroney (2021) established that professional knowledge and application criterion positively and significantly influences teacher's job satisfaction. The study administered questionnaires to 827 students, 125 teachers and conducted interviews with 12 principals in secondary schools in West Pokot Sub

County and the sub county quality assurance and TSC director. Data was analyzed descriptively, and correlation analysis conducted to establish influence of professional knowledge and application on job satisfaction. Results of the correlation established that creativity and innovation criterion have a high positive and statistically significant correlation with teachers' job satisfaction as indicated by a correlation coefficient of 0.662. Thus, teachers' creativity and innovation in teaching enhances job satisfaction. The study found out that 91.4% of teachers were able to prepare ICT based teaching/learning materials; 81.7% of teachers indicated that they were able to integrate ICT in teaching; 94.5% of teachers prepared and used appropriate teaching aids; and 90.9% of teachers indicate that use of ICT stimulates the interest of learners in class. This implies that there were high levels of creativity and innovation among the teachers as indicated by integration of ICT in teaching and use of ICT tools resulting in high levels of job satisfaction.

The Teachers Service Commission (2021) conducted an evaluation of the TPAD process to determine the impact that it had on the teaching and learning process. The study was conducted in 384 learning institutions across 47 counties. Interviews were conducted with officials from TSC headquarters and MOE while questionnaires were administered to curriculum officer, Sub County and County directors' teachers and head teachers. Findings of the study revealed that ability of teachers to integrate and use ICT in teaching is significantly determined by age. Teachers who are 50 years and above are reluctant in embracing use of technology in teaching compared to younger teachers. Thus, this standard may cause significantly high levels of dissatisfaction among older teachers who may not be willing to integrate ICT in teaching. The report further revealed low levels of ICT integration among the teachers with only 9.9% indicating that they had integrated ICT in teaching. Teachers

who lack ICT skills perceive integration of ICT in learning as being difficult and requiring more efforts hence their unwillingness to integrate ICT in teaching.

Insufficient ICT facilities and limited skills among teachers in public secondary schools may result in low scores on this criterion and limit teacher's ability to integrate ICT in teaching resulting in frustrations and dissatisfaction. Studies conducted across the country have shown that public secondary schools have limited ICT facilities and most teachers have limited ICT skills. An investigation into the integration of ICT in teaching among 113 teachers from 40 secondary schools in Machakos by Mutuku and Ogutu, (2018) has revealed that most teachers have basic ICT skills or completely lack ICT skills. The study analyzed data collected through questionnaires using descriptive statistics. The study established that 70.2% of teachers in public secondary schools are not in apposition to handle complex ICT tasks that are critical for maintaining the Digital appraisal tools. Further 40% of the teachers were willing to integrate ICT if they had access to ICT (Mutuku & Ogutu, 2018). Thus, these teachers may have low scores on these criterion and experience difficulties in integrating it in the practice resulting in dissatisfaction.

Studies have also shown resistance among teachers in their willingness to integrate ICT in performing their duties due to their low levels of competency in ICT. A study evaluating the influence of provision of technical support on the implementation of ICT in Kajiado North Sub County by Muriuki (2017) established that 85.3% of teachers were not willing to adopt use of digital platforms in performing their duties due to low levels of competency in ICT. The study was conducted among 70 teachers and 150 learners from 5 public schools. Data collected from questionnaires was analyzed using descriptive statistics. According to the study, integration of ICT among public schools had been derailed in public schools as Kajiado North Sub County as less than half of the teachers (40%) in the public schools had

basic ICT skills. As a result, computers in the school had broken down and were no longer functional. Therefore, the ability of such teachers in the school to integrate ICT in teaching is limited resulting in low scores on this criterion. This may cause dissatisfaction.

#### **2.4 Time Management Criterion and Job Satisfaction**

Time management criterion assesses teacher's ability to consistently attend class on time; prepare and keep lesson s observation records on time; and make up for lesson time that is lost. It determines teachers' punctuality in reporting to school; if they are able to report on duty school on daily basis based on the clock in and clock register out system; and attend school meeting on time (TSC, 2021). It also assesses teachers' ability to meet deadlines in terms of preparing professional documents on time; if they are able to cover the syllabus within the allocated time and adhere to the school timetable. Teachers' ability to meet deadlines is also assessed based on the ability to set and mark exams and provide feedback to students on time.

This ensures that teachers are able to productively manage their time; focus on class activities; complete tasks within stipulated time and meet deadlines. Such teachers are able to meet crucial targets and timelines such as completion of syllabus and their daily and weekly workload. Thus, the probability of job satisfaction may increase among teachers who are able to manage their time productively; complete their duties on time deliver on time and meet deadlines. Different studies have evaluated teachers' time management practices and their effects on performance of duties and job satisfaction.

Examination of the influence of TPAD n job satisfaction by Seroney (2021) established that time management positively and significantly influenced teacher's job satisfaction. The study administered questionnaires to 827 students, 125 teachers and conducted interviews with 12 principals in secondary schools in West Pokot Sub County and the sub county quality



assurance and TSC director. Data was analysed descriptively, and correlation analysis conducted to establish influence of TPAD time management criterion on job satisfaction. Results of the correlation established that time management had a moderate positive but statistically significant effect on job satisfaction as indicated by a co-efficient correlation of 0.590 ( $p=0.000<0.05$ ). Thus, enhancing teacher's time management skills increase job satisfaction among teachers. The study found out that 92% of teachers attend lessons on time; 90.9% of teachers ensure that all lessons are taught; 70.3% of teachers are able to recover missed lessons; 92.8% of teacher set and mark exams on time and 66.3% are able to provide feedback on performance to students on time. This implies performance appraisal had enhanced teacher time management habits which enhanced their ability to complete tasks on time resulting in satisfaction with their performance of their duties.

A study examining the influence of teachers' time management practices on service delivery by Marika *et al.*, (2021) has shown that the introduction of the teacher performance appraisal has resulted in significant improvement in teachers' time management practices. The study found out that 78% of teachers and 83.4% of principals indicated that punctuality on reporting for duty had improved as a result of the clock in and clock out register and teachers punctuality in attending lessons had improved as indicated by 58.7% of teachers and 70.8% of principals. In reference to observance of deadlines, 61.1% of teachers and 70.8% of principals indicated that appraisal has enhanced ability of teachers to deliver on their mandate within the set timelines. Further, 57.5% of teachers and 85.5 % of principals indicate that teacher's punctuality in participating in school activities such as attending staff meetings and teachers observed time in setting and marking exams as well as providing feedback to students. Results of the regression analysis indicated that time management explained 61.7% variation in teachers' service delivery; improving time management among teachers enhances

their service delivery by 0.797 units; and the  $p$ -value=0.0001 which is less than the significance value of 0.05. Therefore, time management has a significant effect on service delivery. Enhanced ability to deliver service may result in job satisfaction among teachers.

The Teachers Service Commission conducted an evaluation of the TPAD process to determine the impact that it had on improving teachers' time management skills. The study was conducted in 384 learning institutions across 47 counties. Interviews were conducted with officials from TSC headquarters and MOE while questionnaires were administered to curriculum officer, Sub County and County Directors, teachers and head teachers. This criterion was ranked second by 68.9% of appraisers in terms of the attention and focus from teachers. Findings of the study revealed that 76% of teachers reported to school earlier due to the clog in and out system; punctually and consistently attend class; keep records of lesson attendance; and reduced absenteeism resulting in sufficient and effective syllabus coverage on time. This can be attributed to the maintenance of daily school attendance and lesson attendance register for teachers as indicated by 93% of appraisers. Further, 94.5% of missed lessons were recovered through remedial classes. This may enhance job satisfaction among teachers who are able to complete their work on time and meet deadlines and complete syllabus in accordance with the school calendar.

Similarly, Shikokoti *et al.*, (2021) examined the influence of principal's appraisal and teacher's job satisfaction in public secondary schools in Kakamega County. Questionnaires were administered to 300 teachers and interviews conducted with 12 TSC officers and 64 principals. Data was analyzed using descriptive statistics. Findings of the study revealed that 53.6% of the teachers indicated that principal's appraisal had enhanced class attendance among teachers; and 55% of the teachers indicated that appraisal had increased punctuality among teachers. This shows that TPAD had enhanced class attendance and punctuality

among half of the teachers. However, this study did not examine other aspects of time management such as recovery of lesson time lost and completion of syllabus within the stipulated time.

## **2.7 Summary of Literature Review**

A limited number of studies have focused on the influence of TPAD job promotion criteria on teachers' job satisfaction. Seroney, (2021) examined how performance appraisal criteria influence job satisfaction among teachers in secondary schools in West Pokot. Shikoko *et al.*, (2021) study examined how principals' appraisal influences job satisfaction among teachers in secondary schools in Kakamega. Additionally, no other study has been conducted in Nandi Central to determine how performance appraisal criteria influence teachers' job satisfaction.

Whereas Seroney (2021) established that teachers' application of professional knowledge has a statistically significant effect on teachers job satisfaction; teachers kept all the professional documents required, marked learners books and evaluated learners mastery of content, this study did not examine if teachers used individualized education plans to cater for the needs of individual learners which the current examined. A study by Gayatri and Kumar, (2020), study established that revealed that capacity of teachers to apply their professional knowledge in performing their teaching duties has a statistically significant effect on teachers' job satisfaction. However, this study did not examine all the crucial aspects of teachers' professional knowledge such as their ability to prepare and maintain all professional documents, to check and mark students' books; evaluate learners' mastery of the content taught; and prepare individualized education plans which the current study examined.

Even though Wandera (2019) found out that a large proportion of teachers used professional documents in preparing for English lessons and determined that teachers use of professional documents in preparing for English lessons had a statistically significant effect on teachers' service delivery, this study did not determine the extent to which teachers application of

professional knowledge influence job satisfaction which this study determined. TSC (2021) study found out that performance appraisal had enhanced teachers' application of professional knowledge in teaching; this study did not determine if teachers' application of professional knowledge influences job satisfaction.

Studies by Shikokot *et al.*, (2021) and Nadeem *et al.*, (2019) established that promptness in providing performance feedback to teachers has a statistically significant effect on job satisfaction among teachers. However, these studies did not examine if the teachers had enrolled in a professional development course and attended seminars or workshops to enhance their professional competency; or developed a professional development plan for addressing gaps in their professional practices identified in the feedback. TSC (2021) found out that even though TPAD had enhanced provision of performance feedback to a large extent, less than half of teachers able to appropriately identify their professional gaps and a third of teachers have been involved or enrolled in teacher professional development courses. However, this study did not determine how teachers' professional development influenced teachers' job satisfaction. Whereas other studies (Kampkötter, 2017; Agyare, 2016; OECD, 2019) found out teachers have positive perceptions towards appraisal process that provide feedback on gaps in their pedagogical practices and guidance on how to improve on the gaps, these studies did not determine how provision of feedback influences teachers job satisfaction which the current study examined.

Studies by Mutuku and Ogutu, (2018) and Muriuki (2017) have shown that the ability of teachers to integrate ICT in teaching has been limited by insufficient ICT facilities and low levels of competency in ICT. However, these studies did not examine how insufficiency of ICT facilities and low levels of teachers' competency in ICT influence their job satisfaction or score on the creativity and innovation appraisal criterion. TSC (2021) found out that there

were significantly low levels of ICT integration in teaching particularly among older teachers; however, this study did not determine how this influenced teachers' job satisfactions which the current study determined. Whereas Seroney, (2021) established that creativity and innovation had a statistically significant effect on teachers job satisfaction, this study was conducted in secondary schools in West Pokot which have differences in availability of ICT facilities and teachers ICT skills. Thus, these findings may not be applicable to secondary schools in Nandi Central Sub-County.

Studies examining time management criterion have shown that teachers' punctuality in reporting for duty had improved as a result of the clock in and clock out register; teacher's punctuality in attending lessons and attending meetings had also improved. Teachers' ability to meet deadlines in terms of preparation of professional documents and setting and marking exams as well as providing feedback to students had significantly improved (Seroney, 2021; Shikokoti *et al.*, 2021; TSC, 2021; Marika *et al.*, 2021). Even though Seroney (2021) established that time management had a statistically significant effect on job satisfaction, the study focused on teachers punctuality in attending lessons and ability to meet deadlines but did not examine teachers punctuality in reporting for duty, meeting deadlines in preparation of professional documents and completion of syllabus on time. Studies by Shikokoti *et al.*, 2021; TSC, 2021; Marika *et al.*, 2021) did not establish how the improved time management influenced teachers' job satisfaction which the current study determined.

## **2.8 Theoretical Framework**

### **2.8.1 Herzberg- Two Factor Theory**

Also known as the Motivation-Hygiene Theory, Herzberg- Two Factor Theory is a theory of motivation developed by Herzberg in 1959. According to the theory, there are factors in the

organization that cause job satisfaction which Herzberg refer to as motivating factors while other cause dissatisfaction which he refers to as hygiene factors.

Herzberg (1959) argues that if the hygiene factors at the workplace are unsuitable, this makes employees unhappy and dissatisfied with the job. He gives examples of factors such as salary, company policy and administration, interpersonal relationships, working conditions, work environment, safety and security. If these factors are low such that the salary earned by employees does not commensurate to the work they do; the company policy and administration is oppressive to employees, there are strenuous relationship between employees and management as well as employee themselves, the working condition are not good; the safety and security of employees and their job is not guaranteed, the employees will be dissatisfied with their jobs leading to decreased productivity.

To motivate these employees, Herzberg (1959) suggests that these factors have to be effective. Employees need to earn salaries that are commensurate to their work, company policies need to be supportive of employees' welfare, working conditions have to be favourable, good work relationships and the safety and security of employees' jobs need to be assured. This will lead to job satisfaction which can motivate employees to achieve above-average performance and effort increasing productivity at workplace. Therefore, to motivate employees, hygiene factors are needed to ensure that an employee is not dissatisfied while motivation factors are needed to ensure employee's satisfaction and to motivate an employee to higher performance. Herzberg's Two Factor theory provided the theoretical framework for assessing job satisfaction among teachers. According to Herzberg, to optimize teachers satisfaction with their jobs, teachers need assurance of their job security or stability in their job; teachers should be accorded opportunities for career growth and promotion; pay and benefits should be commensurate to the work done by teachers; teachers should be provided with sufficient

resources for teaching; teachers achievements are recognized and rewarded; and teachers require support the school administration and inclusion in decision making. This study will assess teachers' satisfaction with these factors.

### **2.8.2 Expectancy Theory**

The Expectancy theory was first developed by Victor Vroom (1964). However, it was later refined by Porter and Lawler (1968) as well as Lawler (1994). The Expectancy theory is premised on the idea that people will be motivated if they believe that strong effort will lead to good performance and good performance will lead to desired rewards. The theory is guided by four main assumptions: people join the organization with expectations about their needs, if these expectations are met they stay in the organization; people have the freedom to choose their own behaviour based on the calculations of their expected behaviours; people are motivated or expect by different things in an organization (some expect a good salary. others job progression and other recognition); and the choice that people make is based on the optimization of their personal expectations.

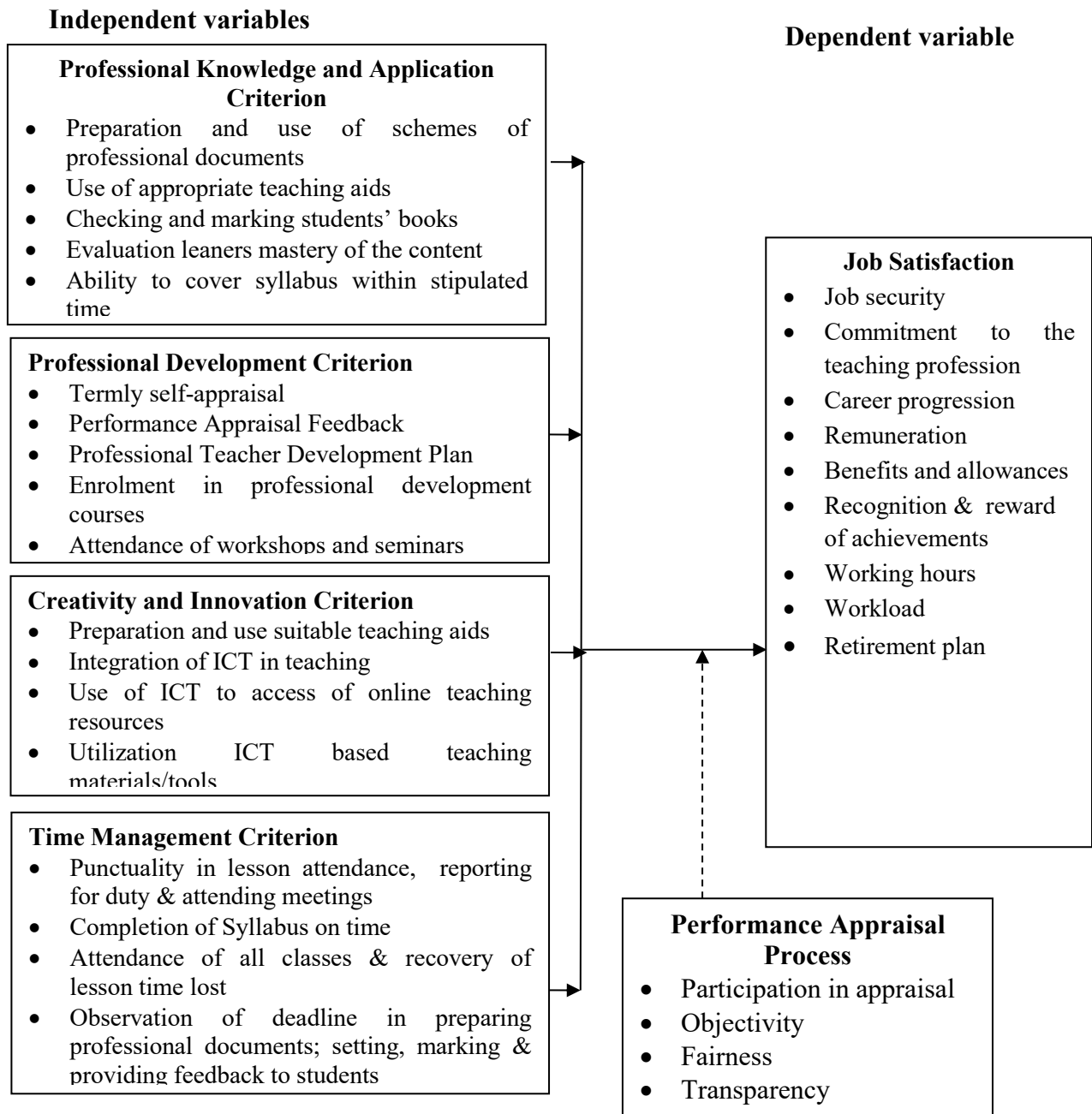
The expectancy theory holds that the choice to stay or leave an organization is determined by Job satisfaction and commitment. The decision to stay or leave is influenced by factors such as communication, equitable rewards, autonomy at work, job security and involvement in decision making. When the structural expectations are met, employees in the organization report higher levels of job satisfaction and stronger commitment to the employing organization, which in turn fortifies their intention to stay. On the other hand, when structural expectations are not fulfilled, job satisfaction and commitment decline, and intent to leave increases. This theory therefore provides the framework for assessing job satisfaction among teachers based on the commitment to the teaching profession which are indicated by high retention rates and low attrition rates. Additionally, the expectancy theory provided key

aspects such as job security, inclusion in decision making; autonomy at work; fair policies and practices in recognition and rewarding teachers' achievements; and good communication with employers against which job satisfaction among teachers was assessed.

## **2.9 Conceptual Framework**

This study sought to determine the influence of Teacher Performance Appraisal and Development Job promotion Criteria on Job Satisfaction. Job Satisfaction is the dependent variable which is influenced by TPAD job promotion criteria that include: Professional knowledge and application criterion; Professional development criterion; Creativity and Innovation Criterion and Time Management Criterion. This relationship is demonstrated in Figure 2.1:





**Figure 2.1: Conceptual Framework**

The conceptual framework above demonstrates the influence of TPAD job promotion criteria on teachers' job satisfaction. Teachers' job satisfaction is determined by teachers' positive perception of the appraisal process as being an objective, transparent and fair assessment that reflects the actual performance and of quality of their work resulting in high levels of contentment with their jobs.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents discussions on step-by-step procedures that were followed in collecting, analysing, processing and presenting data. It also outlines the design, population and sampling techniques used to select the sample size; instruments used for collecting data; validity and reliability of the instruments and techniques used for analysing data.

#### **3.2 Research Design**

The researcher adopted a descriptive cross sectional study design. According to Bryman and Bell (2011) a descriptive study design is usually concerned with either determining the frequency of occurrence of something or the relationship between variables. The study used mixed methods approach (a combination of qualitative and quantitative methods) to determine relationship between variables (job satisfaction as the dependent variable and TPAD appraisal and job promotion criteria as the independent variable) hence a descriptive cross sectional study design is justifiable for this study.

Descriptive design was applicable as there is need to seek information describing an existing phenomenon by utilization of questions designed related to individual's perceptions and attitude. This study sought to obtain comprehensive information through use of questionnaire structured with some open questions related to teachers' perceptions towards job appraisal and promotion criteria and their job satisfaction. Furthermore, the study design is appropriate for the study as it is intended to be conducted in a setting requiring direct responses from the participants (teachers).

### 3.3 Target Population of the Study

Target population is a set of elements larger than or different from the population sampled and to which the researcher would like to generalize study findings. Accessible population as a proportion of the population which the researcher has reasonable access and may be a subject of the target population. The unit of analysis is the subject, object, item or entity from which we measure the characteristics or obtain the data required in the research study (Schutt, 2015). The accessible population of this study were teachers, deputy head teachers and head teachers in 30 public day secondary schools in Nandi Central Sub-County. Therefore, this study targeted 300 teachers, 30 principals, 30 senior teachers, and 30 deputy principals from 30 public secondary schools in Nandi Central Sub County (Nandi County Government, 2021). In addition to the teachers the TSC sub county director was involved as a key informant as he/she is in charge of analysing teachers' appraisal reports and submitting a summary to the TSC headquarters and therefore had an in-depth understanding of the TPAD process.

### 3.4 Sample size and sampling technique

#### 3.4.1 Sample size

Since the study population is heterogeneous, the sample size was estimated through power analysis as formulated by Fischers *et al.*, (1991).

$$n = Z^2 pq / e^2$$
$$n = \frac{(1.96)^2 \times 0.5(1 - 0.5)}{(0.05)^2}$$
$$= 384$$

Where.

n = the desired sample size

z = the normal standard deviation. Set at 1.96, which corresponds to a 95% confidence interval.

p = the proportion of the target population with desired characteristics set at 50% or 0.5

$e$  = degree of accuracy desired set at 0.05.

Since the population size is less than 10000, the Cochran's method was used as outlined below.

$$n_f = \frac{n}{1 + n/N}$$

$$n_f = \frac{384}{1 + (384 / 390)}$$

$$n_f = 194$$

### 3.4.2 Sampling Techniques

Table 3.1 indicates the sampling techniques that were used to select the respondents:

**Table 3.1: Sample Size**

Study population	Target population	Sampling method	Sample size	%	Data collection instrument
Regular Teachers	300	Stratified & Simple Random	149	49.6%	Questionnaire
Senior Teachers	30	Stratified & Simple Random	15	50%	Questionnaire
Deputy Principals	30	Stratified & Simple Random	15	50%	Questionnaire
Principals	30	Stratified & Simple Random	15	50%	Questionnaire
TSC Sub County Director	1	Purposive Sampling	1	100%	Interview Guide

The study utilized stratified random sampling technique. The teachers were stratified into four different strata consisting of Teacher, Senior Teacher, Deputy Principal, and Principal. The stratification method assisted in getting the sample size for each category of the teachers. Using random sampling technique, the research selected 149 teachers, 15 senior teachers, 15 deputy principals and 15 principals from each of the strata. This ensured that teachers within

each stratum had an equal opportunity of being represented in the sample and participating in the study.

### **3.5 Research instruments**

Structured questionnaires and interview guides were used to collect primary data. The two methods were preferred as they were not only easy to conduct but also took a relatively shorter time and were economical to conduct.

#### **3.5.1 Questionnaire for Teachers**

Structured questionnaires were used to collect data from teachers due to their ability to collect large quantitative over short period of time. Structured questionnaires had categories of answers from which teachers easily selected responses leading to higher response rate and more accurate data that was easily quantifiable, coded and analysed.

The questionnaires were administered to teachers, senior teachers, deputy principals and the principals. The questionnaire will be structured into six sections (Section A to section F) relevant with the study objectives. Items in section sought information concerning the respondents' demographic characteristics and teaching experience. Section B, C, D, and E comprised of 5-likert scale statements meant to determine the respondents' extent of agreement on professional knowledge and application; professional development; innovation and creativity; and time management criteria. Section F measured teachers' levels of job satisfaction.

#### **3.5.2 Key Informant Interview Guide for TSC Sub County Director**

Key informant interviews were held with the TSC Nandi Central Sub County director. The director is in charge of analysing teachers' appraisal reports and submitting a summary to the TSC headquarters and therefore has an in-depth understanding of the TAPD process. The interview therefore sought his views of on the influence that TAPD job promotion criteria on teachers job satisfaction. This provided opportunity to seek clarity from the director and

request the director to expound on answers. The interview was conducted orally and the recorded using a smartphone for purposes of transcription and analysis.

### **3.6 Pretesting**

A pilot study was conducted prior to the actual study. Piloting was instrumental in revealing questions that are vague for purposes of reviewing them to ensure that they conveyed the intended meaning and the teachers could comprehend an answer them with precision. A pre-study is also relevant to enable the assessment of questionnaire's reliability. 10% of the study population or sample size is sufficient for piloting the research questionnaire (Cooper & Schindler, 2011). Hence, teachers from 3 public day secondary schools in Tinderet Sub County were involved in the pilot study. The teachers were able to understand and respond to the questions without any difficulties.

### **3.7 Validity and reliability of the instruments**

Validity of a research instrument assesses the extent to which the instrument measures what it is designed to measure (Mohajan, 2017). The research supervisor was consulted to ensure face validity and content validity of the research questionnaire is achieved. Face validity examines the logical connection between research objectives and research questions. Content validity is concerned with whether the questions asked are relevant within the domain of the variable (Saunders *et al.*, 2012). The supervisor reviewed the research instruments; made comments which were incorporated in making corrections to ensure that there was a logical connection between research objectives and research questions and the items in the instruments asked relevant questions within the domain of the variable. The instruments were resubmitted to the supervisor who approved them for data collection. Following supervisor's validity approval, the instruments were also submitted to KNH-UON Ethical Research team to assess the tool's validity. After passing through the approval process the questionnaire

were pre-tested to check how well the respondent understood and responded to the questions formulated. The respondents were able to understand and respond to the questions without any difficulty.

Cronbach's alpha coefficient was the basis of evaluation of questionnaire's reliability, with a threshold of 0.7 used as the level of acceptance (Sreevidya & Suniitha, 2011). The instruments were reliable as they had a coefficient of 0.7 and above as presented in the Table 3.2:

**Table 3.2: Reliability of the Research Instruments**

<b>Variable</b>	<b>Cronbach's Alpha</b>	<b>Cronbach's Alpha Based on Standardized Items</b>	<b>No. of Items</b>
Professional Knowledge & Application Criterion	.752	.792	9
Professional Development Criterion	.709	.748	8
Innovation & Creativity Criterion	.766	.746	7
Time Management Criterion	.815	.825	9
Job Satisfaction	.805	.866	9

### **3.8 Data Analysis Techniques**

Collected data was subjected to descriptive and inferential analysis. The statistical Package for Social Sciences (SPSS) software was used to conduct the analysis. Filled questionnaires were checked for completeness, errors and prepared for analysis. The data was then coded and entered into the SPSS for analysis and generation descriptive statistics such as frequencies, percentages, means and standard deviations.

Pearson correlation was used to determine the significance of the correlation between TPAD job criteria and teachers job satisfaction. A correlation coefficient of +1 meant that the

variables were perfectly positively correlated; -1 meant that the variables were perfectly negatively correlated and zero meant the variables were not correlated. Multiple regression analysis was used to test the extent to which performance appraisal job criteria influenced teachers' job satisfaction. The regression model adopted is depicted in equation below:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon \dots\dots\dots$$

Where,

**Y** represents Teachers Job Satisfaction

$\alpha$ =represents the y-intercept

**X<sub>1</sub>, X<sub>2</sub>, X<sub>3</sub> and X<sub>4</sub>** Professional Knowledge and Application Criterion; Professional Development Criterion; Innovation and Creativity Criterion; and Time Management Criterion respectively

**$\beta_1, \beta_2, \beta_3$  and  $\beta_4$**  represent coefficients of the four independent variables

**$\epsilon$**  represents error term

Qualitative data from interview with the sub county director was organized into themes based on the research objective and coded into NVIVO software for analysis. The analysed qualitative data was presented in text report form.

### **3.8 Ethical Considerations**

Application of research ethics in any research study is important in ensuring protection of the study participants. Review and approval of the research proposal was sought from the supervising lecturer and the Department of Education. Research permit was obtained from NACOSTI. Permission to accessing the study participants and conducting the study was sought from Nandi central Sub County Education office. Prior to undertaking the study, the purpose of the study was explained to the teachers. No participant was forced or enticed into answering the questions. Both verbal and written consent was obtained from the participants before the commencement of actual data collection. Besides, the teachers were assured of confidentiality throughout the entire research process.



## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION

#### 4.1 Introduction

This chapter presents research findings of the influence the influence of Teacher Performance Appraisal and Job promotion Criteria on Job Satisfaction among teachers in public secondary schools in Nandi Central Sub-County. The findings are presents based on the Demographic characteristics of the respondents; Results in accordance with study objectives; and Correlation analysis.

#### 4.2 Response Rate

Table 4.1 indicates the response rate based on data collection instruments that were administered to teachers against those that were filled and returned:

**Table 4.1: Response Return Rate**

<b>Category</b>	<b>Administered</b>	<b>Returned</b>	<b>Response Rate (%)</b>
Regular Teachers Questionnaires	149	142	95.3%
Senior Teachers Questionnaires	15	15	100%
Deputy Principals Questionnaires	15	12	80%
Principals Questionnaires	15	15	100%
Sub County TSC Director Interview	1	1	100%
<b>Total</b>	<b>195</b>	<b>185</b>	<b>94.9%</b>

Table 4.1 shows that the overall response rate for the research instruments was 94.9%. According to Mugenda and Mugenda (2009), a response rate of 70% and above is excellent for analysis and drawing conclusions for social research. Therefore, this response was sufficient for analysis and drawing of conclusions. The highest response rate was from the principals and the senior teachers who filled and returned all of the 15 questionnaires

administered to them. The second highest response was from the regular teachers who filled and returned 142 questionnaires (95.3%) out of the 149 questionnaires administered to them. The lowest response rate was from the deputy principals who filled 12 (80%) of the questionnaires administered to them. However, all the responses rates were above 70% which is considered excellent for analysis. The high response rate from the questionnaires administered to the teachers can be attributed the structured nature of the questionnaires which provided responses from which the teachers chose reducing the time taken to fill the questionnaires. The interview with the TSC Sub County officer was successfully conducted on the appointment date.

### **4.3 Demographic Information of the Respondents**

Three demographic factors (Age, Education level and experience in the teaching profession) have a significant bearing on the outcome of the appraisal process. Therefore, this segment presents data on distribution of teachers based on their age, highest education level attained and their experience in the teaching profession as presented in the following sections:

#### **4.3.1 Distribution of Teachers based on their Age.**

According to the Teachers Service Commission survey (2021) older teachers are less enthusiastic and reluctant on integrating technology in the appraisal of teachers. Similarly, Mutuku & Ogutu, (2018) established that there is low usage of ICT among older teachers compared to young and vibrant teachers who are more conversant and competent in technological issues. Therefore, it was imperative to determine the age of the teachers as these affects their ability to use the online TPAD appraisal process as shown in Table 4.2.

**Table 4.2: Distribution of Teachers by their Age**

Level	Regular Teachers		Senior Teachers		Deputy Principals		Principals	
	N	%	N	%	N	%	N	%
Below 30 years	20	14.1%	1-	-	-	-	-	-
31-40 years	59	41.5%	-	-	-	-	-	-
41-50 years	33	23.2%	5	33.3%	2	16.7%	3	20%
Above 50 years	30	21.1%	10	66.7%	10	83.3%	12	80%%
<b>Total</b>	<b>142</b>	<b>100%</b>	<b>15</b>	<b>100%</b>	<b>12</b>	<b>100%</b>	<b>15</b>	<b>100%</b>

Table 4.2 indicates that majority of principals 12(80%), deputies 10(83.3%) and senior teachers 10(66.7%) in public secondary schools in Nandi Central Sub County are above the age of 50 years. This may affect effective implementation of TPAD among secondary schools due to reluctance of older teachers in integrating technology in appraising teachers (TSC, 2021) and low levels of conversance and usage of ICT among older teachers (Mutuku & Ogutu, 2018). The old age among this category of teachers is an alarming factor for the TSC as majority of the teachers are on the verge of retirement which affects their ability to steer head the appraisal process in the long term. Table 4.2 also shows that over half of the teachers 79(55.6%) are below 40 years compared to 63(44.3%) who are above 41 years. Younger teachers tend to be more conversant and competent in ICT issues and their integration in performance of teaching duties (Mutuku & Ogutu, 2018). Thus, a large proportion of younger regular teachers enhance utilization of the TPAD system as these teachers tend to embrace technology.

### 4.3.2 Distribution of Teachers based on their Highest Level of Education

The TPAD performance appraisal and promotion criteria assess teachers based on their ability to apply professional knowledge in performance of their duties (TSC, 2021). This knowledge is acquired through pre-service training in which prepares and equips teachers with pedagogical skills; knowledge and skills in creating lesson plans, schemes of work and syllabus within the framework of the curriculum and mastery of the subject that they teach. Therefore, it was imperative to determine the education level of the teachers as presented in Table 4.3:

**Table 4.3: Distribution of Teachers by their Highest Level of Education**

Level	Regular Teachers		Senior Teachers		Deputy Principals		Principals	
	N	%	N	%	N	%	N	%
Degree in Education	142	100%	15	100%	12	100%	12	80%
Master's education	-	-	-	-	-	-	3	20%
<b>Total</b>	<b>142</b>	<b>100%</b>	<b>15</b>	<b>100%</b>	<b>12</b>	<b>100%</b>	<b>15</b>	<b>100%</b>

Table 4.3 indicates that all the regular teachers, senior teachers and deputy principals had degree in education. Majority of the principals 12(80%) had a degree in education while 3(20%) had master's in education. This study was conducted among TSC employed teachers as they are the only ones who participate in the appraisal process. To be employed by the TSC as a teacher at the secondary school level, the teachers must meet the minimum requirement for a Bachelor's degree in education with 2 mandatory teaching subjects in accordance with the Teachers Service Commission Regulations (2021). Thus, teachers in

Nandi Central Sub County have the necessary training to apply professional knowledge in performing their duties.

#### 4.3.2 Distribution of Teachers based on their Teaching Experience

According to the Teachers Service Commission survey (2021), teachers who had more than 20 years’ experience in the teaching profession, played a key role in mentoring and orientation of newly recruited teachers into the TPAD appraisal process. Similarly, Rahinda and Rozita found out that teachers with more than 10 years and above work experience are more knowledgeable and competent as they have a knowledge base that they have accumulated over the years in the teaching profession compared to younger teachers. As such, older teachers with more experience are likely to have better outcomes in the appraisal process. Therefore, it was important to determine their experience in the teaching profession as presented in Table 4.4:

**Table 4.4: Distribution of Teachers based on their Experience in the Teaching Profession**

Years	Regular Teachers		Senior Teachers		Deputy Principals		Principals	
	N	%	N	%	N	%	N	%
<year	21	14.8%						
1-3 years	26	18.3%	-	-	-	-	-	-
3-6 years	32	22.5%	-	-	-	-	-	-
6-10 years	16	11.3%	-	-	-	-	-	-
Over 10 years	47	33.1%	15	100%	12	100%	15	100%
<b>Total</b>	<b>142</b>	<b>100%</b>	<b>15</b>	<b>100%</b>	<b>12</b>	<b>100%</b>	<b>15</b>	<b>100%</b>

Table 4.4 demonstrates that all the principals, deputy principals and senior teachers had over 10 years’ experience in the teaching profession. A third of the regular teachers (33.1%) had

over 10 years' experience; 16(11.3%) had 6-10 years' experience; 32(22.5%) had 3-6 years' experience; 26(18.3%) had 1-3 years' experience; and 21(14.8%) had less than a year experience in the teaching profession. Cumulatively 63(44.4%) of teachers have over 6 years' experience while over half 79(55.6%) have less than 6 years' experience. The implementation of the TPAD appraisal process commenced 7 years ago in 2016. This implies that majority of the principals, deputies and senior teachers participated in the implementation process and therefore their extensive experience with the appraisal process and the teaching profession is instrumental in enhancing their capacity in mentoring and orientation of regular teachers' majority of whom were not employed during the period when the process was launched. The long experience in the teaching profession among principals, deputies and senior teachers implies TSC takes into consideration teaching experience when promoting teaching. This can be attributed to the fact that teachers with longer teaching knowledgeable and competent as they have a knowledge base that they have accumulated over the years in the teaching profession compared to younger teachers.

#### **4.4 Teachers Job Satisfaction**

This study sought to establish job satisfaction among teachers in Nandi Central Sub County. Teachers were therefore required to indicate their level of satisfaction with different aspects of their jobs; their commitment to the teaching profession; and the extent to which they agree with availability of various metrics that indicate level of job satisfaction. These findings are presented in the following sections:

##### **4.4.1 Teachers Level of Job Satisfaction**

Table 4.5 indicates teachers' level of job satisfaction with various aspects of their jobs measured on a scale of 1-5 where 1=Highly Dissatisfied; 2=Dissatisfied; 3=Neutral; 4=Satisfied; 5=Highly Satisfied:

**Table 4.5 Teachers Level of Job Satisfaction**

Job Aspect	1		2		3		4		5		Mean
	N	%	N	%	N	%	N	%	N	%	
Job Security					8	4.3	81	44.0	95	51.6	4.472
Working hours	4	2.2					96	52.2	85	45.7	4.391
Opportunities for career progression	5	2.7					50	27.2	129	70.1	4.190
Remuneration	23	12.5	110	59.8	5	2.7	46	25.0			2.402
Benefits and allowances	24	13.0	114	62.0	5	2.7	37	20.1	4	2.2	2.364
Workload assigned to teachers	50	27.2	74	40.2	15	8.2	27	14.7	18	9.8	2.396
Provision of facilities and materials for teaching	4	2.2	4	2.2			93	50.5	83	45.1	4.385
Retirement plan	49	26.6	91	49.5			35	19.0	9	4.9	2.250
<b>Aggregate Mean</b>											<b>3.836</b>

From the findings, over half 95(51.6%) of the teachers in public secondary schools in Nandi Central are highly satisfied with their job security, 81(44.0%) are satisfied while 8(4.3%) of teachers are undecided on their satisfaction with job security. This translates into a mean of 4.472 which implies that the teachers are satisfied with their job security. The findings show that 96(52.2%) are satisfied with the working hour; 85(45.7%) are highly satisfied; and only

4(2.2%) of teachers are highly dissatisfied with the working hours. This yields a mean of 4.391 which implies that the teachers are satisfied with their terms and conditions of work. Majority of the teachers 129(70.1%) are satisfied with the opportunities for career progression in the teaching profession compared to 50(27.2%) of teachers who are highly satisfied and only 5(2.7%) who are highly dissatisfied. This translates into a mean of 4.190 which implies that the teachers are satisfied with the opportunities for career progression. The findings also reveal that 93(50.5%) of teachers are satisfied with provision of facilities and materials required for teaching, 83(45.1%) are highly satisfied compared to 4(2.2%) of teachers who are highly dissatisfied. This translates to a mean of 4.385 which implies that the teachers are satisfied with the provision of facilities and materials required for teaching.

These findings were corroborated with information provided by the TSC Sub County director. According to him, TSC employs teachers on permanent and pensionable terms and therefore teachers are assured of their job security. In reference to opportunities for career progression, he observed that TSC has a career path which promotes teacher allowing them to progress from regular teachers to a senior teacher; then senior master teacher 1; senior master teacher 2; deputy principal; principal and chief principal. Promotion is based on the scores that the teachers get from the TPAD appraisal where teachers with high scores get promoted. However, the opportunities reduce as teacher progress up the career ladder as there are a few slots for senior most positions such as principals.

This implies that teachers in Nandi Central Sub County are satisfied with some aspects of the teaching profession such as job security, working hour; opportunities for career progression and provision of facilities and materials required for teaching. According to Özkan & Akgenc (2022) teachers who are satisfied with their jobs put more likely to put more efforts in enhancing their professional competence and teaching skills/styles. Sankar and Vasudha,



(2015) on the other hand observe that these teachers have a friendly attitude, greater enthusiasm and contribute immensely towards the educational advancement of the students. This results in better learning outcomes for learners in public secondary schools in the Sub County.

However, 74(40.2%) of teachers are dissatisfied with the work load assigned to them while 50(27.2%) are highly dissatisfied compared to 27(14.7%) who are satisfied and 18(9.8%) who are highly satisfied. This translates into a mean of 2.396 which implies that the teachers are dissatisfied with the workload assigned to them. Over half of the teachers 110(59.8%) are dissatisfied with the remuneration, 23(12.5%) are highly dissatisfied with remuneration compared to only 46(25.0%) of teachers who are satisfied and 5(2.7%) who are undecided. This translates to a mean of 2.402 which implies that teachers are dissatisfied with remuneration. The majority of teachers 114(62.0%) are dissatisfied with benefits and allowances, 24(13.0%) are highly dissatisfied compared to 37(20.1%) of teachers who are satisfied and 4(2.2%) who are highly satisfied with benefits and allowances. This translates to a mean of 2.364 which implies that the teachers are dissatisfied with benefits and allowances that they receive. Further, 49(26.6%) of teachers are highly dissatisfied with the retirement plan, 91(49.5%) are dissatisfied with the plan compared to 35(19.0%) of teachers who are satisfied and 9(4.9%) who are highly satisfied. This translates to a mean of 2.250 which implies that teachers are dissatisfied with the retirement plan. Therefore, teachers in Nandi Central Sub County are dissatisfied the work load assigned to them; remuneration; benefits and allowances that they receive; and the retirement plan.

The TSC Sub County directors observed that dissatisfaction among teachers with workload can be attributed to schools that have shortage of teachers resulting on high workload for teachers. Ordinarily under TSC regulations, teachers are assigned a workload is 35 lessons

per week. Teachers are able to comfortably handle this work. According to the county director, TSC tries to meet teachers' expectations to optimize their satisfaction. He observed that most teachers express dissatisfaction with their pay. The salary, benefits and allowances paid to teachers is determined by their job group and therefore each teacher's salary is commensurate to their job group. He however observed that, ability of TSC to promote teachers to a higher cadre and increase teacher salary is limited by shortage of funds from the national government.

Gayatri and Kumar, (2020) observe that teachers who are not contented with their jobs are less committed to their job; have high absenteeism; turnover and attrition rates; and reduced ability to provide quality instructions to learners. According to Sankar and Vasudha, (2015), these teachers are less supportive to their students due to their hostile attitude towards their job which they project to their students. This leads to adverse learning outcomes. Therefore, dissatisfaction with remuneration, benefits and allowances may adversely affect productivity of teachers particularly those who are motivated extrinsically by material rewards.

According to Gayatri and Kumar (2020), observe that job satisfaction occurs when teachers are assured of their job security or stability in their job; when there are fair policies and practices that accord opportunities for career growth and promotion to teachers; when pay and benefits commensurate to the work done by teachers. Therefore, dissatisfaction with workload, salaries; benefits and allowances; and retirement plans implies that teachers in Nandi Sub County are not fully satisfied with their jobs. According to Herzberg (1959) two-factor theory if hygiene factors at the work place are unsuitable such that the salary benefits and allowances earned by employees does not commensurate to the work they do; the company policies are not fair in terms on job promotions; the working condition are not good; and security of employees and their job is not guaranteed, the employees will be

dissatisfied with their jobs leading to decreased productivity. Therefore, there is need for TSC needs to ensure that teachers are satisfied with all aspects of their job to enhance their productivity for better learning outcomes.

#### 4.4.2 Commitment to the Teaching Profession

Table 4.6 indicates teachers’ commitment to the teaching profession:

**Table 4.6: Commitment to the Teaching Profession**

<b>Period</b>	<b>Frequency</b>	<b>Percent</b>
I don’t know	17	9.2%
1-3 years	14	7.6%
3-5 years	17	9.2%
More than 5 years	38	20.7%
Until retirement	98	53.3%
<b>Total</b>	<b>184</b>	<b>100.0%</b>

Table 4.6 indicates that over half of the teachers 98(53.3%) intend to continue working in the teaching profession until retirement; 38(20.7%) intend to work in the teaching profession for more than 5 years; 31(16.8%) intend to continue working in the teaching profession for less than 5 years; and 17(9.2%) do not know how long they intend to continue working in the teaching profession. This implies that over half of the teachers in Nandi Central Sub County are fully committed to the teaching profession while less than half only intend to work in the profession for some time.

Interviews with the TSC Sub County officer revealed that teachers in Nandi Central Sub County are committed to the teaching profession. According to him, about 30 (7.6%) teachers have left the teaching profession in the sub county in the last 3 year. He further observed

difference in the commitment to the teaching profession based on experience in the teaching profession. Teachers with over 10 years' experience in the teaching profession are more committed to the profession compared to newly recruited teachers.

According to Blomeke *et al.*, (2017), commitment to the job is one of the key indicators of job satisfaction. Teachers who are contented with their jobs demonstrate high levels of commitment to their job and less prone to leaving the profession. Contrary, Gayatri and Kumar, (2020) observe that teachers who are not contented with their jobs are less committed and highly prone to leaving their profession resulting in attrition rates. Therefore, the intention to continue working in the teaching profession until retirement is an indication that over half of the teachers (53.3%) in Nandi Central Sub County are satisfied with their teaching profession. However, the remaining 46.7% feels dissatisfied hence there reason for short term commitment to the teaching profession.

According to the Expectancy theory (1964), the choice to stay or leave an organization is determined by Job satisfaction. The decision to stay or leave is influenced by factors such as communication, equitable recognition and rewards of employee efforts, opportunities for career progression; autonomy at work, job security and involvement in decision making. When the expectations are met, employees report higher levels of job satisfaction and stronger commitment to the employing organization, which in turn fortifies their intention to stay. However, when employees' expectations are not fulfilled their job satisfaction and commitment declines and intention to leave increases. It is there imperative that TSC ensures that all the teachers are satisfied with all aspects of their job to enhance their commitment to the teaching profession.

#### **4.5 Professional Knowledge Criterion and job satisfaction among teachers**

The second objective of this study was to determine the influence of professional knowledge and application criterion on job satisfaction among teachers in public day secondary schools

in Nandi Central Sub-County. Teachers were therefore required to indicate their ability to apply professional knowledge in performance of their duties. Correlation analysis was conducted to determine the significance of the correlation between professional knowledge criterion and teachers job satisfaction. These findings are presented in the following sections:

#### 4.5.1 Application of Professional Knowledge and job satisfaction among teachers

To determine teachers’ ability to apply professional knowledge in teaching, teachers were required to indicate extent of agreement with statements on their ability to apply professional knowledge in teaching and the benefits of applying the professional knowledge in performance of their teaching duties. The responses are measured on a Likert scale of 1-5 where:

A mean of 4.5-5.0=Strongly Agree; 3.5-4.4=Agree; 2.5-3.4=Neutral; 1.5-2.0=Disagree; and 1.0-1.4= Strongly disagree. Table 4.7 below provides findings on the ability of teacher to apply professional knowledge:

**Table 4.7: Professional Knowledge Criterion**

Statement	1		2		3		4		5		Mean
	N	%	N	%	N	%	N	%	N	%	
TPAD has enhanced professional documents.	10	5.4	9	4.9	-	-	123	66.8	42	22.8	4.070
Preparing schemes of work, lesson plans and lesson notes and keep update records	-	-	-	-	-	-	91	49.5	93	50.5	4.505
Professional documents enhances syllabuses coverage	-	-	-	-	5	2.7	101	54.9	78	42.4	4.396
Helps track students’ performance.	-	-	4	2.2	5	2.7	79	42.9	96	52.2	4.451
preparing and using appropriate teaching aids							115	62.5	69	37.5	4.375
Enhances comprehension of skills and ability to remember			4	2.2			90	48.9	90	48.9	4.445
Consistently check and mark students books							117	63.6	67	36.4	4.364

Use tests and exams to assess students' mastery of content.									115	62.5	69	37.5	4.375
Prepare individualized education plans	5	2.7	15	8.2	4	2.2			109	59.2	51	27.7	4.010
<b>Aggregate Mean</b>													<b>4.332</b>

From the findings in Table 4.7, 123(66.8%) of teachers agreed that TPAD had enhanced their ability to prepare and use professional documents in performance of teaching duties; 42(22.8%) strongly agreed compared to 10 (5.4%) of teachers strongly disagreed and 9(4.9%) disagreed that TPAD had enhanced their ability to use professional documents; 93(50.5%) of teachers strongly agreed and 91(49.5%) agreed they are able to prepare schemes of work; lesson plans and lesson notes; keep update records of students performance; and prepare appropriate teaching aids. Additionally, 115(62.5%) agreed and 69(37.5%) strongly agreed that they were able to prepare and use appropriate teaching aids to illustrate concepts to students. These findings concur to findings by Seroney (2021) which revealed that 91.5% of teacher undertake lesson observation and keep records; 82% prepare schemes of work on time; 94.5% of teachers are able to prepare lesson notes and lesson plans; 84.3% regularly mark students books; 90.5% of teachers use teaching aids; 94.1% assess learners on mastery of content; 66.3% prepare and maintain records of students' progress; and 92.8% keep updated records of work. Similarly, Wandera (2019), found out that 94% of the teachers prepared and used schemes of work; 96% of teachers prepared records of work; 91% of English teachers prepared and used lesson plans and updates class notes; 66% of teachers prepared progress reports on learners performance and discipline and all teachers.

The findings are also consistent to those by the Teachers Service Commission (2021) established that teachers were now able to effectively apply their professional knowledge more competently as a result of the TPAD appraisal process. According to the study, teachers

ability to prepare and use lessons plans, schemes of works, class notes, learner progress records and class registers had improved a great deal as 99.5 % of teachers prepared, used and maintained these professional documents. Over half of the teachers were now able to consistently attend class and keep lessons observation records; and maintain up to date records on learners' progress.

The findings in Table 4.7 also indicate that 101(54.9%)of teachers strongly agreed; 78(42.4%) agreed that use of schemes of work, lessons plans and lesson notes enhances ability of teachers to adequately plan and prepare for lessons and cover all syllabuses on time compared to 5(2.7%) of teachers who were undecided; and 96(52.2%) of teachers strongly agreed and 79(42.9%) agreed that keeping records of student progress enables teachers to keep track of students' performance and take corrective action to ensure that students excel in their studies compared to 4 (2.2%) of teachers who disagreed and 5(2.7%) who were undecided. Additionally, 90(48.9%) of teachers strongly agreed and 90(48.9%) agreed that use of appropriate teaching aids to illustrate concepts to students enhances students' comprehension skills and ability to remember concepts that are taught in class compared to 4(2.2%) of teachers who were undecided. Similarly, Wandera (2019) found out that ability of found to prepare and use professional documents teachers in preparing for English lesson by a large proportion of English teacher in Machakos County makes teaching easier and enjoyable; enhances teachers' familiarity with the subject content; and provides guidelines for class lessons activities enhancing teachers efficiency in executing their duties. Therefore, use of professional documents in enhances ability of teachers to perform their duties.

Further, the Table shows 117(63.6%) of teachers agreed and 67(36.4%) strongly agreed they are able to consistently check and mark students books. This enables teachers to get feedback on whether students understand concepts taught and correct their mistakes. The findings also

indicate that 115( 62.5%) of teachers agreed and 69(37.5%) strongly agreed that they are able to use tests and exams to assess students mastery of content . Similarly, Seroney (2021) found out that 84.3% of teachers in West Pokot are able to regularly mark students' books while 94.1% of teachers are able to assess learners on mastery of content.

In addition to use and preparation of professional documents this study also found out that 109 (59.2%) of teachers agreed and 51(27.7%) strongly agreed that they prepare individualized education plans compared to 5(2.7%) of teachers who strongly disagreed; 15(8.2) who disagreed and 4(2.2%) who were undecided. According to Gichure, (2020), there are individual differences in the learning capabilities of pupils. Hence, teachers need to pay attention to individual learners to ensure that the individual challenges are addressed. Thus, preparation of individualized education plans by teachers in Nandi Central enables them to cater for different learning abilities and needs of individual learners.

An aggregate mean of 4.333 in Table 4.7 implies that teachers in public secondary school in Nandi Central Sub County agreed that they are able to apply professional knowledge in performing their teaching duties. This implies that the teachers are able to apply their professional knowledge in performing all the required duties in accordance with TSC guidelines. These findings concur with information provided by TSC Sub County director. Interview with the director revealed that majority of the teachers in Nandi Central are able to fully meet the targets in respect to the professional knowledge and application criterion. According to him, teachers in the sub county have a rating grade of 4 which is considered to be good. TSC ranks teachers performance based on a rating scale of 1-5 where 5=fully met and exceeded the targets; 4=fully met the targets; 3=met most of the targets; 2=met some of the targets; and 1=did not meet the targets. This implies that the teachers had a good performance.



The sub county director attributes the good performance among the teachers to pre-service training among the TSC employed teachers. According to him, prior to being employed by TSC, the teachers must meet the minimum educational requirement of having pre-service training in education. Pre- service training prepares and equips teachers with the competencies enhancing their capacity to apply professional knowledge in performing their duties. According to Kingi (2022), teachers’ professional training is instrumental in enhancing teachers’ ability to apply professional knowledge in teaching. Professional training equips teachers with skills in creating lesson plans and schemes of work; pedagogical skills; mastery of the subject that they teach; capacity to develop teaching aids and instructional materials and evaluate performance of learners. Therefore, pre-service training among teachers in Nandi Central has enhanced ability of the teachers to apply professional knowledge in performance of their duties

#### 4.5.2 Influence Professional Knowledge and Job Satisfaction

Pearson’s Correlation was conducted to test the significance of the correlation between professional knowledge criterion and teachers job satisfaction as presented in Table 4.8:

**Table 4.8: Influence Professional Knowledge and Application Criterion on Job Satisfaction**

		Job Satisfaction	Professional Knowledge and Application Criterion
Job Satisfaction	Pearson Correlation	1	.633**
	Sig. (2-tailed)		.000
	N	184	184
Professional Knowledge and Application Criterion	Pearson Correlation	.633**	1
	Sig. (2-tailed)	.000	
	N	184	184

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

\* . Correlation is significant at the 0.05 level (2-tailed)

Table 4.8 indicates that professional knowledge and application criterion has a strong positive and statistically significant correlation with teachers’ job satisfaction as indicated by a co-

efficient correlation of 0.633 and a p-value of .000 which is less than the significance value of 0.05. This implies that application of professional knowledge in performance of teaching duties has a positive and statistically significant effect on teachers' job satisfaction.

These findings concur to those by Seroney (2021) established that professional knowledge and application had a moderately positive and statistically significant effect on teachers' job satisfaction ( $r=0.474$ ;  $p=0.000<0.05$ ). Similarly, Gayatri and Kumar, (2020) established that teachers capacity to apply their professional knowledge in performing their teaching duties has a statistically significant effect on teachers' job satisfaction.

#### **4.6 Teachers Professional Development Criterion**

The second objective of this study was to establish the influence of professional development criterion on job satisfaction among teachers in public day secondary schools in Nandi Central Sub-County. Teachers were therefore required to indicate their level of agreement with statements on whether they were able to enhance their professional knowledge. Correlation analysis was also conducted to determine influence of professional development criterion on job satisfaction as presented in the following sections.

##### **4.6.1 Teachers Professional Development**

Table 4.9 presents findings on teachers' extent of agreement with statements on their professional development based on their ability to conduct self-appraisals; identify gaps in their professional competency and enrolment in professional development course to address these gaps. The responses are measured on a likert scale of 1-5 where

A mean of 4.5-5.0=Strongly Agree; 3.5-4.4=Agree; 2.5-3.4=Neutral; 1.5-2.0=Disagree; and 1.0-1.4= Strongly disagree.

**Table 4.9: Professional Development Criterion**

1	2	3	4	5	Mean
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	N	%	N	%	N	%	N	%	N	%	
I undertake termly self-appraisal	-	-	-	-	3	1.6	98	53.3	83	45.1	4.434
Appraisers consistently provide prompt feedback			12	6.5	3	1.6	84	45.7	85	46.2	4.315
Appraisers provide valuable feedback on the	3	1.6	9	4.9	3	1.6	102	55.4	67	36.4	4.201
Provides competency gaps and provides	3	1.6	9	4.9	3	1.6	99	53.8	70	38.0	4.217
The appraisal develop a Development Plan	6	3.3	8	4.3	10	5.4	106	57.6	54	29.3	4.054
Am enrolled in development courses	-	-	96	52.2	-	-	88	47.8			2.956
I have attended workshops/seminars	49	26.6	91	50.0			35	18.5		4.9	2.250
Enrolment in professional course enhances teachers competency	-	--					47	25.5	137	74.5	4.744
<b>Aggregate Mean</b>											<b>3.814</b>

Findings in Table 4.9 indicate that 98(53.3%) of teachers agreed and 83(45.1%) strongly agreed that they are able to undertake termly self-appraisal using the TPAD tools and identify strengths and gaps in my professional competency compared to 3(1.6%) of teachers who were undecided. Contrary to the large proportion of teachers (98.4%) who indicated that they were able to undertake termly self-appraisal using the TPAD tools and identify strengths and gaps in my professional competency, the TSC sub county director estimated that it is only about 50% of the teachers who are able to conduct termly self-appraisal by themselves. According to him half of the teachers in the sub county seek assistance from cyber attendants to assist them in conducting the appraisal. He indicated that some schools have appointed technicians who provide technical support to enable the teachers conduct the appraisal. The

number of teachers who are able to conduct self-appraisal in Nandi Central is significantly higher than the number of teachers who were able to conduct self-appraisal based on a survey by TSC (2021). According to the survey which showed that it is only 31.9% of the teachers who are able to appropriately identify their professional gaps.

In reference to performance feedback, findings in Table 4.9 reveal that 84(45.7%) of teachers agreed and 85(46.2%) strongly agreed that appraisers consistently provide prompt feedback compared to 12(6.5%) of teachers who disagreed and 3(1.6%) were undecided; 102(55.4%) of teachers agreed and 67(36.4%) strongly agreed that appraisers provide valuable feedback on the extent to which teachers have met professional teachings standards; and the improvement needed compared to 3(1.6%) of teachers who strongly disagreed; 9(4.9%) who disagreed and 3(1.6%) who were undecided. Further, 99(53.8%) of teachers agreed and 70(38.0%) strongly agreed that feedback provided by appraisers identifies teaching and professional gaps and provides guidance on how and address these gaps compared to 3(1.6%) of teachers who strongly disagreed; 9(4.9%) who disagreed and 3(1.6%) who were undecided. As a result, 106(57.6%) of teachers agreed and 54(29.3%) strongly agreed that they have been able to develop a Professional Teacher Development Plan to address the gaps in their professional competency compared to 6(3.3%) of teachers who strongly disagreed; 8(4.3%) who disagreed and 10(5.4%) were undecided. These findings are in agreement to those by TSC study (2021) revealed that majority of the teachers (82%) indicated that feedback received from appraisers was objective; and Shikokoti *et al.*, (2021) who found out that 50.6% of the teachers received feedback promptly from principals.

According to Shikokoti *et al.*, (2021); Kampkötter (2017) and Agyare (2016), teachers have a positive perception towards the appraisal process if there is prompt provision of feedback from appraisers that enable teachers to identify weakness/gaps in their pedagogical practices

that require improvement and put in place a professional development plan on how to improve on the weaknesses. Thus prompt provision of valuable feedback that identifies gaps in teachers' professional development and provides guidance on how to address these gaps may enhance professional development and contribute to job satisfaction among teachers in Nandi Central.

These findings were corroborated by information from the TSC Sub County director who observed that performance gaps are identified by appraisers at the school level or at the sub county level. Based on how the teachers have performed, they are advised to enrol attend workshops and seminars to address these gaps. The director also observed that teachers are now required to enrol in professional development course offered through the Kenya Education Management Institute virtual campus or other higher learning institutions throughout the country.

Findings in Table 4.9 also reveal that even though 47(25.5%) of teachers agreed and 137(74.5%) strongly agreed that enrolment in professional course enables teachers acquire skills that enhance their competency and ability to deliver quality instructions, it is only 88(47.8%) of teachers who indicated that they have enrolled in a professional development course compared to 96(52.2%) disagreed that they had enrolled in a professional development course. Further, 49 (26.6%) of teachers strongly disagreed and 91(50.0%) disagreed that they have not attend workshops and seminars that enhance their professional development compared to 35(18.5%) who agreed. This implies that even though teachers are able to identify gaps in their professional competency and develop plans to address these gaps, majority have not been able to enrol in professional development courses and attend seminars/workshops that enhance their professional development.

The TSC Sub County director could not provide statistics on the exact number of teachers who had enrolled in the professional course, however according to him most of the teachers in Nandi Central had enrolled for module 1 of the professional development course. The course takes are about 2 years to complete. On the contrary less than half of the teachers (47.8%) of the teachers who indicated that they have enrolled in a professional development while 76.6% indicated that they have not attend workshops and seminars that enhance their professional development.

Kingi and Kwanya (2021) observe that participation in professional training programs enhance the ability of teachers to perform their jobs more effectively by equipping them with competency and ability to deliver quality instructions to learners. Improved teacher performance in turn leads to better appraisal scores which increase chances of job promotion and career progression a key aspect that increases job satisfaction. Therefore, it is imperative that all teachers enrol in professional development programs as this may enhance job satisfaction among teachers and increase their commitment to the teaching profession.

#### 4.6.2 Influence of Professional Development Criterion on Job Satisfaction

Pearson’s Correlation was conducted to test the significance of the correlation between professional development criterion and teachers job satisfaction as presented in Table 4.10:

**Table 4.10: Influence of Professional Development Criterion on Job Satisfaction**

		Job Satisfaction	Professional Development Criterion
Job Satisfaction	Pearson Correlation	1	.691**
	Sig. (2-tailed)		.000
	N	184	184
Professional Development Criterion	Pearson Correlation	.691**	1
	Sig. (2-tailed)	.000	

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

\* . Correlation is significant at the 0.05 level (2-tailed).

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Table 4.10 indicates that professional development criterion has a strong positive and statistically significant correlation with job satisfaction as indicated by a co-efficient correlation of 0.691 and a p-value of 0.000 which is less than the significance value of 0.05. This implies that professional development criterion has a positive and significant effect on teachers' job satisfaction.

These findings concur to those by Nadeem *et al.*, (2019) established a positive and statistically significant correlation between timely provision of feedback a critical component of professional development and teachers job satisfaction. Increasing punctuality in provision of appraisal feedback enhances teachers job satisfaction by 0.129 units ( $p=0.000<0.05$ ). Similarly, Shikokoti *et al.*, (2021) established a positive strong and statistically significant correlation between principals' promptness of feedback of teacher performance appraisal and teachers' job satisfaction ( $r=0.655$ ;  $p\text{-value}=0.000<0.05$ ).

#### **4.7 Innovation and Creativity Criterion**

The third objective of this study was to determine the influence of innovation and creativity criterion on job satisfaction among teachers in public day secondary schools in Nandi Central Sub-County. Teachers were therefore required to indicate their ability to integrate ICT in their teaching duties; whether they have the required skills and access to facilities and tools required to integrate ICT I teaching and the benefits of integrating ICT on performance of their duties. Correlation analysis was conducted to determine influence of innovation and creativity on job satisfaction.

#### 4.7.1 Innovation and Creativity in Teaching

Table 4.11 indicates teachers' level of agreement with statements on their ability to integrate ICT in their teaching duties; whether they have the required skills and access to facilities and tools required to integrate ICT in teaching and the benefits of integrating ICT on performance of their duties measures on a likert scale where a mean of 4.5-5.0=Strongly Agree; 3.5-4.4=Agree; 2.5-3.4=Neutral; 1.5-2.0=Disagree; and 1.0-1.4= Strongly disagree.

**Table 4.11: Innovation and Creativity Criterion**

Statement	1		2		3		4		5		Mean
	N	%	N	%	N	%	N	%	N	%	
Required competencies to integrate ICT	10	5.4	112	60.9			36	19.6	26	14.1	2.760
I access ICT based teaching materials.	52	28.3	84	45.7	1	5	29	15.8	18	9.8	2.331
I access sufficient ICT facilities.	89	48.4	62	33.7			26	14.1	7	3.8	1.913
I integrate ICT tools in teaching students	61	33.2	69	37.5			33	17.9	21	11.4	2.369
Integration of ICT creates engaging and stimulating experiences							52	28.3	132	71.4	4.717
<b>Aggregate Mean</b>											<b>2.818</b>

An aggregate mean of 2.818 in Table 4.11 implies that teachers in public secondary schools in Nandi Central expressed a neutral opinion on their ability to their ability to apply innovation and creativity through the integration of ICT in performing their teaching duties. From the findings, 52(28.3%) of teachers agreed and 132(71.4%) strongly agreed that integration of ICT in teaching enables teachers to present content in an exciting and captivating manner that creates engaging and stimulating experiences for learners and reduces boredom from the routine method of lecturing. However, 112(60.9%) of teachers disagreed and 10(5.4%) strongly disagreed that they have the competencies to effectively integrate



ICT in teaching students compared to 36(19.6%) of teachers who agreed and 26(14.1%) who strongly agreed that they have ICT competencies; 89(48.4%) of teachers strongly disagreed and 62(33.7%) disagreed that they have access to sufficient ICT facilities and tools required for integrating technology in teaching compared to 26(14.1%) of teachers who agreed and 7(3.8%) who strongly agreed; and 52(28.3%) of teachers strongly disagreed and 84(45.7%) disagreed that they have access to able to access ICT based teaching materials such as online databases, educational websites, and digital libraries that provide a wealth of information and resources for lessons compared to 29(15.8%) of teachers who agreed and 18(9.8%) who strongly agreed.

Further, 61(33.2%) of teachers strongly disagreed and 69(37.5%) disagreed that they have access to ICT tools such as such as videos, white boards and power point presentation required to integrate ICT in teaching students compared to 33(17.9%) of teachers who agreed and 21(11.4%) who strongly agreed. This implies that whereas teachers are cognizant of the significant role in teaching students, their ability to integrate teaching has been limited by lack of skills and competencies required to integrate ICT teaching; insufficiency of ICT facilities and lack of access to ICT tools required to integrate ICT in teaching. This has limited teachers' access to ICT materials used for teaching.

Interviews with the TSC Sub County director confirmed low levels of integration of ICT in teaching among teachers in Nandi Central. According to the director, most of the teachers in the Sub County have limited ICT skills. This is quite evident in their ability to conduct self-appraisal using the online TPAD appraisal tool. According to the director about half of the teachers are able to navigate the TPAD portal on their own while half of the teachers seek assistance from cyber attendants who conduct the appraisal on their behalf while some schools have appointed ICT technicians who provide technical support to the teachers.

The director observed that there were age differences in the ability of teachers to integrate ICT in teaching. Recently recruited teachers from the university have an advantage in integrating ICT in learning as they are more conversant with technology. He observes that this presents a challenge to older teachers when conducting self-appraisal and their rating on this criterion. Thus, older teachers rely on support from younger teachers. This confirms the findings in Table 4.2: Distribution of Teachers by their Age which indicates that majority of principals, deputies and senior teachers in public secondary schools in Nandi Central Sub County are above the age of 50 years.

These findings are in agreement to those by a study by TSC (2021) revealed low levels of ICT integration among the teachers with only 9.9% indicating that they had integrated ICT in teaching. Majority of the teachers lacked ICT skills and therefore perceived integration of ICT in learning as being difficult and requiring more efforts hence their unwillingness to integrate ICT in teaching. These findings also concur to those by Mutuku and Ogutu, (2018), majority of teachers (70.2%) in public secondary schools are not in apposition to handle complex ICT tasks that are critical for maintaining the Digital appraisal tools. Similarly, Muriuki (2017) established that only 40 % had basic ICT skills. As a result, majority of the teachers (85.3%) were not willing to adopt use of digital platforms in performing their duties due to low levels of competency in ICT.

However, the findings contradict those by a study by Seroney (2021) which found that a large proportion of teachers (91.4%) in secondary schools in West Pokot Sub County were able to prepare ICT based teaching/learning materials; 81.7% of teachers were able to integrate ICT in teaching; and 94.5% of teachers prepared and used appropriate teaching aids. Differences in the ability to integrate ICT in teaching between the two studies can be attributed to

competence and skills of teachers in West Pokot and their access to ICT materials required for teaching.

#### 4.7.2 Influence of Innovation and Creativity Criterion on Job Satisfaction

Pearson’s Correlation was conducted to test the significance of the correlation between innovation and creativity criterion and teachers job satisfaction as presented in Table 4. 12:

**Table 4.12: Influence of Innovation and Creativity Criterion on Job Satisfaction**

		Job Satisfaction	Innovation and Creativity Criterion
Job Satisfaction	Pearson Correlation	1	.543**
	Sig. (2-tailed)		.000
	N	184	184
Innovation and Creativity Criterion	Pearson Correlation	.543**	1
	Sig. (2-tailed)	.000	
	N	184	184

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

\* . Correlation is significant at the 0.05 level (2-tailed).

Table 4.12 indicates that innovation and creativity criterion have a strong positive and statistically significant correlation with job satisfaction as indicated by a coefficient correlation of 0.543 and a p-value of 0.000 which is less than the significance level of 0.05. This implies that innovation and creativity have a strong and statistically significant effect on teachers’ job satisfaction. This concurs with a study by Seroney (2021) which established that teachers’ creativity and innovation have a strong positive and statistically significant correlation with teachers’ job satisfaction( $r=0.662$ ;  $p=0.000<0.05$ ).

#### 4.8 Time Management Criterion

The second objective of this study was to examine the influence of time management criterion on job satisfaction among teachers in public day secondary schools in Nandi Central Sub-County. Teachers were therefore required to indicate their ability to manage time

productively. Correlation analysis was conducted to determine influence of time management on job satisfaction as shown in the following sections:

#### 4.8.1 Teachers Ability to manage Time Productively

Table 4.13 indicates teachers' level of agreement with statements on their ability to manage time productively measured on time based on their punctuality, ability to meet deadlines, attend class consistently, cover all lessons and recover lost lessons measured on a Likert scale where

A mean of 4.5-5.0=Strongly Agree; 3.5-4.4=Agree; 2.5-3.4=Neutral; 1.5-2.0=Disagree; and 1.0-1.4= Strongly disagree.

**Table 4.13: Time Management Criterion**

Statement	4		5		Mean	Std. Dev
	N	%	N	%		
I consistently maintain punctuality in	62	33.7%	122	66.3%	4.663	.473

reporting for duty							
I use the TPAD clock	66	37.0%	116	63.0%	4.630	.484	
I am able to attend lessons on time	67	36.4%	117	63.6%	4.635	.482	
I keep lesson observation records to keep track of my class attendance	59	32.1%	125	67.9%	4.679	.468	
I am to cover all lessons in accordance with the school time table	64	34.8%	120	65.2%	4.652	.477	
I am able to recover all the lesson time lost through remedial classes	54	29.3%	130	70.7%	4.706	.456	
I am able to attend consistently maintain punctuality in attending school meetings	32	17.4%	154	82.6%	4.826	.380	
I meet deadlines in reference to the timelines for preparing all professional documents	42	22.8%	142	77.2%	4.771	.420	
I am able to meet deadlines	51	27.7%	133	72.3%	4.722	.448	
<b>Aggregate Mean</b>					<b>4.698</b>	<b>0.454</b>	

An aggregate mean of 4.698 in Table 4.13 implies that teachers in public secondary schools in Nandi Central strongly agreed that they are able to productively manage their time as a result of the TPAD system. From the findings, 62(33.7%) of the teachers agreed while 122(66.3%) strongly agreed that they are able to maintain their punctuality by consistently reporting for duty on time; 66(37.0%) of the teachers agreed and 116(63.0%) strongly agreed that this can be attributed to the use of the TPAD clock in and clock out to indicate arrival time in school and the time that they leave school; 32(17.4%) of the teachers agreed and 154(82.6%) strongly agreed that they consistently maintain punctuality in attending school meetings (4.826).

The TSC sub-County director attributes enhanced ability of the teachers to manage their time productively to the TPAD system. The director observed that under TPAD teachers have to indicate the exact time that they report for duty and when they leave school through the clock

in and clock out system which keeps track of their time. This has enhanced teachers' punctuality. To enhance transparency in the teachers' records they are oversighted by the immediate senior teacher or deputy principals.

These findings concur to those by Marika *et al.*, (2021) which revealed that the introduction of the teacher performance appraisal has resulted in significant improvement in teachers' time management practices with punctuality on reporting for duty having improved among 78% of teachers as a result of the clock in and clock out register; punctuality in attending lessons had improved among 58.7% of teachers; 61.1% of teachers were now able to meet deadlines; and punctuality in participating in school activities had improved among 57.5% of teachers. A study by TSC (2021) also revealed that 76% of teachers reported to school earlier due to the clock in and out system; and teachers were now able to consistently attend class on time. Similarly, Shikokoti *et al.*, (2021) established that TPAD had enhanced performance appraisal had enhanced class attendance among 53.6% of the teachers and increased punctuality among teachers 55% of the teachers.

The findings in Table 4.13 also indicate that 67(36.4%) of the teachers agree and 117(63.6%) strongly agree that they are able to consistently attend lessons on time (mean=4.635); 59(32.1%) of the teachers agree and 125(67.9%) strongly agree that they are able to keep lesson observation records to (mean=4.679); 54(29.3%) of the teachers agree while 130(70.7%) strongly agree that they are able to cover all lessons in accordance with the school time table (mean=4.652); and 54(29.3%) of the teachers agreed and 130(70.7%) strongly agreed that they are able to recover all the lesson time lost through remedial classes (mean=4.706). The findings further reveal that 42(22.8%) of the teachers agreed and 142(77.2%) strongly agreed that they are able to meet deadlines in reference to the timelines for preparing all professional documents (mean=4.771); and 51(27.7%) of the teachers

agreed and 133(72.3%) strongly agreed that they meet deadlines for setting exams, administering; marking exams and providing feedback to students (mean=4.722).

These findings were also corroborated by information from the Sub County director. According to him, one of the advantages of using TPAD is that you are able to keep track of lesson attendance through lesson observation records ensuring that teacher consistently attend lessons without missing and compensate for the lessons they have missed. He observed that because of the TPAD system schools in the sub county have 100% lessons attendance.

These findings are consistent to those by a TSC (2021) study which revealed that the TPAD system has reduced absenteeism and 94.5% of the teachers were able to recover missed lessons through remedial classes resulting in sufficient and effective syllabus coverage on time. Similarly, Seroney (2021) found out that majority of the teachers (92%) in public secondary school in West Pokot attend lessons on time; 90.9% of teachers ensure that all lessons are taught; 70.3% of teachers are able to recover missed lessons; 92.8% of teacher set and mark exams on time and 66.3% are able to provide feedback on performance to students on time.

Therefore, teachers in Nandi Central are able to consistently maintain punctuality in reporting to for duty in school, attending class and attending school meetings and meet deadlines The teachers are also able keep track of their class attendance; cover all lessons; and recover all the lesson time lost through remedial classes. Thus, the teachers are able to manage time productively and focus on fundamentals teaching tasks.

#### **4.8.2 Influence of Time Management Criterion on Job Satisfaction**

Pearson's Correlation was conducted to test the significance of the correlation between time management criterion and teachers job satisfaction as presented in Table 4.14:

		Job Satisfaction	Time Management Criterion
Job Satisfaction	Pearson Correlation	1	.567**
	Sig. (2-tailed)		.000
	N	184	184
Time Management Criterion	Pearson Correlation	.567**	1
	Sig. (2-tailed)	.000	
	N	184	184

\*\* . Correlation is significant at the 0.01 level (2-tailed).  
\* . Correlation is significant at the 0.05 level (2-tailed).

Table 4.14 shows that time management has a strong positive and statistically significant correlation on job satisfaction as indicated by a coefficient correlation of 0.567 and a p-value of 0.000 which is less than the significance level of 0.05. This implies that time management criterion has a positive and statistically significant effect on teachers' job satisfaction.

Similarly, Seroney (2021) established that time management had a moderate positive but statistically significant effect on job satisfaction as indicated by a co-efficient correlation of 0.590 ( $p=0.000 < 0.05$ ). Thus, enhancing teacher's ability to manage time productively enhances job satisfaction among teachers.

#### **4.9 Regression Analysis**

Multiple regression analysis was used to determine the extent to which teacher performance appraisal and development job promotion criteria influences job satisfaction and the statistical significance of the correlation as presented in the following sections:

##### **4.9.1 Model Summary**

The Model summary measures the percentage of variability in job satisfaction as explained by teacher performance appraisal and development job promotion criteria as indicated in Table 4.15:



**Table 4.15: Model Summary**

Model	Adjusted R			Std. Error of the Estimate
	R	R Square	Square	
1	.667 <sup>a</sup>	.445	.432	.34355

**a. Predictors: (Constant),** Professional Knowledge and Application Criterion, Professional Development Criterion, Innovation and Creativity Criterion, Time Management Criterion

Table 4.15 shows that the co-efficient of determination (R-Square) is 0.445. This implies that professional knowledge and application criterion; professional development criterion; creativity and innovation criterion; and time management criterion account for 44.5% variation in teachers job satisfaction. The remaining 55.5% is explained by other factors outside the scope of this study.

#### 4.9.2 Analysis of Variance

Analysis of variance determines the statistical significance of the correlation between teacher performance appraisal and development job promotion criteria and job satisfaction as demonstrated in Table 4.16:

**Table 4.16: Analysis of Variance**

Model		Sum of		Mean		
		Squares	Df	Square	F	Sig.
1	Regression	20.194	5	5.049	35.853	.000 <sup>b</sup>

Residual	25.206	179	.141
Total	45.400	184	

**a. Dependent Variable:** Job Satisfaction

**b. Predictors: (Constant),** Professional Knowledge and Application Criterion, Professional Development Criterion, Innovation and Creativity Criterion, Time Management Criterion,

Table 4.16 indicates that the regression model has an F-value is 35.853 and the p-value of 0.000. The p-value is less than significance level of 0.05 which implies that the regression model is statistically. Therefore, teacher performance appraisal and development job promotion criteria have a statistically significant effect on teachers' job satisfaction.

#### 4.9.3 Coefficients of Correlation

Co-efficient of correlation was used to determine the extent to which changes performance appraisal and development job promotion criteria affect job satisfaction as demonstrated in Table 4.17:

**Table 4.17: Coefficients of Correlation**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.926	.630		4.641	.000
	Professional Knowledge and	.178	.099	.113	3.790	.001

Application Criterion					
Professional Development Criterion	.233	.071	.212	3.285	.001
Innovation and Creativity Criterion	.355	.048	.438	7.452	.000
Time Management Criterion	.485	.100	.286	4.858	.000

**a. Dependent Variable: Job Satisfaction**

The following equation is derived from Table 4.21:

$$\text{Job Satisfaction} = 2.926 + 0.178 * \text{Professional Knowledge and Application Criterion} + 0.233 * \text{Professional Development Criterion} + 0.355 * \text{Innovation and Creativity Criterion} + 0.485 * \text{Time Management Criterion} + e$$

Therefore:

$$Y = 2.926 + 0.178X_1 + 0.233X_2 + 0.355X_3 + 0.485X_4 + e$$

Table 4.17 shows that when all performance appraisal and development job promotion criteria are constant, job satisfaction=2.296. A unit rise in professional knowledge application while other performance appraisal and job promotion criteria are constant leads to an increase in teachers job satisfaction by 0.178 units ( $p=0.001<0.05$ ). A unit rise in professional development criterion while other performance appraisal and job promotion criteria are constant leads to an increase in teachers job satisfaction by 0.233 units ( $p=0.001<0.05$ ). A unit rise in innovation and creativity criterion while other performance appraisal and job promotion criteria are constant leads to an increase teachers job satisfaction by 0.355 units ( $p=0.000<0.05$ ). A unit time management criterion while other performance appraisal and job promotion criteria are constant leads to an increase in job satisfaction by 0.485 units ( $p=0.000<0.05$ ).

All the p-values are less than the significance level of 0.05, therefore it can be concluded that professional knowledge and application criterion, professional development criterion,

innovation and creativity criterion and time management criterion have a positive and statistically significant effect on teachers' job satisfaction.

## **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Introduction**

This study sought to determine the influence of Teacher Performance Appraisal and Job promotion Criteria on Job Satisfaction among teachers in public secondary schools in Nandi Central Sub-County. Therefore, this chapter presents summary of the findings in accordance with the study objectives, conclusions drawn, policy recommendations and recommendations for further research.

## **5.2 Summary of the Findings**

The findings are summarized in accordance with the research objectives:

### **5.2.1 Influence of Professional Knowledge Criterion on Job satisfaction**

This study established that professional knowledge and application criterion has a strong positive and statistically significant correlation with teachers' job satisfaction as indicated by a co-efficient correlation of 0.633 ( $p\text{-value}=0.000<0.05$ ). A unit rise in professional knowledge application leads to an increase in teachers job satisfaction by 0.178 units ( $p=0.001<0.05$ ).

The study found out that teachers in public secondary school in Nandi Central Sub County are able to apply professional knowledge in performing their teaching duties as all the teachers (100%) are able to prepare and use professional teaching documents such as schemes of work; lesson plans and lesson notes; keep update records of students' performance; and appropriate teaching aids. Use of professional teaching documents enhances ability of teachers to adequately plan and prepare for lessons and cover all syllabuses on time; keep track of students' performance and take corrective action to ensure that students excel in their studies. Use of appropriate has aided teachers in illustrating concepts to students enhances students' comprehension skills and ability to remember concepts that are taught in class.

All the teachers (100%) agreed they are able to consistently check and mark students books enabling them to get feedback on whether students understand concepts taught and correct their mistakes and assess students mastery of content. 86.9% of the teachers are able to prepare individualized education plans for purposes of catering for different learning abilities and needs of individual learners (mean=4.010).

### **5.2.2 Influence of Professional Development Criterion on Job Satisfaction**

This study established that professional development criterion has a strong positive and statistically significant correlation with job satisfaction as indicated by a coefficient correlation of 0.691 ( $p\text{-value}=0.000<0.05$ ). A unit rise in professional development criterion leads to an increase in teachers job satisfaction by 0.233 units ( $p=0.001<0.05$ ).

This study found that 98.4% of teachers in public secondary schools in Nandi Central are able to undertake termly self-appraisal using the TPAD tools and identify strengths and gaps in my professional competency. 91.9% of the teachers indicated that appraisers consistently provide prompt feedback on time; 91.8% of the teachers indicated that the appraisers provide valuable feedback on the extent to which teachers have met professional teachings standards; how they performed and the improvement needed and feedback provided by appraisers identifies teaching and professional gaps and provides guidance on how and address these gaps. As a result, 86.9% of the teachers indicated that they have been able to develop a Professional Teacher Development Plan to address the gaps in their professional competency. It is only 47.8% of the teachers have enrolled in a professional development course, 52.2% have not enrolled in a professional development course while 76.6% have not attend workshops and seminars that enhance their professional development.

### **5.2.3 Influence of Innovation and Creativity Criterion on Job Satisfaction**

This study established that innovation and creativity criterion have a strong positive and statistically significant correlation with job satisfaction as indicated by a coefficient correlation of 0.543 ( $p\text{-value}=0.000<0.05$ ). A unit rise in innovation and creativity criterion leads to an increase teachers job satisfaction by 0.355 units ( $p=0.000<0.05$ ).

This study found out that integration of ICT in teaching enables teachers to present content in an exciting and captivating manner that creates engaging and stimulating experiences for

leaners and reduces boredom from the routine method of lecturing. However, 66.3% of the teachers do not have the competencies and skills to effectively integrate ICT in teaching students; 82.1% of the teachers are not have access to sufficient ICT facilities and tools required for integrating technology in teaching; and 70.7% of the teachers do not have access to ICT tools required to integrate ICT in teaching students. Further 74% of the teachers are not able to access ICT based teaching materials.

#### **5.2.4 Influence of Time Management Criterion on Job Satisfaction**

This study established that time management has a strong positive and statistically significant correlation on job satisfaction as indicted by a coefficient correlation of 0.567 ( $p\text{-value}=0.000<0.05$ ). A unit time management criterion while other performance appraisal and job promotion criteria are constant leads to an increase in job satisfaction by 0.485 units ( $p=0.000<0.05$ ).

This study found that teachers in public secondary schools in Nandi Central are able to manage their time productively. The teachers are able to maintain their punctuality by consistently reporting for duty on time; attending class on time; and attending school meetings on time. The teachers are able to keep lesson observation records; keep track of their class attendance; cover all lessons in accordance with the school timetable; and recover all the lesson time lost through remedial classes. The teachers are able to meet deadlines in reference to the timelines for preparing all professional documents; setting exams, administering; marking exams and providing feedback to students.

#### **5.2.5 Teachers Job Satisfaction**

This study established that majority of teachers (96.6%) in public secondary schools in Nandi Central are satisfied with their job security; 97.3% are satisfied with the working hours; 96.7% are satisfied with the opportunities for career progression in the teaching profession;

and 95.6% are satisfied with provision of facilities and materials required for teaching. However, 67.4% are dissatisfied with the workload assigned to them; 71.9% are dissatisfied with the remuneration that they received; 74.6% are dissatisfied with benefits and allowances; and 76.6% of teachers are dissatisfied with the retirement plan.

Over half of the teachers (53.3%) are committed to the teaching profession as they intend to continue working in the teaching profession until retirement; 20.7% intend to work in the teaching profession for more than 5 years; 16.8% intend to continue working in the teaching profession for less than 5 years; and 9.2% do not know how long they intend to continue working in the teaching profession. This is an indication of contentment with their jobs among the 53.3% of as they do not have plans to work in other profession or sectors.

### **5.3 Conclusions of the Study**

This study concludes that performance appraisal and job promotion criteria have a positive and statistically significant effect on among teachers job satisfaction.

Teachers in public secondary schools in Nandi Central are only satisfied with some aspects of the teaching profession. Majority of teachers are satisfied with their job security; working hours; opportunities for career progression; and provision of facilities and materials required for teaching. However, majority of the teachers are dissatisfied with the workload assigned to them; remuneration; benefits and allowances; and the retirement plan. Over half of the teachers are committed to the teaching profession as they intend to continue working in the teaching profession until retirement; and less than half only intend to work in the teaching profession for some time.

Teachers in public secondary school in Nandi Central Sub County are able to apply professional knowledge in performing their teaching duties as all the teachers are able to prepare and use professional teaching documents; consistently check and mark students



books; assess students mastery of content and prepare individualized education plans for purposes of catering for different learning abilities and needs of individual learners.

Majority of teachers in public secondary schools in Nandi Central are able to undertake termly self-appraisal using the TPAD tools; promptly receive valuable feedback from appraisers on the extent to which they have met professional teachings standards; gaps in their professional competency and develop plans to address the gaps. However, less than half of the teachers have enrolled in a professional development course and over three quarters have not attended workshops and seminars that enhance their professional development.

Majority of teachers in public secondary schools in Nandi Central do not have the competencies and skills to effectively integrate ICT in teaching students; do not have access to sufficient ICT facilities and tools required for integrating ICT in teaching; and are not able to access ICT based teaching materials.

Teachers in public secondary schools in Nandi Central are able to manage their time productively. The teachers are able to maintain their punctuality by consistently maintain punctuality reporting for duty on time; attending class and attending school meetings. The teachers are able to keep lesson observation records; keep track of their class attendance; cover all lessons and recover all the lesson time lost through remedial classes. The teachers are able to meet deadlines for preparing professional documents; setting exams, administering; marking exams and providing feedback to students.

#### **5.4 Recommendations of the Study**

This study recommends that:

- The Teachers Service Commission increase the salary, benefits and allowances paid to teachers to enhance teachers' satisfaction with remuneration, benefits and allowances that they receive and enhance their commitment to the teaching profession.

- The TSC organizes workshops and seminars on different aspects of teachers' professional development for teachers in Nandi Central as part of strategies for enhancing teachers' professional development.
- All teachers in public secondary schools in Nandi Central enrol in professional development courses module 1 and 2 to enhance their professional development.
- Teachers in Nandi Central undertake training in basic ICT courses to enhance their competency in ICT and their ability to integrate ICT in performance of their teaching duties.
- The administration of public secondary schools in Nandi Central to procure sufficient ICT facilities required by teachers for integrating ICT in performance of their teaching duties.

### **5.5 Recommendations for Further Studies**

1. This study recommends that a comparative study be conducted among private secondary schools and other sub counties in Nandi County to determine the effect of performance appraisal and job promotion criteria on teachers' job satisfaction.
2. A study to be conducted on the influence of performance appraisal and job promotion criteria on performance of teachers' duties.

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## **APPENDICES**

### **Appendix I: Introduction Letter**

Dear Sir/Madam,

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

I am a postgraduate student undertaking the degree of Master of Educational Planning and Administration (Corporate Governance) at University of Nairobi in the Department of Educational Planning and Administration, School of Education. The title of my research is *“Influence Performance Appraisal Criteria on Job Satisfaction among Public Day Secondary*

*School Teachers in Nandi Central Sub-County*". It is a humble request that you provide the required data as shown in the questionnaire. All the data collected and the identity of the respondents will be treated with utmost confidentiality. If you would like, we could send you the executive summary of the findings on request. Thank you.

Yours sincerely

---

Janet Jepchirchir

Student, University of Nairobi

## **Appendix II: Research Questionnaire**

This questionnaire is intended to gather information for an academic study entitled "*Influence of Performance Appraisal Criteria on Job Satisfaction among Public Day Secondary School Teachers in Nandi Central Sub-County*". **Serial Number**

### **Section A: General information**

*Kindly put a tick (✓) against the correct choice.*

1. Please indicate your gender  
Male [ ] Female [ ]
2. What is your highest academic qualification?  
Secondary [ ] Post-second [ ] Graduate [ ]  
Post graduate [ ]
3. What is your position in this school?  
Teacher [ ] Senior Teacher [ ] Deputy Principal [ ] Principal [ ]
4. For how long have you been in the teaching profession?  
Less than 1 year [ ] 1 to 3 years [ ] 3 to 6 years [ ]  
6 to 10 years [ ] Over 10 years [ ]

### **INSTRUCTIONS FOR SECTIONS B, C, D, E AND F**

*You are required to indicate your level of agreement/disagreement with the statements in the tables using the following 5-point Likert scale: 1 = Strongly disagree; 2 = Disagree; 3= Neutral; 4 = Agree and 5 = Strongly Agree. Kindly put a tick (✓) against the correct choice.*

### **Section B: PROFESSIONAL KNOWLEDGE AND APPLICATION CRITERION**

	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1.	The TPAD appraisal system has enhanced my ability to prepare and use professional documents in performance of my teaching duties					
2.	I am able to prepare schemes of work; lesson plans and lesson notes and keep update records of students performance					
3.	Use of schemes of work, lessons plans and lesson notes enhances ability of teachers to adequately plan and prepare for lessons enabling them to cover all syllabuses on time and deliver quality instructions to students					
4.	Keeping records of student progress enables teachers to keep track of students' performance and determine if they are making progress or not ; and take corrective action to ensure that students excel in their studies.					
5.	I am able to prepare and use appropriate teaching aids/materials to illustrate concepts to students					
6.	Use of appropriate teaching aids/materials significantly enhances students' comprehension skills and ability to remember concepts that are taught in class.					
7.	I am able to consistently check and mark students books					
8.	I am able to use tests, assignments and exams to assess students mastery of content and understanding of concepts taught					
9.	I am able to prepare individualized education plans to cater for different learning abilities and needs of individual leaners					

### **SECTION C: PROFESSIONAL DEVELOPMENT CRITERION**

	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1.	I am able to undertake termly self-appraisal using the TPAD tools and identify strengths and gaps in my in my professional competency and teaching practices					
2.	Appraisers consistently provide prompt feedback on time					
3.	Appraisers provide valuable feedback that provides information on the extent to which teachers have met professional teachings standards; how they performed, and the improvement needed.					
4.	Feedback provided by appraisers identifies teaching and professional gaps and provides guidance on how and address these gaps.					

5.	The TPAD appraisal system has enabled me to develop a Professional Teacher Development Plan on how to address the gaps in my professional competency and teaching practices					
6.	I have enrolled in and attend professional development courses					
7.	I have been able to attend workshops and seminars that enhance my professional knowledge and skills					
8.	Enrolment in professional course and attendance of workshops enables teachers acquire skills that enhance their competency and ability to deliver quality instructions to learners.					

#### SECTION D: INNOVATION AND CREATIVITY CRITERION

	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1.	I am able to prepare and use appropriate teaching aids/materials to illustrate concepts and reinforce concepts to students					
2.	Use of appropriate teaching aids/materials significantly enhances students' comprehension skills and ability to remember concepts that are taught in class.					
3.	I have the required competencies and skills to effectively integrate ICT in teaching students					
4.	I am able to access a wide variety of online teaching materials access a wide range such as online databases, educational websites, and digital libraries that provide a wealth of information and resources for lessons					
5.	I am able to access sufficient ICT facilities and tools required for integrating technology in teaching					
6.	I am able to integrate use of ICT tools such as videos, white boards and power point presentation in teaching students					
7.	Integration of ICT in teaching enhances ability of teachers to present content in an exciting and captivating manner that creates engaging and stimulating experiences for learners and reduces boredom from the routine method of lecturing					

#### SECTION E: TIME MANAGEMENT CRITERION

	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1.	I am able to consistently maintain punctuality in reporting for duty					



2.	I am able to use the clock in and clock out to indicate my arrival time in school and the time that I leave school					
3.	I am able to consistently attend lessons on time					
4.	I keep lesson observation records to keep track of my class attendance					
5.	I am to cover all lessons in accordance with the school time table					
6.	I am able to recover all the lesson time lost through remedial classes					
7.	I am able to attend consistently maintain punctuality in attending school meetings					
8.	I am able to meet deadlines in reference to the timelines for preparing all professional documents					
9.	I am able to meet deadlines in terms of setting exams, administering; marking exams and providing feedback to students					

**SECTION F: JOB SATISFACTION AMONG TEACHERS IN PUBLIC SECONDARY SCHOOLS**

8. Indicate your level of satisfactions with the following aspects of your job using a scale of 1-5 Where:

	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1.	Job Security					
2.	Working hours					
3.	Opportunities for career progression					
4.	Remuneration					
5.	Benefits and allowances					
6.	Workload assigned to teachers					
7.	Provision of facilities and materials for teaching					
8.	Retirement plan					

9. How long do you intend to continue working as a teacher or remain in the teaching profession?

I don't know [ ]

1-3 years [ ]

3-5 years [ ]

More than 5 years [ ]

Until retirement [ ]






**THANK YOU FOR YOUR TIME AND COOPERATION!**

### **Appendix III: Interview Schedule**


1. Based on your assessment as the TSC officer in charge of analyzing teachers' appraisal reports and submitting a summary to the TSC headquarters in Nandi Central Sub County, how would you rate the average performance of teachers in public secondary schools in your sub county on the following aspects of professional knowledge and application using the TPAD performance rating scale (Fully met and exceeded the targets; Fully met the targets; Met most of the targets; Met some of the targets; & Did not meet the targets)
2. Using the TPAD performance rating scale how would you rate the average performance of teachers in public secondary schools in your sub county on their ability to undertake termly self-appraisal using the TPAD tools and develop a Professional Teacher Development Plan?
3. How valuable is the appraisal feedback provided to teachers professional development in terms of provision of identifying teaching and professional gaps and provides guidance on how and address these gaps.
4. Have teacher performance in your sub county enrolled in professional development course or attended seminars and workshops that improve their professional skills and knowledge? Provide statistics.
5. Using the TPAD performance rating scale how would you rate performance of teachers in your sub county on their ability to integrate ICT in teaching; and apply technology in preparation of teaching aids/materials?
6. Using the TPAD performance rating scale how would you rate performance of teachers in your sub county on their punctuality, ability to meet deadlines and class attendance?

7. How would you describe the commitment of teachers in your sub county to the teaching profession?
8. What are the turnover and attrition rates of teachers in your county?
9. What is the performance management system put in place by TSC to rewarded teachers who meet and exceed their targets?
10. How would you describe availability of opportunities for individual career growth and professional development within the teaching profession?
11. What challenge do you face in your sub county in enhancing teachers' job satisfaction?
12. Propose measures to enhance teachers' job satisfaction?

## Appendix IV: Research Permit

 <p>REPUBLIC OF KENYA</p>	 <p>NATIONAL COMMISSION FOR <b>SCIENCE, TECHNOLOGY &amp; INNOVATION.</b></p>
Ref No: <b>549366</b>	Date of Issue: <b>30/June/2023</b>
<b>RESEARCH LICENSE</b>	
	
<p><b>This is to Certify that Ms. Janet Jephchirchir of University of Nairobi, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kitui on the topic: INFLUENCE OF TEACHER PERFORMANCE APPRAISAL AND DEVELOPMENT JOB PROMOTION CRITERIA ON JOB SATISFACTION AMONG PUBLIC DAY SECONDARY SCHOOL TEACHERS IN NANDI CENTRAL SUB-COUNTY, NANDI, KENYA for the period ending : 30/June/2024.</b></p>	
License No: <b>NACOSTI/P/23/27085</b>	
Applicant Identification Number <b>549366</b>	
	 Director General <b>NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY &amp; INNOVATION.</b>
	Verification QR Code: 
<p><b>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</b></p>	
<b>See overleaf for conditions</b>	

## Appendix V: Research Authorization

  
UNIVERSITY OF NAIROBI  
FACULTY OF EDUCATION  
DEPARTMENT OF EDUCATIONAL MANAGEMENT POLICY & CURRICULUM STUDIES

P.O. BOX 30197  
OR P.O. BOX 92 -00902  
KIKUYU

dept-edpcs@uonbi.ac.ke

June 7, 2023.

OUR REF: UON/FED/EMPCS/1/19


TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: JANET JEPCHIRCHIR– REG NO. E55/36164/2019

This is to confirm that Janet Jepchirchir is a Master of Education student in the Department of Educational Management Policy and Curriculum Studies of the University of Nairobi. She is currently working on her research proposal entitled **“Influence of Teachers Performance Appraisal and Development Job Promotion Criteria on Job Satisfaction Among Public Day Secondary School Teachers in Nandi Central Sub - County Kenya”**. Her area of specialization is Corporate Governance.

Any assistance accorded to her will be highly appreciated



**SUSAN CHEPKONGA, PHD**  
CHAIRMAN  
DEPARTMENT OF EDUCATIONAL MANAGEMENT POLICY AND CURRICULUM STUDIES  
SCY/sg