



INFLUENCE OF TEACHER PERFORMANCE APPRAISAL AND DEVELOPMENT TOOL ON JOB SATISFACTION AMONG TEACHERS IN PUBLIC SECONDARY SCHOOLS IN KEIYO NORTH SUB COUNTY, KENYA

BY

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Abstract

Performance appraisal in schools is an ongoing process used for identifying, measuring, and developing teachers' performance in accordance with the government's strategic goals. However, whether these appraisals influence teachers' job satisfaction is a question yet to be answered satisfactorily by researchers. This study therefore sought to establish the extent to which teacher performance, appraisal development tool influence teachers' job satisfaction in public secondary schools in Keiyo North sub-county, Kenya?; The study was anchored on Human capital Theory and utilized sequential explanatory research design. The target population was 585 teachers Yamane formula was used to select the sample size. Data were collected using interview guide and a questionnaire. Data were analyzed using both descriptive and inferential statistics. The findings of the study revealed that there was a significant relationship between professional knowledge and practice, and teacher's job satisfaction.

Keywords: Teacher Performance, Appraisal Development Tool, Job Satisfaction

Introduction

Performance appraisal in schools is an ongoing process used for identifying, measuring, and developing teachers' performance in accordance with the Ministry of Education goals. The process of appraisal normally involves formative aspects focusing on career development, feedback, performance, and professional learning, geared towards enhancing achievement and providing quality educational experience for all students (Ayeni, 2018). The desire to implement a formal performance appraisal stems from the idea that appraisal of employees assists in accomplishing multifaceted roles that enrich the performance of various organizations (Dhanapala, 2021). Effective teaching and general teacher quality have been identified as school's key resources in achieving the mandate of educating learners effectively; this can only be assured by evaluating teachers by setting up some form of teacher performance appraisal techniques.

The world in the 21st Century focuses on a well-educated and skilled workforce, capable of addressing the ever-changing competitive global challenges with effective, practical, and sustainable solutions. Teacher performance appraisal is a function of human decision-making resulting from a value

judgment about how good or weak a teacher's work performance is, using information that compares the actual work performance with predetermined performance standards (Maxwell & Schwimmer, 2016). In Brazil, Bulgaria, and Italy, at least half of teachers worked in schools whose school principal reported at least an annual performance appraisal (Sjöberg & Nyberg, 2020). Staff performance appraisal development focuses on the attitude of workers that have increased influences on work-related decisions such as salary allocations and promotions based on performance appraisal outcome. Performance appraisal centers on the underutilization or mismanagement of human resource resulting in increased costs, low production, and diminished organizational performance (Agnaldo & Almeida, 2019).

In the United States of America (USA), the history of the country and its fundamentally individualistic culture has had a significant impact on the workplace and performance management practices. Individual performance, accountability, and performance-linked rewards form an integral part of the appraisal process. The appraisals are primarily used for administrative purposes such as awarding merit and informing promotion decisions, with the use of performance appraisals for developmental purposes remaining rather limited (Dauda & Luki, 2021). Noting that performance



appraisal is inclined towards award of merits and informing promotional decisions, this study would seek to address the extent an individual teacher is pleased, comfortable, or satisfied with his or her job, based on performance appraisal applied in the schools. It focuses on the pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences.

In Africa, teacher performance appraisal is carried out but with slight differences in the approaches adopted and systems used. In South Africa performance appraisal has been primarily used to give feedback on inadequate performance, recognize outstanding performance, and identify training needs of teachers (Swaartbooi, 2016). In Zimbabwe, Result Based Management (RBM) has been used widely in performance appraisal. It is an administrative tool that assists to track progress and demonstrate the outcomes and impacts of a policy; it requires all stakeholders to contribute through processes or services, either directly or indirectly to the achievement of target results. RBM extends beyond results and helps to inform future decision-making by seeking for explanations for both successes and failures, thereby highlighting the lessons learnt.

Result Based Management was introduced as a new appraisal system in Zimbabwe in 2005, with the aim of improving the quality of service that is provided through improved worker performance. (Musodza, Runhare, Mpeti & Cishe, 2020). This gives the justification for the current study to determine the influence of teacher performance appraisal and development on job satisfaction of teachers in secondary schools. Based on the practices and the aims of appraisal highlighted by Musodza, et al., (2020), this study seeks to address the effect of performance appraisal on the teachers' job satisfaction which is a function of promotion of their professional development and commitment to their duties.

In Kenya, teacher performance appraisal has taken shape over many years. At independence, the Ministry of Education inherited an inspectorial approach from the colonial government which was incorporated in the first Education Act Cap 211 (Republic of Kenya, 1968). In 1969 the Teachers Service Commission established a policy of confidential reporting of the teacher's performance, by the head teachers and was based on the level of loyalty to the school head.

The confidential reporting of teacher's performance ended in 2005, when a more participatory and open appraisal scheme was established through the revised Code of Regulation for Teachers in Kenya (TSC, 2014). The position of Quality Assurance and Standards Officer (QUASO) was instituted; the officers were mandated to carry out assessment of teacher's performance at work (MOE 2005). In 2012, the Teacher Performance Appraisal (TPA) system was further revised by the TSC and adopted new features and teachers were to be fully involved in the TPA process through setting of their performance target, discussing TPA feedback, endorsing TPA report and drawing up of an improvement plan (Kagema & Irungu, 2018).

The desire by Teachers Service Commission (TSC) to improve open teacher appraisal system and its outcome resulted in the introduction of an appraisal system known as Teacher Performance Appraisal and Development (TPAD) in 2014. The appraisal system went through a pilot study process up to 2016 before it was unveiled nationally. The TPAD was to review and improve teaching standards through a systematic appraisal approach, with the aim of evaluating teacher performance and promoting professional development so as to enhance learning outcomes. Its objectives have remained to provide quality education to learners in all public institutions; to provide an opportunity for teachers to improve their performance competencies; to analyze performance gaps; to provide support for professional development; and to provide a fair, effective, and consistent teacher evaluation (Gichuki, 2015).

The Deputy Principals are tasked with the overall responsibility of ensuring that the exercise of implementation process is completed and done effectively in schools. The Heads of Departments (HOD's) do appraise the teachers in their departments; the Deputy Principal appraises the Heads of Departments; the Principal appraises the Deputy Principal; and the Sub County Director of Education appraises the Principal. The TPAD covers five major areas: professional knowledge and practice, comprehensive learning environment, teacher professional development, teacher conduct and professionalism, and participation in professional learning community (Manyisa & Oywencha, 2019). Despite well elaborated objectives of TPAD in Kenya, teachers still consider it a fault-finding exercise which is sometimes done subjectively by the supervisors. The scores of individual teachers may also not reflect the true job performance level of the teachers.

The teaching profession in Kenya has a distinguished record of service. The ethical conduct and behaviour for *teachers* reiterate and make explicit the values and standards that have long been experienced by learners through their participation in education. The teacher's conduct in relation to duty is very important as it is mainly for accountability purposes. The conduct displayed by a teacher in the school setting, leads, guides or shows the learners the way (Dutche, 2017). A Teacher's behavior is extremely important for successful teaching and learning. Skillful teaching depends on opportunities to practice and to measure one's performance against exemplars. The work of teaching includes broad cultural competence, relational sensitivity, communication skills, and the combination of rigour and imagination, fundamentals to effective practice (Muthuri, Momanyi & Nduku, 2019). Finally, embedding professional learning community in the daily work of teachers is important as it creates a climate of high expectations in the school, characterized by a tone of respect for teachers, students, parents, the community, and other educational bodies (Leslie, Stall & Yarbrough, 2013).

Theoretical Framework

The study was anchored on human capital theory. Human capital theory was founded by Adam Smith in the 18th century. Smith reasoned that human capital refers to the stock of productive knowledge, skill talent that are possessed by workers that create economic value for the organization. Professional knowledge that teachers acquire are very fundamental in not only imparting knowledge on the students but also helps them in day-to-day operations in school such as preparation of lessons plan, efficient use of learning resources as well as bridging the gaps that exists in learners.

According to Tan (2014), he asserts that recent challenges such as globalization, a knowledge-based economy, and technological evolution have actually forced many countries and organizations at large to seek new ways of maintaining competitive advantage. Teachers service commission has also come up with TPADs to enable the teachers apply professionalism and ensure that there is conducive learning environment. It is said that the standard approach in labour economics is to view human capital as a set of skills or characteristics that enhance a worker's productivity rather than looking at it as a liability.

Performance appraisal is therefore essential in ensuring that the best is tapped from the teachers. TPAD when implemented accordingly creates some level of satisfaction to teachers. Gillies (2015) adds that the concept of human capital is semantically the mixture of human and capital-the value that the employee brings to the company. The reward of teachers must therefore reflect the value that the employee brings into the organization in line with the level of performance.

Research Design and Methodology

The study adopted explanatory sequential mixed-method research design. The target population comprised all the 585 teachers, 30 deputy principals and 30 principals from the 30 public secondary schools. Yamane's formula was used to get the sample size. Questionnaire and interview guide were used to collect data.

Findings

Teacher Performance Appraisal and Development (TPAD), as used in the study, was measured in terms of teacher's professional knowledge and practice, comprehensive learning environment, teacher professional development, teacher conduct and professionalism, and participation in professional learning community. The results revealed that there was significant relationship between professional knowledge and practice, and teacher's job satisfaction. Teacher belief and professional knowledge had an impact on teacher competence, which in turn influenced teacher's job satisfaction. The findings were supported by Ohi (2007) who also established that the professional knowledge of the early years reading development and pedagogy of the participating teachers was based on their own professional experiences, their own learning from other teachers, and from networking with other professionals working in the field of education.

The findings also established that there was significant relationship between comprehensive learning environment and teacher's job satisfaction. The students from a school which is equipped with adequate facilities, good teachers, and favorable environment perform quite better than those from schools with fewer facilities, unqualified teachers, and the less enabling learning environment. The findings are in line with Omolo, Otara, and Kute (2020) who explained that learning environment factors such as availability of infrastructure in schools, dormitories, laboratories, equipped library, staff houses, and classrooms among others lead to better performance that in turn may positively affect academic performance of students.

From the findings, there was significant relationship between teacher professional development and teacher's job satisfaction. When teachers are supported to engage in consistent professional development, they achieve deeper knowledge of the content of their respective subjects; this does not only improve their confidence in teaching but also ensures students get quality knowledge that translates to improved performance in KCSE. This could translate to improved teacher's job satisfaction.

The study established that there was significant relationship teacher conduct and professionalism, and teacher's job satisfaction. The Kenyan Teachers Service Commission code of ethics influences the ethical conduct of teachers and to assure the parents, the public, and stakeholders to have confidence in their ability to carry out their responsibility within a defined ethical framework. The code of conduct observed by teachers in their profession is basically one of the aspects that can improve the level of quality of education delivered as well as the level of learners' schooling success.

The findings also demonstrated that there was significant relationship between participation in professional learning community and teacher's job satisfaction. This implied that when the teachers improve in their involvement in working with colleagues, collaboration with parents and external community, and in collaboration with relevant educational bodies, there is increased teacher job satisfaction.

Conclusions

Based on the study findings, the researcher makes the following conclusions:

Regarding teacher's professional knowledge and practice, teachers have the opportunity to make a difference in the lives of the learners; therefore, they need to be committed to developing essential knowledge, skills, and attitudes to foster this important role. Teacher appraisal is adhered to in Keiyo North Sub County and is therefore opening up opportunities to tap the potential of the system so as to support knowledge management and system-wide learning for greater teacher job satisfaction. Teachers from all over the country are subjected to the appraisal process, which is mandatory.

From the results, there was significant relationship between comprehensive learning environment and teacher's job satisfaction; creating a positive learning environment for the teachers and learners is essential for their academic success, personal growth, emotional well-being, and for job satisfaction of the teachers. The comfort conditions for teachers and learners, spatial planning, quality of furnishing and finishing, and safety features in the school are important physical attributes to consider for conducive learning environment.

Based on the results which indicated there was a statistically significant relationship between teacher professional development and teacher's job satisfaction, the study concluded that professional development influences teachers' job satisfaction. When teachers are supported to engage in consistent professional development, they achieve deeper knowledge of the content of their respective subjects; this does not only improve their confidence in teaching but also ensures students get quality knowledge that translates to improved performance in KCSE.

In relation to the findings on teacher conduct, modeling moral agency is important for encouraging teachers to engage their own moral agency in the best interests of all children; despite efforts to engage in collaborative decision-making, principals are often faced with the reality that they are the ones to absorb the cost of decisions; and moral agents need to become wide-awake to the ethical issues and challenges that permeate their day-to-day work lives.

Based on the findings on participation in professional learning community, association between the teacher and the community works towards ensuring that conducive learning and teaching environments are provided, for job satisfaction of teachers and quality education of the learners. The school should mobilize the parents, surrounding community, alumni, and other stakeholders to contribute in education of the learners instead of letting education in the hands of teachers and government only as the main people who are in charge of education.

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