



EFFECTS OF PERFORMANCE APPRAISAL ON JOB SATISFACTION AMONG PUBLIC SECONDARY SCHOOL TEACHERS IN KAPSARET SUB COUNTY, UASIN-GISHU COUNTY KENYA

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ABSTRACT

Performance appraisal is one of the key elements of any organizations drive towards competitive advantage through continuous performance improvement. When effectively carried out performance appraisal promote and enhance teachers' job satisfaction that entail productivity, accountability and efficiency at work, thus improve performance of students and the school in general. Despite these clear benefits, recent studies have established that teachers have negative perception about performance appraisal which has caused truancy, indiscipline, resistance and significant staff turnover from the teaching profession. Thus, this study investigated the effect of performance appraisal on job satisfaction among teachers in public secondary school in Kapsaret Sub County, Kenya. Specifically, the study examined the effect of performance appraisal training and performance-based compensation/rewards on teachers' job satisfaction in Kapsaret Sub County. The study was guided by Alderfer's Erg Theory and Maslow hierarchy of needs Theory. Descriptive survey design was used with a study population of 80 heads of departments from the 18 secondary schools in Kapsaret Sub- County using census inquiry. The data collected was analyzed using descriptive and inferential statistics. The study findings showed that there was a statistically significant effect of performance appraisal training and performance-based compensation/rewards on teachers' job satisfaction in Kapsaret Sub County thus rejecting the null hypotheses. However performance appraisal training had a negative variation on job satisfaction amongst the teachers. In this regard there is need for strengthening monitoring an evaluation strategies to strengthen performance evaluation towards enhancing job satisfaction.

Key words: *performance appraisal training, performance-based compensation and job satisfaction*

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INTRODUCTION

Introduction of performance appraisal was witnessed in the United States of America during the Second World War (1940s) as a method of justifying employees' wages (Hughes, 2012). It was then known as merit rating. The merit rating was based on material outcome where higher output was rewarded with higher pay and vice-versa. By 1950s performance appraisal was recognized as a potential tool for managing employee rewards through pay increases. Based on its results, employees were also counseled, demoted or identified for lay off. Today, performance appraisal is one of the key elements of any organizations drive towards competitive advantage through continues performance improvement (Gruman & Saks, 2011). A regular review of each individual employee's performance provides information about his or her competence and aspirations. This is essential for planning (Kong, Cheung, & Song, 2012). It can also serve a wide range of specific uses for the manager including identifying employees' training needs, potentials for higher responsibilities, determining pay and redeployment ((Kong, Cheung, & Song, 2012). However, performance appraisal has been operated frequently as a top-down and largely bureaucratic system owned by the Human Resource (HR) department rather than by line managers. It has been perceived by many as a means of exercising managerial control (Poister, 2010).

Teacher appraisals have remained a vital part of the education system in Kenya since independence. Existing literature recognizes the potential benefits of appraisals such as increasing teacher's productivity thereby improving students' performance (Morton & Montgomery, 2013), and promoting accountability and efficiency at work. Despite these clear benefits authoritative sources have established that teachers' holds negative perception about the performance appraisal which has caused truancy, indiscipline, resistance and significant staff turnover from the teaching profession because of job satisfaction. In addition, study conducted Wanzare (2012) showed

difficulties in determining the relationship between appraising teachers and effective learning. This is against Teachers Service Commission (TSC) position that Teachers Performance Appraisal and Development (TPAD) improves teaching standards. This has arisen partially because of the evaluation mechanisms.

Several researches have been conducted on teacher appraisal. Gichuki (2015) researched on the teachers' perceptions on performance appraisal system effectiveness in public secondary school. The study established that there was a problem in communication of the performance feedback among the appraisers and appraise. Muli (2012) researched on the impact of performance appraisal on secondary school teachers' professional development in Kitui west sub County. The study showed unsatisfactory feedback which translated to little or no effect on teachers' performance. Onyaro (2016) revealed that teacher' performance appraisal practices in public secondary schools in Kenya display flaws which require to be reviewed immediately if teachers' performance evaluation is to be used to improve quality of education in Kenya. The research studies that have been conducted have failed to explain whether the recently reviewed teachers' performance appraisal policy by TSC had effectively addressed the weakness raised by previous studies in Kenya. It is evident that studies on performance appraisal and job satisfaction are lacking. It is against this background that this study will seek to fill this knowledge gap by determining the effect of performance appraisal on performance of secondary school teachers in Kapsaret Sub-County.

A performance appraisal is an official management system that facilitates the evaluation of individual's discharge of assigned duties within an organization in order to gain human capital advantage (Daoanis, 2012). Performance appraisal involves a process of creating work standards, evaluating employees' performance in relation to the work standard and giving feedback on the performance with the aim of improving on areas of weakness (Yee & Chen,

2009). At the school level, a performance appraisal has served to evaluate teachers' current and past performance against certain set standards (Armstrong, 2009). Among the aspects that it evaluates include teacher work output, knowledge, skills, character and individual contribution to institution (Yee & Chen, 2009). The major aim of an appraisal is to develop teachers in order to improve their delivery in teaching by correcting individual weaknesses to a more effective working habit, providing feedback about progress and receiving guidance and support (Daoanis, 2012). Appraisals have been used globally to make teachers accountable in a visible way to employers, students and parents (Bruns & Luque, 2014). In England for example a teacher appraisal was used to assist teachers in their professional development and career planning (William & Thompson, 2017), whereas in Kenya, the Commission's annual staff report indicates usage of appraisals to assess teachers' performance comprehensively and objectively with reference to job description (TSC/TPAD/01).

Appraisal reports derived from the exercise, besides facilitating on analysis of training needs for teachers, equally guide the determination of promotions and demotions (TSC annual staff report, TSC/TPAD/01). Kenya's tradition of teachers' performance appraisal was inaugurated early at independence, for instance in 1964 when Ominde proposed policy recommendation depicting aspects of education. One such suggestion stated that teachers' performance be evaluated through inspections. This necessitated the government of Kenya to initiate inspectorial evaluation of schools and teachers to improve standards of education (Ratemo, 2016). Furthermore, chapter 211, section 18 of the 1980 Education Act, entrusted the ministry of education-through its professional arm the known as the inspectorate (later renamed directorate of Quality Assurance and standards in 2003)- with the provision of quality education. The Act allowed the ministry to appoint inspectors from the ministry pertinent department or serving

teachers with the directive to visit and inspect any school at any time with or without notice- and report on the state of the school (Marecho, 2012). The schools were inspected to determine if the curriculum was properly implemented and whether teachers were competent professionals.

The system encouraged principals to submit written reports to the commission about a teacher's performance without formal or informal reference to the teacher about the content of the report. In view of the then prevailing circumstances, alternative ways were sought to improve the quality of teaching and learning in Kenya's secondary schools. In 2005 with the publication of the Revised Code of Regulations for Teachers (TSC, 2005), the teacher appraisal policy changed from confidential to an open appraisal system. The Commission in administering the open appraisal system required heads of institutions to provide an overall role in performance appraisal for teachers in their respective institutions (TSC, 2014). The desire by the Commission to improve the open teacher appraisal system and its outcome lead to the introduction of an appraisal system known as Performance Appraisal and Development (TPAD) in 2014 (TSC/TPAD/01). The teacher Appraisal went through a pilot study process between 2013 and 2016 before it was unveiled nationally. TSC/TPAD/01 indicated that the purpose of the ongoing appraisal was to review and improve teaching standards through a systematic appraisal approach, with a view to evaluate teachers' performance and promote professional development so as to enhance learning outcomes. To date its objectives, remain to provide quality education to learners to 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.

The Code of Regulations for Teachers 2015 stipulates that a teacher in a post-primary institution shall be appraised by the head of

department or in the absence of the head of the institution, the deputy head of the institution and the appraisal report confirmed by the head of institution, also the appraisal instruments shall be jointly discussed, completed and signed by both the appraiser and appraisee. Code of Regulations for Teachers (2015). The introduction of teacher performance appraisal and development in January 2016 remains one of the most transformative reform programs to be implemented in the teaching service. According to Dr. Lydia Nzomo the Commission Chairperson, Performance Contract (PC) and Teacher Performance Appraisal and Development (TPAD) is the best legacy by Teachers Service Commission to Kenya's children as the two programs are focused towards delivery of quality education in public learning institutions. Teachers' Image (2018), she says from the initial anxiety, uncertainty and apprehension that greeted the appraisal programs head teachers, teachers and all stakeholders have now agreed that PC and TPAD are great transformational agents in professionalization of the teaching service. Teachers' Image (2018). Evidence shown by the monitoring report 2017 is that there are reduced cases of teacher absenteeism, teachers are more prepared to teach, increased teamwork and professional learning communities.

Job satisfaction is considered a key cause for teacher shortage, according to educational policymakers in Northern Carolina in America (Tickle, Chang & Kim, 2011). Turner, Tamura, Mulholland and Baier (2007) contended that many teachers raise concerns about dissatisfaction with working conditions, time allocated for planning instructions, poor relations at school with colleagues and the general school environment. Teacher Job satisfaction is defined as the "teachers' affective relation to his/her teaching role and is a function of the perceived relationship between what one perceives it is offering to a "teacher". Job satisfaction also refers to the fulfillment a teacher derives from day-to-day activities in his/her job. Job satisfaction is the collection of feelings and beliefs

that people have about their current jobs. People's levels or degrees of jobs satisfaction can range from extreme satisfaction to extreme dissatisfaction. Teachers have attitudes about various aspects of their jobs such as the kind of work they do; their co-workers' supervisors, subordinates or their pay. A teacher who has high job satisfaction is perceived to have a high level of commitment to his/her work (Deepa, Palaniswamy & Kuppusamy, 2014). Job satisfaction has the potential to affect a wide range of behaviour in organizations. Teachers' job satisfactions have strong implications for student achievement. Deepa, Palaniswamy & Kuppusamy (2014) showed that improvement in teacher satisfaction has benefits for both students and stakeholders.

Job satisfaction is either a global feeling about the job or a related constellation of attitudes about various aspects of facets of the job. The facet approach is used to find out which parts of the job produce satisfaction or dissatisfaction. The more important factors conducive to job satisfaction include mentally challenging work, equitable rewards, conducive working conditions and supportive colleagues. For most employees work also fills the need for social interaction and so, friendly supportive employees also lead to increased job satisfaction (Chamundeswari, 2013). Job satisfaction can also be seen as an indicator of emotional well-being or psychological health (Deepa, Palaniswamy & Kuppusamy, 2014). Similarly, the utilitarian perspective to job satisfaction, asserts that job satisfaction can lead to behaviours that can have either a positive or negative effect on organizational functioning.

Performance Appraisal System (PAS) was introduced by the government of Kenya (GOK) to refocus the mind of the public from a culture of inward looking to a culture of business like environment, focused on the customer and results in addition to improving service delivery (Obong'o, 2009). According to the performance appraisal system (PAS), the evaluation of staff performance is supposed to enable them meet acceptable quality

standards. The process is regarded as interactive, for mutual agreement between supervisors and appraisers (GOK, 2009). The government of Kenya has in the past made some efforts in launching and implementing Public Service Reform initiatives aimed at improving the performance of public servants in service delivery (Hope, 2012). However, these reforms have not achieved the envisaged results (Opiyo, 2006). The introduction of the performance appraisal system (PAS) (GOK, 2006) is yet another attempt by the Government to manage and improve performance of the Civil Service by enabling a higher level of staff participation and involvement in planning, delivery and evaluation of work performance. Different industries and jobs need different kinds of appraisal methods, and for our purpose we will discuss some ways to assess performance, this will change based upon the job specifications for each position within the company.

Teaching standards are the clear expressions of the baseline of expectations for the professional practice and conduct of teachers and define the minimum level of practice expected of teachers in Kenya. Teachers are expected to use the teaching standards to support their own professional development, planning teaching and learning programs, and for assessing learners progress. Teachers will find the standards useful in reviewing their practice and inform their plans for continuous professional development since they provide shared understanding of the essentials of great teaching. Quality teaching occurs when the teachers' ongoing analysis of the context, the decisions about which pedagogical knowledge and abilities to apply result in optimum learning by students. The standards should help teachers set targets, monitor achievement and develop programs that support and improve student learning. Teaching standards according to TPAD are: Professional knowledge and application, time management, innovation and creativity, learner protection, safety, discipline and teacher conduct, promotion of co-curriculum activities, professional development and collaboration with

parents/guardians and stakeholders called "the seven competency areas".

Job expectation are tools managers use to compare actual results to job expectations or standards, can also be a list of tasks, duties and responsibilities and the manner in which an employee should perform her/his job, having up-to-date accurate and professional job expectation list is critical to an organization's ability to attract qualified candidates, orient and train employees establish job performance standards, develop compensation programs, conduct performance review, set goals and meet legal requirements. Job expectation allow a manager to compare the performance of employees competing for the same job, this helps in assessing training and development needs for a particular worker, can also be used to prepare formal employee evaluation.

Training supervisors and managers how to conduct appraisal meetings is just one of the developing and effective performance appraisal program. Continuing performance appraisal training is needed because teachers require continuous training on emerging issues in classroom management, curriculum implementation and for instructional improvement in their subjects of specialization. Performance appraisal training enables an organization to validate that their employees have the right skills and knowledge to complete job tasks and produce quality products and services, can provide opportunities for teachers to grow personally and professionally and increases their capacity for effectiveness. An effective performance appraisal benefits both the organization and employees, the employees get the opportunity to get formal feedback from line management on how their performance is viewed, ensures clarity regarding work expectations and standards, reduces anxiety/stress and conflict with line managers, it also provides an opportunity for employees to discuss their job competence-leading to targeted training and development, provides a forum to share new ideas and to air their views. In addition, such experiences increase the opportunity

to interact with colleagues to get a fresh vision for teaching and classroom leadership, to learn or develop a new method of instructional leadership or a new way to assess student learning. Compensation is a fundamental component of Human Resource Management. It covers economic reward in the form of wages and salaries as well as benefits, indirect compensation or supplementary pay (Salisu, Chinyio & Suresh, 2015). Compensation emanates basically from the fact that it provides income to workers and constitutes an important cost item to the employer (Matrocchio 2011). There are four groups of compensation classifications used in Kenya: Salary, allowances, gratuity and pensions, Salary is a fixed amount paid to workers for the service or work done (monthly salary, yearly salary and promotional salary increase). Salary is calculated on a weekly, monthly or annual basis. It is designated to pay white-collar workers administrative professionals and executive employees (Salisu, Chinyio & Suresh, 2015). Thus salary is also called basic pay and allowances.

The complexity of their roles enables the organization to generate sufficient data from all stakeholders for a meaningful assessment, in a school set up where teachers play very challenging and very important duty of helping students in their performance, this kind of feedback enables the supervisors HODs get the right information faster and accurately about teachers using the tools of teacher performance appraisal which are student supervisory roles, clocking in and out register, students record of work ,the teachers' approved schemes of work records, notes prepared for every lesson, lesson plans for every lesson this contributes to whole round information about a teacher. These are commonly used performance appraisal methods used by the Teachers Performance Appraisal and Development tool (TPAD). The essence of teachers' performance appraisal according to Teachers Service Commission is to improve learning outcomes in primary and secondary schools (Teacher appraisal and development manual, 2014). Another use of performance appraisal is to enable

the teachers' service to improve performance in every public learning institution in line with its vision of being an institution of excellence in the provision of efficient and effective service for quality teaching (Teachers' image, 2018). Job satisfaction is the collection of feelings and beliefs that people have about their current jobs. People's levels or degrees of jobs satisfaction can range from extreme satisfaction to extreme dissatisfaction. People have attitudes about various aspects of their jobs such as the kind of work they do; their co-workers' supervisors, subordinates or their pay job satisfaction has strong implications for student achievement (Deepa, et al., 2014).

Statement of the Problem

Teacher appraisals have remained a vital part of the education system in Kenya since independence. Benefits of appraisals such as increasing teacher's productivity by improving students' performance, promoting accountability and efficiency at work is evident amongst teachers. Despite these clear benefits authoritative sources have established that teachers' holds negative perception about the performance appraisal which has caused resistance, indiscipline, truancy, which to a greater extend have affected effective learning in schools and has led to poor results. In addition, previous studies have failed to show how performance appraisal in this area (Kapsaret Sub-County) has affected teacher's job satisfaction which has an important role in student and even teacher performance in Kenya. Therefore, it was against this background that this study sort to examine the effect of performance appraisal on job satisfaction among public secondary school teachers in Uasin Gishu County.

Objective of the Study

The study investigated the effects of performance appraisal on job satisfaction among teachers in public secondary schools in Kapsaret Sub County Uasin-Gishu County, Kenya. The specific objectives were;

- Examine the effects of performance appraisal training on teachers' job satisfaction in Kapsaret Sub-County, Uasin- Gishu County.

- Asses the effects of performance based compensation/rewards on teachers' job satisfaction in Kapsaret Sub-County, Uasin-Gishu County

The study was guided by the following research hypothesis;

- H0₁: Performance appraisal does not have statistically significant effect on teachers' job satisfaction in Kapsaret Sub County Usin-Gishu County
- H0₂: Performance based compensation/rewards do not have statistically significant effect on teachers' job satisfaction in Kapsaret Sub County Uasin-Gishu County.

LITERATURE REVIEW

Empirical Review

Effects of Performance Appraisal Training and Job Satisfaction

Training is a set of activities which is helpful for the employees of the organization that augment its knowledge, skills and competencies. After training he/she can perform even better and be helpful to the organization to achieve its goals (Schmidt, 2010). Training is provided at every level but, skill and back ground information may differ. Some years ago training was not paid too much attention in any organization but today it has become a major part of every organization's calendar (Truitt, 2011). Training effect employee performance and its satisfaction. A survey was conducted by United Kingdom in 2006 that shows that 87% of organizations has to face difficulty while recruiting the staff, 72% of them were those who have skill gaps, 60% need improvement and in a recent review organization of Economic Corporation States that shortage of skills can also effect economic growth. In any organization industry training is needed to be sure and this is the major responsibility of an HR manager. Training is also conducted to increase information technology, skills, problem solving and to increase their communication skills (Sila, 2014).Huma Raza did a study on relationships between rewards,

performance appraisal and training & development on job satisfaction. Questionnaire were adopted from previous papers with 5 likert scale and the sample size was 200. Study shows the positive and significant relationship between dependent and independent variables. Job training and job satisfaction are a major factor in any organization.

Continuing performance appraisal training is needed because teachers require continuous training on emerging issues in classroom management, curriculum implementation and for instructional improvement in their subjects of specialization. Performance appraisal training enables an organization to validate that their employees have the right skills and knowledge to complete job tasks and produce quality products and services, can provide opportunities for teachers to grow personally and professionally and increases their capacity for effectiveness. An effective performance appraisal benefits both the organization and employees, the employees get the opportunity to get formal feedback from line management on how their performance is viewed, ensures clarity regarding work expectations and standards, reduces anxiety/stress and conflict with line managers, it also provides an opportunity for employees to discuss their job competence-leading to targeted training and development, provides a forum to share new ideas and to air their views. In addition, such experiences increase the opportunity to interact with colleagues to get a fresh vision for teaching and classroom leadership, to learn or develop a new method of instructional leadership or a new way to assess student learning.

Participation in performance appraisal training activities signals the teacher's level of commitment to their school and profession, that is, they would be less likely to invest their time, and in some cases their own money, if they plan to depart. At the same time, participation in performance appraisal training activities can serve to enhance job satisfaction by helping teachers increase their skills and core content knowledge (their human capital). Professional development is a means for increasing

professionalism among principals which could have a positive influence on their job satisfaction and retention in their schools and their profession. The established views showed that performance appraisal training leads to job satisfaction and some studies revealed that teacher's learning opportunities have a direct relationship with their self-reported commitment to the profession or indirect effect mediated by the level of collaboration and input into decision making (Rutter & Jacobson, 2006). Professional training is a very important factor in service delivery (Sarah 2007). Research has shown that it is only achieved through meaningful well designed employee training which serve to help workers with adequate knowledge on standards and this help to refine their practices (Hung, Lai & Chang, 2011). The authors further asserted that once workers have completed training from college, some hardly attend seminars and workshops to keep abreast with trend changes in the work force. These revelations triggered the current research. The current study intends to find out whether continuous teacher development has an input on job satisfaction.

De Rljd, Stes, van der Vleuten and Dochy (2013) conducted a study on factors that affect the performance of locomotive employees in Japan. The research design composed of both qualitative and quantitative methods. Data collection was through use of questionnaires, observation and document analysis. Random sampling was used to select participant for the study. The study sample consisted of locomotives employees. The study findings revealed that workers lack mechanical knowledge related to their initial college training to handle programs in their work place. Random sampling was employed on this study to select 200 participants. This study investigated on training as a factor affecting locomotive employees but the researcher did not show how workers training affect job satisfaction of workers a variable which the current study intends to study on but the target population of the present study will be teachers.

Effects of Performance based compensation /rewards on Job Satisfaction

Compensation is the major factor in any firm. If employee is doing good bonus, holidays, formal and informal recognition are their rights. Output and excellence of work boost (Pilar Carbonella, 2016). Financial and non-financial awards are comprised on it. The study shows the regression analysis that indicates a stronger relationship of financial awards stronger the employee satisfaction. (Farah Liyana Bustamama, 2014). As reward has a positive consequence on job satisfaction and consequential promotion is a gift but not working hard can be a result of demotion and punishment (Akhter, Raza, Ashraf, Ahmad & Aslam, 2016).

Salisu, et. al (2015) carried out a study on impact of compensation on job satisfaction of public sector construction workers of Jigawa state of Nigeria, the study showed that compensation packages have relationships with workers' job satisfaction, it established a theoretical framework based on equity theory and used it to examine how different compensation packages might influence workers' job satisfaction. The reviewed study looked at construction workers in Nigeria while the current study will be looking at teachers in public secondary schools in Kenya.

Compensation is a fundamental component of Human Resource Management. It covers economic reward in the form of wages and salaries as well as benefits, indirect compensation or supplementary pay (Salisu, et. al., 2015). Compensation emanates basically from the fact that it provides income to workers and constitutes an important cost item to the employer (Matrocchio, 2011). There are four groups of compensation classifications used in Kenya: Salary, allowances, gratuity and pensions. Salary is a fixed amount paid to workers for the service or work done (monthly salary, yearly salary and promotional salary increase). Salary is calculated on a weekly, monthly or annual basis. It is designated to pay white-collar workers administrative professionals and executive

employees (White & Drucker, 2000). Thus salary is also called basic pay and allowances.

Allowances are monetary benefits other than salary offered to workers for specific purposes such as personnel movement, financial support and personnel engagement allowances. Benefits are supplementary compensations awarded to workers apart from basic salary as a result of some certain circumstances like retirement in this context. Pension is benefits to workers paid upon retirement monthly. A worker to be entitled for pension pay must put in at least ten years of service. Gratuity is lump sum amount paid to workers after retirement (Poister, 2010).

The importance of pay and benefits in satisfying economic need of an employee could never over emphasis since what employee will gain in his/her employment relationships is salary and benefits. There is a correlation between compensation/reward and workers job satisfaction (Nelson 2008). Armstrong (2009) viewed that reward is a means through which various workers' need are satisfied. Thus unsatisfied workers normally reduce workplace moral and lower productivity (Johns, 2010). Job satisfaction can be enhanced by increasing autonomy, stress reduction and above all rises in compensation package (White 2006). Causes of job satisfaction are: Work itself, Reward, Supervision, Promotion opportunities, and co-workers. Voon, Lo, Ngui & Ayob (2011) stated that workers' job satisfaction is contingent upon job component like work setting.

Recognition is one of the intangible rewards in all organizations it is important as it helps in having satisfied workers (Wang & Hou, 2015). Further, according to this author, maintaining a culture of recognition and appreciation in an organization can go a long way in building job satisfaction, which directly can be equated to sustaining a higher level of employee engagement at work. The drive and reinforcement theories of motivation emphasize the importance of rewards such as recognition and praise to motivate employees to perform well and sustain good practice (Perrachoine, 2008). Praise

and recognition are intangible rewards and teachers feel a sense of self-worth if their endeavors receive recognition and praise. Recognition is an aspect that makes individuals feel motivated (Herzberg, 1968). Individuals at all levels of the organization want to be recognized for the job satisfaction. Jehanzeb, Rasheed, & Rasheed (2012) are of the view that if an employee performs successfully, it leads to organizational rewards and as a result motivational factor of employees lies in their performance.

According to Edginton, Hudson, and Lankford (2001), reward plays an exceedingly important role in moving an organization towards excellence. Cerasoli, Nicklin & Ford (2014) have suggested that employee performance is a joint of ability and reward. Therefore, rewarding employees to perform to the best of their ability is seen as one of the manager's primary tasks. This fact will be reiterated in the 1990s when public recreation managers ranked rewarding employees as their most, important goal to pursue (Edginton, Hudson & Landford, 2001). Anitha (2014) argued that monetary rewards programs keep high spirits among employees, boosts up their morale and create a linkage between performance and motivation of the employees. The basic purpose of reward program is to define a system to pay and communicate it to the employees so that they can link their reward to their performance which ultimately leads to employee's job satisfaction.

The views were echoed by Gallup (2012) who established that Japan women employees get satisfied with the recognition they receive at work for their accomplishments. The other finding of the survey was that men employees get unsatisfied with companies' recognition programs and management's acknowledgment of achievements. However, the survey further revealed that there is an obvious disconnect between leadership and staff as to what drives an individual's satisfaction within a position. Gallup concluded that employees need to feel appreciated by managers and other workers around them because one spends majority of

his/her time during the week at the work place. Without recognition, there is normally low satisfaction at a work place and this directly affects the ability of workers to be creative, innovative, and productive.

This reviewed study focused on how recognition influences job satisfaction whereas this current study will include another variable besides job satisfaction which is motivation. The CareerBuilder Candidate Behavior study carried out in America in 2013 showed that 77% of full-time employed workers are either open to or actively looking for new job opportunities because they are unsatisfied with state of recognition at the workplace and thus retaining them is difficult. This reviewed study was conducted in America and the target population were builders this prompted the researcher to conduct a study in Kenya and with the current study, the researcher will target secondary school teachers this is because workers in different sectors have different perceptions on various strategies that lead to job satisfaction or motivation.

Another survey by Society for Human Resource Management in Australia (2011) revealed that nearly half of human resource managers say showing appreciation to employees helps reduce turnover and increase profit. This reviewed survey targeted only human resource officers but the current study will target teachers of public secondary schools this is because workers in various departments within an organization have different opinions on which compensation strategies increase their job satisfaction and thus motivation increases.

In South Africa, since 2000 the department of education has been rewarding excellence for best practice in education through incentive schemes such as the National Teaching Awards (NTA), the awarding of cash bonuses in recognition of long service (20 and 30 years' service awards) and the awarding of cash bonuses for improvement in educational qualifications (DoE, 2005). At present, the Doe's Laptop Initiative (The Teacher, 2010) is also being negotiated for teachers as an attempt to subsidize purchases of computer laptops for

teachers. This report is based on practices of the ministry of education in a different locality from where the current study is being carried out. Constructing an effective performance appraisal programme requires collaborative work with compensation and benefits specialist to determine allocation for salary increases, incentives and other monetary rewards. Communication should be clear for employees.

Teachers' job satisfaction

The extent to which teachers are satisfied with their job is a potential indicator of their commitment to their responsibilities, teacher effectiveness and motivation. If there is a poor relationship between and among persons, environment and job characteristics, there may be problems with their behaviour at work (Jaiyeoba, Mukhtari & Ado, 2010). Job satisfaction is very important and of major concern in educational organizations. Teachers' satisfaction is important for student achievement and school performance. To begin with, job satisfaction influences job performance (Deepa, et. al., 2014). It increases teacher motivation and commitment to teaching (Van Maele & Van Houtte, 2012; OECD, 2014; Deepa, et. al., 2014).

Satisfied teachers are more likely to provide higher quality teaching that benefits students' success (Demirtas, 2010; Collie, 2012; Griva, 2012). Teacher Job satisfaction has serious implications for the student performance and teachers themselves. Particularly, it can influence teacher absenteeism, turnover and school effectiveness (Griva, 2012). Satisfied and motivated teachers are more interested in professional development which subsequently can improve the quality of teaching (OECD, 2014).

High quality effective leadership for high schools is critical due to the social, political, and economic pressures placed upon public education. Due to these increasing pressures and ever higher accountability placed on teachers, job satisfaction may decrease. The teacher's job is complex and demanding; however, thoughtful examination of

the teaching profession and the variables that contribute to job satisfaction can better equip teachers to retain them.

To improve performance evaluation to be more effective in influencing organizational commitment, satisfaction of the teachers as well as fair performance management within the school should be given priority. James (2004) did a study on job satisfaction of high school principals in Virginia. For this study 183 high school principals in Virginia responded to an internet survey using the Minnesota Satisfaction Questionnaire to explore the specific variables of gender, age, salary, number of assistant principals, years as principal, tenure, school socio-economic status, school size, and school accreditation status to determine which variables may or may not contribute to job satisfaction. A multiple regression was utilized to determine the relative impact that the criterion variables in predicting job satisfaction. The findings of this study suggest that high school principals in Virginia were generally satisfied with their jobs. The principals who responded were least satisfied with their level of compensation and most satisfied with being of service to others. The step-wise multiple

regressions completed for this study revealed that the significant predictors of job satisfaction were the number of assistant principals and Virginia Accreditation status. This research targeted high school principals in Virginia, while the current study is targeting teachers in secondary schools in Kenya a different area from the current study.

Maforah and Schulze (2015) did a study on the job satisfaction of principals of previously disadvantaged schools: New light on an old issue in South Africa. This study identified influences on the job satisfaction of previously disadvantaged school principals in North- West Province. A mixed-methods explanatory research design was used. Thirty principals of secondary schools located in the rural villages and townships in the province were purposefully selected. A structured questionnaire was used during the quantitative phase. The findings were that power versus powerlessness was a key factor to lack of job satisfaction. While the current study is investigating on the effects of teacher performance appraisal on job satisfaction among public secondary school teachers in Kapsaret Sub-County Uasin-Gishu Couty.

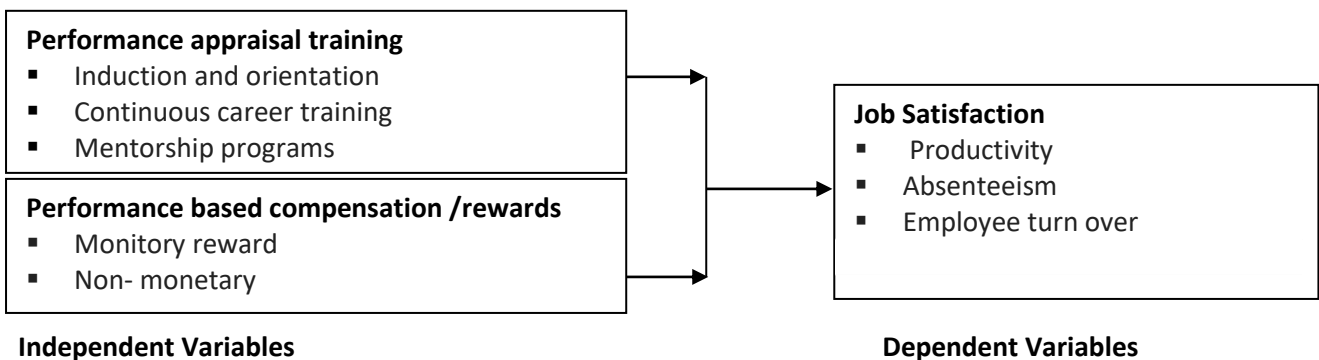


Figure 1: Conceptual Framework
Source (Author, 2021)

Effects of performance appraisal training was indicated by the induction and orientation offered to teachers by the teachers’ service commission to enable teachers copy with the policies and expectations of effective teaching for quality service of the teachers’, giving feedback to the teachers’ is a very important indicator of performance appraisal training this is because teachers respond according

to the feedback it can be a positive or a negative feedback. The indicators of performance based compensation/reward include monetary reward, these are financial rewards provided to employees for meeting their goals, this may include cash awards, bonuses, commission, gift cards and more. Money is an effective motivator for improving employee performance. Non-minatory reward

incentives was another indicator of performance based compensation/reward which are designed to recognize a special achievement or the completion of something that enhance employee's job performance. Non-monetary rewards do not involve the direct money. There are benefits of non-monetary rewards which include promotion, flexible timings and health care benefits. The benefits which are in non-monetary form derives more benefits to the organization because it involves some of emotional bondage with the employee loyalty, which automatically increase job performance.

METHODOLOGY

The study adopted a descriptive survey design targeting a population of 80 Heads of Department (HODs) in the 18 public secondary schools but 2 schools, St. Georges Secondary School and AIC Chepyakwai secondary Schools were excluded from the study because they didn't have Heads of Departments (HOD) in Kapseret Sub-County. A census of the Heads of Department of these schools formed 80 sample units. This study used a structure administered questionnaire to collect the data from the respondents. Data obtained was organized, coded and analyzed through statistical package for

social sciences (SPSS) version 25.0 package. Descriptive statistics were summarized using frequencies and percentages. Correlation and simple linear regression were used to determine the magnitude and direction of relationship between performance appraisal and teachers' job satisfaction. Significant relationships was considered at $p < 0.05$. The regression model was as follows: Where y is Teachers Job Satisfaction which is the dependent variable, β is the standardized regression coefficient.

$$Y = \alpha + \beta_1 X_1$$

$$Y = \alpha + \beta_2 X_2$$

$$\beta_0 = \text{Constant}$$

$$X_1 = \text{Performance Appraisal Training}$$

$$X_2 = \text{Performance based compensation}$$

$$\epsilon = \text{Error term}$$

RESULTS

Effect of Performance Appraisal Training on Teachers Job Satisfaction

The researcher sought to analyze descriptively the effect of performance appraisal training on teachers' job satisfaction in Kapsaret Sub County in Uasin Gishu County. The findings were indicated in Table 1.

Table 1: Effect of Performance appraisal training

	1	2	3	4	5
Time is allotted during the term for professional development	47(62.7%)	13(17.3%)		6(8%)	9(12%)
Training programmes and models for good practices have been established	47(62.7%)	15(20%)	7(9.3%)	3(4%)	3(4%)
There is training for teachers in impact areas	43(57.3%)	19(25.3%)		9(12%)	4(5.3%)
More literacy teachers are available to implement teachers gap	27(36%)	23(30.7%)	12(16%)	8(10.7%)	5(6.7%)
Access to instructional leaders, mentors and peers is available	29(38.7%)	24(32%)	7(9.3%)	7(9.3%)	8(10.7%)
There is early career training	35(46.7%)	10(13.35)	17(22.7%)	10(13.3%)	3(4%)
Seminars and workshops organised by MoE assist teachers to be abreast of new policies	11(14.7%)	19(25.3%)	4(5.3%)	24(32%)	17(22.7%)
Teachers are inducted and given opportunity to seek advice from experienced teachers	8(10.7%)	25(33.3%)			42(56%)
Mentoring programmes have been adopted to enhance training		9(12%)	4(5.3%)	25(33.3%)	37(49.3%)
Performance appraisal training on how to do personal appraisal was done		13(17.3%)	3(4%)	24(32%)	35(46.7%)

Findings in Table 1 indicated that 47 (62.7%) of the respondents showed that time is allotted during the term for professional development on a very small extent, 13 (17.3%) indicated small extent, 6 (8) indicated great extent while 9 (12%) indicated that allocation was done to a very great extent. The findings show that majority of the HoDs allocated time for professional development to a very small extent. This implied that teachers may not be able to learn and rectify areas that needed training so that they are improved later. It is important for schools and other organization to invest in professional training because it leads to job satisfaction. This agrees with Sarah (2007) assertion that professional training is a very important factor in service delivery.

Research has shown that it is only achieved through meaningful well designed employee training which serve to help workers with adequate knowledge on standards and this help to refine their practices (Hung, Lai & Chang, 2011). The authors further asserted that once workers have completed training from college, some hardly attend seminars and workshops to keep abreast with trend changes in the work force.

Findings in further indicated that 47 (62.7%) of the respondents showed that training programmes and models for good practices have been established to a very small extent, 15 (20%) indicated small extent, 7 (9.3%) indicated neutral, 3 (4%) indicated great extent while 3 (4%) indicated that this standard was done to a very great extent. The findings show that majority of the HoDs have to a very small extent coordinated establishment of training programmes.

Teacher performance appraisal requires continuous training on new and emerging issues. Its arguable that when such training are done at a very minimal level then job satisfaction may be impacted. Findings further indicated that 43 (57.3%) of the respondents showed that there is more training for teachers in impact areas at a very small extent, 19 (25.3%) indicated small extent, 9 (12%) indicated great extent while 4 (5.3%) indicated that training

was done to a very great extent. The findings show that majority of the HoDs felt that training in impact areas was done to a very small extent. This finding implies that such impact areas such as ICT and communication skills will continue to be a challenge given the little trainings that are carried out to mitigate the situation. This finding is in line with Sila (2014) assertion that training is conducted to increase information technology, skills, problem solving and to increase their communication skills.

In addition 27 (36%) of the respondents showed that more literacy teachers were available to implement teachers gap to a very small extent, 23 (30.7%) indicated small extent, 12 (16%) indicated neutral, 8 (10.7%) indicated great extent while 5 (6.7%) indicated that this practice there to a very great extent. The findings show that majority of the HoDs agreed to the fact that literacy teachers were available to a very small extent. Findings further indicated that 29 (38.7%) of the respondents showed that access to instructional leaders, mentors and peers was available to a very small extent, 24 (32%) indicated small extent, 7 (9.3%) indicated neutral, 7 (9.3%) indicated great extent while 8 (10.7%) indicated that this activity was done to a very great extent. The findings show that majority of the HoDs agreed that mentors were not extensively available. The finding shows that with such as environment teacher may not achieve job satisfaction.

Findings indicated that 35 (46.7%) of the respondents showed that there is early career training to a very small extent, 10 (13.3%) indicated small extent, 17 (22.7%) indicated neutral, 10 (13.3%) indicated great extent while 3 (4%) indicated that this practice was done to a very great extent. The findings show that majority of the HoDs may not be engaged in organizing early training. This is contrary to the broad belief that training employees early and later to widen their career progression is essential. This is in line with the finding by De Rljd, Stes, van der Vleuten and Dochy (2013) who pointed that employees cherish the opportunities in which they can acquire new

knowledge and skills that broaden their horizon regarding the job and that enhances their worth and marketability in their current job as well as future positions. Thus, leaders should support employees to learn new ideas, skills and acquire more knowledge relating to their job by discussing career options with them.

Findings in Table 1 further indicated that 11 (14.7%) of the respondents showed that seminars and workshops organized by MoE assist teachers to address new policies and changes were being used to a very small extent, 19 (25.3%) indicated small extent, 4 (5.3%) indicated neutral, 24 (32%) indicated great extent while 17 (22.7%) indicated that this practice was done to a very great extent. The findings show that majority of the HoDs agreed that seminars and workshops were used to a great extent so as to improve on the teacher training. Such seminars and workshops presents the continuous opportunities provided for professional development of teachers. These assertions are in line with Rutter and Jacobson (2006) who established that performance appraisal training leads to job satisfaction and some studies revealed that teacher's learning opportunities have a direct relationship with their self-reported commitment to the profession or indirect effect mediated by the level of collaboration and input into decision making.

From the findings 13 (17.3%) of the respondents showed that they engaged in teacher professional activities to a very small extent, 12 (16%) indicated small extent, 5 (6.7%) indicated neutral, 9 (12%) indicated great extent while 36 (48%) indicated that this standard was done to a very great extent. The findings show that majority of the HoDs ensured that they participated in profession activities that may end up influencing their job satisfaction. This implied that HoDs were engaging in activities that enhance teaching in school such as instructional activities, evaluation and measurement.

Findings further indicated that 8 (10.7%) of the respondents showed that new teachers are

inducted and given opportunity to seek advice from experienced teachers to a very small extent, 25 (33.3%) indicated small extent, while 42 (56%) indicated that this practice was done to a very great extent. The findings show that majority of the HoDs ensured that there was induction of new teachers on matters related to teacher appraisal. Induction is very important as it ensures that new teachers are taken through the processes of teacher evaluation. This exercise may make them to settle and be satisfied with what they will be doing.

Findings further indicated that 9 (12%) of the respondents showed that mentoring programmes have been adopted to enhance training to a small extent, 4 (5.3%) indicated neutral, 25 (33.3%) indicated great extent while 37 (49.3%) indicated that this practice was done to a very great extent. The findings show that majority of the HoDs felt that mentoring was being done to a very great extent. Mentoring is a very important function in teacher training that most likely leads to teacher job satisfaction.

Lastly, findings indicated that 9 (12%) of the respondents showed that performance appraisal training on how to do personal appraisal was done to small extent, 3 (4%) indicated neutral, 24 (32%) indicated great extent while 35 (46.7%) indicated that this standard was done to a very great extent. The findings showed that majority of the HoDs felt that personal performance appraisal training was carried to a very great extent. This implies that teachers may be satisfied with their jobs because they understand what they are doing.

Effect of Performance Appraisal Training on Teachers' Job Satisfaction

A simple linear regression was run to show the effects of performance appraisal training on teachers' job satisfaction. The results are presented in Table 2.

Table 2: Model Summary

	R	R ²	Adjusted R ²	Standard Error
1	.257 ^a	.066	.053	4.54486

a. Predictors: (Constant), Performance appraisal training

b. Dependent Variable: teacher job satisfaction

As shown in Table 2, the R value was 0.257. R is a measure of correlation between the observed value and the predicted value of the dependent variable. Thus, 0.257 is the correlation coefficient between the levels of teacher job satisfaction in secondary school as reported by the respondents and the levels as would be predicted by performance

appraisal training. In the model there was an R² of .066 denoting a 6.6 % variation on job satisfaction as explained by performance appraisal training. The R-square value indicates that this model succeeds in predicting up to 6.6 % of the variance in teacher job satisfaction in secondary school education. Table 3 presented the ANOVA output analysis.

Table 3: ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	106.715	1	106.715	5.166	.026 ^b
	Residual	1507.871	73	20.656		
	Total	1614.587	74			

a. Dependent Variable: Teacher job satisfaction

b. Predictors: (Constant), Performance appraisal training

The ANOVA output was examined to check whether the proposed model was viable. Results shown in Table 4 revealed that the F-statistic was highly significant (F= 5.166 p < 0.05) this showed that the model was valid. Thus, the null hypothesis is

rejected hence it can be concluded that performance appraisal training significantly affects teacher job satisfaction. Table 4 presents the coefficient arising from the analysis.

Table 4: Coefficients

Model	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	Sig.
1 (Constant)	35.541	3.122		11.385	.000
Performance appraisal training	-.251	.111	-.257	-2.273	.026

a. Dependent Variable: teacher job satisfaction

Table 4 further presented the coefficient arising from the analysis. The simple linear regression analysis was conducted so as to determine the relationship between performance appraisal training and teacher job satisfaction. The equation $Y = \alpha + \beta_1 X_1$ generated from this model therefore become:

$$Y = 35.541 + -.251 X_3$$

Where Y is the dependent variable (teacher job satisfaction), X₃ teacher performance appraisal

training. According to the simple linear regression equation established, taking all o t h e r factors constant at zero, teacher job satisfaction will be 35.541. The data findings analyzed also show that taking all other variables at zero, there will be a - 0.251 unit decrease in teacher job satisfaction as explained by performance appraisal training based on the β values. The (t = -2.276, P<0.05) implied that performance appraisal training has a statistically significant effect on teacher job

satisfaction in secondary schools in Kapsaret Sub County thus the rejection of the null hypothesis.

compensation/ Rewards on teachers' job satisfaction in Kapsaret Sub County.

Effect of Performance Based Compensation/Rewards on Teachers Job Satisfaction

Descriptive Statistical Analysis of Effects of Performance Based/Rewards

This section analyses, interprets, presents and discusses descriptive and inferential statistics relating to objective four of the study which was set to explore the effects of performance based

The researcher sought to analyze descriptively the effect of performance based/Rewards on teachers' job satisfaction in Kapsaret Sub County in Uasin Gishu County. The findings were indicated in Table 5.

Table 5: Effects of Performance Based Compensation/Rewards

	1	2	3	4	5
Immediate formal and informal recognition has been exercised	30(40%)	28(37.3%)	2(2.7%)	5(6.7%)	10(13.3%)
Appraiser and appraisee have freedom to make decisions	3(4%)	5(6.7%)	4(5.3%)	31(41.3%)	32(42.7%)
Supervisors give direction and assistance when needed	10(13.3%)	6(8%)	7(9.3%)	26(34.7%)	26(34.7%)
Those who are positively appraised are rewarded positively	15(20%)	13(17.3%)	12(16%)	12(16%)	23(30.7%)
There is fairness of getting rewards	37(49.3%)	26(34.7%)	2(2.7%)		10(13.3%)
Promotion process procedures are fair	5(6.7%)	10(13.3%)	6(8%)	23(30.7%)	31(41.3%)
Benefits received are as good as other organization			10(13.3%)	35(46.7%)	30(40%)

Findings in Table 5 indicated that 30 (40%) of the respondents showed that immediate formal and informal recognition has been exercised to a very small extent, 28 (37.3%) indicated small extent, 5 (6.7%) indicated great extent while 10 (13.3%) indicated recognition has been exercised to a very great extent. The findings show that majority of the HoDs were recognized to a very small extent. This implied that most of the HoDs may not be satisfied with their jobs because of the inadequate compensation. These findings agreed with a study done by James (2004) who did a study on job satisfaction of high school principals in Virginia. The findings of this study suggest that high school principals in Virginia were least satisfied with their level of compensation. Though the study focused on principals the study feels that the same can apply for the HoDs because they too are in leadership position and can also be affected by job satisfaction. Findings further indicated that 3 (4%)

of the respondents showed that appraiser and appraisee have freedom to make decisions to a very small extent, 5 (6.7%) indicated small extent, 4 (5.3%) indicated neutral, 31 (41.3%) indicated great extent while 32 (42.7%) indicated that this practice was done to a very great extent. The findings show that majority of the HoDs did not have the freedom to make decisions.

Findings further indicated that 10 (13.3%) of the respondents showed that supervisors give direction and assistance when needed to a very small extent, 6 (8%) indicated small extent, 7 (9.3%) indicated neutral, 26 (34.7%) indicated great extent while 26 (34.7%) indicated that this standard was done to a very great extent. The findings show that majority of the HoDs supervised and gave directions to a very great extent. Supervision is a very critical practice in appraisal process because it enables a rational way of giving evaluation. Findings further

indicated that 15 (20%) of the respondents showed that those who are positively appraised are rewarded positively to a very small extent, 13 (17.3%) indicated small extent, 12 (16%) indicated neutral, 12 (16%) indicated great extent while 23 (30.7%) indicated that this standard was done to a very great extent. The findings show that majority of the HoDs were rewarded positively. It is arguable to note that an equally good number of HoDs felt that they had not been rewarded positively. This implies that job satisfaction may be affected. This is in line with a study by Odhiambo (2005) on Teacher Appraisal: The Experiences of Kenyan Secondary Schools' found out the following as the most common advantages of appraisals: a potential contributor to quality education, capacity to identify developmental needs, encouraging hard work and accountability, and the ability to motivate and boost teachers' morale by giving them promotion.

According to the results 37 (49.3%) of the respondents showed that there is fairness of getting rewards to a very small extent, 26 (34.7%) indicated small extent, 2 (2.7%) indicated neutral, while 10 (13.3%) indicated that this standard was done to a very great extent. The findings show that majority of the HoDs were getting rewards fairly. Findings further indicated that 5 (6.7%) of the respondents showed that promotion process was fair to a very small extent, 10 (13.3%) indicated small extent, 6 (8%) indicated neutral, 23 (12%) indicated great extent while 31 (41.3%) indicated that this standard was done to a very great extent. The findings show

that majority of the HoDs felt that the promotion process was fair. Literature has suggested measures taken after appraisals as indicated by Oke (2016) and Espinilla et al., (2013) to include guidance and counselling, promotion, demotion as well as recommendation for instructional training. According to Piper and Zuilkowski (2015) there is need to provide teachers with instructional support by training them more on pedagogy even though this is not done occasionally. Lastly, findings indicated that 30 (40%) of the respondents showed benefits received are as good as other organization to a very great extent, 35 (46.7%) indicated great extent while 10 (13.3%) indicated neutral. The findings showed that majority of the HoDs had better benefits than other organization.

Inferential Statistical Analysis of Effects of Performance Based Compensation/Rewards on Teachers' Job Satisfaction

The researcher sought to analyze inferentially the effect of performance based compensation/Rewards on teachers' job satisfaction in Kapsaret Sub County in Uasin Gishu County. The findings were indicated in the following sections.

Simple Linear Regression Analysis Model Summary of Effects of Performance Based Compensation/Rewards on Teachers Job Satisfaction

A simple linear regression was run to show the effect of performance based compensation/rewards on teachers' job satisfaction. The results are presented in Table 6.

Table 6: Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.386 ^a	.149	.137	4.33838

a. Predictors: (Constant), performance based compensation/rewards

b. Dependent Variable: teachers job satisfaction

As shown, the R value was 0.386. R is a measure of correlation between the observed value and the

predicted value of the dependent variable. Thus, 0.386 is the correlation coefficient between the

levels of teachers' job satisfaction in secondary school as reported by the respondents and the levels as would be predicted by performance-based compensation/rewards. In the model $R^2 \times 100 = .149 \times 100\% = 14.9\%$ indicating that 14.9 % of the variation in teachers' job satisfaction in secondary school is explained by the performance-based compensation/rewards in the study. The R-square

value indicates that this model succeeds in predicting up to 14.9 % of the variance in teachers job satisfaction in secondary school education in Kapsaret Sub County. Up to 14.9 % of the variation seen in the area under study is accounted for by the performance based compensation/ rewards. Table 7 presented the ANOVA output analysis.

Table 7: ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	240.613	1	240.613	12.784	.001 ^b
	Residual	1373.974	73	18.822		
	Total	1614.587	74			

a. Dependent Variable: teacher job satisfaction

b. Predictors: (Constant), performance based compensation/ rewards

The ANOVA output was examined to check whether the proposed model was viable. Results shown in

Table 8 revealed that the F-statistic was highly significant ($F = 12.784$ $p < 0.05$).

Table 8: Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	Sig.
1 (Constant)	17.367	3.167		5.484	.000
Compensation	.481	.135	.386	3.575	.001

a. Dependent Variable: teachers job satisfaction

Table 8 further presents the coefficient arising from the analysis. The simple linear regression analysis was conducted so as to determine the relationship between performance based compensation/rewards and teachers job satisfaction. The equation $Y = \alpha + \beta X_4$ generated from this model therefore become:

$$Y = .17.367 + 0.481 X_4$$

Where Y is the dependent variable (teachers' job satisfaction), X_4 performance-based compensation/

rewards. According to the regression equation established, taking all other variables at zero, a unit increase in performance-based compensation will lead to a 0.481 increase in teacher job. Thus, the null hypothesis was rejected and this can be explained further by the assessment of the value of the t – test = 3.575 which indicated that teacher job satisfaction would be attributed to performance-based compensation.

Table 9: Teachers Job Satisfaction

	1	2	3	4	5
Appraisals have provided opportunities for professional advancement	5(6.7%)	15(20%)	5(6.7%)	25(33.3%)	25(33.%)
Appraisals have improved the working conditions in the school	25(33.3%)	20(26.7%)	10(13.3%)	15(20%)	5(6.7%)
Appraisals provide limited opportunities for advancement	33(44%)	22(29.3%)	5(6.7%)	8(10.7%)	7(9.3%)
Appraisals makes teachers to feel about losing their jobs	13(17.3%)	13(17.3%)	12(16%)	12(16%)	25(33.3%)
Appraisals has made teaching interesting	40(5.3%)	25(33.3%)			10(13.3%)
Appraisal has made teaching job insecure	5(6.7%)	10(13.3%)	4(5.3%)	23(30.7%)	33(44%)
Appraisals have improved salary	45(60%)	15(20%)	10(13.3%)	5(6.7%)	
Enthusiasm to teaching is low because of appraisal	25(33.3%)	30(40%)	10(13.3%)	10(13.3%)	10(13.3%)
Appraisal have made quitting teaching an option	10(13.3%)	10(13.3%)	10(13.3%)	10(13.3%)	10(13.3%)
Teaching is now stressful and full of disappointment	33(44%)	30(40%)	33(44%)	40(53.3%)	35(46.7)

Findings in Table 9 indicated that 5 (6.7%) of the respondents showed that appraisals have provided opportunities for professional advancement to a very small extent, 15 (20%) indicated small extent, 5 (6.7%) indicated neutral. 25 (33.3%) indicated great extent while 25 (33%) indicated to a very great extent. The findings show that majority of the HoDs were satisfied with appraisals when it comes to professional observed classroom teaching to a very great extent. This implies that this teaching standard was been done and may impact on the job satisfaction of the teachers job satisfaction. Findings further indicated that 25 (33.3%) of the respondents showed that appraisals have improved the working conditions in the school to a very small extent, 20 (26.7%) indicated small extent, 10 (13.3%) indicated neutral, 15 (20%) indicated great extent while 5 (6.7%) indicated that this standard was done to a very great extent. The findings show that majority of the HoDs felt that appraisals have improved working conditions to a very small extent.

Findings further indicated that 33 (44%) of the respondents showed that appraisals have provided limited opportunities for advancement to a very

small extent, 22 (29.7%) indicated small extent, 5 (6.7%) indicated neutral, 8 (10.7%) indicated great extent while 7 (9.3%) indicated to a very great extent. The findings show that majority of the HoDs felt that appraisals have provided limited opportunities for advancement. Findings further indicated that 13 (17.3%) of the respondents showed that appraisals makes teachers to feel about losing their jobs to a very small extent, 13 (17.3%) indicated small extent, 12 (16%) indicated neutral, 12 (16%) indicated great extent while 25 (33.3%) indicated to a very great extent. The findings show that majority of the HoDs felt that appraisals makes them feel about losing their jobs. This finding implies that HoDs may not be satisfied as a result of appraisals. Similar sentiments are raised in a study by Bartlett (2000) which revealed a negative scenario when the views of all staff involved in the appraisal were considered. Bartlett pointed out those teachers who value appraisals and felt threatened by its motives. Majority echoed suspicion about the motives of the government in the introduction of appraisals hence indicating high levels of mistrust which hindered the desire to

promote professional development.

Findings further indicated that 40 (5.3%) of the respondents showed that appraisals had made teaching interesting to a very small extent, 25 (33.3%) indicated small extent while 10 (13.3%) indicated to a very great extent. The findings show that majority of the HoDs felt teaching is no longer interesting because of appraisal. This explains the fears that teachers have had for long period of time. Many teachers have associated appraisal with a lot of paper work that has made teachers to become disinterested. This finding is consistent with a research by Hult and Edström (2016) which focused on finding teachers' views of internal and external evaluations as practiced in various schools. Teachers explained that external evaluations had unclear objectives and that too much time was needed to do this kind of evaluations. Majority of teachers explained that there was too much paper work and increased work load in these evaluations. Findings further indicated that 5 (6.7%) of the respondents showed that appraisals has made teaching job insecure to a very small extent, 10 (13.3%) indicated small extent, 4 (5.3%) indicated neutral, 23 (30.7%) indicated great extent while 33 (44%) indicated to a very great extent. The findings show that majority of the HoDs felt that they were insecure because of the appraisals thus impacting on their job satisfaction.

According to the findings 45 (60%) of the respondents showed that appraisal have improved salary to a very small extent, 15 (20%) indicated small extent, 10 (13.3%) indicated neutral while 5 (6.7%) indicated great extent. The findings show that majority of the HoDs felt that appraisal has done little in improving their salary thus may contribute to low job satisfaction. Findings further indicated that 25 (33.3%) of the respondents showed that there enthusiasm to teaching was low to a very small extent, 30 (40%) indicate small extent, 10 (13.3%) indicated neutral while 10 (13.3%) indicated to a very great extent. The findings show that majority of the HoDs had a low enthusiasm to teaching as a result of appraisal.

Findings in The findings further indicated that 10 (13.3%) neutral that appraisal have made quitting teaching an option. Lastly findings indicated that 40 (53.3%) of the respondents showed that teaching is now stressful and full of disappointment to a great extent while 35 (46.7%) indicated to a very great extent. These findings showed that majority of the respondents felt that teaching is now stressful as a result of appraisal. This may be attributed to the rigorous documentation that is involved in the appraisal process.

CONCLUSION

Performance appraisal training had a negative influence on teachers' job satisfaction in Kapsaret Sub County. This implies that training was not geared towards attainment of teacher job satisfaction. Teacher performance appraisal training requires continuous training on new and emerging issues. It's arguable that when such training is done at a very minimal level then job satisfaction may be impacted adversely. Therefore, there is need for development and adherence to a policy framework which guarantees access to instructional leaders, mentors and peers besides continuous monitoring and evaluation of seminars and workshops organised by MoE for positive outcomes as teachers job satisfaction and performance. This recommendation is in tune with the teacher's strong disagreement on availability of training programmes and models for good practices. If this trend continues then the realisation of job satisfaction would be a pipedream. In fine HoDs should be properly trained on performance appraisal by the Teachers Service Commission.

Performance based compensation/ Rewards is positively correlated to teachers' job satisfaction in Kapsaret Sub County. Thus, strengthening performance-based compensation would positively impact on job satisfaction of the teachers. HoDs perception was that there was freedom to make decisions, HoDs supervised and gave directions besides HoDs were rewarded positively by giving them promotion. In addition, promotion process was fair. However, they had reservation and in

disagreement with the fact that there is fairness of getting rewards, immediate formal and informal recognition has been exercised. HoDs opinion was that appraisals have not improved the working conditions in the school, appraisals have not improved salary, appraisals have not made teaching interesting. This paints the appraisal system in negative light and the teachers do not perceive performance as instrumental for their satisfaction. To attenuate all this negative perception this study recommends that paper work involved in the appraisal process be reduced by digitalizing appraisals to reduce the paper work and time wastage. Besides there is need for improvement of both monetary and non-monetary reward systems for the HoDs and the teachers to sustain their job

satisfaction. All these are grounded on Maslow's theory and Existence, Relatedness and Growth theory. A teacher beginning their career will be very concern with psychological needs such as adequate wages and stable income and security needs such as benefits and a safe work environment. The more a job allows for growth and acquisition of higher-level needs, the more likely the teachers report satisfaction with their jobs. Existence, Relatedness and Growth theory shows that a teacher works on fulfilling these needs simultaneously or separately depending on the difference of goals, status, and the environment. Finally, there is need for other studies from different counties to be conducted with a much larger sample to shed light on whether the same sentiments about appraisals are shared.

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