

EXTENT TO WHICH TEACHERS' PERFORMANCE APPRAISAL AND DEVELOPMENT (TPD) HAD ENHANCED TEACHERS' COMPETENCES IN RELATION TO PROMOTION, MOTIVATION, PERSONAL CAREER DEVELOPMENT AND JOB SATISFACTION WITHIN KIMILILI MUNICIPALITY

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ABSTRACT

The purpose of this study was to establish the extent to which TPAD had enhanced teachers' competences with regard to promotion of teachers, motivation, personal career development, working conditions and job satisfaction in Kimilili sub county. Thus 10 schools were sampled. Stratified sampling technique was used to sample 3 boys' boarding schools, 3 girls' boarding schools and 4 mixed day secondary schools. Simple random sampling technique was to sample 2 male teachers and 2 female teachers from each school on equal gender basis. The total sample size therefore was 40 respondents. Quantitative research design was used in the study where descriptive survey method was employed. Data was collected using a questionnaire. It was then analyzed through descriptive statistics and presented in tables of frequencies and percentages. The qualitative data was analyzed thematically. The findings of the study revealed that to a very low extent the TPAD tool had enhanced teachers' competences in terms of promotion of teachers, motivation, personal career development and job satisfaction in Kimilili municipality. The study's recommendations were: TPAD be reviewed to incorporate a new scheme of service for teachers with higher academic qualifications. Secondly the TSC should consider to support teachers who aspire to advance in their studies and fund such programs. Teachers should be evaluated based on their different working environments. Thirdly TSC to develop sound career policies which are friendly to teachers. The recommendations of this study may inform the teachers' employer on challenges facing teachers in terms of working conditions and personal career development for better policies and improvements.

Keywords: Competences, Motivation, Job Satisfaction, Career, Promotion

INTRODUCTION

Essentially a performance appraisal tool is meant to better the working conditions of employees and enable them to realize their maximum potential of input in any given organization. The organization therefore stands to gain more when issues affecting the employees' performance are addressed effectively through a well-developed performance appraisal tool. It should be a diagnostic tool to identify the areas of weaknesses and strengths in the working relationships between the employee and the employer. The performance appraisal system in most organizations however have undermined the aspirations and rights of employees to express their views. The employer develops an exploitative tool where he/she uses fear appeals (Bates, 2014) to disquiet the employees hoping they would continue to deliver their services optimally.

In Kenya for instance, issues affecting teachers' welfare have never been resolved amicably over the years. Strong teachers' unions have stood by teachers on matters to do with salaries and working conditions of teachers. This has consequently led to a series of unrest and industrial action among teachers as means through which to compel the teachers' employer to address pertinent issues affecting them. The organization is interested in the work output of each employee which should translate into maximum expected outcomes. For an organization to succeed, the treatment of employees is paramount. Employees have their aspirations, needs and personal goals which should also be met by the organization in which they work. These include job motivation, job satisfaction, conducive working conditions and personal career advancement for all workers among others. A good appraisal system should be able to promote the wellbeing of all the workers (Manyinsa, 2019).

According to Anthony et al. (2007), employees' skills should be effectively utilized by the organization. An employee whose skills are underutilized or not utilized effectively may develop feelings of job dissatisfaction. Higher qualifications among teachers should lead to promotions to higher job grades which would lead to better pay. More deserving duties should be assigned to employees who merit. Training opportunities should also be available for individual employees for career growth and development for all teachers. Jobs which lack clear paths for career growth lead to job dissatisfaction among the employees. Conducive working environments and the formulation of positive policies on career growth for workers in any given organization motivate the workers (<https://www.synergita.com>).

The organizational career development for employees should initiate conditions which foster proactivity, motivation, status and resourcefulness of the employee to benefit the organization. New information, ideas, capacities and networking relationships between the employer and the employee should enhance the organization. The employer should therefore support practices which uphold individualization of modern careers in terms of whole life management and multiple meanings that career success has for individual employees (Melinde, 2018). A performance appraisal tool which falls short of addressing workers' problems is a flawed one and may more often than not meet formidable resistance among the workers.

Following the teachers' performance appraisal and development (TPAD) Report (2021) in Kenya, the teachers' competences had been enhanced to a great extent amid gaps that need to be addressed for more positive results to be achieved. This study has selected four important aspects affecting teachers which an effective appraisal system should address before making any claims of reported competences. These are: promotions, motivation, personal career development and job satisfaction among teachers. These are some of the basic characteristic aspects of an appraisal tool to meet for enhanced teaching and learning outcomes.

The purpose of this study was to investigate the extent to which TPAD has enhanced teachers' competences with regard to promotions, motivation, personal career development and job satisfaction in Kimilili sub county, Bungoma County. The study population were all secondary school teachers who had interacted with TPAD since its inception in 2017. The total sample size was 40 respondents. The findings of the study revealed that to a very low extent the TPAD tool had enhanced teachers' competences in terms of promotion, motivation, personal career development and job satisfaction in Kimilili municipality. The study's recommendations were: TPAD be reviewed to incorporate a new scheme of service for teachers with higher academic

qualifications. TSC should expand teacher promotion programs to include more teachers and better pay to motivate them. Secondly the TSC should consider to support teachers who aspire to advance in their studies and fund such programs. Teachers should be evaluated based on their different working environments. Thirdly TSC to develop sound career policies which are friendly to teachers.

BACKGROUND OF THE STUDY

The working conditions of a teacher in Kenya today is pathetic with the 100 % transition policy which has seen swelling of classes in secondary schools without corresponding increase in the number of teachers and the expansion of infrastructure. This has greatly compromised the standards of education and consequently led to mediocrity in the education being offered. Teachers who are overwhelmed with workload and time bared cannot find the job satisfying and motivating especially those who teach students with low entry behavior in sub-county schools.

Some teachers work in security prone regions such West Pokot, Wajir, Marsabit, Samburu, Lamu, Kilifi, Tana River, Baringo and Garrisa which are referred to as volatile hardship areas, experience a lot of difficulties in delivering the curriculum consistently. Although teachers working in these areas are paid hardship allowances their security is always at stake, hence their delivery on TPAD is questionable. There are countless number of incidences of killings in these areas where teachers have been targeted. These regions have also recorded poor results in national examinations every year due to security reasons.

A study by Kituto (2011), in schools in Narok county, revealed that there was a significant relationship between job satisfaction and the teachers' working environment and recommended that school principals should ensure that teachers' working environment is safe. The study established that school leadership had a strong influence in enhancing teaching profession and job satisfaction. The school environments and teachers' working conditions constitute aspects of the school culture which should be manipulated by all stake holders to enhance the teaching and learning outcomes.

TPAD has undermined the professional development of teachers since its inception in 2016. Professional development can improve on specialization of teachers individually as well as professionally. A good performance appraisal system must have a clear path for career growth of teachers which cannot be determined through learning of modules at the teachers' own cost. According to TSC, all teachers including those retiring in a few weeks' time must undertake the TPAD modules for the next 30 years as long as they are still in the teaching profession (Educational Updates, March 27th, 2022). This has not augured well with teachers. TSC should support teachers furthering their education and recognize their quality academic certificates and credentials rather than introducing cheap modules to be undertaken by teachers who are time bared and immensely overwhelmed by work.

Teachers have an understanding for many years that one's advancement in education means rewarding from the employer in terms of elevation in both the position and salary which leads to job satisfaction. Most employees perceive that advancement in education lead to dissatisfaction of the employee who would continue to execute his/her current duties at the

same capacity. Teachers have high expectation of securing well-paying jobs as rationale for furthering their education (Quin, 2004).

Highly educated employees may also be dissatisfied with how the less educated managers are running the organization because they have adequate knowledge on the best practices in the management in the various fields (Quin, 2004). Enhanced educational levels which do not have monetary implications may lead to job dissatisfaction among employees (Quin, 2004). This also has an effect of killing teachers' personal aspirations to advance in education, hence job dissatisfaction and demotivation among teachers.

Kituto (2011) found out that as teachers advance in their education and training, their current job satisfaction declines. This implies that teachers with higher qualifications need more challenging tasks to match their new skills, but not to subject them to their old roles for a long time. TSC should develop a concrete scheme of service for teachers with enhanced academic certificates such as bachelors, masters and PhDs to address motivation for quality certificates for its employees. These teachers have sacrificed their huge resources and time to undertake tremendous investments in education and it should not be taken for granted by their employer. The continued failure of TSC to treat teachers with enhanced academic and professional certificates well would lead to a psychological condition known as dissonance due to effort (Festinger, 1959). This condition is occasioned by a scenario where personal investment in education and acquisition of high academic credentials which would fail to yield the expected returns and happiness, discourage teachers who would wish to advance their education in future.

Teaching profession is considered less attractive, low in professional status because the educational managers in the sector have subjected the key players to mediocrity as a result of not fully supporting programs for teachers' advancement. The introduction of the module learning system of career progression for teachers for 30 years is denying teachers opportunities to acquire recognized university higher degrees in various educational fields. The working conditions for teachers are bad and therefore most teachers desire to advance in their studies in the same profession or even join other related professions. The main aim of personal career development is simply change of status of teachers from a lowly paid career teacher to a moderately paid teacher and at the same time earn respect from the new status.

In Kenya high enrollments in secondary schools as a result of 100 % transition policy has led to overcrowded classrooms without teachers to match the huge student numbers. There is also a looming crisis of the double intake of junior secondary schools in 2023 which will see over 200 % intake of form one students, yet the government of Kenya seem not to have set aside enough funds for teachers' employment, training and promotions during the 2022/23 budgetary allocations. The teachers in service would be overburdened by the humongous workload and at the same time battling for the TPAD policy. The end result would be mediocrity in the education system, demotivation among teachers and questionable reported teachers' competences by the TSC.

The tough conditions which were reviewed recently for study leave were meant to deny teachers avenues for self- career advancement and to tame the teacher in the classroom for ever. The new conditions will see reduced enrollment of teachers in universities for higher professional degrees in related areas. The teachers' grading system will see teachers stagnate in same lower

grades for many years in Kenya. The extension of salary maximum points within the grading scales means moving to the next salary scale for most teachers would hit a dead end. This is therefore a well-orchestrated scheme by the teachers' employer to stagnate teachers and whose end result would be teachers to retire in their lower salary scales and earn less retirement benefits.

Arbitrary transfers in the name of delocalization and balancing of teachers has caused an outcry among teachers who are being thrown far away from their families. This leads to resentment, dissatisfaction, and anxiety among teachers as they continue to entangle themselves in problems created by their employer.

Statement of the problem

The TPAD Report (2021) indicated enhanced teachers' competences amidst major shortfalls in the TPAD process. This study investigates the extent to which TPAD has enhanced teachers' promotions, motivation, personal career development and job satisfaction among teachers within Kimilili municipality, Kimilili Sub county, Bungoma County.

Objective of the study

To investigate the extent to which TPAD has enhanced teachers' competences in terms of their promotions, motivation, career development and job satisfaction.

Research questions

To what extent has TPD enhanced teachers' competences with regard to promotion, motivation, career development and job satisfaction?

METHODOLOGY

The study adopted quantitative research design where descriptive survey was employed. The study population were all secondary school teachers within Kimilili municipality who had interacted with TPAD since 2017. Therefore 10 schools were selected for the study as follows: stratified sampling technique was used to select 3 boys boarding, 3 girls boarding and 4 mixed day schools. Simple random sampling technique was used to sample 4 teachers on equal gender basis from each school. Thus 2 males and 2 females were sampled from each school. Data was collected through simple self-administered questionnaires, then analyzed through descriptive statistics and presented in tables of frequencies and percentages. Qualitative data was analyzed thematically and presented in prose.

Target population and sample size

The target population of the study were all the teachers' service commission(TSC) teachers who had interacted with the TPAD tool in public secondary schools in Kimilili municipality Kimilili sub-county, Bungoma, Kenya where 10 schools were selected for the study. A total of 40 respondents participated in filling of the questionnaires on equal gender basis as presented in table 1.

Table 1: Target Population and Sample Size

Gender	Frequency	Percentage
Male	20	50
Female	20	50
TOTAL	40	100

Source: Field Survey

Table 1 shows the distribution of the sample size for the study. The questionnaire respondents were 40 from which 20 males and 20 females were selected. The total sample size for the study was therefore 40 respondents.

The Demographic Background of the Respondents

The respondents were asked to indicate their gender, age, category of school, teaching experience, academic qualifications and job designation as indicated in tables 2,3,4,5,6 and 7. The respondents were asked to indicate their gender as illustrated in table 2.

Table 2: The Gender Representation of the Respondents

Gender	Frequency	Percentage
Male	20	50
Female	20	50
	40	100

Source: Field Survey

Table 2 shows that the gender distribution of the sample size was on equal basis of 20 (50%) males and 20 (50%) female.

Respondents were asked to indicate the age. The results are presented in table 3.

Table 3: Age distribution of the Respondents

Age	Frequency	Percentage
21-30	6	15
31-40	22	55
41-50	9	22.5
51 & above	3	7.5
	40	100

Source: Field Survey

Table 3 shows the distribution of age of the respondents as follows: age bracket 21-30 (15%), 31-40(55%), 41-50 (22.5%) and 51& above (7.5%). The highest distribution was in the age bracket 31-40 and least in 51 & above. The age bracket 21-30 and 41-50 had (15 %) and (22.5%) respondents respectively. Majority of the respondents were in the age bracket 31-40 (55%). These were therefore fairly young teachers whose motivation, career development aspirations

and job satisfaction were expected to be high as well as their responses to the TPAD tool. The age bracket 41-50 9 (22.5%) had a declining job satisfaction and motivation. The most highly job satisfied and motivated group would have been 21-30 (15 %) as they are new job entrants with the highest expectations in their job (Hertberg (1957).

Respondents were asked to indicate their categories of schools. The results are presented in table 4.

Table 4: categories of schools

Category of school	Frequency	Percentage
Boys' boarding	3	30
Girls' boarding	3	30
Mixed day	4	40
	10	100

Source: Field Survey

Table 4 indicates the categories of schools, boys' boarding schools 3(30%), girls' boarding schools 3(30%), and mixed day 4(40%). The total number of schools were 10. More day schools (4) were selected because most of the schools were day schools.

Respondents were asked to indicate their teaching experiences. The results are presented in table 5.

Table 5: Teachers' years of Experience

Teachers experience	Frequency	Percentage
1-5	16	40
6-10	5	12.5
11-15	11	27.5
16-20	4	10
21-25	2	5
26 & above	2	5
Total	40	100

Source: Field Survey

Table 5 shows teachers' experience in terms of years in teaching service. The distribution was as follows: 1-5(40 %), 6-10(12.5 %), 11-15(27.5 %), 16-20 (10 %), 21-25(5 %) and 26 & above (5%). The majority of the teachers had the experience of between 1-5 (40 %) followed closely 11-15(27.5 %). The least were 21-25 (5 %). This implies that the majority of the teachers were those with few years in the profession and their job satisfaction and motivation was likely to be high. These teachers could embrace TPAD tool more. The teachers with the experience of 16-20 (10 %) and 21-25(5 %) were likely to be less motivated and job satisfied and therefore would not find the TPAD tool friendly. Those of 26 years & above were preparing for retirement and therefore were slightly motivated and job satisfied just to safeguard their retirement benefits. Respondents were asked to indicate their academic qualifications. The results are presented in table 6.

Table 6: Teachers' Academic qualifications

Academic qualifications	Frequency	Percentage
Diploma	3	7.5
Bachelors	35	87.5
Masters	2	5
Doctorate		
Total	40	100

Source field data

Table 6 indicates that there were 3 (7.5 %) diploma holders, 35 (87.5 %) bachelors and 2(5%) Masters. The doctorate graduates were not available. This implies that teachers who were employed by TSC never advanced in their studies to achieve higher academic certificates. Majority of the teachers 35 (87.5 %) had basic degrees or first degrees after their graduation. The bachelors' holders are more than the diploma holders. This could be attributed to tough conditions which are set by TSC to be met by teachers who want to advance in their studies. Most of the teachers lost hope in personal career advancement in the name of committing their efforts to serving their employer.

Respondents were asked to indicate their job designations. The results are presented in table 7.

Table 7 Teachers' designations

Teachers' designation	Frequency	Percentage
Assistant teacher	32	80
Senior teacher	5	12.5
Deputy principals	3	7.5
Total	40	100

Source field data

Table 7 shows the designation of the teachers as follows: assistant teachers 35 (80 %), senior teachers 5 (12.5 %) and deputy principals (7.5 %). Majority of respondents were classroom teachers (assistant teachers) implying that teachers were never promoted especially from classroom teaching to high designations. This distribution gives the true picture of Kenyan pyramidal distribution job designations where the majority of the classroom teachers forms the base as few administrators form the apex. Administrators in secondary schools earn huge salaries and it is expected they enjoy job satisfaction and are highly motivated. The data also demonstrates that the base is extremely broad implying that upward job mobility is a rigid one.

RESULTS AND DISCUSSIONS

The results are presented according to the objective of the study which sought to investigate the extent to which teachers' competences were enhanced with regard to promotions, motivation, career development and job satisfaction. The respondents for questionnaire were 40.

Response rate

The response rate for both the questionnaire was 100%. All the questionnaires were distributed to the 40 teachers successfully. Respondents were asked to indicate the extent to which TPAD had enhanced their promotions, motivation, personal career development and job satisfaction. The results are presented in table 8.

Table 8: Extent to which TPAD has enhanced teachers' psychological competences

Competences	Low	%	Moderate		High	%	Total	%
Promotions	4	10					4	10
Motivation	9	22.5	5	12.5			9	22.5
Career Development	5	12.5					5	12.5
Job Satisfaction	5	12.5					5	12.5
School Culture	17	31.5	7	17.5	5	12.5	29	

Source: Field Study 2022

Table 8 shows the results of teachers' psychological competences. The responses on teachers' promotions were as follows: low extent 4 (10 %), moderate extent 0 (0%) and high extent 0 (0%). This implies that to a very low extent (10%) TPAD tool had enhanced teachers' promotions. A good performance appraisal tool should create a system where teachers are regularly promoted to higher grades. The failure of the employer to effect a friendly system for promotion of teachers affects the performance of teachers. This finding is in agreement with the heads of institutions' outcry on stagnation of teachers in the same job group for long during the 45th KESSHA conference held in Mombasa Kenya (Daily Nation, Friday 22/4/22). The heads of institutions also cited the commission's reluctance to promote teachers with high academic qualifications. The Kenya teachers' unions, KNUT and KUPPET had rejected TPAD as it hindered promotion of teachers who deserve it (Makori, 2018).

The responses on teachers' motivation were as follows: low extent 9 (22.5 %), moderate extent 5 (12.5 %) and high extent 0 (0 %). This implies that to a very low extent (22.5 %), TPAD tool had enhanced teachers' motivation and moderately at (12.5%). Therefore, the TPAD tool lacks the motivational characteristic which is key to any appraisal tool. A number of factors may have attributed to failure of TPAD to motivate teachers, thus 100% transition with no hiring of more teachers and use of fear appeals to intimidate and victimize teachers (Njoroge, 2018) and poor working relationships in schools (Mpungose, 2014). Motivation of teachers is critical when it comes to learning outcomes and therefore need to be addressed by TSC.

The responses on teachers' personal career development were as follows: low extent 5 (12.5 %), moderate extent 0 (0 %) and high extent 0 (0 %). This implies that to a very low extent (12.5%), TPAD tool had enhanced teachers' personal career development. There was minimal realization of teachers in terms of their aspirations and personal career development. This finding concur with that of Manyinsa (2021) who established inconsistencies in teachers' career development among teachers. This needs to be addressed by the teachers' employer TSC so that teachers may pursue their career aspirations.

The responses on teachers' job satisfaction were as follows: low extent 5 (12.5 %), moderate extent 0 (0 %) and high extent 0 (0 %). This implies that to a very low extent (12.5%), TPAD

tool had enhanced teachers’ job satisfaction. Therefore, the presence of job satisfaction component of TPAD spurs performance of teachers and its absence may undermine teaching and learning outcomes. This finding also concurs with that of Santot, Marina & Wardhana (2016) where employer-employee relationships were found to affect the employees’ job satisfaction. Therefore, a good appraisal tool should be able to foster positive relations between the employer and the employees.

The responses on teachers’ school culture were as follows: low extent 17 (31.9 %), moderate extent 7 (17.5 %) and high extent 5 (12.5 %). The responses on school culture recorded the highest percentage to a very low extent of (31.5 %). The total score for school culture was 61.9 % implying that the school culture was the main determinant factor for positive working relations among all the stakeholders to promote enhanced teaching and learning outcomes. The school culture may be supportive to TPAD if it is a positive one. However, most school cultures are staggering even with the implementation of TPAD to adjust to the new developments in the education sector in Kenya.

In conclusion schools should align their value systems with new reforms in the curriculum implementation. Most researchers have found that strong school cultures are sources of teachers’ motivation and job satisfaction.

Respondents were asked to indicate the extent to which TPAD had enhanced their promotions, motivation, personal career development and job satisfaction with regard to their gender and age distributions. The results are presented in table 9.

Table 9: TPAD: Teachers’ Age and gender Distribution against their Psychological Competences

Age	Gender	Teachers’ Promotions			Teachers’ Motivation			Teachers’ Career Development			Teachers’ Job Satisfaction			School Culture		
		L	M	H	L	M	H	L	M	H	L	M	H	L	M	H
21-30	Male	4			4									2	4	5
	Female				5			5			5			5		
31-40	Male					5								2		5
	Female													5		
41-50	Male	4			4										4	
	Female													7		
51 & Above	Male														3	
	Female														3	

Source: Field Data

Key: L- Low Extent, M- Moderate Extent and H- High Extent

Table 9 shows age and gender distribution of respondents against their psychological competences as follows: age bracket 21-30 (males) recorded 4(10%) to low extent on teachers’ promotions and motivation. On school culture 2 (5%) at low extent, 4 (10 %) at moderate extent

and 5 (12.5%) at high extent. The female respondents were 5 (12.5%) at low extent on teachers' motivation, 5 (12.5%) at low extent on teachers' career development and 5 (12.5%) at low extent on school culture. The females recorded some competences in all areas except on teachers' promotions while the males only recorded competences on teachers' promotions, motivations and school culture. This implies that female teachers were more positive on psychological competences compared to their male counterparts as far as the TPAD tool was concerned. This could be attributed to the fact that the age bracket 21-30 mostly comprised of females who were young people, new in the profession with high expectations despite the low scores on TPAD tool. The tool therefore has shortcomings which should be addressed to improve on teachers' performance especially among the males. This study's findings concur with Rezzan & Camalettin (2019) who found that teachers organizational culture perception varied according to gender and favored the female as regards to motivation.

The age bracket 31-40 (males) recorded 5(12.5%) to low extent on teachers' motivation and school culture, and 5(12.5%) at high extent. The females only recorded 5(12.5%) at low extent on school culture meaning other competences are wanting. In both cases the teaching competences are low. This could be explained by the age factor that as teachers work for some time with unfulfilled expectations their competences diminish with time and at a point in time there may be slight differences in terms of gender in their performance outcomes. This also concur with Rezzan & Camalettin (2019).

The age bracket (41-50 (males), recorded 4(10%) to low extent on teachers' promotions and motivation and 4(10%) at moderate extent while the females only recorded low extent on school culture. At this level competence among the females continue to be low as age advances more than females. This could be attributed to increase in domestic responsibilities and commitments back home which may affect their TPAD scores while men may have time for further commitment to TPAD. Generally, both gender was less motivated as teachers advanced in age. There were nearly no significant gender differences in terms of motivation. This finding is in agreement with Quinn (2004) who argued that employee's motivation reduce with time as they advance in age.

The age bracket 51 & above both males and females only recorded 3(7.5%) to a moderate extent on school culture. No competences are exhibited at this age and if there are any may occur towards retirement as they transit to the next level of life. This category may add very little value to the performance outcomes. They may not need to study TPAD modules to enhance their performance as they look up to adjust to their retirement life. In Kenya this category of teachers may not work hard for any promotions. They may only benefit from the benefits of a strong school culture to keep them going. They also work hard to protect their final dues as they exit teaching Quinn (2004)

Respondents were asked to indicate the extent to which TPAD had enhanced their promotions, motivation, personal career development and job satisfaction with regard to their job experiences. The results are presented in table 10.

Table 10: Teachers' Experiences against their Psychological Competences

Experience	Teachers' Promotions			Teachers' Motivation			Teachers' Career Development			Teachers' Job Satisfaction			School Culture		
	L	M	H	L	M	H	L	M	H	L	M	H	L	M	H
1-5							5			5			15		
6-10													9		
11-15	4			4									1	4	
16-20				1			1			2					
21-25											2				
26 & above														3	

Source: field data

Key: L- Low Extent, M- Moderate Extent and H- High Extent

Table 10 gives the responses of teachers on teaching experiences against their perceived psychological competences. Teachers with teaching experience of between 1-5 years 5(12.5%) recorded low extent on teachers' promotions and job satisfaction motivation and 15(37.5%) on school culture. This implies that teachers' job satisfaction was insignificant among those with the least teaching experiences but who rated school culture positive. This may be attributed to the fact that some teachers find the job challenging as they battle to adjust to their profession and develop coping strategies. They may not therefore sufficiently deliver on TPAD tool. Teachers need more years of experience to fully adjust to their working conditions although basically they should have high expectation due to their fewer years in service. They may also be influenced by older teachers in the profession who are not job satisfied and motivated.

Teachers with teaching experience of between 6-10 years 9 (22.5%) only recorded low extent on school culture. This implies that teachers' competences in relation to promotions, motivations, career development and job satisfaction were absent among teachers with experiences 6-10 years. This trend can be explained by the fact that their high expectations were never fulfilled such good remuneration. At the same time, they had no hope in their employer but could at least find the school culture supportive in some small ways such as availability of free meals.

Teachers with teaching experience of between 11-15 years 4(10 %) recorded low extent on promotions and motivation. While on school culture there was low 1(2.5%) and moderate 4(10 %). This implies that teachers with more teaching experience had low job satisfaction and motivation.

Teachers with teaching experience of between 16-20 years 1(2.5%) recorded low extent on promotions and motivation, while on school culture at low extent 1(2.5%) and moderately 1 (2.5%). This was implying that there were minimal psychological competences among the teachers with high teaching experiences

Teachers with teaching experience of between 21-25 years 2(5 %) recorded high extent on job satisfaction only. This was equally insignificant.

Teachers with teaching experience of 26 years & above 3(7.5%) recorded moderate extent on school culture only.

In conclusion teachers' responses on the various psychological competences against their teaching experiences did not show significant difference among teachers regardless of the number of years of experience. A study by Dinham & scout (2004) also posted the same results. However, all teachers had some slight hope in the school culture. This finding concur with Ayik & Sayir (2015) who cited that the schools 'organizational culture was responsible for teachers' motivation and job satisfaction. The responses in this study may also be attributed to the low status of the job where the new entrants into the job are quickly influenced to believe that the job is not good.

Respondents were asked to indicate the extent to which TPAD had enhanced their promotions, motivation, personal career development and job satisfaction with regard to their academic qualifications. The results are presented in table 11.

Table 11: Teachers' Academic Qualifications against Their Psychological Competences

Experience	Teachers' Promotions			Teachers' Motivation			Teachers' Career Development			Teachers' Job Satisfaction			School Culture		
	L	M	H	L	M	H	L	M	H	L	M	H	L	M	H
Diploma				5			5			5			7		
Percentage				4			5			5			5		
Bachelors	4			4	5								12	10	7
Percentage	4			4	5								30	25	17.5

Source: field data

Key: L- Low Extent, M- Moderate Extent and H- High Extent

Table 11 shows the distribution of teachers' academic qualifications against their perceived psychological competences. Diploma teachers' recorded (12.5 %) at low extent on teachers' motivation, (12.5 %) on career development and (12.5 %) on teachers' job satisfaction while on school culture (17.5 %) at low extent.

Teachers with bachelors' degrees recorded 10 % on promotions, 10 % on motivation at low extent and 12.5 % at moderate extent. On school culture they recorded 30 % at low extent, 10 % at moderate extent and 17.5 % at high extent. There were no masters' and doctorate holders. Therefore, these responses indicate that the bachelor degree holders had hope in the school culture more than the rest of the competences.

In conclusion, there were no PhD degrees. Majority of the teachers were bachelors' degree holders. The bachelor' degree holders supported school culture at 12 (30%) low extent, 10(25%) and 7(17.5%). Generally, there was no significant differences between responses by the bachelors' holders and the diploma holders. This finding also concur with Gordon & Johnson (1982). However, Quins (2004) cited that holders of higher academic certificates were demotivated due to mediocre management of organizations by the less qualified. In Kenya a bachelor' degree is seen as a basic degree and therefore cannot be treated as a high academic certificate.

Respondents were asked to indicate the extent to which TPAD had enhanced their promotions, motivation, personal career development and job satisfaction with regard to their job designations. The results are presented in table 12.

Table 12: TPAD: Teachers’ Designation against their Psychological Competences

Experience	Teachers’17.5 Promotions (Percentage)			Teachers’ Motivation (Percentage)			Teachers’ Career Development (Percentage)			Teachers’ Job Satisfaction (Percentage)			School Culture Percentage Percentage)		
	L	M	H	L	M	H	L	M	H	L	M	H	L	M	H
Assistant Teacher	10			12.5	22.5					12.5			30	10	12.5
Senior teacher													17.5	7.5	
Deputy principal														7.5	

Source: field data

Key: L- Low Extent, M- Moderate Extent and H- High Extent

Table 12 shows the distribution of teachers’ designation against their perceived psychological competences as follows: assistant teachers on promotions at low extent were 4(10 %), teachers’ motivation 5(12.5%) at low extent and moderate extent, teachers’ job satisfaction 5 (12.5%) at low extent. On school culture,12 (30%) at low extent, 10% at moderate extent and 5(12.5%). School culture was rated high by teachers implying that the school administrators were making effort to improve the working conditions of teachers at school whose input was still below average.

Senior teachers 7 (17.5%) and (7.5%) recorded on school culture at low and moderate extent respectively as deputy principals 3 (7.5%) record moderate extent. This implies that school administrators were only favored to a low extent by the school culture and were not contented with promotions, motivations, career development and job satisfaction by their employer. This may be explained that teachers are contented with their current positions and their only remaining source of motivation is the school culture where they may make positive decisions. In conclusion it is only the assistant teachers who recorded 12.5% at low extent on promotions, 12.5% at low extent on motivation and 12.5% at moderate extent on job satisfaction. The senior teachers and deputies only recorded 17.5% at low extent, 7.5% moderate extent and 7.5 % on school culture respectively

The qualitative results were summarized into major themes and presented as frequencies and percentages in table 13.

Table 13: TPAD: Teachers’ qualitative responses on Psychological Competences

	Teachers’ Promotions		Teachers’ Motivation		Teachers’ Career Development		Teachers’ Job Satisfaction	
Frequency	36	key responses	26	key responses	35	key responses	35	key responses
Percent	90	Unreliable Biased Lead to stagnation	65	Exert a lot Pressure. Cause Tension. Time wasting.	87.5	No policy	87.5	Absence of motivation. Low pay. Punitive.

Source: field data

Key: L- Low Extent, M- Moderate Extent and H- High Extent

Table 13 gives teachers' key responses on psychological competences. On teachers' promotions 36 (90 %) cited that TPAD was unreliable, biased and led to stagnation. This implies that Kenyan teachers are not happy about the rate of promotion of teachers. There is a pending over 12,000 teachers who should be promoted with their enhanced certificates. The TPAD system has ignored the teachers and pegged promotions on TPAD. The teachers' employer created new job scales for teachers which have greatly stretched the promotion span of teachers with only a few reaching deputies and principals before retirement. This finding of the stagnation of teachers in the same job scale was echoed again during the 45th annual KESSHA conference held on 22/4/2022 in Mombasa where the heads of secondary schools voiced their outcry on stagnation of teachers. Since the implementation of the TPAD, over 12,080 teachers with higher qualification have been denied promotions since 2014 (<https://newsblaze.co.ke>).

There were 26 (65%) teachers' who cited that TPAD had exerted a lot of pressure, tension and had wasted teachers' time. An effective performance appraisal tool is one which is simple, time saving and matches the needs and ability of the employees (<https://www.kissflow.com>). TPAD is such an elaborate tool which require a lot of clerical work and time. Teachers spend hours throughout the term working on TPAD. There is a lot of pressure on teachers from the authorities regarding the filling of the tool. This finding concur with Mirando, (2019) who found that wastage of teachers' time, pressure on teachers and resources were the disadvantages of the elaborate. performance appraisal system.

There were 35(87.5%) teachers' who cited that TPAD did not support personal career development which has adversely affected teachers' aspirations. This implies that teachers were not given chance to realize their aspirations and needs as far as their professionalism was concerned. Quality certificates are no longer needed in the education cycle in Kenya especially with inception of the TPAD tool. This has seen a total drop among those teachers who would wish to advance in their respective fields. TSC has set very tough conditions for teachers aspiring to advance in their fields of study and instead introduced modules for teachers lasting the entire working period. There are no clear policies on teachers' career development as long as they can meet the TPD requirements. This finding concur with Manyinsa (2021) who found out that policy on Kenyan career development for teachers was a major research gap to be addressed.

On teachers' job satisfaction, 35 (87.5%) cited that TPAD lacked motivation component and was punitive to teachers. TPAD led to low salaries for teachers who were not administrators. Teachers were therefore not satisfied with their teaching career. Motivation of teachers can occur internally as well as externally. Internal motivations would depend on the school culture where hard working teachers are always rewarded or given incentives as appreciation by school administration. Other privileges may include tours, elevation of teachers based on internal appointments and other forms of social support to cultivate a friendly working environment in school. This also depends on school leadership types and value system. The external motivation would be regular promotions, pay rise and job security among others. When the employer instils fear among teachers, teachers feel insecure and unmotivated. The single most important factor for motivation of teachers would be regular review of their salaries and promotions. Teachers in Kenya have been forced to enter into a non-monetary collective bargaining agreement (CBA)

through their weak unions. during this post corona economic dispensation most teachers are unable to meet their financial obligations. This finding concur with Remijan (2014).

In conclusion teachers' promotions have failed and teachers have stagnated. Motivations of teachers in terms of salary rise emerge as an issue to be addressed urgently. On teachers' personal career development, there is no clear policy as teachers fail to advance their careers as per their aspirations. Lastly there is high number of teachers not satisfied with their teaching profession. Therefore, if issues raised by the teachers are overlooked by the government, the education system would be in a total mess which will allow mediocrity permeate into the country's education system.

SUMMARY

The extent to which had enhanced teachers' competences with regard to promotions, motivation, personal career development and job satisfaction was generally low regardless of age, gender, academic qualifications, experiences and designation of teachers. There were however slight variations which remained insignificant. The qualitative results on the other hand cited unreliable, biasness and stagnation as the main characteristics of Kenyan teachers' promotions. On motivation, teachers cited work pressure, intimidation and wastage of time. There was no clear career growth policy among the teachers and lastly teachers were lowly ranked in society with meagre earning. Their teaching career was diminutive and punitive.

CONCLUSION

The extent to which TPAD had enhanced teachers' competences with regard to promotions, motivation, personal career development and job satisfaction was low.

RECOMMENDATIONS

- i) TPAD be reviewed to incorporate a new scheme of service for teachers with higher academic qualifications to enhance promotions, motivation and job satisfaction among highly qualified teachers.
- ii) Secondly the TSC should consider to support teachers who aspire to advance in their studies and fund such programs.
- iii) Thirdly TSC to develop sound career policies which are friendly to teachers to enhance their personal career growth.

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