

**THE TEACHERS' PERFORMANCE APPRAISAL AND DEVELOPMENT(TPAD)  
IMPLEMENTATION AND SCHOOL ORGANIZATIONAL CULTURE IN KIMILILI  
SUBCOUNTY, BUNGOMA COUNTY, KENYA**

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**ABSTRACT**

The purpose of this study was to establish the relationship between TPAD implementation and school's organizational culture among secondary school teachers in Kimilili sub county. The study population were all teachers who had interacted with TPAD. Thus 20 teachers were selected from 10 schools within Kimilili municipality to respond to the FGD schedule. Thus 2 respondents were selected from each school - 1 male and 1 female on equal gender basis and formed a FGD. Those who participated in FGD schedule were therefore 20. The sample comprised of teachers who had interacted with TPAD since 2017. Stratified sampling technique was used to sample 1 male and 1 female teacher. Simple random sampling technique was used to sample the 20 respondents on equal gender basis. Qualitative research design was used in the study which employed descriptive survey method. Data was collected and summarized into themes. It was then analyzed in verbatim form and translated into percentages. The results were presented in prose. The findings of the study revealed that successful TPAD implementation depended on the school's organizational culture. Most aspects of firm school cultures were not present such as strong interpersonal relationships, internal appointments for responsibilities, quality of school meals, consenting of study leaves for teachers, participation in policy making, conflict resolution process, team spirit, welfare programs and teachers workload were all below average. The recommendations of the study therefore were: review of TPAD to address the challenges facing the wellbeing of teachers such as, fair internal appointment of teachers by school management, developing strong welfare organizations for teachers, motivation of teachers through rewards on exemplary performance, improvement on personal career development through consenting of study leaves and reduction of teachers' workload through employment of more board of management(BOM) teachers. The recommendations of this study may inform the teachers' employer on challenges facing teachers for better policies and improvements.

**Keywords:** performance, appraisal, school culture, competencies

**INTRODUCTION**

The implementation of TPAD tool as a performance appraisal tool (PAT) in Kenya by teachers' service commission (TSC) has created many research gaps for addressing major challenges which may undermine quality delivery of the curriculum among teachers. One major contributor to enhanced performance in schools is school organizational culture. A school culture is simply the organization of the school based on its historical developments, location, nature of parents and community, teacher characteristics, administrators, students'

characteristics, school rules, values, beliefs and relationships which support the running of school programs routinely (Hoy & Miskel, 2010).

There are many factors which affect the school organizational culture and which should be considered to determine how best the TPAD tool could be implemented in various schools for good results to be realized. The most important factors include teacher motivation, working environments and school leadership styles. Others may include learner entry behavior, payment of school fees, nature of school facilities, community support, social support programs, interpersonal relationships and teacher career advancement.

The school leadership type is paramount in shaping the school culture and enhance performance of any given school (Kituto, 2021). There are schools which have superior cultures and those which have weak cultures. Schools should not be subjected to the same PAT in equal measures. Following the introduction of the TPAD system, thousands of teachers from schools with weak organizational cultures have been locked out of promotions in the same way as those ones with high academic credentials. This has seen teachers from schools with superior cultures favored in terms of promotions.

The greatest challenge during this dispensation of TPAD is the massive irregularities in national examinations such as it was in the Kenya Certificate of Secondary School (KCSE, 2021). The DCI report on the conduct of KCSE (2021) reveals massive cheating in the said examinations. This practice which has been in existence since the inception of TPAD has greatly marred the credibility of national examinations in Kenya. The promotion of teachers basing on KCSE results achieved may not qualify TPAD to be a strong yardstick for teacher promotions due to examination malpractices witnessed in the country.

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 expansion of infrastructure. The rate at which schools with weak school organizational cultures cope with this new directive is slow as facilities are strained and teachers overloaded with work. This has greatly compromised the standards of education and consequently led to mediocrity in the education being offered in such schools. Superior cultures would cope very fast with the support of the community and able parents to provide financial support to these schools. 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.

The purpose of this study was to establish the relationship between TPAD implementation and school organizational culture in Kimilili Sub-county, Bungoma County, Kenya. The target population were all teachers who had interacted with TPAD tool since 2017 within Kimilili municipality. The study revealed that the school organizational culture affected teachers' delivery of the curriculum in most schools. The recommendations of the study were: review of TPAD to address the challenges facing the wellbeing of teachers such as, fair internal appointment of teachers by school management, developing strong welfare organizations for teachers, motivation of teachers through rewarding them on exemplary performance, improvement on personal career development through consenting of study leaves and reduction of teachers' workload through employment of more board of management ( BOM) teachers by the management.

## BACKGROUND OF THE STUDY

The teachers' performance appraisal (TPAD) was developed by the teachers' service commission (TSC) to check absenteeism and mainly enhance professional record keeping practices such as writing of good lesson plans, perfect schemes and records of work and other related professional documents by all teachers (TSC, 2017) which were thought to be competences to enhance performance in schools. The school organizational cultures however play a much bigger role in the determination of enhanced performances in schools (Remjan, 2014). TSC has adopted TPAD as a key criterion upon which teachers' performance and promotions are anchored.

The social emotional competence skills (also referred to as soft skills), which can be sourced from the schools' organizational culture have all it takes to deliver the expected workforce performance. The social emotional competence is simply the processes of applying knowledge, attitudes, and skills to understand and manage emotions, and maintain positive relationships by making responsible decisions (Lippson, Ryberg, Carney & Moore, 2015). These skills can be of much benefit to the school leadership when making decisions, enhancing health communication and fostering the right attitudes among the teachers. These skills include: self-management for example discipline and confidence in the employer, responsible decision making, self-awareness through self-efficacy, social awareness such as respect for one another and relationship skills. The skills can be summarized into proper communication between teachers, social engagement such as sharing of responsibilities, building of relationships and teamwork among employees (Lippson, Ryberg, Carney & Moore, 2015). To achieve social emotional competencies, it requires commitment by the organization to strengthen their school culture by identifying and addressing key social emotional competence gaps affecting performance in institutions of learning such conflicts among teachers, job dissatisfaction, low motivation, poor working environments, hard conditions of work and poor relationships among teachers at school.

Apart from academic, technical and professional competencies, social emotional competence skills are more important because they enable people to navigate their environment, work effectively and work towards ambiguous goals (Krautz, Heckman Ter Weel & Borghan 2015). Social emotional competencies are also accurate predictors of the future success of any organization than individual's IQ (Jones, Greenberg & Crowley, 2015). The teachers' employer should therefore incorporate aspects of social emotional competences to address serious problems which affect teachers in class as they deliver the curriculum. Problems such as alcoholism, poverty, smoking and depression among teachers would undermine teachers' delivery of curriculum and have life terminating effects upon teachers. Four teachers' in Nyanza county in the western part of Kenya have succumbed due alcoholism which was motivated by financial difficulties ( ).

The More positive the KCSE results the more competent teachers were in the delivery of the curriculum. This is unscientific especially in this dispensation when the education system in the country is characterized by massive examination malpractices which the government doesn't want to acknowledge for political reasons. Teachers and examination candidates have struggled through all dubious ways to help their candidates achieve results which would be termed as 'teachers' promotional results'. During the 2021 KCSE national examinations several



teachers, candidates and center managers were arrested for engaging in examination malpractices throughout the country. In some schools this has become part of the school organizational culture since 2017 and the culture is now spreading to all schools in the country at a very fast rate.

The explanation for this new organizational culture in schools is that the delivery of curriculum by teachers involves mainly professional record keeping and checking on absenteeism, not much motivation on helping learners adequately prepare for examinations. Teachers have to rush their learners through the syllabus before seating their examinations within the truncated term dates. This rush to complete the syllabus has seriously affected candidates in the post corona period in Kenya as they cannot prepare adequately. The school calendar has been shorted from 13 weeks to 10 weeks. Candidates cheat because their teachers have to work hard to complete the syllabi and meet TPAD requirements. This jeopardizes the ill prepared learners who are taking up national examinations filled with the anxiety and fear of failing. It is therefore a question of how smart a school can cheat in the national examinations and go scot free in Kenya. Psychological aspects of teachers' competences focus on the social emotional behaviors and working environmental factors affecting the employee which would enhance performance as opposed to ability to adjust and deliver curriculum (mechanical competences). A strong PAT gives a lot of weight on the social emotional aspects of any appraisal system. The appraisal system which specializes on professional records keeping and minimizing absenteeism among teachers only, does not deliver effectively on enhancement of performance among teachers.

The greatest beneficiary of any given performance appraisal system in most organizations is the employer. The employer endeavors to minimize on losses as he/she maximizes on profit gained. The organization is interested in the work output of each employee which should translate into maximum expected profit. For an organization to succeed, the treatment of employees is paramount. Employees have their own aspirations, needs and personal goals which should also be met by the organization in which they work. These include job motivation, job satisfaction, working conditions and personal career advancement for all workers. A good PAT should promote all aspects affecting the wellbeing of the workers (Gurr, 2017).

Some teachers have worked 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. 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 performance in national examinations every year due to security reasons.

A study by Kituto (2011), 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 satisfactory. The study established that school leadership had a strong influence in enhancing teaching profession and job satisfaction. Work motivation is one of the most important values upheld within a school culture. The success or failure of TPAD tool depends on the level of the existing school culture. All employees need motivation to keep them working which may come from within or externally. Every school has its own ways of motivating teachers. Different schools have different ways of executing internal

motivations to teachers ranging from provision of good meals for teachers to financial rewards and recognitions of teachers who deserve. Recommendation letters are issued to teachers who have merited well in various curricular activities in the school.

According to research there exist a strong relationship between school organizational culture and teachers' motivation. Teachers hence need opportunities which provide them with motivation as they teach and interact with learners (Remjan, 2014). Such opportunities should be part of the school's organizational culture where teachers are regularly motivated as they would not continue to impart education to learners forever (Senge, Cambron-McCabe, Lucas, Smith, Dutton & Kleiner (2014).

A study by Han & Yin (2016), found that teaching and learning can only be effective if environmental factors such as social support are well handled within schools. Social support in schools may include welfare systems, quality of meals served to teachers at school, healthy conflict resolution process, good interpersonal relationships, reasonable workload and desirable principals' supervision methods and techniques among others. Like a family, teachers should support each other in times of need and this depends on the quality of values and beliefs held by the school and which are embedded in the school's organizational culture.

Once it is well with teachers, it follows that learners shall be well in terms of learning outcomes. The relationship between the organization of the school culture and student academic achievement is always positive if teachers are motivated and job satisfied (Ayik & Ada, 2009). The higher the level of organization of the school culture, the more positive the teaching/learning outcomes, teaching and learning organization and job satisfaction among teachers (Ozdemir,2012).

The school administration plays a key role in the shaping of a school culture which in most cases is embedded in the school's mission, vision and logo. Democratic leadership if well embraced can guarantee all players to participate in school programs as opposed to autocratic system where teachers are passive and just take in orders from their principals. Laissez faire leadership cannot deliver in an environment where workers are not self-motivated to work and need close supervision. Lack of teamwork, motivation and commitment of teachers may shape the school's organization culture negatively and affect the TPAD implementation.

The TPAD implementation will therefore vary differently with different school organizational cultures. In well-established institutions with superior cultures teachers perform well because the culture is positive and teachers are well motivated and satisfied with their job. The school leadership which applies fear appeals to manage human resource only creates a false impression that all is fine in the school. Fear appeals may get things mechanically working in the short term but have adverse psychological effects on behavior change in the long run (Bates, 2014). Teachers may face stressful situations, anxiety, depression and even death during the execution of their duties. The amount of intimidation and victimization of teachers on the account of TPAD is overwhelming to teachers and many teachers have opted for early retirement to safeguard their retirement benefits in Kenya.

### **Statement of the problem**

Following the implementation of TPAD and the alleged teachers' competences, this paper discusses the relationship between TPD implementation and school organizational culture. The

study emerges serious gaps which need to be addressed by the teachers' employer in Kenya regarding the said enhanced competencies among teachers within different school cultures.

### Objective of the study

The study sought to establish the relationship between the TPAD implementation and the school organizational culture in Kimilili- sub County, Bungoma County

### Research question

What is the relationship between the TPAD implementation and school organizational culture?

### Methodology

The study adopted quantitative research design where descriptive survey was employed. Thus 20 teachers were selected from 10 schools to respond to the FGD schedule where 2 respondents were selected from each school - 1 male and 1 female on equal gender formed a FGD. Those who participated in FGD schedule were therefore 20. The sample comprised of teachers who had interacted with TPAD since 2017. Stratified sampling technique was used to sample 1 male and 1 female. Simple random sampling technique was used to sample the 20 respondents on equal gender basis. Qualitative research design was used. Data was collected and summarized into themes and analyzed in verbatim form and in percentages.

### Target population and sample size

The target population of the study were all the TSC teachers who had interacted with the TPAD tool since 2017 within public secondary schools in Kimilili municipality, Kimilili sub-county, Bungoma, Kenya. 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 20 teachers- 2 teachers from each school on equal gender basis from each. Thus 1 male and 1 female teachers were sampled from each school. A total of 20 respondents were invited for a FGD as presented in table 1.

Table 1: Target Population and Sample Size

Gender	Frequency	Percentage
Male	10	50
Female	10	50
<b>TOTAL</b>	<b>20</b>	<b>100</b>

Source: Field Survey

Table 1 shows the distribution of the sample size for the study. The FGD respondents were 20 from which 1 male and 1 female were selected from each school. The total sample size for the study was therefore 20 respondents.

### Age distribution of the Respondents

Respondents were asked to indicate their age as shown in table 2.



Table 2: Age distribution of the Respondents

Age	Frequency	Percentage
21-30	3	15
31-40	10	50
41-50	5	25
51 & above	2	10
	20	100

Source: Field Survey

Table 2 shows the distribution of age of the respondents as follows: age bracket 21-30 (15%), 31-40 (50%), 41-50 (25%) and 51 & above (10%). 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 (25%) respondents respectively. Majority of the respondents were in the age bracket 31-40. These were therefore fairly young teachers whose job satisfaction was expected to be high and their responses to the TPAD tool equally high. The age bracket 41-50 (25%) have a declining job satisfaction and motivation. The most highly job satisfied and motivated was 21-30 (15 %) as they are new job entrants with the highest expectations in their job (Hertberg (1957); Ferries, 1989).

Table 3: 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 3 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.

Table 4: Teachers' years of Experience

Teachers experience	Frequency	Percentage
1-5	8	40
6-10	3	15
11-15	5	25
16-20	2	10
21-25	1	5
26 & above	1	5
<b>Total</b>	<b>20</b>	<b>100</b>

Source: Field Survey

Table 4 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 are preparing for retirement and are slightly motivated and job satisfied just to safeguard their retirement benefits and are likely to score averagely on TPAD scale.

Table 5: Academic qualifications

Academic qualifications	Frequency	Percentage
Diploma	2	10
Bachelors	17	85
Masters	1	5
Doctorate		
<b>Total</b>	<b>20</b>	<b>100</b>

#### Source field data

Table 5 indicates that there were 2 (10 %) diploma holders, 17 (85 %) bachelors and 1(5%) Masters. The doctorate graduates were not available. This implies that teachers once employed by TSC never advanced in their studies to achieve higher academic certificates. Majority of the teachers 35 (85 %) 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.

#### Teachers' designation

Teachers' were asked to indicate their designations. Table 6 shows the results.

Table 6 Teachers' designation

Teachers' designation	Frequency	Percentage
Assistant teacher	15	75
Senior teacher	3	15
Deputy principals	2	10
<b>Total</b>	<b>20</b>	<b>100</b>

#### Source field data

Table 6 shows the designation of the teachers as follows: assistant teachers 15 (75 %), senior teachers 3 (15 %) and deputy principals (10 %). 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 the 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 DISCUSSION

The response rate for FGD was 100 % as all the respondents participated on the FGD successfully. The responses were grouped into themes and analyzed in prose and verbatim as show in table 1.

Table 1: Teachers' Responses on Specific on school culture

THEME	COMMENTS
<b>Interpersonal relationships</b>	Teachers discussed on interpersonal relationships at school and concluded as follows: Teachers who had good interpersonal relationships with their staff colleagues said 'I relate well with my fellow teachers' 37.5% while those who said have strained relationships were 62.5% and said: 'I do not relate well with all staff members'
<b>Internal appointments</b>	Teachers discussed on internal appointments at school and concluded as follows: 62.5% teachers who had no internal appointments said: 'I have no internal appointment' while 37.5% said: 'I have been internally appointed'
<b>Quality of meals at school</b>	Teachers discussed on quality of school meals and concluded as follows: 75% said: 'I'm served with quality meals at school' while 25% said: 'meals are poor'
<b>Study leaves for teachers</b>	Teachers discussed on study leaves at school and concluded as follows: said: 75% 'It is difficult to secure a study leave' while 25% ) said: 'it is depends on the principal discretion'
<b>Your role in policy formulation</b>	Teachers discussed on their role in policy formulation at school and concluded as follows: 62.5% said 'I'm not involved in policy making' while 37.5% said: 'I'm involved'
<b>status of teachers' conflicts in school</b>	Teachers discussed on conflicts among teachers at school and concluded as follows: : 62.5% said: 'Teachers conflicts exist' while 37.5% said: 'conflicts are rare'
<b>Level of team spirit among teachers</b>	Teachers discussed on team spirit at school and concluded as follows: 75% said, 'There is a team spirit in school' while 25% said, 'there is no team spirit in my school'
<b>Welfare programs in school</b>	Teachers discussed on welfare at school and concluded as follows: 87.5 % said: 'our Welfare is weak' while 12.5% said, 'our welfare is strong'
<b>Teachers' workload</b>	Teachers discussed on workload at school and concluded as follows: 62.5% said, 'I have is big workload' while 37.5% said, 'my workload is satisfactory'
<b>supervision by the school principal</b>	Teachers discussed on principal's supervision of teachers and concluded as follows: 62.5% said: 'supervision by the school principal is moderately well done,' while 37.5% said, 'my principal's supervision was low'

Source: Field Data

### Discussions on verbatim report on specific themes.

Table 1 shows verbatim responses on specific themes of the study. One mixed day school was selected for FGD and the responses were as follows:

On interpersonal relationships at school, teachers discussed and concluded as follows: Teachers who had good interpersonal relationships with their staff colleagues said 'I relate well with my fellow teachers' were 37.5 % while those who said have strained relationships said: 'I do not relate well with all staff members' were 62.5%. Therefore, over 60% of the teachers did not relate well with their fellow staff members. This could be attributed to lack of a good working environment, poor TPAD ratings among teachers and general unsupportive school cultures where teachers fail to derive joy from their teaching and learning activities. This is a critical aspect of school culture which may lead to either positive or negative learning outcomes among students.

Teachers discussed on internal appointments at school and concluded as follows: teachers who had no internal appointments said: 'I have no internal appointment' were 62.5% while those who said: 'I have been internally appointed' were 37.5%. Therefore, majority over 60% did not have internal appointments. Internal appointment of teachers for responsibilities is key in enhancing participation of teachers in matters of the school and if well executed can enhance teachers' motivation and collaboration with others. The efforts and contributions of the teachers are recognized and appreciated. Majority of the teachers who were denied responsibilities would feel unworthy and demotivated.

On quality of school meals teachers discussed and concluded as follows: 75% said: 'I'm served with quality meals at school' while 25% said: 'meals are poor.' Therefore, majority over (75%) said that meals were poor. Quality meals served to teachers is a motivating aspect of the school culture while poor meals may lead to job dissatisfaction. The quality of meals served to teachers demonstrates their worth of respect and appreciation of their contributions to the school.

Teachers discussed on study leave at school and concluded as follows: said: 75% 'It is difficult to secure a study leave' while 25% said: 'it is depending on the principal's discretion' Therefore, majority over (75%) said 'It is difficult to secure a study leave.' For teachers who would wish to advance in their career, it is a way of promoting growth in professionalism in the teaching practice. Today in Kenya teachers face very difficult requirements to secure study leave. This has caused resentment and dissatisfaction among the teachers. There is no clear policy on career development among the teachers in Kenya. This finding also concurs with Manyisa (2019) who found that career development for teachers in Kenya was inconsistent especially with the inception of the TPAD system in 2016.

Teachers discussed on their roles in policy formulation at school and concluded as follows: 62.5% said 'I'm not involved in policy making' while 37.5% said: 'I'm involved in policy making.' Over 60% of the respondents were not involved in policy making decisions of the school. Most of the teachers were never involved in school policy matters and decision making. Decisions made in the boardroom with only a few members invited may not represent the interests of the majority. In most school's teachers are divided into camps depending on how much supportive they were in helping the administration implement its decisions. Some ineffective principals use a few members of staff to antagonize other teachers, hence bad blood among the teachers. A successful school culture should embrace opinions of all members to foster understanding and inclusivity of teachers. This finding agrees with that of Ozdemir (2012) who cited that there was a strong relationship between school culture and organization health.

Teachers discussed on conflicts among teachers at school and concluded as follows: 62.5 % said: 'Teachers conflicts exist' while 37.5% said: 'conflicts are rare' Over 60 % of the respondents said teachers' conflicts existed in their schools. Conflicts among teachers may arise from job dissatisfaction, lack of motivation, poor working relationships and failed conflict resolution culture in a school among others. Unresolved conflicts among teachers may drive some teachers to seek for transfers to other schools which have strong school cultures. A school experiencing regular conflicts may not deliver well on curriculum implementation thus put the interest of students at stake.

Teachers discussed on team spirit at school and concluded as follows: 75% said: 'There is a team spirit in school' while 25% said, 'there is no team spirit in my school.' Over 60% of the respondents said there was team spirit in their schools. Team spirit is strong component of a school culture which should be embraced by all schools. The weakness or strength of team spirit is anchored upon the school administration types in which democratic administration is more desirable. This allows all members to participate as a team in the delivery of the curriculum and overall success of the school.

Teachers discussed on welfare at school and concluded as follows: 87.5 % said: 'our Welfare is weak' while 12.5% said, 'our welfare is strong' Over 87 % of the respondents said there were weak teachers' welfare in their schools. Welfare involves social support systems developed by the school to help teachers in need and emergencies such as deaths, sickness, security, weddings and educational matters. Absence of strong social welfare support system may demotivate teachers who may experience insecurity.

Teachers discussed on workload at school and concluded as follows: 62.5% said, 'I have a big workload' while 37.5% said, 'my workload is satisfactory.' Over 60 % of the respondents said they had big workloads in their schools. Huge workload may be occasioned by the country wide shortage of teachers. According to TSC secretariat Kenyan schools have a deficit of 145,000 teachers to realize full implementation of the curriculum by teachers. This has therefore seen the serving teachers handle huge workloads in most schools. The teachers who are overwhelmed by workload in this dispensation of 100% transition from primary to secondary schools, may not deliver quality teaching among learners. This has therefore undermined the educational standards in the country and propagated malpractices among candidates in the national examinations for fear failing the examinations due to poor preparations.

On principal's supervision of teachers, teachers discussed and concluded as follows: 62.5% said: 'supervision by the school principal is moderately well done' while 37.5% said, 'my principal's supervision was low' Over 60 % of the respondents said their principal's supervision was moderately well done. The principals were able to supervise teachers moderately well. However, this may have been influenced by the relationship of the teachers and their supervisors. Where supervisors have failed to maintain friendly approaches to effective supervision of teachers, intimidation and victimization of teachers is rampant.

Heads of institutions have taken advantage of the TPAD to harass teachers. In one of the schools in Kimilili Sub county teachers stormed into the deputy principal's office and demanded to know why they had been rated so poorly on TPAD tool, a scenario which almost caused physical confrontation if the principal had not saved the situation. Writing of warning letters to teachers and removing them from their teaching timetables is a common practice among



heads of institutions. This system of instilling fear appeals may have devastating effects on the teachers' psychological wellbeing of an individual (bates 2014).

### SUMMARY

The teachers' physical competences such as keeping of profession records, schemes of work and lessons plans were achievable through TPAD tool. However, the psychological-based aspects of the competences such as motivation of teachers, job satisfaction, personal career development and school cultural values which have direct impact on employee benefits existed to a very low extent. The school culture was highly cited as the main source of psychological-based competences among teachers. Therefore, mechanical competences mostly resulted from the employer's effort to accomplish certain goals at the expense of the teachers. The psychological competences should always precede the mechanical or physical competences. Except for teachers' supervision role which was rated average, all other aspects of school organizational culture were below average as per the teachers' expectations. These are inter- personal relationships, internal appointments, quality of meals, consenting of study leaves, policy formulation, conflict resolution, team spirit, sound welfare organizations and teachers' workloads.

### CONCLUSIONS

The objective of the study was to investigate the relationship between TPAD implementation and the school organizational culture. The teachers' perceptions were mostly negative on most aspects of school's organizational culture which may have affected the level of motivation among the teachers.

### RECOMMENDATIONS

- i) To create a friendly working environment for all teachers through guaranteeing teachers on their security, internal responsibilities
- ii) To motivate all teachers with the available resources.
- iii) The school principal should endeavor to promote strong school cultural values which would motivate teachers to deliver on curriculum.

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