

Principals' Performance Appraisal and Its Influence on Teachers Job Satisfaction in Public Secondary Schools in Kakamega County, Kenya

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Abstract

Purpose: The study investigated principals' performance appraisal and its influence on teachers' job satisfaction in public secondary schools in Kakamega County, Kenya. The paper objectives were: To determine the influence of principals' promptness of feedback, to examine the influence of collaborative planning in principals' implementation of teacher performance appraisal on teachers' job satisfaction. The study was based on the Path Goal theory.

Materials and Methods: The study targeted 324 public secondary schools which comprises of 324 principals and 1500 teachers and 12 TSC officials across 12 sub-counties in Kakamega County. Purposive sampling to select five sub counties included Lurambi, Ikolomani, Shinyalu, Navakholo and Malava of the 12 in Kakamega County. 64 schools selected using stratified sampling, purposive sampling for 64 principals and TSC officials while simple random sampling for 300 teachers of which a sample of 20% was used. Questionnaires and interview guides were used to collect data.

Findings. The findings show the null hypothesis which states that there is no significant relationship between principals promptness of feedback and teachers' job satisfaction would be accepted if $p < 0.01$. The null hypothesis was therefore rejected and there is no significant relationship between Teachers class attendance and teachers' job satisfaction would be accepted if $p < 0.01$. The null hypothesis was therefore rejected.

Conclusion: The Principals' promptness to feedback has a positive effect to teachers' job satisfaction, collaborative planning in principals implementation of teacher performance appraisal affects teachers' job satisfaction positively.

Key terms: Principals, Performance appraisal, teacher's job satisfaction, secondary schools, County

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I. INTRODUCTION

An organization success and its subsequent productivity can be attained when the workforce undergo a continuous evaluation and appraisal. Employee's performance appraisal remains anon-stop audit of the performance. The process enables an organization to attain a competitive advantage over its competitors Obisi (2011). According to Armstrong (2009), the non-stop audit of performance is the responsibility of top managers and team leaders. This process leads to organizational effectiveness and efficiency. State and local education agencies across the United States are working to improve teacher quality through the adoption of rigorous teacher evaluation systems. The development of these systems is motivated in part by a large body of research showing that teachers differ dramatically in their effectiveness (for a recent overview see Hanushek and Rivkin, 2010). Beyond directly affecting students' short-term academic success, more effective teachers have also been shown to positively affect later-life outcomes for students including wages, college attendance, and teenage childbearing (Chetty, Friedman and Rockoff, 2014). The variation in teacher quality that has been consistently documented in empirical research is not reflected in the traditional teacher evaluation systems that are used in most school districts in the United States, which tend to assign similar and favorable performance ratings to the overwhelming majority of teachers (Weisberg et al., 2009). A rationale for developing new, more-rigorous evaluation systems is to construct ratings that better reflect empirically-observed performance differences across

teachers, which can subsequently be used to improve workforce quality in a number of ways (; Springer, Rodriguez and Swain, 2014; Winters and Cowen, 2013).

Teacher appraisal is an important aspect in promoting educational quality of a society (Sayeeduddin & Vijayakumar, 2018). However, a study carried out in Ethiopia revealed otherwise. Mirado (2019) conducted a study on effectiveness of performance appraisal system in government owned secondary schools in Ethiopia and established that there were many challenges experienced in the implementation of the appraisal system in the country. In Egypt, teacher appraisal was introduced to improve the performance of teachers. However, its implementation has had challenges. Marey and Hesham (2020), in their study on re-conceptualizing teacher evaluation in Egypt revealed that principals had hectic managerial responsibilities which hindered them from effectively appraising teachers. Teachers were provided with shallow feedback and little guidance for their professional improvement which negatively affected their performance. Related findings were established by a study on managing teacher performance in South Africa where teachers resisted the appraisal system and made its implementation difficult (Mpungose & Ngwenya, 2014).

In Kenya Performance measurements in educational institutions in the recent years have become a key issue in the strategic attainment of its goals and objectives to sustain competitiveness. Adoption of performance appraisal as a management tool in educational institutions enhances accountability and a guide to attainment of set goals and consequently improvement in performance Kenyatta, (2016). According to Midimo (2017) employee performance appraisal helps to develop employee so as to improve on their individual weaknesses to a more productive work ethic, provides corrective feedback on achievements and offers direction and support to performance improvement. It is used as a visible tool for employee accountability to the employer and the stake holders.

Statement of the problem

In the TPAD implementation, principals were charged with the oversight role to appraise and give progress reports on teachers' performance (TSC, 2018). In spite of its underpinning objective of improving teachers' performance, the implementation of TPAD has faced considerable resistance from teachers and their umbrella body, Kenya National Union of Teachers. For instance, Oduor (2018) noted that teachers associated the implementation of TPAD to delayed promotions. Even worse for others, TPAD denied them the opportunities for promotion. Another study revealed that in most cases, teachers were subjected to high expectations causing them to fill the appraisal forms mechanically without reflecting on the actual performance to please the appraisers (Khatete & Macharia, 2020). Ngeno (2007) recommends that teachers should be informed of the appraisal tools and the content of the tools. More so the feedback and involvement of employees should be done promptly to avoid delays. He further says that there is need to put up a better policy on performance appraisal of teachers in the country. In relation to the above there is less research done on teacher performance appraisal and its influence on teachers' job satisfaction. The current literatures are still unclear in giving explanations of the relationship between performance appraisal and teacher job satisfaction in Kenya. The process of assessing the relationship of performance appraisal and teacher job satisfaction is very important in enhancing employee performance; therefore this study attempts to investigate the relationship that exists between performance appraisal and teachers job satisfaction in public secondary schools in Kakamega County.

Research Objectives

The study was based on the following research objectives:

1. To determine the influence of principals' promptness of feedback of teacher performance appraisal on teachers' job satisfaction.
2. To examine the influence of collaborative planning in principals implementation of teacher performance appraisal on teachers' job satisfaction

Research Hypothesis

The study was based on the following research hypothesis:

H0₁: There is no significant relationship between principals' promptness of feedback of teacher performance appraisal and teachers' job satisfaction.

H0₂: There is no significant relationship between collaborative planning in principals implementation of teacher performance appraisal and teachers' job satisfaction

II. LITERATURE REVIEW

Concept of Performance appraisal

Michal (2015) defines performance appraisal as techniques used in an institution to evaluate the level of performance of their employees. This involves measuring of performance and proving them with feedback. Omayo (2016) defines performance appraisal a process of assessing the performance and progress of an

instructor or of a group of instructors on a given job and his potential for future development. According to Kuvaas (2016) performance appraisal is a guided process of setting goals, reviewing the performance against the set goals, providing feedback on performance and planning on performance improvement. Performance appraisal consists of all formal procedures used in work organizations to evaluate personalities, contributions and potentials of employees. Organizations employ different methods to carry out performance appraisals. Teacher performance appraisals are conducted termly or yearly to evaluate progress against set goals. However this varies depending on the intention of the appraisal results Muhammad (2011). Performance evaluation methods can be categorized into conventional methods which includes rating scales; numerical scales representing job performance of an individual employee, checklists; yes /no statements related to employee performance, behavior anchored rating scales ;noted good or undesirable behaviors that determine an employee's performance rating, field review method; observation and rating by someone outside your department , confidential reports by supervisors and cost accounting method; performance is rated on returns against investment Rhana (2014). Performance appraisal has been acknowledged as a tool to manage performance and improve results Namudu (2015).The aim is not confined to measuring performance only but to align organization goals and objectives and personal teacher ambition and improve their teaching performance according to their student needs Elliot (2015).Performance appraisal process should be fair with clear goals set to be achieved, performance reviewed, provide feedback to the appraised and plan for performance improvement, to improve overall productivity.

Concept of Performance appraisal and Job satisfaction

Singh & Rhana (2014) make a remarkable finding that a significant correlation exists between appraisal strategies and motivation of teachers in professional institutions and assessment of their performance. Additionally, the research proves that goal setting and feedback were predictors of teachers' motivation to provide positive educational outcomes Aperformance assessment was conducted by Akpotu (2014) across secondary schools in Nigeria. The study gathered viewpoints from students and evaluated the role of the learners in the evaluation of their teachers in the developed countries. The study results showed that teachers were competent and dedicated and there was need to have a more inclusive performance appraisal goal setting strategy in teacher evaluation which impacts on their motivation levels in Nigeria. Oluoch (2017) conducted a survey to determine the correlation between job satisfaction, appraisal methods, and performance assessment using descriptive statistics and Pearson correlation coefficient. The study concluded that performance appraisal influences motivation, employee working relationship and employee happiness to a moderate extent and subsequently job satisfaction. In addition the performance appraisal feedback should be done objectively so as to be perceived to be fair by employees for it to meaningfully impact behavior and lead to high productivity. Webster (2018) defines rewards as tangible and non -tangible incentives given to an employee for a service done to the organization. This is done to encourage the continuity of the good behavior, attract and retain high caliber employees in the organization. Baskar, et al (2015)in the study of impact of rewards and recognition on employee motivation, opines that there is a significant direct positive relationship between rewards and motivation of employees. It further notes that better rewards results in greater levels of individual and organizational productivity. Rewards given have different motivational impacts to different people thus different strategies should be adopted and not one reward to be assumed will elicit the desirable behavior to all employees.

Promptness of feedback and teachers job satisfaction

A study by Ndegwa (2014) on the implications of assessing performance and employee motivation at NHC concluded that performance appraisal was a crucial element in staff appraisal of employees and overall productivity. Furthermore, feedback communicated to employees significantly boosted their motivation levels. It revealed that PA would be more effective if it was conducted on a more regular basis and feedback discussed to improve on performance. Swank (2015), in his research on the role of performance appraisal in motivating employees, developed a model in which it is aimed at an employee's assessment through providing feedback. It recommends that the model be used by senior managers in performance assessments and provision of feedback to employees. The concept aims at influencing the workers behavior and self-perception and their abilities to individually appraise themselves. There is a strong correlation between supervisor appraisal feedback and motivation of individual teacher to perform the task and have above average performance outcome.

Collaborative planning in principals' implementation of teacher performance appraisal and teachers' job satisfaction

Al-Jammal (2012) identified the mandatory skills to be acquired by the school principals to conduct performance appraisal. He (Jammal) highlighted that school principals are not abreast with the modern appraisal techniques, and conduct appraisal using traditional methods. Similar is the case in Pakistan, where school principals are not much enthusiastic in learning new methods and techniques of the

appraisal to do justice with the purpose and mission of PAS (Shakir & Adeeb, 2014); they take it as a compliance order to another routinized duty (Nadeem, Arif & Asghar, 2019). No wonder why the researchers (Nadeem et al. 2019) recommended an urgent action for principals to transform their knowledge, attitudes, and practices to conduct Performance appraisal. Brandon, Hollweck, Donlevy, and Whalen (2018) proclaimed that effective supervision and evaluation are part of a long career continuum of practice that fosters teacher growth while ensuring quality teaching. Teacher appraisal is often conducted as a mechanical obligation involving technical expertise but missing the spirit of professional development (Firestone, 2014). However, it is noted by Tuyten and Devos (2014) that a regular teacher appraisal may inspire teachers to assume professional learning activities much seriously when they render feedback as beneficial. Tuyten and Devos (2017) emphasize teachers' involvement in collaborative activities during the appraisal to leave a positive impact upon evaluation and its outcomes. Hallinger (2011) expounded that school principals who assume the role of 'leaders for learning' demonstrate the ability to adjust their style suiting the needs of a specific situation

Theoretical framework

Path-Goal is based on Vroom's (1964) expectancy theory in which an individual will act in a certain way based on the expectation that the act will be followed by a given outcome and on the attractiveness of that outcome to the individual. Path-goal theory states that leaders have to adjust their leadership style based on the characteristics of followers and type of tasks that need to be completed. Path-goal theory attempts to increase the motivation and happiness of the followers in each situation (Northouse, 2016). A leader will increase the motivation and job satisfaction of followers by adding value to follower needs, while also making the goal clear to all followers. According to path-goal theory, a leader also needs to provide rewards to increase motivation and satisfaction. It is the responsibility of the leader in line with path-goal theory, to guide followers to completion of task using proper behaviors to increase motivation (Northouse 2016). Path-goal theory focuses on leadership behavior, which is seen as source of influence that can change the attitude, motivation, and behavior of subordinate (Malik et al., 2014). Path-goal leadership theory requires educational leaders, who are interested in spreading learning culture to adopt any of directive, supportive, participative, and achievement-oriented leadership behavior. The path goal theory suggest that principals should involve teachers in performance appraisal through motivation of teachers, collaborative planning training, prompt feedback and ensuring the school administration involves teachers in all activities done

III. MATERIALS AND METHODS

Study design: Survey research design was used as it allows the researcher to describe characteristics of an individual or group as they really are. (Kothari, 2011).

Study location: The study targeted 324 public secondary schools which comprises of 324 principals and 1500 teachers and 12 TSC officials across 12 sub-counties in Kakamega County.

Sample Size: Purposive sampling was used to select five sub counties which included Lurambi, Ikolomani, Shinyalu, Navakholo and Malava out of the 12 found in Kakamega County. 64 schools were selected using stratified sampling, purposive sampling for 64 principals and TSC officials while simple random sampling for 300 teachers

Sample calculation: A sample of 20% was used and considered a large sample (Best & Kahn, 2011). Questionnaires were used to collect data from teachers, principals and TSC officials. To enhance the content validity of the instruments a pre-test of the instruments was carried out. Piloting aimed at testing the clarity of test items, suitability of language used and the feasibility of the study. The reliability of the instruments was determined using test-retest technique. Pearson product moment correlation was used to compute the reliability coefficient at $p < 0.05$ significance (Best & Kahn, 2011). The descriptive statistics used included frequencies and percentages.

IV. FINDINGS AND COMMENTS

Table 1 shows the distribution of teachers' responses on principals' promoting professional development on teachers' job satisfaction

Table 1: Distribution of teachers' responses on principals' performance appraisal on teachers' job satisfaction

Statement	SD	D		N		A		SA	Mean	Sd		
		F	%	F	%	f	%				f	%
Enhances class attendance	62	20.7	33	11.0	44	14.7	100	33.3	61	20.3	3.2	1.43
Enhance punctuality in classes	50	16.7	34	11.3	51	17.0	105	35.0	60	20.0	3.3	1.36
Performance	49	16.3	25	8.3	54	18.0	115	38.3	57	19.0	3.4	1.33

assessment is done regularly to enhance preparation of records	Promptness in receiving feedback	43	14.3	40	13.3	65	21.7	100	33.3	52	17.3	3.3	1.29
Recognition for work accomplished	Integrity portrayed at all times	51	17.0	35	11.7	59	19.7	104	34.7	51	17.0	3.2	1.33
Decisiveness in terms of discipline and school activities		52	17.3	41	13.7	54	18.0	95	31.7	58	19.3	3.2	1.37
Average Mean		34	11.3	45	15.0	62	20.7	107	35.7	52	17.3	3.3	1.34

Table 1 shows on enhances class attendance majority 20.7% Strongly Disagree and 11.0% Disagree while 33.3% Agree and 20.3% Strongly Agree while (Mean=3.22, Standard deviation=1.43). This implies that principal do not enhance class attendance effectively.

On enhances punctuality in classes 35.0% Agree and 20.0% Strongly Agree while 16.7% Strongly Disagree and 11.3% Disagree while (Mean=3.30, Standard deviation=1.36). This implies that through effective teaching, mentoring and giving learners a chance, a teacher could mould and positively influence life of a learner.

On performance assessment is done regularly to enhance preparation of records majority 38.3% of the teachers Agree and 19.0% Strongly Agree while 16.3% Strongly Disagree and 8.3% Disagree while (Mean=3.35, Standard deviation=1.33). This implies that employees must involve in performance appraisal where they can understand the organizational goals about what is expected from them and what they will expect for achieving their performance goals and satisfaction levels.

On Promptness in receiving feedback majority 33.3% of the teachers Agree and 17.3% Strongly Agree while 14.3% Strongly Disagree and 13.3% Disagree that they are given feedback (Mean=3.26, Standard deviation=1.29). This implies principals ensure promptness of feedback in order to improve satisfaction so as to achieve organizational goals more effectively.

On recognition for work accomplished majority 34.7% Agree and 17.0% Strongly Agree while 17.0% Strongly Disagree and 11.7% Disagree respectively that they are effectively recognised while (Mean=3.23, Standard deviation= 1.33). This implies that recognition is a motivational strategy which is very important and intangible incentive that shows gratitude and offer praise to teachers thus motivating them.

On integrity portrayed at all times majority 31.7% Agree and 19.3% Strongly Agree that integrity is effectively maintained while 17.3% Strongly Disagree and 13.7% Disagree while (Mean=3.22, Standard deviation=1.37). It can thus be interpreted that more and high integrity of the of the principal in the school promotes higher performance and job satisfaction of the teacher.

On decisiveness in terms of discipline and school activities majority 35.7% Agree and 17.3 Strongly Agree while 20.7% were Neutral while (Mean=3.33, Standard deviation=1.24). This study concurs with Duze (2011) who carried out a study on students' and teachers' participation in decision-making and its impact on school work and internal discipline of which it was found that when students and teacher participate in decision making the levels of disciplined are strengthened. On the overall majority of the teachers were neutral.

Table 2: Principals' response on principals' promptness of feedback on teacher performance appraisals affecting job satisfaction

Performance appraisal effect	Frequency	Percentage
Resistance due to negative perception	15	50.0
Feel dissatisfied due to not being involved	9	30.0
lack of feedback	6	20.0
Total	30	100.0

Table 2 shows that majority 50% of the principals said performance appraisal has brought resistance due to negative perception while 30% said they feel dissatisfied due to not being involved. An effective and fairness of performance appraisal process is the important role where the supervisor assesses employee's performance at the workplace (How, 2011 and Dessler, 2013).

Table 3 shows performance appraisal influence on job satisfaction

Table 3: Principals' response on performance appraisal influence on job satisfaction

Performance appraisal influence	Frequency	Percentage
Positively	10	33.3
Negatively	20	66.7
Total	30	100.0

Table 3 shows majority 66.7% of the principals said that performance appraisal has influenced job satisfaction negatively and this can be attributed to teachers' resistance and not being inducted well on performance appraisal. The TSC officials were interviewed on the influence of performance appraisal on teachers' job satisfaction and their responses were as follows:

Ruth TSC 1:

Performance appraisal in schools has made teachers feel threatened with their jobs because of the negative perception they have about performance appraisals making them not to be satisfied in schools.

John TSC 2:

Performance appraisals has not been welcomed well by the teachers because of lack of sensitization on the importance of performance appraisals thus creating fear and lack of cooperation thus making them loose morale.

Rose TSC 3:

Performance appraisals have made teachers feel insecure with their jobs since they believe it's more of a witch hunt to their jobs than promoting performance in schools thus negative reactions making them not to be fully committed to their work.

Kevin TSC 4:

Principals are encouraged to promote performance appraisals so as to improve performance in schools and ensure teachers collaborate in a humane way without fear in order to make them feel contented at the work place

Principals in schools and the Teachers Service Commission need to sensitize teachers on performance appraisal and convince them that its not to intimidate them but to improve on quality of education and academic performance in order to make the teachers feel comfortable. This was supported by Bhatti and Qureshi (2007) who found out that there is a positive relationship between performance appraisals with job satisfaction and this has an increase in employee productivity. This findings of job satisfaction of employees shows that it has a positive effect on the factors. It means that the more employees will be satisfied from their work more they will be contributing towards achieving organizational goals in effective and efficient manner.

The researcher then tested hypothesis one using Pearson product moment correlation. The hypothesis stated:

H0₁: There is no significant relationship between principals' promptness of feedback of teacher performance appraisal and teachers' job satisfaction in public secondary schools in Kakamega County, Kenya.

Correlation analysis using Pearson product moment correlation was done to determine the relationship between principals promptness of feedback of teacher performance appraisal(M=3.30, SD=1.34)and teachers' job satisfaction(M=3.17, SD=1.38). The null hypothesis states that there is no significant relationship between principals' promptness of feedback of teacher performance appraisal and teachers' job satisfaction. The results were presented in Table 3 shows Principals' response on principals' promptness of feedback on teacher performance appraisals affecting job satisfaction

Table 4 shows correlation matrix between principals' promptness of feedback of teacher performance appraisal and teachers' job satisfaction Table 3

Table 4: Correlation matrix between principals' promptness of feedback of teacher performance appraisal and teachers' job satisfaction

	Principals' promptness of feedback of teacher performance appraisal	Teachers' job satisfaction
principals' promptness of feedback of teacher performance appraisal	1	.665*
	Sig. (2-tailed)	.000

	N	300	300
Teachers' job satisfaction	Pearson Correlation	.665*	1
	Sig. (2-tailed)	.000	
	N	300	300

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

The correlation results in Table 4 indicate a positive and strong significant coefficient between principals' promptness of feedback of teacher performance appraisal and teachers' job satisfaction where ($r=.655$, $p\text{-value}<0.05$). This implied that the more principals conducted had promptness of feedback of teacher performance appraisal effectively the more teachers were satisfied with their jobs. The null hypothesis which states that there is no significant relationship between principals' promptness of feedback of teacher performance appraisal and teachers' job satisfaction would be accepted if $p>0.05$. The null hypothesis was therefore rejected. The indicators of performance appraisal that had significant effect were Decisiveness in terms of discipline and school activities and Enhances class attendance respectively. This implies that principals' promptness of feedback of teacher performance appraisal has an effect on teachers' job satisfaction.

The researcher then tested hypothesis two using Pearson product moment correlation. The hypothesis stated:

H₀₂: There is no significant relationship between collaborative planning in principals' implementation of teacher performance appraisal and teachers' job satisfaction in public secondary schools in Kakamega County, Kenya.

Correlation analysis using Pearson product moment correlation was done to determine the relationship between principals promptness of feedback of teacher performance appraisal collaborative planning in principals implementation of teacher performance appraisal ($M=3.30$, $SD=1.34$) and teachers' job satisfaction ($M=3.17$, $SD=1.38$). The null hypothesis states that there is no significant relationship between collaborative planning in principals' implementation of teacher performance appraisal and teachers' job satisfaction. The results were presented in Table 3 shows Principals' response on principals' promptness of feedback on teacher performance appraisals affecting job satisfaction

Table 5 shows correlation matrix between collaborative planning in principals' implementation of teacher performance appraisal and teachers' job satisfaction.

Table 5: Correlation matrix between collaborative planning in principals' implementation of teacher performance appraisal and teachers' job satisfaction

		Principals' promptness of feedback of teacher performance appraisal	Teachers' job satisfaction
principals' promptness of feedback of teacher performance appraisal	Pearson Correlation	1	.489*
	Sig. (2-tailed)		.000
	N	300	300
Teachers' job satisfaction	Pearson Correlation	.489*	1
	Sig. (2-tailed)	.000	
	N	300	300

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

The correlation results in Table 5 indicate a positive and strong significant coefficient between principals' promptness of feedback of teacher performance appraisal and teachers' job satisfaction collaborative planning in principals implementation of teacher performance appraisal and teachers' job satisfaction where ($r=.489$, $p\text{-value}<0.05$). This implied that the more principals had collaborative planning in principals' implementation of teacher performance appraisal effectively, the more teachers were satisfied with their jobs.

The null hypothesis which states that there is no significant relationship between collaborative planning in principals implementation of teacher performance appraisal and teachers' job satisfaction would be accepted if $p > 0.05$. The null hypothesis was therefore rejected. The indicators of performance appraisal that had significant effect were Decisiveness in terms of discipline and school activities and Enhances class attendance respectively. This implies that collaborative planning in principals' implementation of teacher performance appraisal had an effect on teachers' job satisfaction.

V. DISCUSSIONS

On enhances class attendance majority of the principals Strongly Disagree which implies that principal do not enhance class attendance effectively and this was supported by The Office for Civil Rights in the U. S. which added teacher absenteeism to its Civil Rights Data Collection Survey (2009), prompting policymakers to focus more attention on teacher absenteeism. Using data from the most recent Civil Rights Data Collection Survey, Kronholz (2013) who reported that 36% of the nation's teachers missed more than ten days each year.

The results on enhances punctuality majority of principals Agreed and this was supported by Carson (2014) who demonstrates that there is no poor learner in the hands of an effective who is punctual in his classes, quality teacher and a supportive care giver. Through effective teaching, mentoring and giving learners a chance, a teacher could mould and positively influence life of a learner.

On performance assessment is done regularly to enhance preparation of records majority of the principals Agreed of which all employees must involve in performance appraisal where they can understand the organizational goals about what is expected from them and what they will expect for achieving their performance goals (Dessler, 2013). Assessment of employees' performance is one of the common practices in almost every organization, a necessary phenomenon for the better performance of employees and the organizations. For better performance of the organizations satisfied employees play a vital role. Seldon, Ingraham & Jacobson, (2001) reported that more than 90 percent of bigger organizations use performance appraisal system and more than 75 percent are scheduled annually. Employee satisfaction is considered a key to organizational success.

On Promptness in receiving feedback majority of principals Agreed and this was in agreement with Rasheed et al. (2015) found that Human resource managers who develop strategies in order to improve satisfaction with feedback which should develop the way in which they provide feedback to their employees, in order to achieve organizational goals more effectively.

Majority of principals Agreed on recognition for work accomplished which concurred with Van Wart (2008,) who says that recognition is a motivational strategy which is very important; it is an intangible incentive that shows gratitude and offer praise. But yet, it has been underutilized by most managers in organization. He further said that, recognition has an optimistic meaning and it acknowledges good behaviour or actions.

On integrity majority of the principals Agreed this concurred with Yudhawati (2007) and Joko Purnomo (2011) found that integrity has significant and positive effect on the performance of the employees. Referring to the discussion of the above, it was found that integrity has significant influence on performance. It can thus be interpreted that more and high integrity of the servants of health workers in the Government Hospital in the City of Kendari and higher performance that will also do.

Majority of the principals Agreed on decisiveness in terms of discipline and school activities, this was supported by Duze (2011) who carried out a study on students' and teachers' participation in decision-making and its impact on school work and internal discipline of which it was found that when students and teacher participate in decision making the levels of disciplined are strengthened. On the overall majority of the teachers were neutral.

VI. CONCLUSION

Principals' promptness to feedback has a positive effect to teachers' job satisfaction.

Collaborative planning in principals' implementation of teacher performance appraisal affects teachers' job satisfaction positively.

The way principals conduct performance appraisals influences the performance and satisfaction of teachers.

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