HUMAN RESOURCE MANAGEMENT PRACTICES AND TEACHER PERFORMANCE IN PRIVATE EARLY CHILDHOOD DEVELOPMENT EDUCATION CENTRES IN MACHAKOS COUNTY, KENYA

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D53/CE/25940/2014

A RESEARCH PROJECT SUBMITTED TO SCHOOL OF BUSINESS IN PARTIAL FULFILLMENT OF THE REQUIREMENTS OF A DEGREE OF MASTERS IN BUSINESS ADMINISTRATION (HUMAN RESOURCE MANAGEMENT) OF KENYATTA UNIVERSITY.

NOVEMBER, 2018
DECLARATION

To the best of my knowledge I declare that this project is my original work and has not been submitted in any other institution for consideration of any certification.

Signature ........................................ Date 27/11/2018
Mbithi Robert Kitonyi
D53/CE/25940/2014

The work reported in this project was written by the candidate under my supervision and submitted with my approval as a university supervisor.

Signature ........................................ Date 27/11/2018
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Kenyatta University
DEDICATION

To Susan Mutheu my dear wife, thank you for your inspiration and moral support as i work on this study. You are a great pillar and scarce of day which gives me peace of mind to bring on the best in me. To my lovely children Waeni, Muembu , Mumo and Nzisa, thanks, you always give me reason to live and continue working hard.
ACKNOWLEDGMENT

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**LIST OF ABBREVIATIONS /ACRONYMS**

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<tr>
<td>ECD</td>
<td>Early Childhood Development</td>
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<td>ECDE</td>
<td>Early Childhood Development Education</td>
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<td>HRM</td>
<td>Human Resource Management</td>
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<td>HRP</td>
<td>Human Resource Practices</td>
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<td>K.I.E</td>
<td>Kenya Institute of Education</td>
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<td>MOEST</td>
<td>Ministry of Education Science and Technology</td>
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<td>NACECE</td>
<td>National Centre for Early Childhood Education</td>
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<tr>
<td>RBV</td>
<td>Resource Based View</td>
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<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
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<tr>
<td>U.S.A</td>
<td>United States of America</td>
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OPERATIONAL DEFINITION OF TERMS

**Competitive advantage**  Ability of the firm to compete its competitors effectively

**Early Childhood Development Education**

This term refers to provision of education from birth to the age of 8 years

**Human Resources**  The set of individuals who make up the workforce of an organization.

**Human Resource Practices**  A combination of people centered management practices recognizes employees as assets and geared to creative and maintaining skillful and committed workforce for achieving organizational goals.

**Pre- school**  ECDE institutions taking care of children between 3 to 8 years.

**Organization performance**  Comprises the actual output or results of the organization as measured against intended output.

**County government**  Refers to geographical units envisioned by the 2010 constitution of Kenya as units of devolved government
ABSTRACT

Human resources are unique assets which are viewed as principal factor for suitable competitive advantage. Employees are major assets of any organization. The active role they play towards a company’s success cannot be underestimated. As a result, equipping these unique assets through effective human resource management becomes imperative in order to maximize the job performance. However, there are many issues of employees still not performing up to the required standard. This study examined the influence of human resource practices and teacher performance in private ECDE centres in Machakos County. The objectives of the study were to find out the extent to which training and development practices, employee recognition programs practices, work life balance practices and work place environment practices influence ECDE teacher performance. The four main theories that guided this study were resource based view, two factor theory, Maslow hierarchy of needs, and equity theory. The study was also guided by Herzberg’s two factor theory advanced by Fredrick Herzberg. The study adopted a descriptive research design since it focused on large population. Target population was 98 private ECDE centres and 8 sub county offices in Machakos County. The sample of the study involved 30 head teachers, 60 ECD teachers and 8 sub county ECD coordinators having a total of 98 respondents. Data pertaining to the influence of human resource practices on teachers’ performance in private ECD centres was collected from head teachers and teachers by use of questionnaires. Interview schedules were used to collect data from Sub-county ECDE coordinators. The Cronbach’s Alpha was used to establish reliability and content validity was carried to ensure validity of the instruments. Data was analyzed using descriptive analysis and regression analysis. The study established that training and development, employee recognition, work life balance and work place environment had a positive and significant influence on teacher performance. The study concludes that the private ECDE centres undertakes training programs to its workforce to strengthen their skills that each requires to improve and development programs are carried out to raise the level of their employees so that they all acquire skills and knowledge that are similar. Employee recognition leads to increased individual productivity, greater employee satisfaction and enjoyment of work, direct performance feedback for individuals and teams is provided, teamwork between employees is enhanced and retention of quality employees increases. Having a positive work-life balance can help teacher carve out enough time for both work and the many other facets of their lives. Healthy work environments can improve employee productivity as employees feel better, have more energy and endurance, and are more capable of working hard at their jobs and contribute to employee happiness. The study recommends that Private ECDE centres in Machakos County should carry out training and development programs for tasks leading to leading to successful operation, do an in-depth understanding of the institution environment, an insight regarding training and development options and career development approach to weld in employees into organizational effectiveness and knowledge sharing to improve the performance of teachers. On employee recognition, Private ECDE centres in Machakos County should thank the teacher by name, specifically state what they did that is being recognized. It is vital to be specific because it identifies and reinforces the desired behavior and point out the value added to the team or organization by the behavior. On work life balance, Private ECDE centres in Machakos County should have a flexible working options, supporting teachers with caring duties, implementing reasonable time and communication expectations. On work place environment, Private ECDE centres in Machakos County should ensure that the workplace environment is comfortable enough to support teacher performance by improving the working conditions.
CHAPTER ONE
INTRODUCTION

1.1 Background of the study

Human resources practices are functional activities and strategic plans that enable improved services to employees and increased profitability for the employer. Organization performance comprises the actual outcomes or results of an organization as measured against its intended output. Most scholars agree Human Resource Practices in most organizations fall under two main categories namely Operational and Managerial Roles. The operational performance is function of people, process and technology; therefore they need to be competent with the required knowledge, skills and abilities.

Woods (2015) described performance as the accomplishment of a specific task in relation to preset standards that dictate the accuracy, cost, speed, and completeness in a manner that absolves the individual concerned from the fulfillment of all contractual liabilities. Haygroup (2008) adopts a more systemic approach to performance and posits that it is a technique of management designed to ensure a harmonious working of the organization and all the components within it for achievement of goals in the most optimal manner. An organization essentially comprises of departments, labor force, processes, and teams among other aspects. The systemic view, therefore, suggests that all processes and their respective components must be addressed to achieve the organizational performance design.

Green and Ronza (2012), note that a human resource management strategy must lead to the firm to attain its objectives. Performance of an organization depends largely on effective operational performance. The operational performance is function of people, process and technology; therefore they need to be competent with the required knowledge, skills and abilities. Every
organization wants to attract, retain and motivates employees to enhance its performance. There are many HRM practices which management of organizations can adopt in order to realize organizational goals. But for the purpose of this study, training and development, employee recognition, work life balance and work place environment will be used since they are crucial in enabling organization achieve its goals.

1.1.1 Teacher Performance

Teachers play a pivotal role in providing education to the students. Every school strives to recruit good and qualified teaching staff that can deliver quality education to its students (Boyd, Lankford, Loeb, Ronfeldt & Wyckoff, 2011). The authors also argue that only highly qualified and committed teaching staff or teachers can produce effective results by producing good quality of students, who contribute to their country in future. Therefore, it is crucial for schools to keep the talented or key teaching staff because only qualified teachers can give best education to the students.

According to Marry (2010), school teachers’ performance is contingent upon intrinsic and extrinsic motivation, if there is management of good personnel, good infrastructure and culture climate, teaching materials and good supervision. Tickle, Chang and Kim (2011) argue that the teacher performance can be measured by supervision of school activities, regular and early reporting at school, adequate teaching preparation, general punctuality and participating in extra-curricular activities. Teachers who are not well motivated do not perform as expected since they do not see the value of their work.

Muzalifah and Izah (2011) submit that performance must include measurement techniques aimed at introducing positive change in institutional culture, systems, and processes by setting mutual
performance goals, soliciting management confirmation or modification of the goals, and disseminating those goals to all relevant parties to ensure a common pursuit. The effective management of human resources requires sound Human Resource Management Systems. The development of Human Resource Systems contributes significantly to an organization’s competitive advantage because they produce specific competencies (Esra, 2010). Human resource capital is considered as one of the most important resources in organizations today. The quality of people and how they are managed are topics that are gaining prominence as organizations shift their focus from other resources. Singh (2004), investigated the relationship between six human resource management practices and organizational level performance in India, the study indicated that companies implementing human resources management practices are more likely to experience, lower turnover rates for non-managerial employee.

Nyaga (2015) assessed the impact of turnover on organizational efficiency at the International Livestock Research Institute (ILRI) and also stated that poor management of human resource expectations and alignment of needs could lead to low job satisfaction and increase turnover. Jagun (2015) focused on the management of rewards to ensure high levels of human resource motivation and increase employee retention in the hospitality industry of Ireland. Owence, Pinagase & Mercy (2014) conducted a study of the impacts of turnover at South Africa’s Academic Development Centre and revealed a reciprocal link between employee satisfaction and turnover where the correlation was low with a high unemployment rate vice versa. Okpara and Pamela (2008), HRM practices such as selection, training, motivation, management of work environment, and performance appraisal are important in enhancing organizational performance.
Huselid and Becker (2005) outlined the key areas covered under HR strategy which are; attracting, developing and retaining high quality people that match the strategic and operational needs of the organization. These employees must also be able to deliver superior performance, higher productivity, flexibility and innovation and high levels of customer service and must also fit into the culture and strategic requirements of the firm to be able to meet both present and future needs. Effective job design is also a strategy that can be used to motivate workers through giving them autonomy and flexibility. This enhances their job.

1.1.2 Human Resource Management Practices

The human management process must place an emphasis on goal-setting, measuring results, individual accountability and their linkage to remuneration. Management by results is one of the ways in which human resource can be appraised and evaluated. Management by results focuses on the past and emphasizes on what was not achieved as well as future needs that might arise in the human resource area. If an organization places emphasis on employee engagement, it may promote human resource performance improvement (Gruman & Saks, 2011). Human resource development in the industry is a critical issue in managing performance. The managerial competences of the human resource function are very much related to the performance of the organization both in the private and public institutions (Demeter and Tapardel, 2013).

Tausif (2012) describe training and as a systematic method for learning and development to increase person, team and the organizational efficiency. The authors further indicate the significance of training by stating that it increases the employees’ job performance and bring other positive changes such as acquisition of new talents. Newman, Thanacoody and Hui (2011) observe that training and development plays an important role in the achievement of any
organizations’ goals since it increases both effectiveness and efficiency not only for the organization but for the employees too.

Many organisations are increasingly making use of employee recognition to motivate employees to achieve high performance and productivity. According to Nyakundi, Karanja, Charles and Bisobori (2012) the aim of employee recognition is to allow individuals to know and understand that their work is valued and appreciated, provides a sense of ownership and belongingness, improves morale, enhances loyalty and increases employee retention rate in the organization. With organisation success tied to the performance of employees, recognition is now globally more relevant and embraced in organizations determined to succeed in an economically competitive era.

Work life balance has implication on employee attitudes, behaviours, wellbeing as well as organizational effectiveness (Eby, Casper, Lockwood, Bordeanx & Brindley, 2015). Redmond Valiulis and Drew (2016) observe that work-life balance refers to the flexible working arrangements that allow both parents and non-parents to avail of working arrangements that provide a balance between work responsibilities and personal responsibilities. Work-life balance practices help minimise the amount of Work Life Conflict and also target the antecedents. Some of the antecedents’ of work-life conflicts include heavy job demands and job overloads.

According to Tripathi (2014) the work environment can be defined as the environment in which people work that include physical setting, job profile, culture and market condition. Each aspect is inter linked and impacts on employees overall performance and productivity. It is the quality of the employees’ workplace environment that most impacts on their level of motivation subsequently performance. Chandrasekar (2011) asserts that the type of workplace environment in which employees operate determines whether or not organizations will prosper.
1.1.3 Human Resource Development of ECDE Centres

Kenya emerged as a leader in ECD development in Africa long before many other countries in Africa gained their independence. Kenya attained ECD prominence partly through support from the international donor community; in this case the Bernard van Leer Foundation. In 1971 the Kenyan Ministry of Education and the Bernard van Leer Foundation launched the Preschool Education Project at the Kenya Institute of Education, which was to become the best known ECD project in Africa for many years. The focus of the collaboration was to prepare a team of officers who could assume the role of promoting and supervising nursery schools, to document the educational and social gains of children experiencing the programs, and to establish a number of pilot programmes appropriate for training objectives.

Kenya is among the countries that have not yet subsidized the salaries for ECD teachers due to feasibility and sustainability issues (UNESCO, 2008). As a result, the teachers are not paid commensurate to their tasks. The Kenyan Government has proposed the incorporation of ECD teachers on a different pay scale from the current TSC scale, where the difference is financed through parent contributions. However, this move is bound to raise suspicions and distrust especially in a country where the Government has promised free primary education. Poor conditions vary in the country with Central Kenya scoring the highest index for unfit working conditions (Ndani & Kimani, 2010).

Teaching human resources have been at the heart of developmental efforts of Kenya as a state since independence. Mutiso (2013) emphasized much on the relationship between the HRM practices and quality of services delivery in public school in Kenya. She further notes that for quality services to be delivered, relevant management must emphasize on adequate compensation, training and development, performance management and employee safety, health

Kanyiri and Wangui (2012) revealed that HRM practices such as compensation of teachers, democratic leadership, employee security, and team work and incentive pay, affected the performance of teachers in public secondary schools in Kiambu East District. An effective and competitive human resource practice is, therefore, a key strength to the performance of both individual employees and organizations. For ECDE centres to survive in a very dynamic and highly competitive environment, they need to exploit all available human resources as a means of giving better service to achieve competitive advantage.

1.1.4 ECDE Centre in Machakos County

Kenya has seen clamoring for and expansion of education at all levels. The first early care centres can be traced to the 1940, when British colonists established centers to serve both European and Asian. In 1954, UNICEF started supporting Early Childhood and Education in Kenya. Its focus was support for the health of mother and the child. In later years, UNICEF expanded beyond the goals of child survival to include development and education (UNICEF, 2002). Massive expansion of early childhood centres throughout the country followed Kenya’s independence in 1963 through the call for harambee as a national strategy for mobilizing community labor groups in order to achieve certain education and social economic goals.

In 1970 ECDE in Kenya expanded, the government entered into partnerships with communities and other institutions engaged in provision of preschool education in Kenya. These partners involved include nongovernmental organization (NGOs), Religious organization; community based organization (CBOs) as well as individuals. For instance in Kenya specifically Nairobi
county there exist over 400 registered privately owned institution which offer services with very few owned by the government. Major investors are churches, community based organization and individuals (Gwendo 2014). Like other counties, many investors have started ECD centres in Machakos County. According to County Director of Education in Machakos, data from eight sub counties Yatta, Mwala, Masinga, Athi River, Machakos, Kangundo, Kathiani and Matungulu shows there are over 280 registered private institutions with MOEST offering ECD services in Machakos County. Despite massive investment in education, the pupil-teacher ratio stands at approximately 30 to one (Education Policy & Data Centre, 2007). This situation has led to the case of big classes which are plagued by scarce resources, and ultimately, below-par child performance.

Teachers are also facing challenges of motivation as they are seeking specialized ECD education without the assurance of securing employment. All these factors have contributed to dismal performance in the ECDE sector both at the institutional and learners levels. The situation has also affected teacher qualification since most of them do not see the need for engaging in ECDE-related educational advancements. This ultimately impacts on the service delivery as most of the teachers are just basically equipped to handle the ECDE programs. All these variables combined provide a justification for conducting a study to link human resource practices and teacher performance in private ECD centres in Machakos County.

1.2 Statement of the Problem

Teaching is a critical task that requires extreme thoughtfulness. Teachers’ help to shape the future of children since they are the future of the society. Most nations of the world have, therefore, invested heavily on early childhood education to help them realize international education goals. However, there is a growing concern that the teaching profession is in crisis
Teachers are the engine of the national development agenda yet the conditions that determine their performance have remained largely ignored. Studies have revealed that the human resource practices applied to teachers might determine their motivation levels and hence their performance. However, little attention has been paid to effects of human resource practices on teacher productivity.

According to Storey (2009), the human resource literature widely recognizes that worker motivation of workers in both private at public sector leads to optimum performance. Consensus is also growing among scholars about the significance of applying human resource performance best practices to impact on motivation and, consequently, good performance. As an organization seeks to improve its workers performance, it faces severe challenges which limit its ability to achieve the overall objective of extending adequate motivation incentives to its staff.

According to Sheldon (2013), job satisfaction is very crucial to the long term growth of any educational system around the world. It ranks alongside professional knowledge and skills, centre competencies, educational resources and strategies as the veritable determinants of teacher performance. In addition, needs satisfaction and motivation are very essential in the teaching job because they form the foundation for working in life. While almost every teacher works to satisfy his or her needs in life, he or she constantly desires some level of satisfaction in the job itself since it affects job performance. Job performance in this context is the ability of the teaching job to meet teachers’ needs and improve their productivity. In relation to this, Mutiso (2013) emphasized much on the relationship between the HRM practices and quality of services delivery in public school in Kenya. She notes that for quality services to be delivered, the teachers must be well compensated, trained and developed. Additionally, there is need for performance management and employee safety, health and welfare. ECDE in Machakos County,
in particular, is plagued by challenges such as inadequate facilities, poor cash flow, long hiring procedures and difficulty to secure high qualified personnel. However, a good number of private ECD centres within Machakos County are performing well as a result of human resource practices used in different centres.

In order for national and county government to remain relevant in provision of ECDE services, department of Education in the county has enhanced capacity through informed and proactive leadership, clear management goals, targets and structures. A well-coordinated cooperation of county and national government has ensured extensive supervision of ECDE centres together with training of ECDE teachers and DICECE officers. However, the application and impact of human resource practices still remains a major concern in Machakos ECDE sector.

Jouda, Ahmad and Dahleez (2016) study examined the impact of human resource management practices on employees’ performance and found a significance relationship. However, the study used cross-sectional research design. Chelimo (2017) carried out a study on the effect of human resource policies on employees performance and established that human resource recruitment policy had helped in new role adjustment. However, the study used qualitative data. Shaukat, Ashraf and Ghafoor (2015) study focused on the impact of human resource management practices on employees’ performance. The study found a statistically significant impact on employee performance. However, the study focused on banking sector. This study, therefore, sought to find out to what extent human resource practices such as training and development, recognition, work-life balance, and working environment affect teacher performance of private ECDE centres in Machakos County, Kenya.
1.3 Objectives of the study

1.3.1 General Objective

The purpose of this study was to assess the influence of human resource management practices on performance of teachers in private ECDE centres in Machakos County, Kenya.

1.3.2 Specific Objectives

The study sought:-

i) To determine the extent to which training influence teacher performance in private ECDE centres in Machakos County, Kenya.

ii) To assess the influence of employee recognition programs on teacher performance in private ECDE centres in Machakos County, Kenya.

iii) To establish the influence of work life balance on teacher performance in ECDE centres in Machakos County, Kenya.

iv) To determine the extent to which work place environment influence teacher performance in private ECDE centres in Machakos County, Kenya.

1.4 Research Questions

The research sought to answer the following questions.

i) To what extent does training influence teacher performance in private ECDE centres in Machakos County, Kenya?

ii) How do employee recognition programs influence teacher performance in private ECDE centres in Machakos County, Kenya?

iii) To what extent does work life balance influence teacher performance in private ECDE centres in Machakos County, Kenya?
iv) To what extent does the work place environment influence teacher performance in private ECDE centres in Machakos County, Kenya?

1.5 Significance of the study

The information, ideas and recommendation which arose from the study was important to management and ECDE employee in understanding of the importance of HRM practices and its influence on performance of ECDE centres. It would also be of great help to the policy makers in the ministry of Education in formulating and implementing employment policies congruent to HRM practices in organizations. This study was of importance in supplementing the literature on the relevance of human resource management in Kenyan firms. The discussions and finding of this study would also be important to academic researchers since they are geared towards providing important factors regarding the application of human resource practices and their influence on employee performance in the teaching institutions. The study would also be of value to researchers and scholars as the study is aimed at increasing the body of knowledge in this area.

1.6 The scope of the study

The research study was carried out in private ECD institutions in Machakos County. The study aimed at establishing the influence of human resource management practices on teacher performance in private ECDE centres. The study population covered 98 registered private ECD centres, with 98 head teachers, 196 ECDE teachers and 8 ECDE sub county administrators. Descriptive survey research design was used. Stratified sampling method was used to sample the respondents. Data was analysed using questionnaires.
1.7 Limitations of the Study

The study endeavored to get information on influence of HRM practices on performance of private ECDE centres and therefore foresees the issue of getting first-hand information to be challenging. This was because the respondents may feel they are exposing their practices to competitors. The researcher overcame this challenge by showing the importance of research and building rapport with respondents. The researcher was limited and hampered by scarcity of data and lack of current research studies with respect to ECDE centres on performance. The researcher intended to overcome this challenge by comparing studies in different countries and inferring to the various research findings.

The research study was limited in that most studies done on HRM practices on performance concern the industrial settings, therefore the data collected was generalized on other ECD centre not studied. Another limitation foreseen is financial and time constrains. The study required good amount of money, and this may not be readily available. The researcher tried to mobilize resources for the success and handle centres of the same region the same day exhaustively since he will be working and cannot be out of school for long. The study was delimited on focus and scope. The reason behind the focus on the industry is due to its newness and uniqueness. In addition, the industry had not been researched extensively. In terms of geographical coverage, the study focused on Machakos County although Kenya has other counties which may have ECDE centres worth studying. However, geographical coverage chosen helped the study in analyzing trends that could be generalized to other counties.

1.8 Organization of the Study

This study was organized in five chapters. Chapter one constitutes the background of the study, statement of the problem, objectives, significance, scope, limitations and organization of the
study. Chapter two comprises of the theoretical literature review, empirical literature review, summary of literature review and research gaps and conceptual framework. Chapter three encompasses the methodology which presents the research design, target population, sampling design, research instrument, data collection procedure, data analysis and ethical considerations. Chapter four constitutes the research findings and discussion which presents the response rate, background information, descriptive statistics, inferential statistics and analysis of qualitative data. Chapter five presents the summary, conclusion, recommendations for policy and practice, and recommendations for further study.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter will deal with the introduction, Theoretical Review, Empirical review of HRM practices on firm performance.

2.2 Theoretical literature review

2.2.1 The Resource Based Theory (RBT)

The resource based approach focused on internal resources that a viewed as the principal factor for sustainable competitive advantage. In effect the value brought by human resource is the core of this approach where flexibility is optimized in order to produce costs and increase efficiencies, human resources, by effective way to use resources tend to increase the competitive advantage of a form in comparison with other (Nombo, 2013). RBT tends to ignore the baseline of specific industries as it takes into account the differences of forms in the same sector as a competitive advantages (Nyaga, 2015).

According to Larsenk (2014), the resource based view argues that firm possess resources which enable them to achieve competitive advantage and subset of those that lead to superior long term performance. This theory is appropriate for the study since human capital is part of the vital resources that a firm could develop into a competitive advantage. The human resource advantage can be sustained over longer time period especially when an institution has proper employee retention strategies. In effect, the value brought by human resource is core, therefore the study confirmed how training and development, work life programs, employee recognition and work place environment can build superior human resources that offer a higher level of performance in ECDE private schools in Machakos County.
2.2.2 Equity Theory

This theory was advanced by Adams (1963) who stated that a major input into job performance and satisfaction is the degree of equity or inequity that people perceive in their work station. Inequity occurs when a person perceives the ratio of his/her outcomes to inputs are unequal on the man’s side of the exchange. Inputs include education, intelligence, and experience training skills, seniority, gender and social status. The efforts expended on the jobs outcomes expected consists job security, salary, Employee benefits, Recognition, Praise, Responsibility. Individual motivation is based on what he/she considers to be fair when compared to others Redmond (2010). The presence of inequity in a person’s job creates tension that is proportional to the magnitude of inequity perceived. Gino & Pierce (2009) point out that inequity could lead to undesirable employee behavior such as low inputs, absenteeism, turnover, taking long breaks, reluctance, an agitating for increased salary and promotion.

Liu, Yang & Nauta’s (2013) points out that the relationship held between supervisors and employees must have equity in order to succeed and maintain perceived justice. This theory is relevant to the study because it covers both hygiene and motivator factors of the working environment where remuneration is one of the major concerns. The Adams Equity theory of motivation states that positive outcomes and high levels of motivation can be expected only when employees perceive their fair treatment. Equity theory focuses on determining whether the distribution of resources is fair to both rational partners. Equity theory is measured by comparing the ratios of contribution and benefits of each person within the relationship. Equity theory is relevant to head teachers and teachers. When the head teacher and teachers are overworked, underpaid quit teaching to look other jobs that pay better, ECDE co-coordinators may take long breaks which hinder implementation of the curriculum.
2.2.3 Herzberg’s Two Factors Theory

The motivation –hygiene theory was proposed by psychologist Frederick Herzberg in 1959. In his belief that job satisfiers deal with the factors involved in doing the job, whereas the job dissatisfies deal with factors which define the context. Herzberg suggested certain extrinsic factor or hygiene factors those associated with environment surrounding a job. The extrinsic or hygiene factor largely corresponding to Maslow’s higher order needs which include the work itself, responsibility, recognition for work well done, advancement and achievement. Although Herzberg is most noted for his famous hygiene and motivational factors theory, he was essentially concerned with people’s wellbeing at work, he was basically attempting to bring more humanity and caring in to work place.

Herzberg’s theory thus posits that there are two classes of factors that influence employee motivation which are; Intrinsic and extrinsic. Herzberg’s research proved that people will strive to achieve hygiene needs because they are unhappy without them. But once satisfied the effect soon wears off, satisfaction is temporary. Example of Herzberg’s hygiene needs(or maintenance factors) in work place are:-salary policy, relationship with supervisor working condition, status, security, personal life and security. Hygiene factor lead to dissatisfaction with a job because of the need to avoid unpleasantness. They are referred as hygiene factors because they can be avoided or prevented by the use of hygiene methods.

Herzberg’s theory is relevant for the study because both hygiene and motivator factors impact on the performance of employees at all levels from the school management to the teaching staff. Achievement and recognition contribute to enhanced prestige about the job for the teachers. The study will therefore confirm these findings in Machakos County.
2.2.4 Maslow’s Hierarchy of Needs

Maslow (1943-1954) stated that people are motivated to achieve certain needs and that some needs take precedence over others. He came up with a five stage model which can be divided into deficiency needs and growth needs. Deficiency needs arise due to deprivation and are said to motivate people when they are unmet. Maslow (1943) initially stated that individual must satisfy lower level deficient needs before progressing on to meet high level growth needs. Growth needs do not stem from lack of something, but rather from a desire to grow as a person. Once this growth needs have been reasonably satisfied, one may be able to reach the highest level called self-actualization.

The original hierarchy of needs five-stage model includes biological and physiological needs comprising of sleep, air, food, drink, shelter, warmth, sex. Safety needs are Protection from elements, security, order, law, stability, freedom from fear. Love and belongingness needs include Friendship, intimacy, trust and acceptance, receiving and giving affection and love, affiliating, being part of a group (family, friends, work).Esteem needs: - Maslow classified esteem needs into two categories. Esteem for oneself (dignity, achievement, mastery, independence and esteem needs like desire for reputation or respect from others (status and prestige).

This theory fits well into the study because motivation is a continuous process where teachers are not just satisfied with achievement of lower level needs. The desire for recognition, personal development, and promotion might lead an individual to higher levels of performance. The study will aim at determining to what extent the levels of motivation affect teacher performance in ECDE schools in Machakos County.
2.3 Empirical Literature Review

2.3.1 Human Resource Practices and Employee Performance

Human resources practices are functional activities and strategic plans that enable improved services to employees and increased profitability for the employer. Human resource is the most important asset for any organization and it’s the source of achieving competitive advantage. HRM system should be backed up by sound HRM practices. Human resource practices refers to organizational practices directed at managing the pool of human resources and ensuring that resources are employed towards the fulfillment of organizational goals.

Many organizations operate in a volatile market situation and must continuously improve their business performance to deal with the dynamic environment and build and sustain competitive advantage (Esra, 2010). Organizations are increasingly recognizing the potential that human capital possesses for a sustainable competitive advantage. In response, many organizations are depending on measurement approaches such as workforce scorecards to gain insight on how employees add value. Most scholars agree Human Resource Practices in most organizations fall under two main categories namely Operational and Managerial Roles. Performance of an organization depends largely on effective operational performance. The operational performance is function of people, process and technology; therefore they need to be competent with the required knowledge, skills and abilities. Every organization wants to attract, retain and motivates employees to enhance its performance.

Operational roles of HRM refer to those tasks and duties performed in both and small organizations. The society for Human Resource Management (HRM) has identified seven major functions of HRM which include:- Planning, Recruitment and Selection, Training and Development, Safety and Health, Performance Appraisal and Employee and Labour Relation,
Purcell et al. (2003) conducted a longitudinal study of 12 corporations with the aim of finding out how human resource management affects organizational performance. The findings revealed the existence of a positive correlation between human resource dimensions such as motivation, job satisfaction, and commitment, and organizational operational performance. It can focus on the performance of an organization, a department, or employee performance.

2.3.2 Training and teacher Performance

Hervie and Winful (2018) study examined the influence of teachers’ performance through training and development in Ghana Education Service. The study was based on a case study and quantitative research design. Simple random sampling technique was used to select the respondents (teachers) of the study. A total of 40 questionnaires were distributed out of which 30 representing 75% were retrieved. Data was collected using questionnaires. The findings of the study revealed that, poor performance of teachers was due to lack of frequent in-service training, lack of teaching and learning materials, lack of incentives and motivation, and improper supervision.

Peter (2012) study investigated the influence of teacher training on the performance of students in Mixed Secondary Schools in Gem District, Kenya. The study employed descriptive survey design. The population of the study consisted of 107 teachers drawn from 20 schools. The study sampled these through stratified random sampling technique. The study largely used secondary data from the DQASO offices. The study showed that training alone does not contribute much to the performance of students in Gem District.
Rahman, Jumani, Akhter, Chisthi and Ajmal (2011) study examined the relationship between training of teachers and effectiveness teaching. The instrument of the study was questionnaire for both the target groups. It was found that teachers had a positive attitude towards teacher training and its effectiveness in classroom situation including actual instruction/academic work, classroom management, evaluation procedures, assignments, and developing human relationships with students, principal, and society in general.

2.3.3 Employee Recognition and Teacher Performance

Ndungu (2017) carried out a study on the effects of rewards and recognition on employee performance in public educational institutions: A Case of Kenyatta University, Kenya. A descriptive research design was used in the investigation of the effects of rewards and recognition on Kenyatta University staff performance. Stratified random sampling and purposive random sampling were used in sampling design. Results also showed that salaries and fringe benefits as well as job security to be weak in Kenyatta University and caused dissatisfaction and affected employee performance.

Danish and Usman (2010) study examined the impact of reward and recognition on job satisfaction and motivation: An empirical study from Pakistan. The data were collected from employees of diverse type of organizations to gain wide representation of sectoral composition. In all, 250 self administered questionnaires were distributed among the employees of different sectors. The statistical analysis showed that different dimensions of work motivation and satisfaction are significantly correlated and reward and recognition have great impact on motivation of the employees.
Alam, Saeed, Sahabuddin and Akter (2013) study focused on the relationship between employee recognition and employee contribution in service industry. The research design was descriptive research by using the semi-structured questionnaire. Regression analysis was used to analyse data. A study of recognition among professionals found that members were most likely to perceive recognition and that is one of the causes of performance appraisal.

2.3.4 Work-Life Balance and Teacher Performance

Mwangi, Boinett, Tumwet and Bowen (2017) conducted a study on the effects of Work life Balance on Employees Performance in Institutions of Higher Learning. A Case Study of Kabarak University. Primary data was gathered through structured questionnaires. To determine if the independent variables influence the dependent variable Chi-square tests was done. The study revealed that work family priorities conflict affected the performance of employees. The study, therefore, concluded that work life balance is an important aspect of work and family which should be embraced to improve employees performance.

Otieno (2010) study examined the influence of work-life balance on job satisfaction and commitment of women employees at the Commercial banks in Kisumu City, Kenya. A Semi-structured questionnaire was used to gather data which was analyzed using spreadsheets. 60 respondents answered the questionnaires; ten from each bank. The research established that work-life balance has a positive influence on employee commitment and job satisfaction. There is a significant correlation between work-life balance and job satisfaction and also between work-life balance and commitment.

Muchiti (2015) carried out a study on the influence of work life balance on employee productivity in Kenya; a case of Milimani law courts Nairobi. Kenya. The study adopted
descriptive survey and case study design. The primary data was collected through the use of questionnaires and secondary data was obtained from published documents such as journals, periodicals, magazines and reports to supplement the primary data. The study findings showed flexible working schedule was the most significant factor and had a positive significant relationship at 5% level of significance.

2.3.5 Work Place Environment and Teacher Performance

Gitonga (2015) carried out a study on the influence of work environment on organizational performance in government ministries in Kenya. Stratified random sampling technique was employed in selecting the sample. The study adopted descriptive research design and primary data was collected using a questionnaire in the selected government ministries. The study employed quantitative analysis techniques and correlated and generated findings showing that the variables were significantly and positively influenced organizational performance in government ministries in Kenya.

Chandrasekar (2011) study investigated the relationship between workplace environment and its impact on organisational performance in public sector organisations. The research work was a descriptive research of both primary data and secondary data. Questionnaire was used to collect primary data. The study established that workplace environment plays a vital role in motivating employees to perform their assigned work. Since money is not a sufficient motivator in encouraging the workplace performance required in today’s competitive business environment.

Manu (2016) study examined the effects of work environment on employees productivity in government organizations. A case study of Obuasi Municipal Assembly. A stratified random sampling was used to select a sample of 100 employees for this research. The data collected from
the employees was analyzed using multiple regression and descriptive statistics. It was found that, each of the components that define work environment were statistically significant to productivity of the Municipal Assembly.

2.4 Summary of Literature Reviewed and Research Gaps

Table 2.1: Summary of Literature Review and Research Gaps

<table>
<thead>
<tr>
<th>Author</th>
<th>Focus of the Study</th>
<th>Findings</th>
<th>Knowledge gap</th>
<th>Focus of the current study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hervie and Winful (2018)</td>
<td>influence of teachers’ performance through training and development in Ghana Education Service</td>
<td>poor performance of teachers was due to lack of frequent in-service training,</td>
<td>A case study</td>
<td>A survey study</td>
</tr>
<tr>
<td>Rahman et al. (2011)</td>
<td>training of teachers and effectiveness teaching</td>
<td>teachers had a positive attitude towards teacher training</td>
<td>Qualitative data</td>
<td>Quantitative data and qualitative data</td>
</tr>
<tr>
<td>Ndungu (2017)</td>
<td>rewards and recognition on employee</td>
<td>salaries and fringe benefits as well as job</td>
<td>Organizational performance</td>
<td>Teacher performance</td>
</tr>
<tr>
<td>Study</td>
<td>Research Question</td>
<td>Findings</td>
<td>Research Design</td>
<td>Sampling Method</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Danish and Usman (2010)</td>
<td>Reward and recognition on job satisfaction and motivation</td>
<td>Different dimensions of work motivation and satisfaction are significantly correlated and reward</td>
<td>Cross-sectional research design</td>
<td>Descriptive research design</td>
</tr>
<tr>
<td>Alam et al. (2013)</td>
<td>Employee recognition and employee contribution in service industry</td>
<td>Members were most likely to perceive recognition and that is one of the causes of performance appraisal</td>
<td>Purposive sampling method</td>
<td>Stratified sampling method</td>
</tr>
<tr>
<td>Mwangi et al. (2017)</td>
<td>Work life Balance on Employees Performance in Institutions of Higher Learning</td>
<td>Work family priorities conflict affected the performance of employees</td>
<td>Qualitative data</td>
<td>Quantitative data and qualitative data</td>
</tr>
<tr>
<td>Otieno (2010)</td>
<td>Work-life balance on job satisfaction and commitment of women employees at the Commercial banks in Kisumu City, Kenya</td>
<td>Work-life balance has a positive influence on employee commitment and job satisfaction</td>
<td>Banking sector</td>
<td>ECDE Centres</td>
</tr>
<tr>
<td>Author</td>
<td>Title</td>
<td>Findings</td>
<td>Case Study</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Muchiti (2015)</td>
<td>Muchiti (2015) work life balance on employee productivity in Kenya;</td>
<td>Flexible working schedule was the most significant factor and had a positive significant relationship.</td>
<td>A case of Milimani law courts Nairobi</td>
<td></td>
</tr>
<tr>
<td>Chandrasekar (2011)</td>
<td>workplace environment and its impact on organisational performance in public sector organisations</td>
<td>Workplace environment plays a vital role in motivating employees to perform their assigned work.</td>
<td>Teacher performance in ECDE Centre</td>
<td></td>
</tr>
<tr>
<td>Manu (2016)</td>
<td>work environment on employees productivity in government organizations.</td>
<td>Each of the components that define work environment were statistically significant to productivity of the Municipal Assembly.</td>
<td>A case study of Obuasi Municipal Assembly</td>
<td></td>
</tr>
</tbody>
</table>

Source: Researcher (2018) and Literature Reviewed
2.5 Conceptual Framework

The conceptualization of the study was based on the assumption that Human resource practices influences teacher performance in ECD centres. The dependence variable was teacher performance and independent variables were training and development, employee recognition programs, work life balance and work place environment. The relationship of the variables was illustrated in the figure below;

**Independent Variables**

- **Training**
  - Skills
  - Competencies
  - Aptitudes

- **Employee Recognition**
  - Reward system
  - Career advancement
  - Promotion
  - Publicity

- **Work-Life Balance**
  - Leave Facilities
  - Telecommuting

- **Working environment**
  - Physical conditions
  - Social environment
  - Leadership style

**Dependent Variable**

- **ECDE Teacher Performance**
  - Grade Improvement
  - High pass rates
  - Academic contributions
  - Achievement of teaching targets
  - Syllabus coverage

Source: Researcher (2018)

Figure 2.1: Conceptual Framework
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction
This section dealt with introduction, research, design, variable, and target population, sampling procedure, sample size, research instrument reliability, data analysis logistical and ethical consideration.

3.2 Research Design
This study was carried out through a descriptive survey research design and explanatory research design. Descriptive survey research design is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals (Saunders et al, 2009). Descriptive survey research design was chosen because it enabled the researcher to generalise the findings to a larger population and it was more precise and accurate since it involves description of events in a carefully planned way.

3.3 Target Population
Coheri, Manion and Morrison (2007) defines targets population as the sum total of all subjects or participants under study. It refers to group of institutions, people or objects with similar characteristics that are used in research. Machakos County had 280 private ECD centres offering ECD services in the eight sub countries namely Mwala, Yatta, Masinga, Machakos, Kangundo, Kathiani, Matungulu and Athi River. The Target population of the study was 106 institutions comprising of 98 ECD centres and 8 Sub County ECDE offices of Machakos County.
### 3.4 Sampling Design and Sample Size

A sample is a small group of persons or items selected from the population that will be subjected to the study; it is usually a representation of the entire population. Sampling is the process of selecting the required individuals for the study. It involves selecting a number of individuals from a population such that the selected group has elements representative of the characteristics found in the entire population.

The sample size comprised of 30 Head teachers, 60 ECDE teachers, and 8 ECDE representatives each drawn from the 8 ECDE offices in Machakos county. The sample size complied with the suggestions of Mugenda & Mugenda (2003), who maintained a sample size of 30 percent was sufficient to provide a representative picture of the population.

#### Table 3.1: Sample Size

<table>
<thead>
<tr>
<th>Category</th>
<th>Population</th>
<th>Sampling percentage</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub county ECDE co-coordinators</td>
<td>8</td>
<td>100%</td>
<td>8</td>
</tr>
<tr>
<td>Head teachers</td>
<td>98</td>
<td>30%</td>
<td>30</td>
</tr>
<tr>
<td>Teachers</td>
<td>196</td>
<td>30%</td>
<td>60</td>
</tr>
<tr>
<td>TOTAL</td>
<td>302</td>
<td><strong>30%</strong></td>
<td>98</td>
</tr>
</tbody>
</table>

The researcher used simple random sampling method where every school as an equal chance of being selected from the sampling frame. Stratified random sampling was also most appropriate because the selected sample elements have heterogeneous characteristics since they are a mixture of head teachers, teachers and ECDE representatives, and must be divided into different strata.
3.5 Data Collection Instrument

According to Ogula(1998) and Orodha (2004) a research instrument are devices or tools a researcher uses to collect data for the purpose of answering certain research questions the researcher in this study used questionnaires to gather data on demographics and the data on influence of HRM practices on teacher performance in private ECDE centres in Machakos county. Kothari (2012) points out that questionnaires are suitable for a large population. In this study the questionnaire are suitable since the study used a large population to make enquiry on HRM practices influencing teacher performance in ECDE centres.

3.5.1 Validity of the Instrument

Instruments validity refers to extent to which instruments accurately measures what it is designed to measure (Mugenda & Mugenda 2009). To enhance content validity the researcher conducted a pilot study in two ECDE centres and thereafter modify or delete questions that would not be inappropriate. The researcher ensured the instrument reach relevant population in relation to their contribution or management of the selected samples of head teachers, teachers and ECDE sub county coordinators in the county.

3.5.2 Reliability of the Instrument

Instrument reliability refers to which a research instrument and precisely field similar results from a similar group under study in similar context (Cohen, Manio & Morrison 2007) In this study the study the researcher tested the instrument during the piloting period and retest again in the actual study population reasonable amendments were also done after pilot study to ascertain content criterion and constructs validity being measured are standard in the actual administration of questionnaires and interviewed schedules on
the same note the items in the research tools will be standardized and structured in a manner avoid ambiguity.

3.6 Data Analysis Techniques and Presentation

This study obtained both quantitative data and qualitative data. Quantitative data was analyzed using descriptive statistics such as mean and standard deviation and presented in tables, charts and graphs. These were generated using Statistical Package for Social Sciences (SPSS) version 17.0. Content analysis technique was used to analyze qualitative data collected using interview schedules.

The study used Analysis of Variance (ANOVA) to test the level of significant of the variables on the dependent variable at 95% confidence level. In addition, the study conducted a multiple regression analysis to test the relationship between independent variables and dependent variable. The regression equation was:

\[ Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon \]

Whereby \( Y \) = Teacher Performance

\( X_1 \) = Training

\( X_2 \) = Employee Recognition

\( X_3 \) = Work life balance

\( X_4 \) = Work place environment

\( \beta_1, \beta_2, \beta_3 \) are coefficients of determination

\( \varepsilon \) is the error term.
3.7 Ethical Considerations

The research process is a social process that involves human interaction and gives rise to various ethical issues. The researcher was well conversant with the fact that the collection and use of data requires ethical sensitivity. The researcher assured respondents of the confidentiality with which information provided was handled. This assurance was part of the consent form that was attached to the introductory letter and questionnaire. The researcher also provided all information necessary to allow the respondent to give an informed consent on participating in the study.
CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents analysis of data collected from the field using both descriptive and inferential statistics.

4.2 Response Rate

The response rate was based on total number of 98 questionnaires administered to Head teachers, ECDE teachers and ECDE representatives which were duly attended to and returned. This is shown in Table 4.1.

Table 4.1: Response Rate

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responded</td>
<td>91</td>
<td>92.9</td>
</tr>
<tr>
<td>Non-responded</td>
<td>7</td>
<td>7.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>98</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Research Data (2018)

Table 4.1 indicates that those respondents who responded account to 92.9% and those who did not account for 7.1%. Mugenda and Mugenda (2003) a response rate of 50% is adequate for a study, 60% is good and 70% is excellent for a study. Therefore, this response rate was considered ideal and reliable for the study.
4.3 Reliability Test Results

Table 4.2: Reliability Statistics

<table>
<thead>
<tr>
<th>Variable</th>
<th>No. of Items</th>
<th>Cronbach’s Alpha</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training</td>
<td>6</td>
<td>0.834</td>
<td>Reliable</td>
</tr>
<tr>
<td>Employee Recognition</td>
<td>6</td>
<td>0.608</td>
<td>Reliable</td>
</tr>
<tr>
<td>Work life balance</td>
<td>6</td>
<td>0.741</td>
<td>Reliable</td>
</tr>
<tr>
<td>Work place environment</td>
<td>6</td>
<td>0.774</td>
<td>Reliable</td>
</tr>
<tr>
<td>Overall</td>
<td>32</td>
<td>0.744</td>
<td>Reliable</td>
</tr>
</tbody>
</table>

Source: Pilot Data (2018)

The results in Table 4.2 shows that the indicators of training had the highest reliability ($\alpha=0.834$), followed by work place environment ($\alpha=0.774$), work life balance ($\alpha=0.741$) and employee recognition ($\alpha=0.608$) and organizational resources ($\alpha=0.702$). Orodho (2005) observe that an alpha coefficient of 0.7 shows that the instruments are reliable. In line with this, the results of the reliability test conducted through pilot study was 0.744 which showed a good reliability.

4.4 Background Information

The background information of the respondents was analysed based on gender, age, academic achievement and centre owned.
The results in Figure 4.1 show that female respondents accounted majority as indicated by 65.93% while male respondents accounted for 34.07%. This shows that both genders were fairly represented.

**Table 4.3: Respondents’ Age**

<table>
<thead>
<tr>
<th>Age Category</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Less than 25 years</td>
<td>11</td>
<td>12.1</td>
</tr>
<tr>
<td></td>
<td>25 - 34 years</td>
<td>19</td>
<td>20.9</td>
</tr>
<tr>
<td></td>
<td>35 - 44 years</td>
<td>44</td>
<td>48.4</td>
</tr>
<tr>
<td></td>
<td>45 years and above</td>
<td>17</td>
<td>18.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>91</td>
<td><strong>100.0</strong></td>
<td></td>
</tr>
</tbody>
</table>

The results in Table 4.3 shows that majority (48.4%) of the respondents were aged between 35 to 44 years, 20.9% were aged between 25 to 34 years, 18.7% aged 45 years and above and 12.1% less than 25 years. The cumulative frequency of 81.3% shows that most of the respondents were
aged 35 years and above. These findings show that the study participants were obtained from different categories of ages.

**Figure 4.2: Respondents’ Education Level**

![Bar chart showing the distribution of respondents' education levels: 43% had an ECDE certificate, 41% had a Diploma Certificate, 12% had a Bachelor's Degree, and 4% had a Master's Degree.]

**Source: Research Data (2018)**

The results in Figure 4.2 show that majority (43%) had an ECDE certificate of education, 41% had a Diploma Certificate, 12% had a Bachelor's Degree and 4% had a Master’s Degree. In this case, the respondent had the requisite level of literacy to participate in the study and provide the information of interest to the researcher.

**Table 4.4: Respondents’ Work Experience**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Less than 5 years</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>5 - 9 years</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>10 - 15 years</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>Above 15 years</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td><strong>91</strong></td>
</tr>
</tbody>
</table>

**Source: Research Data (2018)**
Table 4.4 indicates that majority (45.1%) of the respondents had a work experience between 10 to 15 years, 27.5% had worked for more than 15 years, 17.6% had worked for a period between 5 to 9 years and 9.9% for less than 5 years. These results confirm that the employees involved in this study had necessary experience to provide the information that was of interest to the researcher.

4.4 Descriptive Statistics

Descriptive statistics such as means and standard deviations were used to present that quantitative data with the use of Statistical Package for Social Sciences (SPSS) version 17.0. The findings of the descriptive statistics were based on study variables which include training and development, work life balance, work place environment and teacher performance. The findings are presented as follows. **Key:** SA – Strongly Agree, A – Agree; U – Undecided; SD – Strongly Disagree, D – Disagree; M – Mean; SD – Standard Deviation.

4.4.1 Training and Development on Teacher Performance

The study sought to determine the extent to which training and development influence teacher performance in private ECDE centres in Machakos County. The findings are presented in Table 4.5.
Table 4.5: Training and Development on Teacher Performance

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whenever my ECDE centre embarks on the hiring process, it attempts to</td>
<td>23.3</td>
<td>65.1</td>
<td>1.4</td>
<td>4.1</td>
<td>6.2</td>
<td>4.2</td>
<td>0.764</td>
</tr>
<tr>
<td>search and secure the best possible candidate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Few, if any, new employees that come into my ECDE centre do not</td>
<td>45.2</td>
<td>25.3</td>
<td>0.0</td>
<td>13.0</td>
<td>16.4</td>
<td>3.8</td>
<td>0.494</td>
</tr>
<tr>
<td>immediately become fully functioning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employees recruited to my ECDE centre adapt to their new surrounding</td>
<td>60.3</td>
<td>37.7</td>
<td>0.7</td>
<td>1.4</td>
<td>0.0</td>
<td>3.5</td>
<td>0.655</td>
</tr>
<tr>
<td>through socialization.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The management of my ECDE centre focuses on orienting the new employees</td>
<td>43.2</td>
<td>48.6</td>
<td>1.4</td>
<td>2.1</td>
<td>4.8</td>
<td>3.9</td>
<td>0.706</td>
</tr>
<tr>
<td>to the rules, regulation and goals of the organization</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My ECDE centre invests in training its teachers on skills, values</td>
<td>55.5</td>
<td>40.4</td>
<td>0.6</td>
<td>0.0</td>
<td>3.5</td>
<td>3.7</td>
<td>0.797</td>
</tr>
<tr>
<td>culture change, vision and mission of the organization</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aggregate Score</td>
<td><strong>45.5</strong></td>
<td><strong>43.4</strong></td>
<td><strong>0.8</strong></td>
<td><strong>4.1</strong></td>
<td><strong>6.2</strong></td>
<td><strong>3.8</strong></td>
<td><strong>0.683</strong></td>
</tr>
</tbody>
</table>

Source: Research Data (2018)

The findings in Table 4.5 shows that the respondents agreed that training and development influences teacher performance in private ECDE centres in Machakos County as indicated by the aggregate mean score of 3.8 and which vary significantly as shown by the standard deviation of 0.683. Majority (65.1%) of the respondents agreed on the statement that whenever my ECDE centre embarks on the hiring process, it attempts to search and secure the best possible candidate, 23.3% strongly agreed, 6.2% strongly disagreed, 1.4% undecided and disagreed respectively with a mean of 4.2 and a standard deviation of 0.764. Majority (45.2%) strongly agreed that Few, if any, new employees that come into my ECDE centre do not immediately become fully functioning, 25.3% agreed, 16.4% strongly disagreed and 13.0% disagreed with a mean of 3.8 and a standard deviation of 0.494.
Majority (60.3%) strongly agreed that Employees recruited to my ECDE centre adapt to their new surrounding through socialization, 37.7% agreed, 1.4% disagreed and 0.7% undecided with a mean of 3.5 and a standard deviation of 0.655. Majority (48.6%) agreed that The management of my ECDE centre focuses on orienting the new employees to the rules, regulation and goals of the organization, 43.2% strongly agreed, 4.8% strongly disagreed, 2.1% disagreed and 1.4% undecided. with a mean of 3.9 and a standard deviation of 0.706. Majority (55.5%) strongly agreed that My ECDE centre invests in training its teachers on skills, values culture change, vision and mission of the organization, 40.4% agreed, 3.5% strongly disagreed and 0.6% undecided with a mean of 3.7 and a standard deviation of 0.797.

These findings agree with the findings of Hervie and Winful (2018) study that revealed that, poor performance of teachers was due to lack of frequent in-service training, lack of teaching and learning materials, lack of incentives and motivation, and improper supervision. Rahman, Jumani, Akhter, Chisthi and Ajmal (2011) study examined the relationship between training of teachers and effectiveness teaching. The instrument of the study was questionnaire for both the target groups. It was found that teachers had a positive attitude towards teacher training and its effectiveness in classroom situation.

4.4.2 Employee Recognition and Teacher Performance

The study sought to assess the influence of employee recognition programs on teacher performance in private ECDE centres in Machakos County. The findings are presented in Table 4.6.
Table 4.6: Employee Recognition and Teacher Performance

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>There exist an employee recognition system in my ECDE centre that is used</td>
<td>50.7</td>
<td>43.2</td>
<td>2.7</td>
<td>3.4</td>
<td>0.0</td>
<td>4.4</td>
<td>0.611</td>
</tr>
<tr>
<td>by Human Resource Managers for attracting and retaining suitable teachers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You are comfortable with how the ECDE centre recognizes your contribution</td>
<td>60.9</td>
<td>38.4</td>
<td>0.7</td>
<td>0.0</td>
<td>0.0</td>
<td>4.1</td>
<td>0.431</td>
</tr>
<tr>
<td>You are supplied with specific information about what behaviours or actions</td>
<td>40.4</td>
<td>55.5</td>
<td>0.0</td>
<td>0.7</td>
<td>3.4</td>
<td>3.5</td>
<td>0.785</td>
</tr>
<tr>
<td>being recognized.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non financial rewards especially recognition, if managed well can be</td>
<td>28.1</td>
<td>67.8</td>
<td>0.0</td>
<td>3.4</td>
<td>0.7</td>
<td>2.9</td>
<td>0.823</td>
</tr>
<tr>
<td>source of competitive advantage and hence influence firm performance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers are recognized for good performance</td>
<td>69.2</td>
<td>28.1</td>
<td>0.0</td>
<td>1.4</td>
<td>1.4</td>
<td>3.2</td>
<td>0.705</td>
</tr>
<tr>
<td>Aggregate Score</td>
<td><strong>49.9</strong></td>
<td><strong>46.6</strong></td>
<td>0.7</td>
<td><strong>1.8</strong></td>
<td><strong>1.1</strong></td>
<td><strong>3.6</strong></td>
<td><strong>0.671</strong></td>
</tr>
</tbody>
</table>

Source: Research Data (2018)

The findings in Table 4.6 shows that the respondents agreed that employee recognition programs influences teacher performance in private ECDE centres in Machakos County as indicated by the aggregate mean score of 3.6 and which vary significantly as shown by the standard deviation of 0.671. Majority (50.7%) strongly agreed that there exist an employee recognition system in my ECDE centre that is used by Human Resource Managers for attracting and retaining suitable teachers, 43.2% agreed, 2.7% undecided and 3.4% disagreed with a mean of 4.4 and a standard deviation of 0.611. Majority (60.9%) of the respondents strongly agreed on the statement that you are comfortable with how the ECDE centre recognizes your contribution, 38.4% agreed and 0.7% undecided with a mean of 5.1 and a standard deviation of 0.431.
Majority (55.5%) of the respondents agreed on the statement that you are supplied with specific information about what behaviours or actions being recognized, 40.4% strongly agreed, 3.4% strongly disagreed and 0.7% disagreed with a mean of 3.5 and a standard deviation of 0.785. Majority (67.8%) of the respondents agreed that Non financial rewards especially recognition, if managed well can be source of competitive advantage and hence influence firm performance, 28.1% strongly agreed, 3.4% disagreed and 1.7% strongly disagreed with a mean of 2.9 and a standard deviation of 0.823. Majority (69.2%) of the respondents strongly agreed that teachers are recognized for good performance, 28.1% agreed, 1.4% disagreed and strongly disagreed respectively and none of the respondents were undecided with a mean of 3.2 and a standard deviation of 0.705.

These findings concur with the findings of Ndungu (2017) whose study showed that salaries and fringe benefits as well as job security to be weak in Kenyatta University and caused dissatisfaction and affected employee performance. Danish and Usman (2010) study showed that different dimensions of work motivation and satisfaction are significantly correlated and reward and recognition have great impact on motivation of the employees and Alam, Saeed, Sahabuddin and Akter (2013) study of recognition among professionals found that members were most likely to perceive recognition and that is one of the causes of performance appraisal.

4.4.3 Work-life Balance and Teacher Performance

The study sought to establish the influence of work life balance on teacher performance in ECDE centres in Machakos County. The findings are presented in Table 4.7.
Table 4.7: Work-life Balance and Teacher Performance

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>The reason as to why I work in this ECDE centre is to satisfy my needs</td>
<td>47.5</td>
<td>28.8</td>
<td>10.2</td>
<td>10.2</td>
<td>3.4</td>
<td>4.1</td>
<td>1.143</td>
</tr>
<tr>
<td>and before I do anything, therefore I look for work-life balance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your work is more than you can handle</td>
<td>35.6</td>
<td>49.2</td>
<td>5.1</td>
<td>5.1</td>
<td>5.1</td>
<td>4.0</td>
<td>1.041</td>
</tr>
<tr>
<td>The ECDE takes of your dependents e.g. provision of privacy rooms, caring</td>
<td>42.4</td>
<td>49.2</td>
<td>3.4</td>
<td>3.4</td>
<td>1.7</td>
<td>4.3</td>
<td>0.827</td>
</tr>
<tr>
<td>for children before and after school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You have flexible working hours which allows adequate time for leisure</td>
<td>39.0</td>
<td>47.5</td>
<td>10.2</td>
<td>3.4</td>
<td>0.0</td>
<td>4.2</td>
<td>0.767</td>
</tr>
<tr>
<td>and personal development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The ECDE provides paid and unpaid time off e.g. study leave and parental</td>
<td>45.8</td>
<td>42.4</td>
<td>0.0</td>
<td>5.1</td>
<td>6.8</td>
<td>3.5</td>
<td>1.127</td>
</tr>
<tr>
<td>leaves</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Aggregate Score</strong></td>
<td><strong>42.1</strong></td>
<td><strong>43.4</strong></td>
<td><strong>5.8</strong></td>
<td><strong>5.4</strong></td>
<td><strong>4.1</strong></td>
<td><strong>4.0</strong></td>
<td><strong>0.981</strong></td>
</tr>
</tbody>
</table>

**Source: Research Data (2018)**

The findings in Table 4.7 shows that the respondents strongly agreed that work-life balance influences teacher performance in private ECDE centres in Machakos County as indicated by the aggregate mean score of 4.0 and which vary significantly as shown by the standard deviation of 0.981. Majority (47.5%) of the respondents strongly agreed that the reason as to why I work in this ECDE centre is to satisfy my needs and before I do anything, therefore I look for work-life balance, 28.8% agreed, 10.2% were neutral and disagreed respectively and 3.4% strongly disagreed with a mean of 4.1 and a standard deviation of 1.143. Majority (49.2%) of the respondents strongly agreed on the statement that your work is more than you can handle, 5.1% were neutral, disagreed and strongly disagreed respectively with a mean of 4.0 and a standard deviation of 1.041.
Majority (49.2%) agreed on the statement that The ECDE takes of your dependents e.g. provision of privacy rooms, caring for children before and after school, 42.4% strongly agreed, 3.4% neutral and disagreed respectively and 1.7% strongly disagreed with a mean of 4.3 and a standard deviation of 0.827. Majority (47.5%) agreed that The reason as to why I work in this ECDE centre is to satisfy my needs and before I do anything, therefore I look for work-life balance, 39.0% strongly agreed, 10.2% neutral and 3.4% disagreed with a mean of 4.2 and a standard deviation of 0.767 and majority (45.8%) strongly agreed The ECDE provides paid and unpaid time off e.g. study leave and parental leaves, 42.4% agreed, 6.8% strongly disagreed and 5.1% disagreed with a mean of 3.5 and a standard deviation of 1.127.

These findings are in line with the findings of Mwangi, Boinett, Tumwet and Bowen (2017) who observe that work family priorities conflict affected the performance of employees. The study, therefore, concluded that work life balance is an important aspect of work and family which should be embraced to improve employees performance. Otieno (2010) study examined the influence of work-life balance on job satisfaction and commitment of women employees at the Commercial banks in Kisumu City, Kenya and established that work-life balance has a positive influence on employee commitment and job satisfaction. There is a significant correlation between work-life balance and job satisfaction and also between work-life balance and commitment.

4.4.4 Work Place Environment and Teacher Performance

The study sought to determine the extent to which work place environment influence teacher performance in private ECDE centres in Machakos County. The findings are presented in Table 4.8.
Table 4.8: Work Place Environment and Teacher Performance

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA %</th>
<th>A %</th>
<th>U %</th>
<th>D %</th>
<th>SD M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>My work place provides an undisturbed environment without any noise that</td>
<td>36.3</td>
<td>41.8</td>
<td>0.0</td>
<td>6.8</td>
<td>4.3</td>
<td>0.301</td>
</tr>
<tr>
<td>gives me time to perform my duties</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am happy with my office space and arrangement</td>
<td>63.0</td>
<td>34.2</td>
<td>0.0</td>
<td>2.1</td>
<td>0.7</td>
<td>0.593</td>
</tr>
<tr>
<td>My manager exercises good leadership for quality performance</td>
<td>69.9</td>
<td>29.5</td>
<td>0.0</td>
<td>0.7</td>
<td>0.0</td>
<td>0.774</td>
</tr>
<tr>
<td>The ECD centre is situated in a safe and friendly neighborhood</td>
<td>57.5</td>
<td>39.7</td>
<td>0.7</td>
<td>2.1</td>
<td>0.0</td>
<td>0.826</td>
</tr>
<tr>
<td>Management involves staff decision making</td>
<td>45.2</td>
<td>25.3</td>
<td>0.0</td>
<td>13.0</td>
<td>4.2</td>
<td>0.494</td>
</tr>
<tr>
<td>I am able to contact senior management or work hand in hand with my</td>
<td>60.3</td>
<td>37.7</td>
<td>0.7</td>
<td>1.4</td>
<td>0.0</td>
<td>0.432</td>
</tr>
<tr>
<td>superior at the work place</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A better work environment (spacious, enough lighting e.t.c) will make me</td>
<td>63.0</td>
<td>34.2</td>
<td>0.0</td>
<td>2.1</td>
<td>0.7</td>
<td>0.593</td>
</tr>
<tr>
<td>perform better at my job</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Aggregate Score</strong></td>
<td><strong>56.5</strong></td>
<td><strong>34.6</strong></td>
<td><strong>0.2</strong></td>
<td><strong>4.0</strong></td>
<td><strong>4.7</strong></td>
<td><strong>0.573</strong></td>
</tr>
</tbody>
</table>

Source: Research Data (2018)

The findings in Table 4.8 shows that the respondents agreed that work environment influences teacher performance in private ECDE centres in Machakos County as indicated by the aggregate mean score of 3.7 and which vary significantly as shown by the standard deviation of 0.573. Majority (41.8%) of the respondents agreed that my work place provides an undisturbed environment without any noise that gives me time to perform my duties, 36.3% strongly agreed, 15.1% strongly disagreed and 6.8% disagreed with a mean of 4.3 and a standard deviation of 0.301. Majority (63.0%) strongly agreed that I am happy with my office space and arrangement, 34.2% agreed, 2.1% disagreed and 0.7% strongly disagreed with a mean of 3.3 and a standard deviation of 0.593. Majority (69.9%) of the respondents strongly agreed that my manager
exercises good leadership for quality performance, 29.5% agreed and 0.7% disagreed with a mean of 4.2 and a standard deviation of 0.774.

Majority (57.5%) of the respondents strongly agreed that The ECD centre is situated in a safe and friendly neighborhood, 39.7% agreed, 2.1% disagreed and 0.7% undecided with a mean of 3.0 and a standard deviation of 0.826. Majority (45.2%) of the respondents strongly agreed that management involves staff decision making, 25.3% agreed, 16.4% strongly disagreed and 13.0% disagreed with a mean of 3.8 and a standard deviation of 0.494. Majority (60.3%) of the respondents strongly agreed that I am able to contact senior management or work hand in hand with my superior at the work place, 37.7% agreed, 1.4% disagreed and 0.7% undecided with a mean 4.1 and a standard deviation of 0.432 and majority (63.0%) of the respondents strongly agreed that a better work environment (spacious, enough lighting e.t.c) will make me perform better at my job, 34.2% agreed, 2.1% disagreed and 0.7% disagreed with a mean of 3.3 and a standard deviation of 0.593.

These findings concur with the findings of Gitonga (2015) work place environment significantly and positively influence organizational performance in government ministries in Kenya. Chandrasekar (2011) study investigated the relationship between workplace environment and its impact on organisational performance in public sector organizations and established that workplace environment plays a vital role in motivating employees to perform their assigned work. Since money is not a sufficient motivator in encouraging the workplace performance required in today’s competitive business environment. Manu (2016) study examined the effects of work environment on employees productivity in government organizations. and found that, each of the components that define work environment were statistically significant to productivity of the Municipal Assembly.
4.5 Regression Analysis

Regression analysis was used to model, examine, and explore the relationships between the dependent variable (teacher performance) against the four independent variables (training and development, employee recognition, work-life balance and work place environment) used for the study.

4.5.1 Model Summary

Table 4.9: Results of Multiple Regressions

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>St. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.796</td>
<td>0.834</td>
<td>0.829</td>
<td>0.675</td>
</tr>
</tbody>
</table>

Source: Research Data (2018)

The four independent variables that were studied, explain 82.9% of the performance of private ECDE in Machakos County as represented by the adjusted R square. This therefore means that other factors not studied in this research contribute 17.1% of teacher performance. Therefore further studies should be carried out to fill the gap.

4.5.2 Analysis of Variance (ANOVA)

Analysis of Variance (ANOVA) was used to determine the linear relationship among the variables under investigation. Using this method, the sum of squares, degrees of freedom (df), mean square, value of F(calculated) and its significance level was obtained. The results are shown in Table 4.10.

Table 4.10: ANOVA

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>2.241</td>
<td>4</td>
<td>1.312</td>
<td>7.02</td>
<td>0.001</td>
</tr>
<tr>
<td>Residual</td>
<td>7.772</td>
<td>87</td>
<td>1.025</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>9.913</td>
<td>91</td>
<td>2.337</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Research Data (2018)
The significance value is 0.001 which is less that 0.05 thus the model is statistically significant in predicting how training and development, employee recognition, work-life balance and work place environment influenced the teacher performance. The F calculated at 5% level of significance was 7.02. Since F calculated is greater than the F critical (p value = 2.337), this shows that the overall model was significant.

### 4.5.3 Coefficient of Determination

**Table 4.11: Coefficient of determination**

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>T</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>0.603</td>
<td>0.645</td>
<td>3.231</td>
<td>0.001</td>
</tr>
<tr>
<td>Training and Development</td>
<td>0.793</td>
<td>0.082</td>
<td>4.135</td>
<td>0.000</td>
</tr>
<tr>
<td>Employee Recognition</td>
<td>0.835</td>
<td>0.214</td>
<td>1.051</td>
<td>0.003</td>
</tr>
<tr>
<td>Work life balance</td>
<td>0.813</td>
<td>0.234</td>
<td>2.001</td>
<td>0.001</td>
</tr>
<tr>
<td>Work place environment</td>
<td>0.711</td>
<td>0.542</td>
<td>3.013</td>
<td>0.002</td>
</tr>
</tbody>
</table>

**Source:** Research Data (2018)

The established regression equation by the study was

\[
Y = 0.603 + 0.793 X_1 + 0.835 X_2 + 0.813 X_3 + 0.711X_4
\]

Where

- \( Y \) = Teacher Performance
- \( X_1 \) = Training and Development
- \( X_2 \) = Employee Recognition
- \( X_3 \) = Work Life Balance
- \( X_4 \) = Work Place Environment

From the above regression model, holding training and development, employee recognition, work-life balance and work place environment constant, teacher performance would be 0.603.

As shown in table 4.11 training and development, employee recognition, work-life balance and
work place environment had a positive and significant effect on teacher performance as indicated by t-values. The relationships (p < 0.05) are all significant with training and development (t= 3.548, p < 0.05), employee recognition (t = 2.487, p < 0.05), work life balance (t = 1.974, p < 0.05) and work place environment (t = 5.347, p < 0.05). Employee recognition was found to have a greater (83.5%) on teacher performance compared to work life balance (81.3%), training and development (79.3%) and work place environment (71.1%).

Green and Ronza (2012), note that a human resource management strategy must lead to the firm to attain its objectives. Huselid and Becker (2005) outlined the key areas covered under HR strategy which are; attracting, developing and retaining high quality people that match the strategic and operational needs of the organization. Woods (2015) described performance as the accomplishment of a specific task in relation to preset standards that dictate the accuracy, cost, speed, and completeness in a manner that absolves the individual concerned from the fulfillment of all contractual liabilities.

4.5 Qualitative Analysis

The study established from the interview schedule that:

Training and development enhances employee motivation as it allows for employee recognition within the organization. Likewise training and development aligns teacher to the goals and objectives of the school. Training and development enhances positive leadership traits in the schools’ management and facilitates motivation for work performance.

Employee recognition motivates and improves performance, Increases job satisfaction and commitment to the school, identifies best practices and builds skills, improves morale and school culture, Generates pride in oneself and the school. Employee recognition leads to improved communication, better cooperation and decreased absenteeism and turnover.
Work life balance of the employees leads to increased employee performance and employee job satisfaction. A good work/life balance can enable employees to feel more in control of their working life and lead to: increased productivity, lower absenteeism, improvements in employee health and well-being, greater employee loyalty, commitment and motivation and a reduction in staff turnover and recruitment costs.

A healthy work place environment allows for better social connections, empathy, collaboration, and encouragement among teachers, which will ultimately lead to the growth of teaching staff and the school as a whole. Providing an environment that allows teachers to take pride in their work, avoid negative consequences, reduce costs, and foster a supportive culture.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter presents a summary of the findings, conclusions and recommendations as per the research objective.

5.2 Summary of Findings

The purpose of this study was to assess the influence of human resource practices on performance of teachers in private ECDE Centres in Machakos County. The study specifically examined how training and development, employee recognition, work life balance and workplace environment influences the performance of teachers. Descriptive survey research design was employed in this study. The study targeted the ECD centres and Sub County ECDE offices who were obtained using stratified sampling method. Data was collected using questionnaires and interview schedules and analysed using descriptive statistics and regression analysis and the summary of the findings is presented as follows:

The study sought to determine the extent to which training and development influence teacher performance in private ECDE centres in Machakos County and determined a positive and significant relationship between training and development on teacher performance. The ECD centre attempts to search and select the best possible candidate during hiring of teachers and that few if any, new employees that come into my ECDE centre do not immediately become fully functioning.

The study sought to assess the influence of employee recognition programs on teacher performance in private ECDE centres in Machakos County and examined that employee
recognition had a positive and significant influence of teacher performance. There exist an employee recognition system in ECDE centres that is used by Human Resource Managers for attracting and retaining suitable teachers and that teachers are comfortable with how the ECDE centre recognizes your contribution.

The study sought to establish the influence of work life balance on teacher performance in ECDE centres in Machakos County and that work life balance had a positive and significant influence of teacher performance. The reason as to why teachers work in ECDE centre is to satisfy their needs and before they do anything, therefore look for work-life balance and that teachers work is more than they can handle.

The study sought to determine the extent to which workplace environment influence teacher performance in private ECDE centres in Machakos County and determined a positive and significant relationship between workplace environment on teacher performance. Teacher’s work place provides an undisturbed environment without any noise that gives them time to perform their duties and they were happy with their office space and arrangement.

5.3 Conclusions

The study concludes that;

The private ECDE centres undertakes training programs to its workforce to strengthen their skills that each requires to improve and development programs are carried out to raise the level of their employees so that they all acquire skills and knowledge that are similar.

Employee recognition leads to increased individual productivity, greater employee satisfaction and enjoyment of work, direct performance feedback for individuals and teams is provided, teamwork between employees is enhanced and retention of quality employees increases.
Having a positive work-life balance can help teachers carve out enough time for both work and the many other facets of their lives. Employees with a good balance are more efficient, productive and motivated.

Healthy work environments can improve employee productivity as employees feel better, have more energy and endurance, and are more capable of working hard at their jobs and contribute to employee happiness.

5.4 Recommendations on Policy and Practice

This study recommends that:

Private ECDE centres in Machakos County should carry out training and development programs for tasks leading to successful operation, do an in-depth understanding of the institution environment, an insight regarding training and development options and career development approach to weld in employees into organizational effectiveness and knowledge sharing to improve the performance of teachers.

On employee recognition, Private ECDE centres in Machakos County should thank the teacher by name, specifically state what they did that is being recognized. It is vital to be specific because it identifies and reinforces the desired behavior and point out the value added to the team or organization by the behavior.

On work life balance, Private ECDE centres in Machakos County should have a flexible working options, supporting teachers with caring duties, implementing reasonable time and communication expectations. Should come up with ways of balancing what teachers do in their jobs and how they cater for their family needs to reduce the imbalance and thus improve their performance.
On work place environment, Private ECDE centres in Machakos County should ensure that the workplace environment is comfortable enough to support teacher performance by improving the working conditions. Improving the working environment will increase teacher performance and when the work environmental supports are sound, teachers are better equipped to do what is expected of them.

5.5 Suggestions for Further Studies

The study focused on how training and development, employee recognition, work life balance and work place environment influence teacher performance. Therefore, the study recommends that further studies should be carried out focusing on other variables not studied.
REFERENCES


Ngala, F. N and Odebera, S. (2010) *Teachers perception of staff development as it relates to teachers effectiveness; a study of rural primary school in Kenya*. Education research and reviews.


APPENDICES

Appendix I: Transmittal letter

Kenyatta University
P.O Box 43844 – 00100
Nairobi.

____________ 2017

The head teacher

_____________ ECDE Centre

P.O Box _____________

Dear sir/Madam

RE: Permission to Administer Questionnaires

I am a post graduate student at Kenyatta University (school of business) carrying out a research on influence of human resources practices on teacher performance in private ECDE centres in Machakos county, Kenya. I kindly seek your permission to administer questionnaires in your school.

I assure you maximum cooperation and confidentiality on the information given to support my research work.

Yours faithfully,

Mbithi Robert Kitonyi
Appendix II: Letter of Introduction

Dear respondent,

This questionnaire has been prepared as a main component of study to assess the influence of human resource practices on teacher performance in private ECDE centres in Machakos county. It is the belief of the researcher that their views will generate new information on teacher performance in private ECDE centres for the benefits of all stakeholders in Kenya.

I therefore request you to spare a few minutes of your precious time to complete this questionnaire, your response will be treated with total confidentiality and will be used only for academic purposes.

Thanks you in advance.

Mbithi R. Kitonyi
Appendix III: Questionnaire

This questionnaire is designed mainly for the purpose of getting information on influence of human resource practices teacher performance in private ECDE centres in Machakos county for the purpose of academic requirement for degree in master of business administration at Kenyatta University.

PART A: Demographic data

1. Indicate your Gender: [ ] Male [ ] Female
2. Age:
   - Less than 25 years [ ] 25 – 34 Years [ ]
   - 35 – 44 Years [ ] 45 years and above [ ]
3. Indicate your highest level of education
   - [ ] Diploma [ ] ECDE Certificate
   - [ ] Bachelors Degree [ ] Master’s Degree
4. Indicate your work experience:
   - [ ] Less than 5 years [ ] 5-9 years
   - [ ] 10- 15 years [ ] Above 15 Years

PART B: Influence of training and development on Teacher performance

1. a) Using the Likert scale provided, rate the influence of training and development on performance by ticking against the most appropriate response.
   (1=strongly disagree, 2=disagree, 3=Undecided, 4=Agree, 5=strongly agree) that best reflects your preference.
Whenever my ECDE centre embarks on the hiring process, it attempts to search and secure the best possible candidate.

Few, if any, new employees that come into my ECDE centre do not immediately become fully functioning.

Employees recruited to my ECDE centre adapt to their new surrounding through socialization.

The management of my ECDE centre focuses on orienting the new employees to the rules, regulation and goals of the organization.

My ECDE centre invests in training its teachers on skills, values culture change, vision and mission of the organization.

b) After how long does the management in your ECDE centre organize training and development programs?

1-2 yrs ☐ 3-4 yrs ☐ 5-6 yrs ☐

7-8 yrs ☐ 9 yrs and above ☐

c) State how else the training and development influence teacher performance in the ECDE centre

i)

ii)

2. Influence of employee recognition on teacher performance

a) Please indicate appropriately on a scale of 1-5 how much you agree or disagree with each of the following scale; (1=strongly disagree, 2=disagree, 3=Undecided, 4=Agree, 5=strongly agree)
There exist an employee recognition system in my ECDE centre that is used by Human Resource Managers for attracting and retaining suitable teachers.

You are comfortable with how the ECDE centre recognizes your contribution.

You are supplied with specific information about what behaviours or actions being recognized.

Non financial rewards especially recognition, if managed well can be source of competitive advantage and hence influence firm performance.

Teachers are recognized for good performance.

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<tr>
<th>Statements</th>
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<tr>
<td>The reason as to why I work in this ECDE centre is to satisfy my needs and before I do anything, therefore I look for work-life balance</td>
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<td>Your work is more than you can handle</td>
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<td>The ECDE takes of your dependents e.g. provision of privacy rooms, caring for children before and after school</td>
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<td>You have flexible working hours which allows adequate time for leisure and personal development</td>
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<td>The ECDE provides paid and unpaid time off e.g. study leave and parental leaves.</td>
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2. Work-life balance influence on teacher performance

a) Please indicate appropriately on a scale of 1-5 how much you agree or disagree with each of the following scale; (1=strongly disagree, 2=disagree, 3=Undecided, 4=Agree, 5=strongly agree)
b) State how else the work-life balance influences teacher performance in the ECDE centre.

i) 

ii) 

3. **Influence of work place environment on teacher performance**

a) Please indicate appropriately on a scale of 1-5 how much you agree or disagree with each of the following scale

(1=strongly disagree, 2=disagree, 3=Undecided, 4=Agree, 5=strongly agree)

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<tr>
<td>My work place provides an undisturbed environment without any noise that gives me time to perform my duties.</td>
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<td>I am happy with my office space and arrangement.</td>
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<td>My manger exercises good leadership for quality performance.</td>
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<td>The ECD centre is situated in a safe and friendly neighborhood.</td>
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<td>Management involves staff decision making.</td>
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<td>I am able to contact senior management or work hand in hand with my superior at the work place.</td>
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<td>A better work environment (spacious, enough lighting e.t.c) will make me perform better at my job.</td>
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<td>Senior management gives a clear picture of the direction in which the organization is headed hence influencing teachers to work.</td>
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<tr>
<td>Job security is important to teachers.</td>
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</table>
Appendix IV: Interview schedule for Sub-county ECDE coordinator

1. How long have you been in this sub-county?
2. Has teacher performance in private ECDE centres changed positively in your sub county?
3. Briefly explain teacher performance in ECDE centres has changed since you became the sub-county coordinator.
4. What human resource practices have you put in place to achieve the performance in 2 and 3?
5. Do you have training and development programs and how have they influenced teacher performance in private ECDE centres in the last three years?
6. Do you have recognition programs and how have they influenced teacher performance?
7. How do you undertake work life balance programs in your sub-county ECDE centres?
8. What have you put in place to ensure work place environment influence teacher performance?
9. Do you have other human resource practices in place apart from the mentioned above? If yes explain.
Appendix V: Research Authorization

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Ref: No. NACOSTI/P/18/27658/26359

Date: 1st November, 2018

Robert Kitonyi Mbithi
Kenyatta University
P. O Box 43844-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Human resource practices and teacher performance in private Early Childhood Development Education Centres in Machakos County” I am pleased to inform you that you have been authorized to undertake research in Machakos County for the period ending 30th October, 2019.

You are advised to report to the County Commissioner and the County Director of Education, Machakos County before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a copy of the final research report to the Commission within one year of completion. The soft copy of the same should be submitted through the Online Research Information System.

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Machakos County.

The County Director of Education
Machakos County.
Appendix IV: Research Permit

THIS IS TO CERTIFY THAT:

MR. ROBERT KITONYI MBITHI

of KENYATTA UNIVERSITY, 43644-100

Nairobi, has been permitted to conduct

research in Machakos County

on the topic: HUMAN RESOURCE

PRACTICES AND TEACHER

PERFORMANCE IN PRIVATE EARLY

CHILDHOOD DEVELOPMENT EDUCATION

CENTRES IN MACHAKOS COUNTY

for the period ending:

30th October, 2019

Applicant's Signature

Director General
National Commission for Science, Technology & Innovation

THE SCIENCE, TECHNOLOGY AND
INNOVATION ACT, 2013

The Grant of Research Licenses is guided by the Science,
Technology and Innovation (Research Licensing) Regulations, 2014.

CONDITIONS

1. The License is valid for the proposed research, location and
   specified period.

2. The License and any rights thereunder are non-transferable.

3. The Licensee shall inform the County Governor before
   commencement of the research.

4. Excavation, filming and collection of specimens are subject to
   further necessary clearance from relevant Government Agencies.

5. The License does not give authority to transfer research materials.

6. NACOSTI may monitor and evaluate the licensed research project.

7. The Licensee shall submit one hard copy and upload a soft copy
   of their final report within one year of completion of the research.

8. NACOSTI reserves the right to modify the conditions of the
   license including cancellation without prior notice.

National Commission for Science, Technology and Innovation
P.O. Box 30623 - 00100, Nairobi, Kenya
TEL: 020 400 7000, 78588787, 0733 404245
Email: dfg@nacostigcke, registry@nacostigcke
Website: www.nacostigcke

Serial No. A 21613

CONDITIONS: see back page