

**TALENT MANAGEMENT AND PERFORMANCE OF EMPLOYEES  
AMONG TEACHING PROFESSIONALS IN PUBLIC SECONDARY  
LEARNING INSTITUTIONS IN KIAMBU COUNTY, KENYA.**

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**DECLARATION**

This research project is my original work and to the best of my knowledge it has not been submitted for a degree in any other University.

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## **DEDICATION**

This work is dedicated to my two sons, Joe and Mark, for their continued support, patience and encouragement throughout as I pursued this course.

## **ACKNOWLEDGEMENT**

The success of this project has been made possible through contribution of several individuals. I would first want to thank my supervisor, Dr. Rosemarie Wanyoike, for her invaluable and timely suggestions towards completion of this project. I would also want to acknowledge the support of my family members, friends and colleagues, God bless you all.

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## **ABBREVIATIONS & ACRONYMS**

<b>ANOVA</b>	-	Analysis of Variance
<b>CBK</b>	-	Central Bank of Kenya
<b>EFA</b>	-	Education For All
<b>FDSE</b>	-	Free Day Secondary Education
<b>FPE</b>	-	Free Primary Education
<b>HR</b>	-	Human Resource
<b>HRD</b>	-	Human Resource Development
<b>KSCE</b>	-	Kenya Certificate of Secondary Education
<b>SAGA</b>	-	Semi-Autonomous Government Agency
<b>SME</b>	-	Small and Medium-sized Enterprise
<b>SPSS</b>	-	Statistical Package for Social Sciences
<b>STATA</b>	-	Statistics and data
<b>TSC</b>	-	Teachers Service Commission
<b>UK</b>	-	United Kingdom
<b>UNSOA</b>	-	United Nations Support Office for African
<b>UPE</b>	-	Universal Primary Education
<b>USA</b>	-	United States of America
<b>WERS</b>	-	Workplace Employee Relations Survey

## OPERATIONAL DEFINITION OF TERMS

<b>Employee Performance</b>	The job related activities expected of a worker and how well those activities were executed. Many business personnel directors assess the employee performance of each staff member on an annual or quarterly basis in order to help them identify suggested areas for improvement.
<b>Talent Attraction</b>	Searching for talented employees who can be employed or promoted in an organization
<b>Talent Management</b>	It refers to the organized process of attracting, selecting, hiring, training, developing engaging and developing, utilizing, and retaining the organizations' top talents for its competitive advantage.
<b>Talent Retention</b>	Refers to an organization's ability to maintain/retain talented employees.
<b>Teachers Service Commission</b>	It is a body under the constitution mandated to register trained teachers. Recruit and employ registered teachers. Assign teachers employed by

the Commission for service in any public school or institution. Promote and transfer teachers.

**Training**

The action of teaching a person or animal a particular skill or type of behavior

**Development**

The process in which someone or something grows or changes and become more advanced.

## **ABSTRACT**

Attracting, developing and retaining top performing teaching professionals in public secondary learning institutions is vital. This is because it determines the ability of the learning institution to achieve its overall target and goals. The general objective of the study was to investigate talent management and performance of employees among teaching professionals in public secondary learning institutions in Kiambu County, Kenya. The study's specific objectives were to determine the extent to which talent attraction strategies affects the performance of employees, to determine the effect of training on employees performance, to establish the effect of talent retention strategies on employees performance and finally to examine how career advancement influences employees performance amongst teaching professionals in public secondary learning institutions in Kiambu County, Kenya. The research utilized equity theory of motivation, Herzberg's motivation/hygiene theory and acquired needs theories. A descriptive research design approach was preferred for this study where the targeted population to be studied was 3617 teaching professionals working in the public secondary learning institutions within the county government of Kiambu. The sampling technique employed was the stratified sampling method to obtain a population sample size of 120 respondents. Primary data used in the study was collected using semi structured questionnaires. The questionnaires were pilot tested where six (6) respondents were used. This study used Cronbach's coefficient alpha to test reliability, where Cronbach coefficient alpha of not less than 0.7 was adequate and appropriate for evaluation purposes, while validity was tested using face, content and constructs validity. Self-administered questionnaires were used on the respondents of the study through household drop-off survey method. Quantitative data was analyzed using SPSS while qualitative data was analyzed through content analysis. Results showed that there was a statistically significant positive relationship between talent attraction, training, talent retention, career advancement and employee performance. The study concluded that talent attraction, training, talent retention and career advancement are significant talent management indicators that affect employees performance amongst teaching professionals in public secondary learning institutions in Kiambu County, Kenya. The management of public secondary learning institutions should therefore consider all these indicators for their schools to improve employee productivity, service delivery and achievement of targets.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background of the Study**

The employees' performance is a critical issue for any organization because it determines whether an organization meets its targets and goals, or achieve its overall strategic plan. The organization requires various resources that are necessary if it were to succeed in meeting its targets goals and one of the most important resource is the human resource whose main aspect is people who include employees that are critical to the organization performance and achievement of its overall strategic plan (Shanks, 2012). The employees have a regular and critical role to play within the organization which encompasses the success of the organization of which its relevance and importance cannot and should not be underestimated. The performance of an employee can be measured through the way it is manifested by increased production, the ease in use of new technologies, high morale, highly motivated employees, and achievement of goals targets (Obiekwe, 2016).

Many other studies that have been conducted earlier have revealed that there is a strong and positive relation of an organization's human resource management to the employees' performance and the organizations development areas (Newman & Sheikh, 2012). There are different methods that companies employ to entice employees commitments which includes incentives like increasing pay or high payments, giving benefits and signing of contracts that are usually on a one year basis or more to secure the employees services; the contract bind the employees to the company for the agreed period and forbids them from moving to other companies (Newman & Sheikh, 2012). Other methods used to



improve performance may include running the implementation of human resources effectively and including planning and career development.

Organizations therefore need to continuously invest in human capital including skills, knowledge and experiences in the role of business partners, human resource leaders working closely with the organization's senior management to ensure they attract, employ, nurture development and retain very talented employees (Kinyoro, Wambui & Karanja, 2017). In today's competitive working environment, a shortage of adequately skilled organization employees often results to both cultural and socio-economic challenges as talent is un-nurtured and unmanaged. In this case of the workforce trends such as global supply chains, increasing global mobility, shifting demographics, forward looking organizations must rethink their approach to talent management to best harness talent (Oladapo, 2014).

Poorhosseinzadeh and Subramaniam (2012) assert that each organization has its distinct talent management strategies. However, there should be a general understanding of the steps that organizations must take to enhance talent management. In the study, they found that only 67.3% of Malaysian multinational companies had implemented talent management in their organizations. Those that had implemented reported significance relationship between developing talents, talent attraction, talent retention and successful talent management in organizations.

Further, Karuri and Nahashon (2015) indicated that talent management involves getting the right people in their appropriate or right jobs for a higher competitive advantage. Many organizations at times fail to engage in the activities that equip individuals with

critical knowledge and skills, enhance their talent pipelines, and deny their employees a fair opportunity to engage in teamwork to enhance skills or to be engaged to their right jobs. This has resulted to poor employee performance which eventually affects the organizations ability to achieve its target goals mainly because the organization has not linked its objectives to individual employee competencies.

According to Kinyoro *et al.* (2017), in the global context, organizations are discovering that, other than increased difficulty in hiring top talent, they are also running a constant risk of losing their talented employees to their competitors. Consequently, more organizations are taking talent management as a tool to improve organization performance through, individual employee development, succession planning, career development and performance enhancement. In Kenya, very few organizations have put into consideration the concepts of talent management for performance and capability enhancement and therefore majority of organizations are faced with the critical challenges in hiring and retention of their talented working staff. Talent management for any organization is crucial because knowledge, skill, experience and expertise are a must for proficient performance (Kinyoro *et al.*, 2017).

In Kenya, the public sector has not given much emphasis to talent management domain and this has resulted to a low employee retention level of about 30% in the Teachers Service Commission (Kinyoro *et al.*, 2017). Teachers Service Commission is an independent institution which deals in matters that concern professional teachers from primary school level up to the tertiary level. The institutions main objective is improve the education standards and to protect the rights of individual learners within the country's learning environment (Macharia, 2016). Performance in this study was viewed

as teaching related activities of a teacher and how well these activities are executed. The indicators of performance included employee productivity, service delivery and achievement of targets.

### **1.1.1 Employees Performance**

Most organizations usually review the employee performance on a quarterly or annual basis to find out employees strength in different areas and determine other areas that needs improvement (Aseka, 2002). Employee performance is reflected in in organizations productivity where low productivity means low performance while high productivity means high employee performance (Imran & Elnaga, 2013). They defined employees performance as the output produced by an organizations employees based on a given job description which contributes to the achievement of general organizational objectives. It includes all aspects that have a direct or indirect effect and relate to the employees job description.

Teachers' performance is very important such that poor performance by teaching professionals (absenteeism, laziness, lateness,) has a high and negative impact on the quality of teaching, social development and learning outcomes (Akyeampong & Bennell, 2007). Ugborugbo and Akiri (2009) assert that education quality is dependent on professional teaching staff as reflected in learning outcomes and the performance of their diligent duties. According to a study by Yahaya, Salman, Ayinla & Yusuf (2012), majority of teaching professionals and learners have agreed that low wages, poor remuneration, in terms of allowances and salaries for teaching professionals, affects their overall performance which is a major course of mass failure among students in Ondo State, Nigeria.

Nadeem (2011) asserted that in any education system teachers' performance is one of the major factors which determine school effectiveness and students learning outcome. The poor performance and low enrolment are some of the inferences regarding the performance of teachers. Factors that influence teacher performance include attitude, subject mastery, teaching methods, motivation of teachers, self-development, and student attitude among others. Tehseen and Hadi (2015) noted that poor performance of teachers lead to poor quality of student that comes out of the society.

According to Emojong (2008), a report by the Saturday monitor reported that poor performance of teachers is placed on the poor professional conduct by some teachers. The performance of teaching professionals is the most important input in the education sector. What affect them should be investigated, as performance of teachers is a global phenomenon that cannot be ignored (Tehseen & Hadi, 2015). Mwangi, Njuki, Okoth , Onditi, Kinyanjui, Mwirigi & Kabangi (2014) established that task conflicts had a major influence on the performance of teachers where structural conflict was found to have a high influence on teacher performance.

### **1.1.2 Talent Management**

A report by the Business Review Management, (2013) indicated that Kenya faces the challenge of shortage of talent. The challenges include training, retention, hiring and motivation of professional talent. In addition, the shortage of talent management in Kenya is felt by both professional managers and non-professional managers in different institutions. An example is early retirement which leads to shortage of working staff where there are few qualified personnel who can replace the retired employees.

Kenani (2011) in a research carried out for geothermal company Kenya found out that there tends to be an urgent need for companies to increase their employee's scientific knowledge, skills and expertise. The human resource management needed to emphasize more and rethink their productive development and utilize employee abilities to help the company to collectively attain its overall strategic plan. In general, the research revealed that the geothermal group of companies needed to rethink its productive development strategies and endeavor to work towards improving the balance between demand and labor supply, better trained employees and increased workforce employability (Kenani, 2011).

According to Oladapo (2014), all the reasons given why employees choose to leave an organization for another falls under the view of talent management and therefore having an understanding of workers hot buttons should provide insight into where organizations needs to deploy more resources to increase retention rates. Talent management simply refers to the organized process of attracting, selecting, hiring, training, developing engaging and developing, utilizing, and retaining the organizations' top talents for its competitive advantage (Zhang, 2012).

Talent management aims at ensuring right job placements at the right time, in the right position for the right qualifying candidates to deliver their best and remain committed to the organization. Though, talent management is organization-specific, but the focus is on developing and optimizing high potentials or talents of individuals within the organization more quickly than ever to enhance competitiveness.

Effective talent management endears talented employees to an organization as employees begin to see themselves as part of the organization, add value to the organization and remain glued to it. It ensures that employees remain professional at all times in their business practices, serve meritoriously, have the right people made up of experienced professionals, who are excellent or have been excellent in various professions, possess the expected integrity levels, skill and experiences in their field of work(Nzewi, Obianuju & ogbeta 2015).

In developed countries, talent management has been highly prioritized. This is evident in literature materials for first world countries like the USA, UK, Australia, France, and China (Egerova, 2013). Kambabazi (2012) equally asserts that Africa lags behind when it comes to talent management. This is attributed to the prevalence of uncompetitive or unfavorable working environments, poor compensation by organizations that have a negative impact on their employee performance and the desire to be committed to the organization.

In Kenya, public sector has not given much emphasis to talent management domain and this has resulted to low employee retention level of about 30% in over 60% of the public institutions. In addition, there are over 38% of employees who leave public sector per year for the preferred private sector or opt for self-employment which results to lower retention and loss of talent employees in state institutions (Staffan & Ellstrom, 2012). State corporations have poor talent management strategies which have led to high employee turnover rates consequently affecting the quality of services delivered by states corporations (Staffan & Ellstrom, 2012).

Kibui, Gachunga & Namusonge (2014) states that, State Organizations in Kenya loose about 40% of their employees which is related to talent management issues hence leading to high turnover rates in most of these state corporations. .On 23rd July 2013, the president of Kenya appointed a taskforce mandated to look into the governance of state organizations. The taskforce suggested the scrapping of 24 of these organizations to eliminate overlapping roles and do away with firms that handle obsolete functions. However, this has not addressed the most crucial factor, which is human capital.

Teacher Service Commission place a high premium on the development of its workforce - sponsor its employees for various training courses. However, they appear not strong on employee retention. The probability of some key employees leaving prematurely to other competitors or for private businesses and practice may be high. And therefore TSC need to emphasize their activities towards employee retention to avoid the loss of talent (Kinyoro *et al.*, 2017).

### **1.1.3 Secondary Schools in County government of Kiambu**

Secondary school education in Kenya starts right after primary school education. In Kenya, the secondary schools are categorized as either private or public. The Kenyan government attempts to give quality education to each Kenyan child regardless of their social-financial status through activities, for example, Universal Primary Education (UPE), Free Day Secondary Education (FDSE) and Free Primary Education (FPE) (Basic Education Act No. 14 of 2013).

The government regulates the fee paid by the students in public schools which is used to purchase resources required for teaching and learning. The fee is also used to purchase

boarding facilities and hire other workers and non-teaching staff who provide services to the students and the learning institutions in general. Public schools may further be categorized into; Sub County schools, county schools, extra County and national schools. Private schools play a pivotal role in the education system by increasing the admission space in secondary schools in Kenya given that it is practically impossible to admit all students that are due for form one in the available public schools.

Public and Private schools may either offer boarding or day scholar services; they can be mixed for both boys and girls or could be separate as either girls only or boys only (Kremer, 2012). World Bank (2008) observed that due to the deteriorating education quality in most learning institutions in Kenya's that offer free primary system, the significance of a secondary education system cannot be overstated. Kenya Certificate of Secondary Examination is done by students at the end of four years in secondary school.

This is the examination that qualifies them to private and public Universities as well as colleges. Kenya is divided into 47 regions and Kiambu County is one of these regions. There are 302 public secondary schools in Kiambu County while the private secondary schools in the region totals to 76, a total 378 secondary schools as at July 2018, with some being day schools and others offering boarding facilities. It has a total of 3617 teachers in public secondary schools.

## **1.2 Problem Statement**

There are many studies that have been carried out to investigate how talent management practices influences employees performance. Globally, Beyazen (2011) studied how training affects employee performance and organization effectiveness in Ethiopia.



Nassazi (2013) also studied how training affects the performance of the employees, using a case study of a Ugandan telecommunication industry. Oladapo (2014) studied how talent management impacted employee retention in Strayer University in Nigeria. Sadri, Pirouz, & Sharifi (2015) studied how talent management affects the performance of employees' in Bank RefahKargaran in Tehran.

Ezinne, Enyinna & Onwuka (2015) also investigated the effect of talent management practices on the performance of employees in a number of Nigerian public organizations. Locally, Mwangi *et al.* (2014) conducted a study on effects of talent management on the performance of the employee comparing recent colleges and well established corporations in Nairobi central business district. Mangusho *et al.* (2015) conducted a study to evaluate talent management on workers performance with the Delmonte Kenya Limited for the case study. Knott (2016) investigated how talent management practices affect employee performance among real estates in Kenya using of Suraya Property Group Limited for the case study.

Given that performance of an employee is core in any organization, there is a need to evaluate how management of talents will contribute to performance of teachers in public secondary schools. Most research on talent management and employee performance has been conducted by developed economies; therefore there is very little empirical evidence on how talent management influences the performance of employees in Kenyan organizations.

The study aimed at closing the current research gaps by carrying out a study to investigate talent management and performance of employees among teaching

professionals in public secondary learning institutions in Kiambu County, Kenya. It is hoped that the observations and recommendations made in this research are of great value to the existing literature in the field of knowledge.

### **1.3 Objectives of the study**

This section includes the general and specific objectives.

#### **1.3.1 General objective**

The study's general objective was to investigate the effect of talent management on the performance of employees among teaching professionals in public secondary learning institutions in Kiambu County, Kenya.

#### **1.3.2 Specific objectives**

The study's specific objectives were:

- i. To determine the extent to which talent attraction strategies affects the performance of employees amongst teaching professionals in public secondary learning institutions in Kiambu County, Kenya.
- ii. To determine the effect of training on employees performance amongst teaching professionals in public secondary learning institutions in Kiambu County, Kenya.
- iii. To establish the effect of talent retention strategies on employees performance amongst teaching professionals in public secondary learning institutions in Kiambu County, Kenya.
- iv. To examine how career advancement influences employees performance amongst teaching professionals in public secondary learning institutions in Kiambu County, Kenya.

#### **1.4 Research Question**

The following research questions were used to guide the study:

- i. How does talent attraction strategy affect employee performance among teaching professionals in public secondary learning institutions in Kiambu County, Kenya?
- ii. How does training influence employee's performance amongst teaching professionals in public secondary learning institutions in Kiambu County, Kenya?
- iii. What is the influence of talent retention strategies on employee performance amongst teaching professionals in public secondary learning institutions in Kiambu County, Kenya?
- iv. How does career advancement influence employees' performance amongst teaching professionals in public secondary learning institutions in Kiambu County, Kenya?

#### **1.5 Significance of the research Study**

The policy industry, Government of Kenya might use the findings of this study to formulate policies that will ensure that the public sector adopt talent management strategies and improve employee performance.

The management of schools in Kiambu County will understand the role of talent management and its contribution towards enhancing performance of secondary school teachers. The study will also shed more light on the challenges faced by the management of schools in Kiambu county while implementing talent management strategies. The results will be useful to the private sector by identifying the most appropriate talent

management strategies to enhance their performance. They will also widen their knowledge on the best measures to use in measuring employee performance.

Researchers and academicians will learn and understand the theories that support this study, their relevance and how they relate to their study variables (talent management and employee performance). The study findings that will be obtained in this study may be used as a basis for further research

### **1.6 Scope of the Study**

The research was conducted in Kenyan education sector among teaching professionals in public secondary learning institutions in Kiambu County, Kenya. The research focused on talent management and employee performance. A descriptive research design was used for this study where the target population studied was 3617 teaching professionals working in public secondary learning institutions within the county government of Kiambu. Primary data was collected using questionnaires where a sample size of 120 teachers was used targeting the principal, deputy principal, heads of department and lower cadre teachers.

Stratified sampling was used to technique was used to obtain the sample size. The study specifically focused on talent attraction strategies, training and development, talent retention strategies and career advancement. Cronbach's coefficient alpha was used to establish the reliability of the study. Validity of the research instruments was measured using face, content and contents validity. Data was analysed using SPSS. The study was done around mid of the year since there are laid down teachers' performance indicators from the beginning of the year which can be assessed and improved towards the end.

### **1.7 Limitation of the research Study**

The research study was limited to public secondary learning institutions only and there were no generalizations that are represented outside this sector. The research may have been affected by the limitations which already exist in other research studies which are reliant on self-report methods used to collect data such as respondents misunderstanding on the items/ questions in the questionnaire. Pilot study was carried out to ensure that all the questions were simplified and clarified.

The researcher also made the questionnaires short and to the point and was also available to explain to the respondents what they did not understand. Some of the respondents were not willing to fill the questionnaires and some failed to return them. 93% of the questionnaires were returned while 7% were not returned. An introduction letter approved by the university was sought to indicate that the research study was purely used for academic purposes only to overcome this limitation.

### **1.8 Organization of the Project**

This project comprises of five chapters; chapter one consist of the introduction and the background of the research and the research problem, objective of the study, limitation of the study, significance of the study, scope of this research and the research questions. Literature review is included in chapter two and comprise of both the empirical and theoretical reviews. Theoretical framework focused on equity theory of motivation, Herzberg's motivation theory, and Acquired needs theories.

This was followed by summary of the reviewed literature and then the conceptual framework. Chapter three focused on the methodology that was used in the research. It

examined the target population, research design, the sample size and the sampling design, data collection methods and procedures, data collection instruments, reliability and validity of instruments use in the research, analysis of data collected and its presentation and the ethical consideration. Chapter four entailed data analysis, presentation and interpretation while chapter five contained summary of findings, conclusion, recommendations and areas for further research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The chapter explored the themes in the research topic; talent management and employee performance. The chapter includes empirical literature review, theoretical review and conceptual frame work. It also includes the literature review summary and the research gaps.

#### **2.2 Theoretical Review**

This research was guided by the following theories: Hygiene theory/Herzberg's Motivation theory, Equity theory of motivation and acquired needs theories.

##### **2.2.1 Herzberg Hygiene/Motivation Theory**

It was propounded by Herzberg an American psychologist in 2005. He carried out a research which led him to come up with the “two- factor theory of job satisfaction and dissatisfaction”. According to Herzberg's two-factor theory there are certain factors that have the capability to provide work satisfaction while others can only reduce job dissatisfaction. The factors that motivated employees and provided employee job satisfaction, Herzberg called them motivators. These factors include recognition, responsibility, promotion opportunities, a sense of achievement and the type of work that is being done. These are the things that are most likely to motivate employees and are directly related to the type of job.

Herzberg referred to factors that reduce job dissatisfaction as maintenance or hygiene or maintenance factors. These factors may include employee-employer working relation, working conditions, supervision, company policy and procedures and work environment

(Herzberg, 2005). The factors can only reduce job dissatisfaction but they are not directly linked to the job.

Making sure that these factors are embraced and acceptable to the employees prevents job dissatisfaction as opposed to causing a positive job motivation. Frederick Herzberg asserts that the two sets of factors are often not dependent on each other. He noted that if there are sufficient hygiene factors, there is reduced job dissatisfaction but these factors however do not improve the employee motivation for improved performance. On the other hand motivational factors allow an individual employee to grow, improve and develop his or her skills in a more natural way. Hygiene factors as proposed by Herzberg ensure that there is a suitable and better work environment but they do not lead to increased satisfaction. For example low wages are highly related to low job satisfaction and this eventually affects the productivity or how employees perform (Herzberg, 2005).

Herzberg asserts that the hygiene factors are indispensable because they guarantee a work environment that is conducive. Therefore, the work environment doesn't develop into an issue or result to a situation that disgruntles the employees. The common hygiene factors include status, salary, company policies, working condition and organization administration (Saiyadain, 2009).

Although equity theory was invented several decades ago, it is still important in a lot of recent research. For example, the concept of equity is central to marketing and consumer psychology (e.g., Ashley, Noble, Donthu, & Lemon, 2011), forgiveness research (e.g., Paleari, Regalia, & Fincham, 2011), management research (e.g., Greenberg, 2010), and social psychological research (e.g., Lively, Steelman, & Powell, 2010).



Putting into consideration the perspective of this research study, the researcher asserts motivators like responsibility, recognition of achievement and promotion/growth opportunities are related to talent attraction and also talent retention which results to job satisfaction hence improved employee performance. Hygiene factors like competitive pay/remuneration attracts talents, prevents dissatisfaction and creates a suitable work environment. This helps in retention of employees.

### **2.2.2 The Equity Motivation Theory**

This theory was first improved by Adams (1965). This theory is associated with the possible rewards which are expected by an individual or that are promised to him or her. The theory is based on the major principle of equity or balance. For example, an employee's level of motivation is dependent on how he or she perceives, balance or equity, justice and level of fairness as is practiced by an organizations management (Nzuve, 2007). This means that if the employees highly perceive the degree of equity, fairness and justice, they are more likely to be motivated to be more. Consequently, the employees' commitment levels which results to more loyalty to the organization which benefits with lower turnover rates.

The equity theory of motivation assumes that people are concerned by not only their own rewards but also on the rewards of other individuals of the same rank, and that an employee always anticipate how the organization he or she works for treat them fairly and with equitability in relation to the input they have made and what they are rewarded with. Kossen and Drafke (2002) supports the theory by arguing that an employee will most probably compare the effort they put into their work as inputs to the outputs the organization reward them with. If an employee feels that what they get as output is less

compared to their input, they tend to perceive it as being unfair and unequal treatment thus their level of satisfaction and motivation and are more likely to leave for another organization. On the positive, if an employee perceives that he or she is fairly and equally treated it is less likely that they will leave the organization.

However, Herzberg's theory fails to account for differences in individuals. While some are motivated by job context variables, others find favor in job content factors depending on his particular circumstance (Baridam, 2002). In this study's context, it is inferred that the turnover rates can be reduced among professional teachers by putting into place policies, strategies and practices that will ensure fairness and equitability among teachers.

### **2.2.3 Acquired Needs Theory**

It was proposed by McClelland, a famous psychologist who studied employee behavior at the Harvard University. McClelland made use of "Thematic Apperception Test (TAT)" to test motivation amongst employees' in satisfying their various needs and discovered that most employees were motivated by the need for power, the need for affiliation and the need for achievement (Kreitner & Kinicki, 1998). This theory's major focus is on people's diversity and is ingrained in culture. It makes the assumption that an individual acquires or learns "needs" based on his or her life experiences. When an individual's need is strong, it motivates the individual to conduct himself or behave in a way that will satisfy that need.

The need for achievement is expressed by the individuals drive to excel and accomplish challenges in order to attain a certain standard of excellence. McClelland asserts that achievement motivation is dependent on personal, childhood, and occupational

experiences or also the organization. According to the theory there are individuals who have a compelling determination to become successful. These particular individuals are more focused on personal achievement as opposed to the rewards they get for their success. The individual are driven by the desire to work better or to do something in a better way or in a more efficient way than other people would have done before. These types of individuals are often good entrepreneurs who run their own businesses (Johns, 1996).

Robbins (2009) criticized McClelland's theory stating that it has less practical effect than other theories, because McClelland argued that the three needs are subconscious, meaning that we may be high on these needs without knowing. Measuring them is not very easy. In this study, this theory was applied to determine how career advancement affects the performance of the employees in public secondary learning institutions in Kiambu County.

## **2.3 Empirical Literature Review**

This section covers the empirical literature review of the variables of the study.

### **2.3.1 Talents attraction and the Employee Performance**

Mwangi *et al.* (2014) studied talent management and performance. The research study was carried out Nairobi Central Business District and covered 2 organizations and targeted 50 participants in 1 organization and only 10 respondents in the other organization. The second organizations participants were mainly supervisors, top management and the support staff. The study made use of a descriptive research design and simple random sampling techniques. The study used questionnaires and interviews as the data collection methods. Data was collected and analyzed using statistical methods and later presented on tables, graphs and pie charts. The study found out that there exist a

positive correlation between talent management practices and the performance of employees. The research adopted simple random sampling method and a survey research design while this study employed stratified sampling method and a descriptive research design.

Sadri, Pirouz, Sharifi & Farhadi (2015) carried out the study which was aimed at finding out how talent management practices affect employee performances in Bank RefahKargaran in Tehran. The study used a population sample 1333 employees who worked in RefahKargaran Bank branches in Tehran. The researcher chose 298 employees using stratified cluster sampling method which is based on the Morgan estimated sample size. This study was mainly survey and descriptive study and where data collection was done using questionnaires. SPSS was used to carryout both inferential and descriptive I statistics in data analysis. The study's result indicated that there was a higher mean for the current situation for talent management practices and the performance of the employees' in comparison to hypothetical mean and this was a significant difference. Furthermore, using the Friedman test, the researcher found out that the ranking of talent management practices included the discovery of talent, absorption of the discovered talent, talent development followed by talent retention. The study examined talent management and the performance of the employees in the banking sectors that may not be applicable to public secondary schools.

Ezinne, Enyinna & Onwuka (2015) investigated talent management practices and the performance of employees in few selected public organizations in Nigeria. The researcher used Taro Yamani's statistical technique determine the population sample size. There were a total of 364 questionnaires that were dispersed to participants, where 273

respondents returned the questionnaires. The “Analysis of Variance” (ANOVA) was carried out using the SPSS version 20 software to carry out comparisons between different populations of the mean that exist within the different groups and between the groups at five point- likert scale. The study found out that the F-calculated values(73.166) was higher as compared to the F-tabulated values (2.53) which was at a 0.05 significant level in the selected public organizations. The study concluded that there is an existence of strong relationship between talent management and performance of the employees in the selected organizations in the private sector. The study used Analysis of Variance (ANOVA) to establish the effect the independent variable had on dependent variable, this study used descriptive and inferential statistics to determine how talent management practices relates to the performance of the teaching professionals in public secondary learning institutions.

Karuri and Nahashon (2015) studied talent management effects on the employees’ outcomes: using the central bank of Kenya (CBK) as a case study. The study used a population sample of about 130 employees who were chosen from a total population of 700 employees working in the banks head office. The research used a descriptive survey of the banks employees. Primary was collected using questionnaires. After data collection, the researcher used SPSS software for data analyses. A descriptive analysis was conducted and presented by frequency tables and pie charts. The study used a regression model to predict the relationships between individual employee outcomes and the different talent management aspects. The study’s descriptive statistical analysis indicated that individual employee outcomes are to a certain degree influenced by employee training, retention, hiring and talent attraction, career management and

employee training at the CBK. The study examined talents management on employees' outcomes in central bank of Kenya and focused on teamwork, job satisfaction and employee engagement as its variables while the variables in this study focused on talent attraction, training, talent retention, talent development and advancement in careers as the independent variables.

### **2.3.2 Training and Employee performance**

Amadi (2014) did a study on how training and employee development affects performance of the employees at Safaricom telecommunication Limited Call Centre. The research was conducted as a case study where the researcher used a sample of 340 employees to collect data across the population. The sample used consisted of support staff, analyst, managers and the customer care experience executives. The study made use of structured and unstructured questionnaires to collect primary data whereas the secondary data was collected using different sources like employee booklet, the company's strategic plan, online resources and the performance reports at the call center. Graphical and descriptive methods were both used to analyze response from the participants. The findings indicated that that employees performance was positively affected by training and development. The study sample size was 340 sampled from one central call Centre while the sample size for this study was 120 sampled from a population of 3617 teaching professionals in 302 public secondary schools in Kiambu County.

Nassazi (2013) studied how training affects the performance of employees' performance, using a case study of the Ugandan telecommunication industry. Three of the biggest telecommunication companies in Uganda were used as a case study in this research. The

researcher used qualitative research a method for data collection where a questionnaire consisting of a total of 18 questions was dispersed to 120 participants and later an analysis of the data collected done using the SPSS software. The results from the study showed that that employee training has a distinct effect on employee performance. The study recommended further studies on the efficiency of organization training programs to the employees' performance. The study examined how training effects performance in the telecommunication industry using the 3 case studies in Uganda, this study examined one case study in Kenya i.e. Kiambu County.

A study by Githinji (2014) sought to determine how training affects employee performance amongst international civil servants. The research utilized a survey research design using a population sample of 144 employees working with the United Nations (UN) Support Offices for "African Mission in Somalia" (AMISOM). The study utilized random stratified sampling where a sample of 45 employees was taken from a list of a sample frame that was provided by the employee register. Survey questionnaires were used for data collection. The data analysis included mean, percentages, frequencies, analysis of variance (ANOVA) and a bivariate analysis which was in the form of cross-tabulations. The study revealed that training can enhance employee engagement in organization's change processes. Secondly, the research also revealed that training can enhance employee engagement in innovation. Thirdly, the research revealed that training improves employee performance and lastly the research revealed that training enhances employee enthusiasm. The research used survey research designs while this research study employed a descriptive research design approach.

Motafari (2015) did a study on how training practices affects the performance of SMEs hotels and restaurants operating in hospitality industry in Mombasa. The participants were employees who worked in hotels located in Mombasa County. The research was conducted in a total of 24 hotels. These represented the analysis units for this research study. Specifically, the researcher used a descriptive survey on the target population drawn from the chosen representative sample. This survey involved data collection through the use of questionnaires applied to the sample. SPSS was then used for data analysis. Data was then summarized using bar graphs and tables. The study revealed that there was a positive correlation effect between training practice variables and the performance of SMEs hotels within the County of Mombasa. The research revealed that most of the sampled SMEs hotels preferred to use training on-the-job method to equip their employees with the necessary skills and sometimes used observation of how the employees performed which is a preferable method of evaluating training. The study recommended there should be a future research which should seek to understand how efficient training practices are on individual employee productivity. Further research should also be conducted to evaluate the extent in which employee training is perceived as a message that SMEs hotels value their employees'. The research study made use of survey research design, this study a used descriptive research design.

### **2.3.3 Talents Retention and Employee Performance**

Oladapo (2014) conducted a research study on the effect of talent management on turnover rates in the University of Strayer. This researched aimed at understanding the success and challenges faced with talent management programs and to find out why some organizations do not have interests in such programs. This research was also conducted to



test the predictive power of, compensation, opportunity and job security on employee retention rates. In this case, the study made use of casual comparative method. The study sample consisted of human resource individuals from 36 different institutions from a population of 200 targeted organizations where the majority of the participants were from the Southeast and this amounted to (45.7%), the other two regions which ranked highly were the Midwest which had a total of (17%) and the northeast region which stood at (22.9%). The survey participants included senior human resource individuals from the targeted companies like, senior managers, human resource generalist and organization directors.

Questionnaires were used to collect primary data while various methods were used to collect secondary data including magazine and data collected online from websites. SPSS was used for the data analysis. The findings of the study showed that (69%) of the organizations being studied had a talent management program and the respondents understood the strategic importance of an effective talent management practices irrespective of the challenges faced during implementation of talent management programs.

Respondents pointed out that the most significant factor that affected retention rates was opportunity for job or career advancement. In the organizations that did not have talent management programs there was an absence of executive management support. The research study also found out that employee-employer relation played a major role in reducing turnover rates among talented employees. The study was conducted in Herdon, Virginia while this study was conducted in Kenya, Kiambu County.

Doherty (2010) carried an exploratory study assess employee engagement, talent attraction and retention of the best employees. The study assessed Rabo bank International was assessed and covered more than 340 offices across 40 countries all over the world. This was because the bank was experiencing challenges in ensuring consistent management of employees using similar standards globally. The research applied a practical approach methodology for the study. The approach was based on the practical experiences of job partners as they had through the decade they had worked with the clients as well as the researcher's extensive experience in the human resource and talents management sector.

The recommendations of the study were that organizations need to focus on people as opposed to processes and this would save the organization from unnecessary expenses on training and recruitment. The findings indicated that compensation, job security and the opportunity for job or career advancement did not have predictive value for employees' retention rates. The design/ method employed by the study was a practical approach while this study used descriptive research methodology to determine how talent management practices affects employee performance.

Nelima, Murei & Mangusho (2015) conducted a study to determine the effect of talent retention on employee productivity. The assessment was on the impact of talent management and the effects of learning, training and development on the performance of the employees in Kenyan beverage industry. The researcher used descriptive research design where the chosen target population was a total of 2,500 workers at the Del Monte Company Kenya. Using the stratified sampling method a sample of 83 employees was

selected based on their job cadres. The study revealed that employees at the Del Monte Company were motivated by job retention and this led to ultimate performance.

The study made recommendations that the organization management has an obligation to ensure that the working environment is conducive and attractive to employees in order to motivate them which will lead to improved performance. The Krecie and Morgan table of 1970 was used to determine sample size as cited by Kasomo (2007). Krecie and Morgan recommend that for every population totaling to 2500 at 0.1° of freedom, a sample size of 83 participants should be used. 3% of participants were drawn from each and every stratum, and combined the required information. In this study, Krecie and Morgan table was used to determine the sample size, this study determined the sample size using a formula proposed by Kothari (2004).

Nzewi, Obianuju & Ogbeta (2015) researched on talent management and employee performance in a few selected commercial banks in Asaba, Delta State, Nigeria. The population size was one hundred and fifty (150) respondents with a representative sample size of one hundred and nine (109) persons. The study employed descriptive survey design. Data was collected from Plc bank, First Bank of Nigeria and Guaranteed Trust Bank Staff on a 5-point Likert scale structured questionnaire. Pearson Product Moment Correlation coefficient was used to test the Hypothesis. The data collected was analyzed using regression technique.

The findings indicated that there exists a positive correlation between talent management and the performance of employees and concluded that talent management was significantly related to employee performance. The study employed quantitative methods

of analysis only; although this technique gives definite results, qualitative methods such as use of tables, graphs, pie charts and other qualitative techniques used for data analysis could have been used as well. The analysis of this study comprises both qualitative and quantitative methods.

#### **2.3.4 Career Advancement Employee Performance**

Ombwaya (2013) carried out a research on the effect of career development on employee performance among professional teachers in public primary learning institutions in Starehe sub-county which is within Nairobi County. The research utilized a survey research design and the target population of the study consisted of 420 teachers from all public primary learning institution situated in Starehe sub-county which is within Nairobi County. The sample size was determined by use of simple random sampling to arrive at a sample size of 106 teaching professionals. A questionnaire with a Likert-Type scale ranging between 1-5 was the main data collection instrument and was pre-tested at Kiboro primary school in Starehe sub-county, Nairobi county.

SPSS was used to process the collected data and was analyzed using central tendency measures, dispersion measures and Pearson Product Moment Correlation coefficient. The processed data was represented in graphs, tables and charts. The study's found that promotion, job mobility, redeployment and continuous learning affect the employees' performance to a great extent. The study focused on teachers in primary schools while this study focused on secondary school teachers.

Dialoke, Adighije and Nkechi (2017) researched on how career growth impacts on employee performance. The research concentrated more on the effects of career growth on employees' performance specifically for non-teaching employees working at the

Michael Okpara University of Agriculture Umudike in Abia State, Nigeria. A research survey design was preferred by the researcher and both secondary and primary data were utilized. The study's population consisted of all the Non-teaching Staff of the university which numbered two thousand six hundred and thirty (2630) employees. Using Taro Yamane's formula at a normal confidence level of 95% and error tolerance of 5%, the sample size of the study was deduced to be three hundred and forty six (346).

To select the participants sample the researcher used Simple random sampling method. Pearson Product Moment Correlation analysis was used to analyze the objectives with the help of the SPSS software. The research major findings showed that career development positively influenced the performance of employees specifically for the non-teaching Staff. The research also concluded that there was a positive correlation between career advancement and the employees' motivation. In this research data analysis was done using descriptive and inferential statistics using SPSS.

Oduma and Were (2014) studied the how Career Development affects the performance of Employees in the Public Universities, a case of Kenyatta University. The research used a descriptive research design because the research aimed at collecting both qualitative and quantitative data that would describe the impact of career development on the performance of the employees in public universities. The study's target population was Kenyatta University employees; this included both the teaching and Non-teaching Staff which is 4874 employees. The study used stratified random sampling to select a total of 487. Primary data was used together with secondary data for this study. Semi-structure questionnaires were preferred for the collection of primary data where the participants

were handed out questionnaires. The study used descriptive analysis; this involved standard deviation, percentages, weighted means and relative frequencies.

Data summary was also done using descriptive statistics. This included the use of frequencies and percentages. Data was also represented in graphs and tables to make it easy to understand and analyze the collected data. The study established that training positively influenced the performance of the employees in the public university in Kenya. The research study established that job orientation also positively influenced employees' performance in the public university in Kenya.

The research determined that career advancement positively influenced the performance of employees in the public university. The study found out that mentoring positively influenced the performance of the employees in the public university. The research only used descriptive statistics for analysis; this study used both descriptive and inferential statistics for analysis.

Kakui & Gachunga (2016) researched on how career development impacts the employee's performance. The research targeted the public sector and used the Kenya National Cereal and Produce Board as the case study. A descriptive survey design was employed in this study. The research's target population was the employees who worked at the National Cereals & Produce Board organization headquarters in Nairobi. The total number of employees at the headquarters was 200. The sampling frame was adopted from the list provided for employees who worked in all management levels. The research applied stratified random sampling technique to select a sample size of 100 participants. Structured questionnaires were used for the purpose of data collection.

SPSS software was used to tabulate and analyze the data collected. The study found out that on-job training had an impact on employees' performance through employee growth, improvement in key competencies, improved motivation, job specification, reduced intimidation at work and through provision of knowledge, capabilities, skills and expertise which enabled the employees to network. The research found out that career mentoring has an effect on the performance of the employees. It provided employees with counseling services and helped the employees to come up with different approaches and solution to issues affecting them and the organization in general. The study used structured questionnaires to collect data; this study used semi-structured questionnaires for data collection.

#### **2.4 Summary of the Literature Review and Research Gap**

Talent is among the most critical resources for organizations to attain competitive advantage and talents management cannot succeed if there is no commitment from the top management to ensure retention of its workforce (Izwar & Aerni, 2014). Effective talent management ensures that employees remain professional at all times in their business practices, serve meritoriously, have the right people consisting of experienced professionals, who have been excellent in their different professions, possessing the required integrity levers, skills, knowledge and experiences (Nzewi et al., 2015).

Imran and Elnaga (2013) indicated that the performance of an employee is measured through the productivity of the employee seen through the output produced for a certain job description or responsibility assigned which eventually contributes to achievement of the general objectives of an organization. Employee performance includes all the aspects that can be directly or indirectly linked or related to the employees work. Talent

management and employees' performance is therefore a key area of interest in organizations. The human resource management should take note to ensure that organizations keep abreast with the changing environment so that employees can be attracted, retained, trained and developed.



**Table 2.1: Summary of Literature Review and Research Study Gaps**

Authors and year	Study focus	Research study findings	Research gaps	Focus of the current study
Dialoke, Adighije and Nkechi (2017)	Effects of Career Growth on Employees Performance: A Study of Non-Academic Staff of Michael Okpara University of Agriculture Umudike Abia State, Nigeria	The major results of the study indicated that career development positively correlated with the performance and productivity Non-teaching Staffs. There was also a positive correlation between career advancement the non-teaching staffs motivation	Pearson Products Moments Correlations analysis was utilized for the study's objectives analyses with the help of the SPSS software	In this study data analysis entailed the use of descriptive and inferential statistics using the Statistical Package for Social Sciences (SPSS).
Kakui & Gachunga (2016)	Effects Of Career Development On Employee Performance In The Public Sector: A Case Of National Cereals And Produce Board	The study revealed that on job training influences the performance of an employee by expansion of key competencies, job specification, leads to motivation, reduces intimidation, provides additional skills knowledge and capabilities and employees are able to network. The study also revealed that career mentoring affects employee performance by: counseling and supports	The study used structured questionnaires to collect data	This study used semi-structured questionnaires for data collection.

		learners and helps them to develop their own approach and solutions to problems.		
Ezinne <i>et al.</i> (2015)	Talent management and of employees in selected public sector firms in Delta State, Nigeria	F-calculated value (73.166) was greater than F-tabulated (2.53) value at 5% significant level	. The study used Analysis of Variance to determine the result that independent variables have on dependent variable	The current study used descriptive and inferential statistics for analysis
Karuri and Nahashon (2015)	The effect of talent management on employee outcomes: a case study of central bank of Kenya.	Employee outcomes are significantly influenced by talent attraction, retention, employee training and career management at CBK.	The study focused on teamwork, job satisfaction and employee engagement as its variables.	This study focused on talent attraction, talent retention, training and development and career advancement as its independent variables.
Sadri <i>et al.</i> (2015)	The effects of talent management on the performance of employees in Bank RefahKargaran in Tehran.	The mean in current situation for talent management and employees' performance was higher than the supposed mean and this difference was significant	Was carried out in the private sector	Was carried out in the public sector
Nelima <i>et al.</i> (2015)	The effect of talent retention on employee performance	The job retention motivated the employees of Del Monte leading to ultimate performance	The sample size was determined using Krecie and Morgan table	This study determined the sample size using a formula proposed by Kothari (2004).
Motafari (2015)	The effect of training practices on the	There is a positive cascading effect between training	The study used survey research	The study used descriptive research

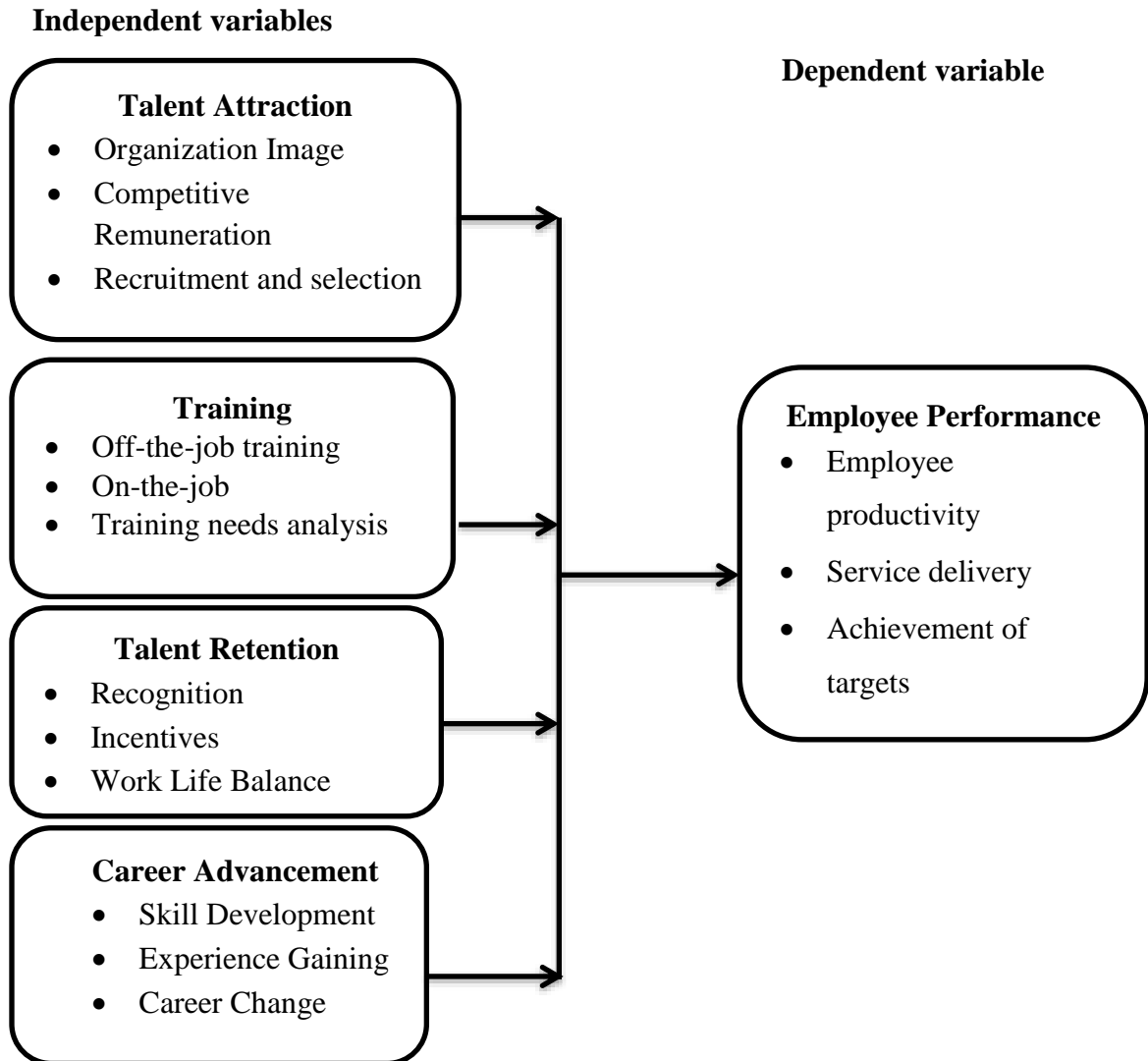
	performance of small and medium size enterprises hotels in the hospitality industry in Mombasa County	practice variables and performance of SME hotels within Mombasa County.	design	design.
Nzewi <i>et al.</i> (2015)	Talent management and employee performance in selected commercial banks in Asaba, Delta State, Nigeria	There was a positive relationship between talent management and employee performance	The study employed quantitative methods of analysis	This study analysed data using both qualitative and quantitative methods
Mwangi <i>et al.</i> (2014)	Talents Management and Employees Performances: Growing Young Colleges to Well Established Organizations	Organizations were aggressively competing for talented people in the context of the favorable economic climate	The study adopted simple random sampling and survey research design.	This study used stratified sampling method and descriptive research design.
Oduma and Were (2014)	Influence of Career Development on Employee Performance in the Public University, A Case of Kenyatta University	The study established that job orientation had a positive influence on employee performance, that career advancement had a positive impact on employee performance and that mentoring had a positive impact on employee performance in the public university in Kenya.	The study only used descriptive statistics only for analysis	This study used both descriptive and inferential statistics for analysis.
Githinji (2014)	The effects of training on employee performance among the international civil servants	Training enhances employee engagement in change processes, in innovation, better	Used survey research design	This study used descriptive research design.

		performance and enthusiasm to work		
Oladapo (2014)	The impact of talent management on retention in Strayer University	Opportunity for job advancement as the most significant factor affecting retention rate	This study was conducted in Herdon, Virginia in US	Was carried out in Kenya, Kiambu county.
Amadi (2014)	Effect of training and development on employees' performance at the Safaricom Limited Call Centre.	Training and development has a positive impact on employees' performance	The sample size was 340 from one central call centre.	The sample size was 120 teachers in public secondary schools
Nassazi (2013)	The effects of training on employee performance, using the telecommunication industry in Uganda	Training has a clear effect on the performance of employees	Three case studies of telecommunication companies operating in Uganda were studied	The current study focused on one case study- teachers in public secondary schools in Kiambu county
Ombwaya (2013)	Effect of career development on employee performance among teachers in public primary schools in Starehe District, Nairobi County	Promotion, job mobility, redeployment and continuous learning affect the performance of employees to a great extent.	The study focused on teachers in primary schools.	This study focused on secondary school teachers
Doherty (2010)	Employee engagement and how to attract and retain the best talents	Job security, compensation and opportunity for advancement were not found to have predictive value for employee retention rates	The design/ methodology employed by the paper was a practical approach	This study used descriptive research methodology.

Source (Author, 2019)

## **2.5 Conceptual Framework**

The conceptual framework is usually a group of broad or expansive ideas and other principles that are drawn specific fields of analysis and surveys that are relevant to a research study which are used to structure or organize subsequent presentations. From the empirical literature reviewed and the inter-relations among the talent management and performance variables that emerge therefrom, the conceptual framework for this study is presented in Figure 2.1. It demonstrates how the study's independent variables (training and development, talent retention and talent attraction and the study's dependent variable (employee performance) have been operationalized. See figure 2.1 on page 39.



**Figure 2.1: Conceptual Framework**

**Source: Author (2019)**

A talent attraction program is similar to talent scouting or headhunting. It refers to a specified recruitment technique which aims at recruiting and hiring candidates or applicants of the highest caliber. Talent attraction is made up of components like, branding/image of the organization or the employer, selection and recruitment, employer choice and the employee value proposition. Selection and recruitment demands that the employer put in place selection methods that will ensure that the right talents are

recruited to appropriately fit the job description and that the selected talents reflects the organization's values and culture. The recruitment and selection of individuals of talent pools should be the first task for any talent management strategy.

Talents retention is the organizational goal of keeping talented workers and reducing the turnover rates by creating a favorable working environment that promotes engagement, recognition and appreciation employees' efforts, promoting a healthy work-life balance and through the provision of competitive benefits. Organizations particularly show interest of retaining their talented employees during times where there is low unemployment and often when there is a high competition for talents.

Training is a process that attempts to equip employees with relevant information, skills, knowledge and to familiarize them with the organizations goals and objectives. It is designed to help keep an employee focused on what is expected from him or her so that he can continue to positively contribute to the organization through his performance. Training may take the form of off-the-job training or on-the-job training. Training needs analysis has to be carried out first to establish the need for training and areas that require training.

Career advancement is the series of activities undertaken by individual or on-going/lifelong processes the individual goes through to develop his or her career. Career development can be referred to as the management of an individual's career in either an inter-organizational or in an intra-organizational scenario. It entails learning and training to acquire new knowledge, new skills, increased experience, job and responsibility

advancement, changing ones career while still in one organization, opting to move to another organization or choosing to become an entrepreneur or have your own business.

Employee performance is the productivity of the employee as seen through the output for assigned responsibility or a given job description which eventually contributes to achievement of the organization goals and objectives. Employee performance entails all business entities that have a direct or indirect impact or relationship to employees work or productivity. Employees' performance is a critical issue for all organizations especially because it governs how and determines whether organizations achieve their overall strategic plan, goals and targets. The indicators of employee performance are the achievement of set targets, quality service delivery and how productive an employee is in terms of time and resource management.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter covered the methodology used for this research. The chapter covered the following subtopics; research design, target population, sampling design and sample size, data collection instruments, validity and reliability of research instrument, data collection procedures, data analysis and presentation and ethical considerations.

#### **3.2 Research Design**

A research design is a plan that shows how the research problem will be resolved (Mugenda & Mugenda, 2008). This study used descriptive research design. This is because descriptive research design gathers data in a way that does not manipulate the study variables or the participants so as to ensure integrity of the information required (Mugenda and Mugenda, 2008). It also provides a picture of a situation as it naturally happens. It is more than a collection of data and it involves measurement, classification, analysis and interpretation (Kothari, 2008). Further, inferences among variables were made without variations of independent and dependent variables.

#### **3.3 Target Population**

The population means an entire group or groups of people or/and objects that a researcher intends to draw a generalized conclusion (Kothari, 2008). For this research study, 3617 teachers in public secondary learning institutions in Kiambu County were targeted. In every school, the principal, the deputy principal, Head of departments and lower cadre teachers were targeted.

**Table 3.1 Target Population**

Category	Target population	Percentage
Principals	302	8.3
Deputy principal	303	8.4
Heads of departments	2114	58.5
Teachers	898	24.8
<b>Total</b>	<b>3617</b>	<b>100</b>

**Source: Author (2019)**

### **3.4 Sampling Design and the Sample Size**

According to Tromp and Kombo (2009) and Kothari (2008) a sample can be described as a collection of units which are derived from the universe to act as the universe's representative. Levy & Lemeshow (2013) defined sample as a subgroup drawn from the study populations. Sampling design is the strategy used to select study participants or respondents (Kothari, 2008). Sample size was drawn from the target population of 3617 teachers in public secondary learning institutions in Kiambu County.

Therefore this research applied stratified sampling technique to select 120 secondary school teachers in Kiambu County. This technique clusters a population into identical subjects that should have the same characteristics which makes sure that there are is equitability of population representation in the chosen sample (Mugenda & Mugenda, 2003).The respondents were drawn from the "strata" which comprises of the various categories of secondary school teachers in Kiambu County.

According to Kothari(2008), the formular for calculating the proportional allocations under which the population sample sizes from the various strata are kept and maintained proportional to the strata sizes is as follows:

$$n_1/N_1 \square_1 = n_2/N_2 \square_2 = \dots\dots\dots = n_k /N_k \square_k$$

The  $\sigma_k$  and  $\sigma_2, \sigma_1, \dots$  denotes the  $k$  strata standard deviations of the,  $N_1, N_2, \dots, N_k$  denotes the  $k$  strata sizes while  $n_1, n_2, \dots, n_k$  denotes the  $k$  strata sample size.

In this case according to the Table 3.2, it is recommended that a sample of 120 be selected because the study population is at 3617 study subjects and therefore, the study adopted this sample size. Therefore the desired sample of size  $n = 120$  that is to be selected from the study population of size  $N = 3617$  that is then sub-divided into four strata sizes  $N_1 = 302, N_2 = 303, N_3 = 2114$  and  $N_4 = 898$ . Applying the formula of proportional allocation, the following sample size for the different strata is arrived at:

For strata with  $N_1 = 302$ , we will get  $P_1 = 302/3617$  and therefore  $n_1 = n .P_1 = 120 (302/3617) = 10$

In the same case, for the strata that  $N_2 = 303$ , we will get  $n_2 = n .P_2 = 120 (303/3617) = 10$ , for the other strata with  $N_3 = 2114$ , we will get  $n_3 = n .P_3 = 120 (2114/3617) = 70$ , and for last strata that has  $N_4 = 898$ , and therefore  $n_4 = n .P_4 = 120 (898/3617) = 30$ .

**Table 3.2 Sample Design**

Category	Population	Sample
Principals	302	10
Deputy principals	303	10
Heads of departments	2114	70
Teachers	898	30
<b>TOTAL</b>	<b>3617</b>	<b>120</b>

**Source: Author (2019)**

### 3.5 Data Collection Instruments

Semi-structured questionnaires were used to collect the primary data that was used in the study (Appendix II). The questionnaires comprised both closed and the open ended questions. The use of questionnaires is suitable when using descriptive survey because it

enables collection and comparison of data across reasonably dispersed populations (Kothari, 2008). The study used pre-designed questionnaires to make sure that the information being collected was relevant to the study's objectives, is standard and that the focus was on information gathering as opposed to focusing on what information was to be collected.

### **3.6 Validity and Reliability of Research Instrument**

#### **3.6.1 Piloting of the Research study Instrument**

The researcher carried out a pilot study to assess the adequacy of the questionnaires used and the ability of the anticipated participants to understand the questions. According to Mugenda and Mugenda (2008), for a successful pilot study one must use between 1-10 percent of the actual population sample size. In this study, 6 (5%) respondents were used for the pilot test. The results from the pilot test assisted the researcher to adjust questionnaires appropriately to reflect the study's objectives.

#### **3.6.2 Validity of the Research Instrument**

According to Mugenda & Mugenda, 2008 validity can be referred to as how accurate and meaningful the inferences are with respect to the research results. It refers to the degree or level in which the data analysis results truthfully represent the phenomenon that is being studied. This research study utilized face, construct and contents validity. The Face validity entails a subjective evaluation of the instruments of measurement by the researcher. This study relied on the instruments of measurement that were previously developed by other researchers in related research studies, as well as concepts generated from appropriate literature. Content validity measures the degree to which instruments used adequately covers the questions that guide the research. On the other hand the use of

construct validity tested if individual scale items used correctly and adequately operationalize the variables of the study (Kane, 2013). The researcher established both content and constructs validity to review questionnaire items and to compare with previous researchers.

### **3.6.3 Reliability of the Research Instrument**

Kothari (2008) refers to reliability as a statistical measurement of the ability of the study data to be reproduced. The researcher examined the interior consistencies of the research questions under study through a statistical calculation referred to as Cronbach's coefficient alpha to establish reliability. The technique evaluates the internal consistency within a cluster of questions that are integrated to create single scale. The results of the statistics indicate the scale's homogeneity. For this evaluation, a 0.70 or more Cronbach's coefficient alpha was very efficient (Kothari, 2008).

### **3.7 Data Collection Procedures**

An introduction letter was obtained from the university whereas the required research permit was sought from the National Council of Science, Technology and Innovation (NACOSTI). The researcher trained the enumerators who helped standardize data collection among them thus minimizing variations in data collection procedures. The questionnaires were then pilot tested where 6 respondents were used and the responses reviewed to ensure that the items were clearly presented so that the respondents understood and interpreted the questions or items in the same way.

Questionnaires prepared by the researcher were administered by the enumerators to the sampled respondents and were picked after two weeks to allow the respondents have ample time in filling them. Enumerators used public transport to access the respondents

and motorbikes to access those areas that could not be reached by motor vehicles. Enumerators then handed over completed questionnaires to the researcher and data coding and entry started after which the completed questionnaires were safely kept for any future reference or litigation purposes.

### **3.8 Data analysis and Data Presentation**

The analysis of data entailed the use of both inferential and descriptive statistics where the SPSS software was used. Descriptive statistics which includes frequencies, percentages, standard deviation and means were carried out. Inferential statistics (linear regression) were important in this study for determining how talent management practices/programs relates to the performance of employees in the public secondary schools.

Qualitative data was analyzed through content analysis. Content analysis involves analyzing information collected by the researcher in a systematic way in order to come up with useful conclusions and recommendations about a phenomenon under study and then establish patterns, trends and relationship thereof (Mugenda and Mugenda, 2008). A major objective of any statistical investigation is to establish relationship which makes it possible to predict one or more variables in terms of others (Kothari, 2008).

The study adopted regression model to establish the form of relation between talents management and performance of employees among teaching professionals in public secondary schools in Kiambu County. Where there exist two or more independent variables, an analysis done as it pertains to the variables is referred to as a multiple correlation whereas the equation that describes the relationships is known as a multiple

regression equation (Kothari, 2008). For this study, the multiple regression equations assumed the form

$$Y = a + b_2X_2 + b_1X_1 + b_4X_4 + b_3X_3$$

$X_1$ ,  $X_2$ ,  $X_3$  and  $X_4$  refers to the 4 independent variables used in the study and  $Y$  refers to the study's dependent variables.

$Y$  - Employee performance

$X_1$ - talent attraction

$X_2$  - training

$X_3$ - talent retention

$X_4$ - career advancement

The least square estimates  $a$ ,  $b_1$ ,  $b_2$ ,  $b_3$  and  $b_4$  were computed by statistical software.

### **3.9 Ethical Considerations**

The researcher educated and kept the respondents informed about the purpose of the study, procedures used, the risks associated with participation, the expected benefits and ensured that the participants consented to the use of information provided before being involved in the study.

The respondents were required to provide their willingness to participate in the research voluntarily and no inducement was given to elicit participation. Confidentiality was guaranteed by reassuring the participants that the information they provided was for academic research purposes only and that their identity was protected from public exposure by keeping any identifying information out of published reports.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION

#### 4.1 Introduction

This chapter contains data analysis that was guided by the objective of the study which was to determine the effect of talent management on performance of employees among teaching professionals in public secondary schools in Kiambu County. The chapter covers the following sub-headings: response rate, reliability analysis, profile of the respondents, descriptive statistics and inferential statistics.

#### 4.2 Response Rate

Response rate is the extent to which the final data set includes all sample members and is calculated as the number of people with whom interviews are completed divided by the total number of people in the entire sample, including those who refused to participate and those who are unavailable (Babbie, 2007). A total number of 120 questionnaires were administered to respondents.

**Table 4.1: Response Rate of the Respondents**

	Frequency	Percent
Returned	111	93
Not returned	9	7
<b>Total</b>	<b>120</b>	<b>100</b>

**Source: Author (2019)**

According to Table 4.1, a response of 111 questionnaires was recorded representing a response rate of 93%. The high response rate could have been attributed to self-administration of the questionnaires and a close follow up of the respondents.



### 4.3 Reliability Analysis

The study consisted of four independent variables and one dependent variable. The independent variables comprised of talent attraction, training, talent retention and career advancement while the dependent variable was employee performance.

**Table 4.2: Reliability Statistics**

Variable	Cronbach's Alpha	Number of items
Talent Attraction	0.733	8
Training	0.714	6
Talent Retention	0.745	8
Career Advancement	0.811	9
Employee Performance	0.842	3

**Source: Author (2019)**

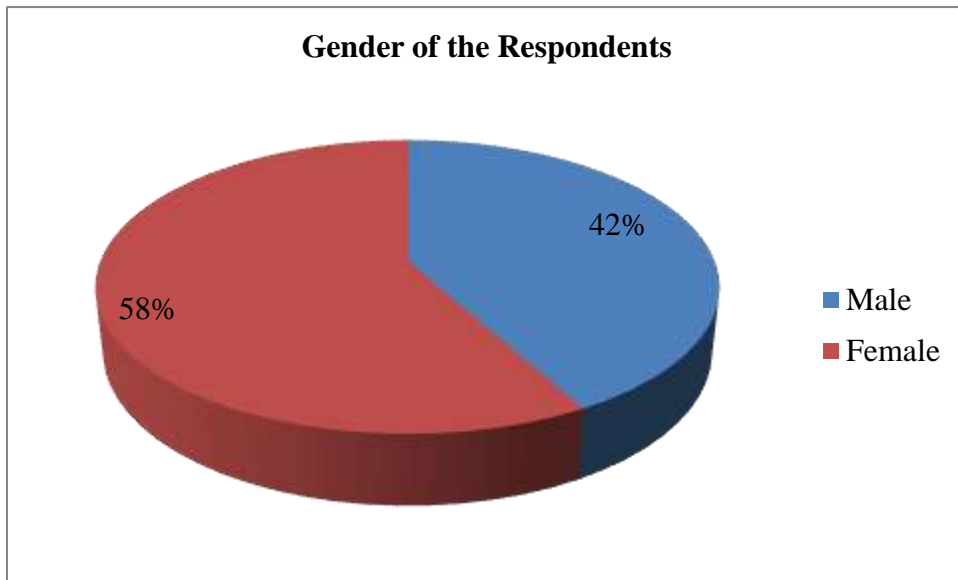
The findings shown in Table 4.2 indicates that talent attraction had a coefficient of 0.733, training, a coefficient of 0.714, talent retention, a coefficient of 0.745, career advancement, a coefficient of 0.811 and employee performance, a coefficient of 0.842. In this study, the coefficient ranged on 0.7 to 0.8 and none of the variables had a coefficient less than 0.7, therefore the research instrument was reliable and had good internal consistency.

### 4.4 Profiles of the Respondents

The study sought the demographic information of the respondents. This included gender of the respondents, age, highest level of education, numbers of years they had worked for the school and their job category. Frequencies, percentages, tables and figures were used to present the information.

#### 4.4.1 Gender of the Respondents

The study endeavored to find the gender of the respondents and the results are shown in Figure 4.1. The results showed that 58% of the respondents were female while 42% were male.



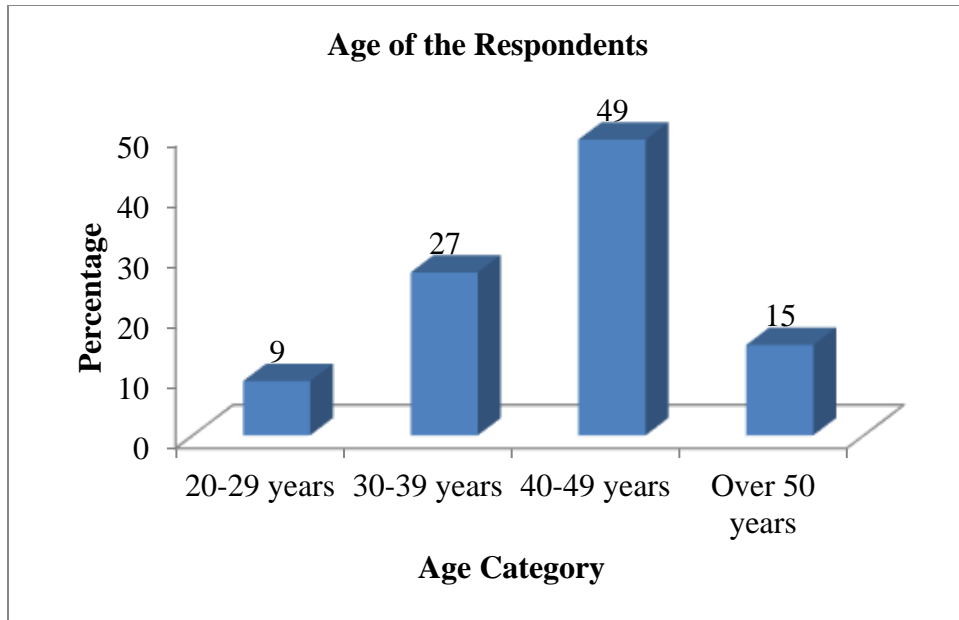
**Figure 4.1: Gender of the Respondents**

**Source: Author (2019)**

High number of female respondents shows that the teaching profession is dominated by female teachers and that also the teaching profession has surpassed the two thirds gender rule.

#### 4.4.2 Age of the Respondents

The study sought to find out the age of the respondents and the results are shown in Figure 4.2. Results showed that most respondents were aged between 40-49 years (49%). Results further indicated that 27% of the respondents were aged 30-39 years, 15% above 50 years while only 9% were aged 20-29 years.



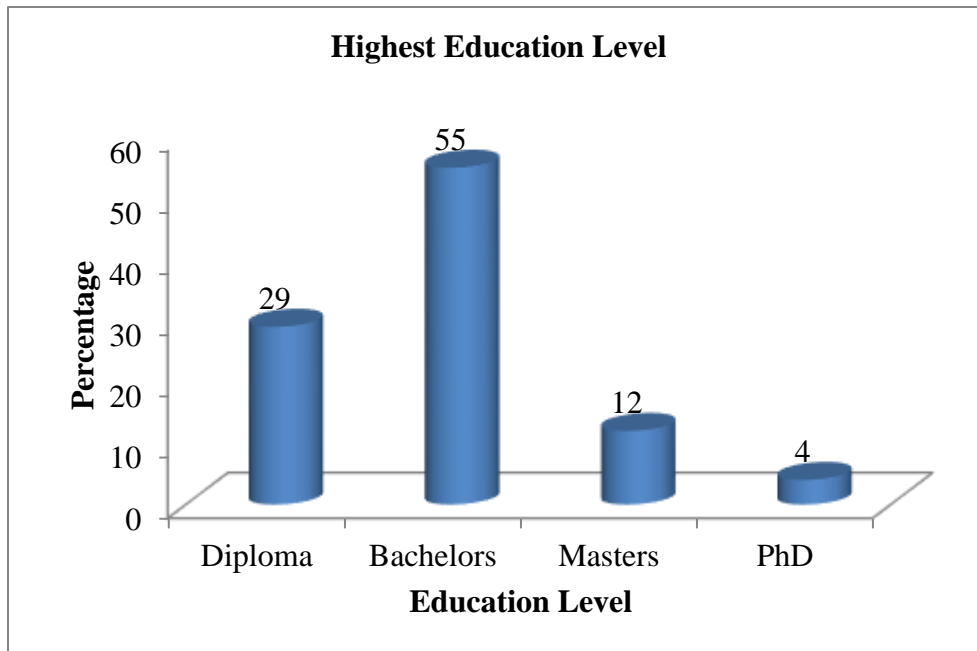
**Figure 4.2: Age of the Respondents**

**Source: Author (2019)**

The findings are consistent with those of Gikunda (2016) who found that most teachers were above 40 years implying that schools are ran by individuals with acceptable experience and managerial background from diverse profession. Further, the results reflect that majority of respondents are younger and active thus in their prime age. This is the age at which most people seek for advancement and growth opportunities in their careers.

#### **4.4.3 Highest Education Level Attained**

Highest level of education attained was another aspect that the study evaluated and the results are shown in Figure 4.3. Results indicated that 29% had education level of a diploma, 55% of the respondents had a bachelor's degree, 12% had masters while only 4% had PhDs.



**Figure 4.3: Highest Education Level Attained**  
**Source: Author (2019)**

Respondents' results implied that the respondents had the relevant knowledge and thus the information given was reliable.

#### **4.4.4 Number of Years in the School**

The study sought the number of years the respondents had worked in the school. The findings in Table 4.3 showed that 27.9% of the respondents had worked in the school for more than 15 years, 24.3% of the respondents had worked in the school between 6-10 years, 18.9% for 11-15 years while 16.2% and 12.6% had worked for 3-5 years and 0-2 years respectively.

**Table 4.3: Number of years worked in the school**

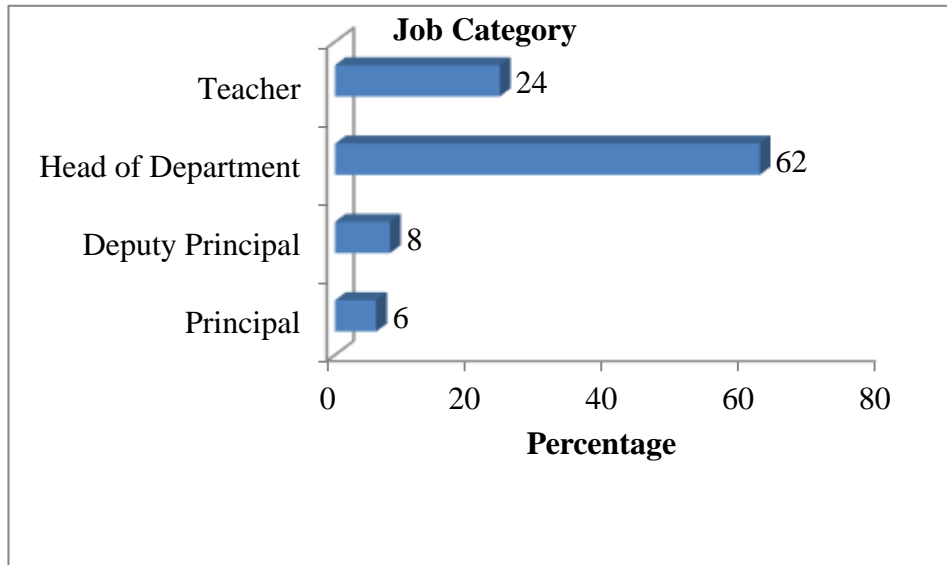
<b>Age Category</b>	<b>Frequency</b>	<b>Percent</b>
0-2 years	14	12.6
3-5 years	18	16.2
6-10 years	27	24.3
11-15 years	21	18.9
Over 15 years	31	27.9
Total	111	100.0

**Source: Author (2019)**

Studies have indicated that the respondent's length of time working in an organization can be associated with experience and knowledge acquired over time which leads to superior performance. Having a high number of respondents with a working experience of more than 10 years indicated that the information the researcher was given on the talent management in the schools was reliable and that the practices in line with the study was trustworthy making the data dependable.

#### **4.4.5 Job Category**

The study sought the job categories of the respondents and the results are shown in Figure 4.4. Results showed that 62% of the respondents were heads of department, 24% were teachers, 8% were deputy principals while 6% were principals. Designation of the different job categories helped in ensuring that the information given was not biased thereby improving the reliability of the data collected.



**Figure 4.4: Job Category of the Respondents**

Source: Author (2019)

#### **4.5 Descriptive Statistics**

Descriptive statistics provide simple summaries about variables and their measures. Descriptive statistics form the basis of virtually every quantitative analysis of data. In this study, all the questions required the respondents to indicate their level of agreement on different indicators of talent attraction, training, talent retention, career advancement and employee performance. The tables are presented using frequency, percentage, means and standard variation.

##### **4.5.1 Talent Attraction**

It was important to determine the extent to which talent attraction strategies affects the performance of employees amongst teaching professionals in public secondary learning institution in Kiambu County, Kenya. The indicators that were being measured included organization image, competitive remuneration and recruitment and selection all structured in different statements. Table 4.4 shows that most respondents agreed that

talent attraction strategies affects the performance of employees amongst teaching professionals in public secondary learning institution in Kiambu County since the indicators had a composite mean of 3.70 measured using a 5 point likert scale. Highest percentage was 41% on the neutral and agree level of agreement with most high percentages falling under agree category.

A look at the mean summaries of the talent attraction indicators shown in Table 4.4 indicated that there is sound recruitment and selection policy for attracting top performing teachers in this school had the highest mean of 4.13 and a standard deviation of 0.79, followed by dedication of teachers towards performance can increase due to fair practice in recruitment and selection which had a mean of 3.82 and a standard deviation of 0.78. The school manages its brand well and uses it to attract star performers had the lowest mean of 3.43 and a standard deviation of 1.05.

The respondents also indicated that schools that had good reputation as a great place of work attracted teachers. This included good management of the schools by the school management as well as the good relationship between the management and the teachers. This ensured job security which in turn resulted to improved performance by the teachers in these schools.

**Table 4.4: Descriptive Statistics for Talent Attraction**

Description	Frequency and Percentages						Mean	SD
	SD	D	N	A	SA	n		
My school strives to build a good school image to attract talented teachers	11 10%	3 3%	27 24%	44 40%	26 23%	111 100%	3.64	1.17
The school manages its brand well and uses it to attract star performers	4 4%	20 18%	26 23%	46 41%	15 14%	111 100%	3.43	1.05
Competitive remuneration has enabled it to attract the top talents	5 5%	13 12%	35 32%	41 36%	17 15%	111 100%	3.47	1.03
Employer branding plays key role in more successful and retention of top talent	7 6%	17 15%	15 14%	37 33%	35 32%	111 100%	3.68	1.24
There are fair wages given to the employees thus motivating them to perform	7 6%	12 11%	28 25%	32 28%	32 28%	111 100%	3.63	1.19
There is sound recruitment and selection policy for attracting top performing teachers in this school	0 0	0 0	28 25%	41 37%	42 38%	111 100%	4.13	0.79
There is a vast scope for improvement in current process of hiring	5 5%	7 6%	25 23%	44 40%	30 27%	111 100%	3.78	1.06
Dedication of teachers towards performance can increase due to fair practice in recruitment and selection	0 0	0 0	45 41%	41 37%	25 22%	111 100%	3.82	0.78
<b>Composite Mean</b>							<b>3.70</b>	<b>1.04</b>

SD= Strongly Disagree, D= Disagree, N= Neutral, A=Agree, SA=Strongly Agree, n= sample size, SD= Standard deviation

**Source: Author (2019)**



#### **4.5.2 Training**

The study sought to determine the effect of training on employees' performance amongst teaching professionals in public secondary learning institutions in Kiambu County, Kenya. The indicators that were being measured were off the job training, on the job training and training needs analysis. Table 4.5 shows that the respondents agreed that training has an effect on employees' performance amongst teaching professionals in public secondary learning institutions in Kiambu County since the composite mean was 3.72 measured using a 5 point likert scale. Highest percentages were found on the agree level of agreement.

In reference to Table 4.5, results indicate that my school identifies the teachers who need training and the level of training they need before conducting training had the highest mean of 4.05 and a standard deviation of 0.95, followed by my school adopts in service training to improve on content delivery with a mean of 3.86 and a standard deviation of 1.03. My school offers systematic training to teachers had a mean of 3.84 and a standard deviation of 0.95. In our school, role playing form of training is commonly used had the lowest mean of 3.27 and a standard deviation of 1.32.

The study also revealed that mentorship programs and exposure to managerial responsibilities like heads of department in school increased motivation of top performing teachers. Training also increased innovation strategies. This enabled teachers who are trained in various areas such as in engineering and science fairs to excel in those areas as well as being in a position to train the students to participate in these fairs. Training also in guidance and counseling play an important role in service delivery of the top performing teacher to students who require psychosocial support.

**Table 4.5: Descriptive Statistics for Training**

Description	Frequency and Percentages						Mean	SD
	SD	D	N	A	SA	n		
My school identifies the teachers who need training	5 5%	1 1%	14 13%	55 50%	36 32%	111 100%	4.05	0.95
My school offers systematic training to teachers	5 5%	1 1%	27 24%	52 47%	26 23%	111 100%	3.84	0.95
There is coaching and in this school by the senior teachers	7 6%	10 9%	22 20%	53 48%	19 17%	111 100%	3.60	1.07
My school adopts in service training to improve on content delivery	4 4%	8 7%	19 17%	49 44%	31 28%	111 100%	3.86	1.03
In our school, role playing form of training is commonly used	17 15%	14 13%	22 20%	38 34%	20 18%	111 100%	3.27	1.32
There is continuous learning for all at the school	7 6%	9 8%	26 23%	40 36%	29 26%	111 100%	3.68	1.14
<b>Composite Mean</b>							<b>3.72</b>	<b>1.08</b>

SD= Strongly Disagree, D= Disagree, N= Neutral, A=Agree, SA=Strongly Agree, n= sample size, SD= Standard deviation

**Source: Author (2019)**

### 4.5.3 Talent Retention

The study sought to establish the effect of talent retention strategies on employees' performance amongst teaching professionals in public secondary learning institutions in Kiambu County, Kenya. For the purposes of this study, talent retention was conceptualized to recognition, incentives and work life balance. Respondents were asked

to indicate their level to which they agreed with different statements defining the talent retention indicators. For all the indicators, responses were recorded on a 5-point scale and the results are shown in Table 4.6. Results showed that respondents agreed that talent retention strategies affects employees' performance amongst teaching professionals in public secondary learning institutions in Kiambu County since the composite mean was 3.87.

A look at the summaries indicated that flexible work patterns can help improve productivity, loyalty, commitment and retention of top performing teachers in this school had the highest mean of 4.22 and a standard deviation of 0.81. This was followed by in my school there is effective performance assessment which enhances recognition of the well performing teachers which had a mean of 4.14 and a standard deviation of 0.74. I love my job and I have no intention of leaving this school had the lowest mean of 3.53 and a standard deviation of 0.99.

The findings also revealed that factors such as lack of health support or stress management can negatively impact the performance of teachers. Health and wellness benefits should be included in the remuneration package to enhance retention of teachers in these schools. The study also revealed good relationship of teachers with the school principal and board of management enhanced their motivation levels which increased productivity and settled the teachers to work comfortably in school assigned to work in. Challenging work environment also retained top performing teachers in the schools. If the work environment is not challenging, the top performing teachers seek transfers to other schools or exit the teaching profession to embark in other challenges in other professions or start their own businesses.

**Table 4.6: Descriptive Statistics for Talent Retention**

Description	Frequency and Percentages						Mean	SD
	SD	D	N	A	SA	n		
I don't intend to leave this school in the near future	4 4%	8 7%	29 26%	36 32%	34 31%	111 100%	3.79	1.07
I love my job and I have no intention of leaving this school	8 7%	4 4%	44 40%	35 32%	20 18%	111 100%	3.53	0.99
In my school there is effective performance assessment which enhances recognition of the well performing teachers	0 0%	0 0%	23 21%	49 44%	39 35%	111 100%	4.14	0.74
Special attention is paid to teachers who show significant variance in their performance	0 0%	20 18%	19 17%	35 32%	37 33%	111 100%	3.80	1.09
My school offers attractive non-monetary rewards to teachers to motivate them	0 0%	25 23%	17 15%	16 14%	53 48%	111 100%	3.87	1.24
The school singles out the critical contributors to its performance	0 0%	16 14%	29 26%	35 32%	31 28%	111 100%	3.73	1.03
Work-life balance in this school is a motivating factor to our teachers	0 0%	7 6%	31 28%	39 35%	34 31%	111 100%	3.90	0.91
Flexible work patterns can help improve productivity, loyalty, commitment and retention of top performing teachers in this school	0 0%	0 0%	27 24%	33 30%	51 46%	111 100%	4.22	0.81
<b>Composite Mean</b>							<b>3.87</b>	<b>0.99</b>

SD= Strongly Disagree, D= Disagree, N= Neutral, A=Agree, SA=Strongly Agree, n= sample size, SD= Standard deviation

**Source: Author (2019)**

#### **4.5.4 Career Advancement**

The study examined how career advancement influences employees performance amongst teaching professionals in public secondary learning institutions in Kiambu County, Kenya. The indicators that were being measured were skills development, experience gaining and career change. Respondents were asked to indicate their level of agreement on the different statements defining the career advancement indicators. For all the indicators, responses were recorded on a 5-point scale and the results are shown in Table 4.7. Results showed that respondents agreed that career advancement influences employees' performance amongst teaching professionals in public secondary learning institutions in Kiambu County since the composite mean was 3.80.

Findings showed that there are career development systems in place for top performing teachers had the highest mean of 4.22 and a standard deviation of 0.89. The performance appraisal in my school places sufficient emphasis on career development had the mean of 4.16 and a standard deviation of 0.75. Scholarships are available for those who want to train and upgrade had the lowest mean of 2.78 and a standard deviation of 1.81.

**Table 4.7: Descriptive Statistics for Career Advancement**

Description	Frequency and Percentages						Mean	SD
	SD	D	N	A	SA	n		
Scholarships are available for those who want to train and upgrade	44 40%	36 32%	29 26%	2 2%	0 0%	111 100%	2.78	1.81
There are opportunities for career change for teachers who demonstrate outstanding performance	10 9%	35 32%	42 38%	18 16%	6 5%	111 100%	3.31	1.43
There are career development systems in place for top performing teachers	0 0%	8 7%	10 9%	43 39%	50 45%	111 100%	4.22	0.89
In my school, career progression for top performing teachers is supported	0 0%	0 0%	28 25%	43 39%	40 36%	111 100%	4.11	0.78
There are study leaves for teachers who want to advance their career	11 10%	8 7%	26 23%	31 27%	35 32%	111 100%	3.64	1.27
The school offers adequate opportunities for professional growth	0 0%	0 0%	35 32%	44 40%	32 28%	111 100%	3.97	0.78
My school has policy that governs career growth for teachers	0 0%	0 0%	35 32%	46 41%	30 27%	111 100%	3.96	0.77
The performance appraisal in my school places sufficient emphasis on career development	0 0%	0 0%	23 21%	47 42%	41 37%	111 100%	4.16	0.75
I understand my own role in my career development	0 0%	0 0%	31 28%	45 41%	35 31%	111 100%	4.04	0.77
<b>Composite Mean</b>							<b>3.80</b>	<b>1.03</b>

SD= Strongly Disagree, D= Disagree, N= Neutral, A=Agree, SA=Strongly Agree, n= sample size, SD= Standard deviation

Source: Author (2019)

#### **4.5.5 Employee Performance**

The study examined performance issues as measured by employee productivity, service delivery and achievement of targets amongst teaching professionals in public secondary learning institutions in Kiambu County, Kenya and the results are shown in Table 4.8. In this regard, the performance indicators had a composite mean of 4.21 measured using a 5 point likert scale. Highest percentage was 52% on the agree level of agreement.

A look at the summaries showed that there has been achievement of the set targets due to talent management had the highest mean of 4.31 and a standard deviation of 0.67. Talent management has led to improved productivity of teachers in the school had a mean of 4.30 and a standard deviation of 0.72 while talent management has led to service delivery within the schools had the least mean of 4.03 and a standard deviation of 0.73

**Table 4.8: Descriptive Statistics for Employee Performance**

Description	Frequency and Percentages						Mean	SD
	SD	D	N	A	SA	n		
Talent management has led to improved productivity of teachers in the school	0 0%	0 0%	17 15%	44 40%	50 45%	111 100%	4.30	0.72
Talent management has led to service delivery within the schools	0 0%	0 0%	28 25%	52 47%	31 28%	111 100%	4.03	0.73
There has been achievement of the set targets due to talent management	0 0%	0 0%	13 12%	51 46%	47 42%	111 100%	4.31	0.67
<b>Composite Mean</b>							<b>4.21</b>	<b>0.71</b>

SD= Strongly Disagree, D= Disagree, N= Neutral, A=Agree, SA=Strongly Agree, n= sample size, SD= Standard deviation

**Source: Author (2019)**

#### 4.6 Inferential Statistics

The researcher did a linear regression analysis so as to test relationship among variables. The research applied the statistical package for social sciences (SPSS) to code, enter and compute the measurements of the linear regressions for the study. Table 4.9 provides the summary of the regression model applied in this study.

Coefficient of determination explains the extent to which changes in dependent variable can be explained by the change in the independent variables or the percentage of the variation in the dependent variable (employee performance) that is explained by all the four independent variables (talent attraction, training, talent retention and career advancement)



**Table 4.9: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.837 <sup>a</sup>	0.701	0.691	0.32268

a. Predictors: (Constant), talent attraction, training, talent retention and career advancement

**Source: Author (2019)**

According to the direct relationship model applied in this study, Adjusted R Square was 0.691 implying that the independent variables studied explain 69.1% of the changes in employee performance in Kiambu County. This implies that the other variables not studied in this research contributed 30.9% of the variability in employee performance.

ANOVA was used to explain the significance of the regression model and the results are shown in Table 4.10.

**Table 4.10: ANOVA**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	27.132	4	6.783	65.147	0.000 <sup>a</sup>
	Residual	11.557	106	0.104		
	Total	38.690	110			

a. Predictors: (Constant), talent attraction, training, talent retention, career advancement

b. Dependent Variable: Employee Performance

**Source; Author (2019)**

Findings indicated that the significance was 0.00 which showed that the regression model applied in this study was significant at 95% level of significance. This is an indication that all the employee performance indicators evaluated in this study combined were significant.

Below is the table of coefficients for the regression model applied in the study;

**Table 4.11: Table of Coefficients**

	Unstandardized		Unstandardized		T	sig
	Coefficients		Coefficients			
	B	Std. Error	Beta			
(Constant)	0.131	0.225		0.582	0.562	
Talent attraction	0.194	0.048	0.251	4.074	0.000	
Training	0.253	0.042	0.372	5.952	0.000	
Talent retention	0.304	0.044	0.395	6.872	0.000	
Career advancement	0.210	0.040	0.274	5.249	0.000	

a. Dependent Variable: Employee performance

**Source: Author (2019)**

The linear equation used in SPSS model is;

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon$$

Where: Y= Employee Performance

$\alpha$  = Constant

$\beta_1 - \beta_4$  = Beta coefficient for the independent variables

$X_1 - X_4$  = Independent variables

$\varepsilon$  = Error term

As per the SPSS results generated, the equation translates to:

$$\text{Employee Performance} = 0.131 + 0.194 (0.048) + 0.253 (0.042) + 0.304 (0.044) + 0.210 (0.040)$$

Where; Employee Performance = Constant + Talent attraction + Training + Talent retention + Career advancement

The results in Table 4.11 imply that the relationship between employee performance and talent attraction is statistically significant at the 95% confidence level ( $\beta=0.040$ ,  $p=0.000$ ); The relationship between employee performance and training which is statistically significant at the 95% confidence level ( $\beta= 0.044$ ,  $p=0.000$ ); talent retention and employee performance relationship is significant at 95% level of confidence ( $\beta=0.042$ ,  $p=0.000$ ). Similarly the relationship between employee performance and career advancement is statistically significant at the 95% level of confidence ( $\beta=0.048$ ,  $p=0.000$ ).

## **CHAPTER FIVE**

### **SUMMARY, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary of research findings, discussions, conclusions and the recommendations relating to the specific objectives as well as suggestions for further research. The study's general objective was to investigate the effect of talent management on performance of employees among teaching professionals in public secondary schools in Kiambu County, Kenya with four specific objectives which determined the extent to which talent attraction strategies affects the performance of employees amongst teaching professionals in public secondary learning institutions in Kiambu County, Kenya, the effect of training on employees performance amongst teaching professionals in public secondary learning institutions in Kiambu County, Kenya, the effect of talent retention strategies on employees performance amongst teaching professionals in public secondary learning institutions in Kiambu County, Kenya and finally examined how career advancement influences employees performance amongst teaching professionals in public secondary learning institutions in Kiambu County, Kenya.

#### **5.2 Summary of Findings**

A detailed conceptual framework on the relationship between talent attraction, training, talent retention, career development and employee performance was formulated. Based on the conceptual framework and the specific objectives of the study, a questionnaire was developed and pilot tested for validity and reliability using Cronbach's co-efficient alpha. The questionnaire was used to collect the primary data from a sample size of 120 respondents. A response rate of 93% representing 111 respondents was recorded out of

the 120 questionnaires administered. Majority 58% of the respondents were female, 55% of the respondents had a bachelor's degree as their highest level of education and 40-49 years represented 49% of the respondents. Results further showed that 27.9% of the respondents had worked in the school for more than 15 years while 62% of the respondents were heads of department.

### **5.2.1 Effect of Talent Attraction Strategies on Employee Performance**

The first objective of the study was to determine the extent to which talent attraction strategies affects the performance of employees amongst teaching professionals in public secondary learning institution in Kiambu County, Kenya. Findings indicated that there is sound recruitment and selection policy for attracting top performing teachers in these schools, had the highest mean which was followed by dedication of teachers towards performance can increase due to fair practice in recruitment and selection. Results further showed a statistically significant positive relationship between talent attraction strategies and employee performance.

### **5.2.2 Effect of Training on Employee Performance**

The second objective of this study was to determine the effect of training on employees' performance amongst teaching professionals in public secondary learning institutions in Kiambu County, Kenya. Results indicated that my school identifies the teachers who need training had the highest mean, while in our school, role playing form of training is commonly used had the lowest mean. Results further showed a statistically significant positive relationship between training and employee performance.

### **5.2.3 Effect of Talent Retention Strategies on Employee Performance**

The third objective of this study was to the effect of talent retention strategies on employees' performance amongst teaching professionals in public secondary learning institutions in Kiambu County, Kenya. Results showed that flexible work patterns can help improve productivity, loyalty, commitment and retention of top performing teachers in this school had the highest mean. This was followed by in my school there is effective performance assessment which enhances recognition of the well performing teachers. Results further showed a statistically significant positive relationship between talent retention strategies and employee performance.

### **5.2.4 Effect of Career Advancement on Employee Performance**

The fourth objective of this study examined how career advancement influences employees performance amongst teaching professionals in public secondary learning institutions in Kiambu County, Kenya. Findings showed that there are career development systems in place for top performing teachers had the highest mean while there are study leaves for teachers who want to advance their career had the lowest mean. Results further showed a statistically significant positive relationship between career advancement and employee performance.

## **5.3 Conclusion**

As public secondary learning institutions continue to pursue high performance and improved results through Talent Management practices, they are taking a holistic approach to talent management from attracting and selecting wisely, to retaining and developing employees. The mandate is clear: for organizations to succeed in today's rapidly changing and increasingly competitive marketplace, intense focus must be

applied to aligning human capital with corporate strategy and objectives. It starts with recruiting and retaining talented people and continues by sustaining the knowledge and competencies across the entire workforce.

This study therefore concludes that talent attraction, training, talent retention and career advancement are significant talent management indicators that affect employees performance amongst teaching professionals in public secondary learning institutions in Kiambu County, Kenya as they were found to significantly affect employee performance. The management of public secondary learning institutions should therefore consider all these indicators for their schools to improve employee productivity, service delivery and achievement of targets.

#### **5.4 Recommendations**

This study recommends that public secondary schools in Kiambu should have a sound recruitment and selection policy. This will attract top performing teachers in the schools. Further, public secondary schools should also conduct trainings for teachers to increase their efficiency, increase their motivation and reduce turnover of the teaching professionals.

Public secondary schools should embrace flexible work patterns. This will significantly help in the improvement of productivity, loyalty, commitment and retention of top performing teachers since its key in the work life balance and retention of teachers. Career development systems should also be in place for top performing teachers in schools which enhances skills development and avoids career change by teachers.

### **5.5 Areas for Further Research**

A similar study should be done in other sectors like manufacturing, agriculture and private learning institutions to establish whether similar findings would be obtained, since this study was limited to public secondary learning institutions. The results of the study showed that the variables studied explained 69.1% of the changes in employee performance of public secondary learning institutions showing that there are other variables influencing performance which should be established. Further, a study should be carried in other counties since the conditions and management of the schools are varied and since this study was limited to Kiambu County.



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## APPENDICES

### Appendix 1: Introduction Letter

  
KENYATTA UNIVERSITY  
GRADUATE SCHOOL

E-mail: [dean-graduate@ku.ac.ke](mailto:dean-graduate@ku.ac.ke) P.O. Box 43844, 00100  
Website: [www.ku.ac.ke](http://www.ku.ac.ke) NAIROBI, KENYA  
Tel. 810901 Ext. 4150

Internal Memo

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FROM: Dean, Graduate School DATE: 24<sup>th</sup> October, 2018

TO: Njagi Joy Cathreen Kendi REF: D53/CTY/31567/2015  
C/o Business Administration Dept.

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**SUBJECT: APPROVAL OF RESEARCH PROJECT PROPOSAL**

This is to inform you that Graduate School Board at its meeting of 11<sup>th</sup> October, 2018 approved your Research Project Proposal for the M.B.A Degree Entitled, "Talent Management and Employee Performance among Teachers in Public Secondary Schools in Kiambu County, Kenya".

You may now proceed with your Data Collection, Subject to Clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking Forms are available at the University's Website under Graduate School webpage downloads.

Thank you.

  
HARRIET ISABOKE  
FOR: DEAN, GRADUATE SCHOOL

c.c. Chairman, Business Administration Department.

Supervisors:

1. Dr. Rosemarie Wanyoike  
C/o Department of Business Administration  
Kenyatta University

10/10/18

## Appendix 2: Questionnaire

**Instructions:** Please tick (✓) where appropriate

Your cooperation and feedback is valued and highly appreciated.

### Section A: General information

1. Gender

Male [ ] Female [ ]

2. Age Bracket(Choose one)

20-29 years [ ] 30-39 years [ ] 40-49 years [ ] Over 50 years [ ]

3. Highest education level attained

Diploma [ ] Bachelor's degree [ ] Master's degree [ ] PhD [ ] Other [ ]

4. Number of years worked in the school (Choose one)

0-2 years [ ] 3-5 years [ ] 6-10 years [ ] 11-15 years [ ] Over 15 years  
[ ]

5. Job category (please tick where appropriate)

Principal [ ] Deputy Principal [ ] Head of department [ ] Teacher [ ]

### Section B: Talent Management

#### Talent attraction

6. To what extent do you agree with the following statements relating to effects of talent attraction on employee performance?

Please use the scales of 1-5 where 1-strongly disagree, 2= disagree, 3= neutral, 4= agree and 5= strongly agree

<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
My school strives to build a good school image to attract talented teachers					
The school manages its brand well and uses it to attract star performers					
Competitive remuneration has enabled it to attract the top talents					
Employer branding plays key role in more successful and retention of top talent					
There are fair wages given to the employees thus motivating them to perform					
There is sound recruitment and selection policy for attracting top performing teachers in this school.					
There is a vast scope for improvement in current process of hiring					
Dedication of teachers towards performance can increase due to fair practice in recruitment and selection					

7. Apart from those mentioned above how else does talent attraction affect employee performance?

.....

.....

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.....

**Training**

8. To what extent do you agree with the following statements relating to effects of training on employee performance?

Please use the scales of 1-5 where 1-strongly disagree, 2= disagree, 3= neutral, 4= agree, 5= strongly agree

<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
My school identifies the teachers who need training					
My school offers systematic training to teachers					
There is coaching in this school by the senior teachers					
My school adopts in service training to improve on content delivery					
In our school role playing form of training is commonly used					
There is continuous learning for all at the school and there are equal opportunities for all					

9. Apart from those mentioned above how else does training affect employee performance?

.....

.....

.....

.....

**Talent Retention**

10. To what extent do you agree with the following statements relating to effects of talent retention on employee performance?

Please use the scales of 1-5 where 1-strongly disagree, 2= disagree, 3= neutral, 4= agree and 5= strongly agree

<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
I don't intend to leave this school in the near future.					
I love my job and I have no intention of leaving this school.					
In my school there is effective performance assessment which enhances recognition of the well performing teachers					
Special attention is paid to teachers who show significant variance in their performance					
My school offers attractive non-monetary rewards to teachers to motivate them					
The school singles out the critical contributors to its performance					

Work-life balance as well as social networking facilities in this school is a motivating factor to our teachers					
Flexible work patterns can help improve productivity, loyalty, commitment and retention of top performing teachers in this school.					

11. Apart from those mentioned above how else does talent retention affect employee performance?

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.....

.....

**Section C: Career Development**

12. To what extent do you agree with the following statements relating to the effects of career development on performance?

Please use the scales of 1-5 where 1-strongly disagree, 2= disagree, 3= neutral, 4= agree and 5= strongly agree

<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Scholarships are available for those who want to train and upgrade.					
There are opportunities for career change for teachers who demonstrate outstanding performance.					
There are career development systems in place for top performing teachers					
In my school, career progression for top performing teachers is supported					
There are study leaves for teachers who want to advance their career					
The school offers adequate opportunities for professional growth					
My school has policy that governs career growth for teachers					
The performance appraisal in my school places sufficient emphasis on career development					
I understand my own role in my career development					

**Section D: Employee Performance**

13. To what extent do you agree with the following statements relating to employee performance?

Please use the scales of 1-5 where 1-strongly disagree, 2= disagree, 3= neutral, 4= agree and 5= strongly agree

<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Talent management has led to improved productivity of teachers in the school					
Talent management has led to service delivery within the schools					
There has been achievement of the set targets due to talent management					

**THANK YOU**

# NACOSTI



## NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349, 3310571, 2219420  
Fax: +254-20-318245, 318249  
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Website: www.nacosti.go.ke  
When replying please quote

NACOSTI Upper Kabete  
Off Waiyaki Way  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/10137/26991**

Date: **12<sup>th</sup> December, 2018**

Joy Cathreen Kendi Njagi  
Kenyatta University  
P. O Box 43844-00100  
**NAIROBI**

### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on “*Talent management and performance of employees among teaching professionals in Public Secondary Schools in Kiambu County, Kenya*” I am pleased to inform you that you have been authorized to undertake research in **Kiambu County** for the period ending **12<sup>th</sup> December, 2019**.

You are advised to report to **the County Commissioner and the County Director of Education, Kiambu 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.

  
**GODFREY P. KALERWA MSc., MBA, MKIM**  
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Kiambu County.

The County Director of Education  
Kiambu County.

National Commission for Science, Technology and Innovation is ISO9001:2008 Certified



