HUMAN RESOURCE MANAGEMENT PRACTICES AND STUDENT PERFORMANCE OF PUBLIC SECONDARY SCHOOLS IN KENYA: CASE OF THIKA WEST SUBCOUNTY, KIAMBU COUNTY KENYA.

A RESEARCH PROJECT SUBMITTED IN PARTIAL FULLFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF BUSINESS ADMINISTRATION, KENYATTA UNIVERSITY

OCTOBER 2018
DECLARATION

This research project is my original work and has not been presented for a degree in any other University

…………………………….                        ……………………..
Signature                          Date

Eunice Warigia Ngotho
D53/OL/CTY/3224/16

I confirm that the work in this project was done by the candidate under my supervision as the university supervisor.

…………………………….                        ……………………..
Signature                          Date

Dr Rosemarie Wanyoike
DEDICATION

This research project is dedicated to my family for their relentless support.
ACKNOWLEDGEMENT

I recognize the Grace that the Almighty God has extended to me as I undertook these studies. I had good health and enough resources to come this far.

I also extend my gratitude to Dr. Rosemary Wanyoike my supervisor. Her guidance has enabled me to come this far in writing this project. The support of classmates cannot also be underestimated, as such, I thank them profusely.
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ABBREVIATIONS AND ACRONYMS

EACEA: Education, Audio visual and Culture Executive Agency
HRM: Human Resource Management
KCSE: Kenya certificate of secondary education
KCSE: Kenya Certificate of Secondary Education in public secondary school
PMS: Performance Management System
SME: Small and Medium Enterprises
TSC: Teachers service commission
## OPERATIONAL DEFINITION OF TERMS

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Performance</td>
<td>This is the performance of students in national examinations, assessment tests as well as in extra-curricular activities such as sports among others.</td>
</tr>
<tr>
<td>Training &amp; Development</td>
<td>These are the methods used by an organization (ministry of education) in the case of this study to enhance the capacities of teachers to offer their services in schools.</td>
</tr>
<tr>
<td>Management Style</td>
<td>The methods used by school principals in managing an organization (school) or group of people.</td>
</tr>
<tr>
<td>Performance Management</td>
<td>A strategic and integrated process which helps organizations to establish a “culture of sustained success” through improving the performance of their employees and also through the development of individual and team capabilities.</td>
</tr>
<tr>
<td>Reward and Compensation</td>
<td>This includes the amount of salary that teachers get, benefits, promotions and other associated financial rewards accruing as a result of the work done. It also includes extra benefits that teachers get on top of salaries such as study leave, insurance, loans among others.</td>
</tr>
<tr>
<td>HRM Practices</td>
<td>This are the practices, policies, and systems that Influence employees’ behaviour, attitudes, and Performance.</td>
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ABSTRACT

This research project aimed at investigating the effect of Human Resource Management practices on student performance in public secondary schools in Kenya. The objectives of the study are to: establish the effect of training and development on student performance in public secondary schools in Thika West Sub-County Kiambu county Kenya; determine the effect of management style on student performance in public secondary schools in Thika West Sub-County Kiambu county Kenya; assess the effect of performance management on student performance in public secondary schools in Thika West Sub-County Kiambu county Kenya and; determine the effect of compensation and reward on student performance in public secondary schools in Thika West Sub-County Kiambu county Kenya. This study is based on three theoretical foundations: Expectancy Theory, Human Capital Theory and; McGregor’s Theory X and Theory Y. The study conceptualizes that HRM practices such as training and development, management style, performance management as well as reward and compensation affects student performance in secondary schools. The study adopts the descriptive survey design. The study sampled 100 teachers and 5 principles from the 13 public secondary schools in the sub-county. The study collected both primary and secondary data using a structured questionnaires and interviews. Data from key informants is analyzed thematically. Descriptive statistics and Pearson correlation are used to analyze the data. On the first objective of the study, findings from Pearson correlation shows that training and development significantly affect student performance of public secondary schools and (r=0.870, p<0.05). This was due to the fact that training made teachers able to cope with emergent learning demands. On the second objective of the study, the findings show that principals’ leadership styles contribute to student achievement indirectly through teacher commitment and beliefs about their collective capacity. In this regard, the findings from Pearson correlation shows that management style significantly affect student performance of public secondary schools and (r=0.648, p<0.05). On the third objective of the study, the findings show that performance management systems positive and significant affect student performance (Pearson correlation, r=0.844, p<0.05). On the last objective of the study, the findings obtained show that rewards positively contributed to the performance of teachers (Pearson correlation, r =0.885, p<0.05). Based on these findings, it can be concluded that based on the promises of rewards, teachers put in extra rewards due to enhanced morale. In view of the findings of the study, the following recommendations are made. The government should put in place mechanisms for enhancing progressive between training and development for teachers; progressive review of ways of assessing and formulating emergent training needs for teachers should be put in place so as to ensure that training and development was mainstreamed in the Ministry of Education; on management style there should be effort to ensure that consultative, democratic and transformational leadership styles were promoted in schools; performance management should be strengthened in schools so as to enhance assessment and feedback among teachers. There should also be ways of ensuring that teachers’ salary increment proposals negotiated with the Teachers’ Service Commission are promptly implemented. The financial risks facing teachers should be mitigated through loans and other benefits so as to ensure the socioeconomic security of their families.
CHAPTER ONE
INTRODUCTION

1.1 Background of the Study

Performance is an important aspiration for all schools globally. This owes to the fact that education utilizes huge portions of a country’s budget. According to Orodho (2004), the importance of the gains anticipated from education cannot be gainsaid. This emanates from the fact that education is pivotal to economic development in a country. It is aimed at adding value to other resources through the development of the requisite human capital. In this regard, human resource management (HRM) practices play critical roles in education processes by enhancing the capacity of teachers to deliver.

According to Alarm and Farid (2011), HRM practices a central role to the motivation of teachers. When teachers are intrinsically and extrinsically motivated, students are affected directly. This goes on to enhance the performance of these students. Furthermore, when teachers are motivated, their efficacy is enhanced. This is usually essential for enhancing the achievement of goals of education since teacher efficacy and students performance are strongly correlated as posited by Gituathi (2012).

Gillespie (2003) is of the opinion that meaningful performance cannot be achieved without clear performance indicators. Most HRM practices are aimed at facilitating the achievement of the goals of the organization such as schools in the case of this current study. A combination of efforts aimed at making teachers more equipped to deliver pedagogical targets would lead to goal-oriented teaching in schools. This occurs in the backdrop of teachers’ reciprocal efforts in response to the motivation achieved through HRM practices (Grindle, 2009).

Human resource management practices and performance in the public sector have been proven to be intertwined in African countries such as Botswana, Ghana, South Africa and Uganda. When employees find themselves in favorable working environments, they tend to deliver more on the set government performance targets (Salemi, 2007). This current study sets to investigate the level to which HRM practices would influence performance in public schools in Kenya. This is
particularly important since billions of tax payers’ money is committed to education in these schools. If HRM practices, which also utilize huge chunks of the national budget, do not translate to academic performance in public schools, then this would be a waste of hard-earned public resources.

In Kenya, Gitonga (2012) argues that one of the ways of enhancing performance of teachers, and by extension that of students, is putting in place teacher-sensitive human resource management practices. It can thus be concluded that HRM practices contribute to an environment in which teachers can perform better hence students’ good performance in the examinations. Conversely, Gituathi (2012) in a study undertaken in the country recommends that the government should invest in HRM practices that motivate teachers so as to enhance academic performance of such teachers in national examinations.

1.1.1 Human Resource Management Practices
According to Schuler and Jackson (2007), management of human resources affects the performance of schools. These resources are usually the employees of an organization, such as schools in the case of this current study. The two scholars however see it as a cosmetic measure since the HR Department, more often than not, cannot guarantee a change in the management of their people as an asset which the concept prescribes. This issue, which is worth assessing in totality through the exploration and description of the HRM concept in practice and their influence on performance, forms the bases for this study. Despite the fact that there is plenty of literature in the field of human resource management, most focuses upon developed economies and tend to the neglect of developing economies.

This current study conceptualizes that numerous HRM practices are employed in public schools. These include training and development, management style, performance management and reward and compensation, as presenting in the following discourse. The joint effects of these practices are expected to contribute to the performance of teachers in such schools.

Training and development is an important HRM practice employment in most organizations. Ombui, Kagiriand Omoke (2014) studied the influence of training
and development on the performance of employees in research institutes in Kenya. The findings obtained show that HRM practices are vital in enhancing the quality of workforce. In this regard, their study shows that training and development are positively correlated with the level of employee performance in the organization. The former study focuses on research institutes and may not show the state of affairs in secondary schools.

Gove (2012) argues that teaching and training programs are essential in facilitating continuous training in most organizations. In this regard, organizations offer these programs in today’s dynamic socio-economic environment so as to enhance the competencies and skills required by their employees. This is particularly important since this often translates to better performance in organizations that train their employees.

Management styles have also been proven to affect the performance of organizations. Various management styles influence the performance of organizations in various ways. Nave (2006) and, Thompson and Strickland (2007) and McNamara (2005), are of the view that effective leaders often improve the performance of organizations through meticulous implementation of the strategies of the organization. Among Kenyan Small and Medium Enterprises (SMEs), it is evident that the leadership style of the manager influences the performance of core business activities.

In Canada, Ross and Gray (2006) argue that effective leaders develop school climates and cultures that help motivate both the students and teachers. This goes on to create an atmosphere in which teaching and learning can be undertaken effectively. The end result is usually better performance among student in examinations. In this same light, Cotton (2003) argues that the management style of principal have significant impact on student’s performance. This current study sets to find out how the management styles in schools affects performance in public secondary schools in Kenya.

Performance management has also been shown to affect organizational performance. According to Robert (2011), performance management is a strategic
and integrated process which helps organizations to establish a culture of sustained success through improving the performance of their employees and also through the development of individual and team capabilities. Any organization should make effort to ensure that there are robust performance management systems in the organization.

Caldwell (2004) points out that performance management enables organizations to put in place mechanisms for enhancing assessment and feedback among employees so as to enhance the performance of the organization. In this regard, effective performance management goes beyond just evaluation and feedback to inculcating a culture of feedback among workers. When this is done the performance of the organization is enhanced and vice versa.

Gacheru (2015) studied the relationship between performance management systems and employee performance. This was done through a case study of Assorted Ways Limited. The findings obtained show that there was positive and significant relationship between performance management systems and employee performance. As such, it is vital for organizations to use such systems to improve efficiency at the work place. This current study sets to establish the level to which such systems contribute to improved performance among Kenyan schools.

Furthermore, the reward system, as advanced by the expectancy theory argues that employees expect certain rewards for their input. In this regard, human resource managers put in place a befitting reward system so as to motivate employees to expeditiously execute their duties. This is based on the assumption that the reward management practices have direct relationship with employee performance (Ahmad, 2010).

Armstrong and Murlis (2007) are of the view that as a result of the rewards accrued within the process of service delivery, employee performance can be enhanced. In this light, organizations put in place robust reward systems so as to tap from its associated gains in the current competitive environment. This is based on the fact that the centrality of employees in gaining competitive advantage in firms is indubitable. Conversely, Armstrong and Taylor (2014) argue that the
rewards promised to employees (usually salaries or wages) increased the performance of the employee when their expectations have been met.

According to Dessler (2008) indirect forms of compensation that employees get from their employers as part of employment relationship affects their performance at work. Employees expect more than just salary and wages to offer quality services. When teachers feel that the overall benefits their get the employment do not match their input, they tend to be demotivated (Amah, Nwuche, & Chukwuigwe, 2013). This could go on to affect their performance and that of their students as argued by this current study.

From the preceding discourse, it is evident that various HRM practices affect performance in organizations. Most of the studies reviewed do not attempt to link such practices and performance in public schools in Thika west Sub-County which is the focus of this current study. As such, the findings and premises of these studies may not relate to this current study. This underlines the importance of this current study that investigates the influence of Human Resource Management Practices on the performance in public secondary schools in the area.

1.1.2 Performance of Schools

Good performance, which is the optimal achievement of learning objectives, is a key aspiration of all educational institutions. Essentially, the success of every educational system depends on the quality its human resources. As such, the efficiency of human resource management could affect the performance of such schools since it directly affects service delivery (teaching) (Kremer, 2003).

Shaun (2006) is of the view that the HRM practices that ensure that teachers are well equipped to become effective in their jobs translates to better achievement of learning goals such a good performance in examinations, well-rounded students, and achievement of curricular and extra-curricular objectives among others. This agrees with Mutiso (2013) who points out that the performance of the employees, which is tied to how well employers treat them, is important in achieving the goals of such an organization.
Maicibi (2003) is of the view that poor management of human resources challenges performance in schools. This emanates from the facts that even if school have all the required instructional materials and financial resources; they have to rely on teachers to use them effectively. In this regard, the performance of students in all aspects such as performance in examinations and other activities in the school can only be assured through the good HRM practices (United Nations Development Program, 2003).

United Nations Development Program (2003) published the human development report 2003: millennium development goals; a compact among nations to end poverty. This was based on desk review of country specific reports based on primary data. The report is of the view that in every business organization, the performance of the employees is important in achieving organizational goals. The success of every business organization can therefore be attributed to how best performance management practices are carried out. It is one of the basic tools that make workers to be very effective and active at work. This current study tests the veracity of this position among secondary schools in Thika west sub county Kenya.

Gillespie (2003) presented a paper at the Academy of Management in Seattle, United States of America titled, measuring trust in working relationships: the behavioral trust inventory. The paper was based on desk review of extant literature in the country. The paper argues that meaningful performance cannot be achieved without clear performance indicators. Most HRM practices are aimed at facilitating the achievement of the goals of the organization such as schools in the case of this current study. A combination of efforts aimed at making teachers more equipped to deliver pedagogical targets would lead to goal-oriented teaching in schools. This current study sets to establish the level of performance in Kenyan secondary schools.

Maicibi (2003) studied “pertinent issues in employee management in Kampala Uganda using desk review of available literature. The work contends that, without a proper leadership style, effective performance cannot be realized in schools. Even if the school has all the required instructional materials and financial
resources, it will not be able to use them effectively if the students are not directed in their use of the materials or if the teachers who guide in the usage are not properly trained to implement them effectively. In this case, performance can be measured by the level to which teachers are able to deliver learning objectives. Maicibi’s work took place in Uganda, a country that neighbours Kenya. However, it may not explicitly represent performance trends in Kenya.

Mutiso (2013) studied the relationship between human resource management practices and quality service delivery in Kenyan public secondary schools in Taita Taveta County. The study used the descriptive research design with 16 principals, 280 teachers and 320 students being sampled for the study. The objectives of the study were: to find out how Recruitment and Selection Practices, Training and Development Practices, Compensation Management Practices Performance Management systems and Employee Safety and Health influence quality service delivery. The findings obtained show that the quality of the learning environment at the school depends to a large extent on the quality of the human resources capacity available. The quality of teachers in any educational system determines, to a great extent, the quality of the system itself. This is particularly so since the quality of teachers will determine their ability to deliver learning objectives and vice versa. The study by Mutiso was focused on Taita Taveta, a county in another region of Kenya. The findings may thus not relate to this current study that focuses on Thika West Sub-County of Kiambu County Kenya.

1.2 Statement of the Problem

There is decline in performance in KCSE examinations over nine years (2009 to 2017) in Thika West Sub-County public secondary schools. According to Mwangi, 2015, trend analyses show that most of the schools scored far below the possible 12 optimal points in Kenya. Actually all the schools studied had a below average mean grade, (Mwangi 2015). According to Thika West Sub-County public and private schools performance Report (2016 - 2017) the performance went down from a mean grade of 5.519 in 2016 to a mean grade of 4.67 in 2017. It is thus imperative to empirically test the effect of human resource management practices on student performance of public secondary schools in Thika west subs county Kiambu county Kenya.
Shaun (2006) in a study based on desk review of available literature in the United States of America argues that there is an undeniable link between HRM practices that ensure that teachers are well equipped to become effective in their jobs and good performance in examinations. In the same accord, Kremer (2003) in a study on “Randomized Evaluations of Educational Programs in Developing Countries” shows that the efficiency of human resource management could affect the performance of such schools since it directly affects the quality of teaching. However, the studies by Shaun (2006) and Kremer (2003) do no focus on Kenya or on Thika West for that matter. As such, they may not expressly relate to this current study.

In the Kenya context, Gituathi (2012) studied human resource factors influencing pupils’ performance in Kenya Certificate of Primary Education in Thika West District, Kiambu County, Kenya. The study shows that the performance of students in all aspects such as performance in examinations and other activities in the school can only be assured through the good HRM practices.

Conversely, Gituathi (2012) recommends that the government should invest in HRM practices that motivate teachers so as to enhance academic performance of such teachers in national examinations. Though focused on the same study area, Thika West, as this current study and also on human management practices, the study of Gituathi strongly differs with this current study. To begin with, the variables namely: teacher-pupil ratio; staff development (training); teachers’ experience and teachers’ classroom management slightly differs with those of this current study which focuses on management styles, training and development (though one of her variables), performance management and, reward and compensation. In addition, the study focused on primary school pupils unlike this current study that focuses on secondary schools. The study of Gitonga (2012) on “influence of teachers’ motivation on students’ performance in Kenya certificate of secondary education in public secondary schools in Imenti South District was also outside the scope of this study since it focused on schools in a different area.

The fact that none of the studies reviewed focus on the HRM practices under
investment in this current study, it may be untenable to understand the effects of these variables on the performance of schools in Thika West Sub-County. This ought not to be so in the wake of poor performance among most public schools in the area. This current study sets to apply different variables to investigating the influence of HRM practices on the performance of secondary schools in the area.

1.3 Research Objective
To establish the effect of Human Resource Management practices on student performance in public secondary schools in Thika west sub county kiambu county Kenya.

1.3.1 Specific Objectives
(i) To establish the effect of training and development on student performance in public secondary schools in Thika West Sub-County Kiambu County Kenya.
(ii) To determine the effect of management style on student performance in public secondary schools in Thika West Sub-County Kiambu County Kenya.
(iii) To examine the effect of performance management on student performance in public secondary schools in Thika West Sub-County Kiambu County Kenya.
(iv) To assess the effect of compensation and reward on student performance in public secondary schools in Thika West Sub-County Kiambu County Kenya.

1.4 Research Questions
The study sought to answer the following questions:

(i) What is the effect of training and development on student performance in public secondary schools in Thika West Sub-County Kiambu County Kenya?
(ii) What is effect of management style on student performance in public secondary schools in Thika West Sub-County Kiambu County Kenya?
(iii) What is the effect of performance management on student performance in public secondary schools in Thika West Sub-County Kiambu County Kenya?

(iv) What is the effect of compensation and reward on student performance in public schools in Thika West Sub-County Kiambu County Kenya?

1.5 Significance of the Study

It is hoped that the findings of this study provides recommendations on the ways of enhancing the performance of schools usually in national examinations as well as in other areas through the requisite HRM practices being investigated in this current study. The findings of this study could be of utter importance to various stakeholders in the education sector such as the ministry of education, teachers service commission (TSC), school administration, researcher and other educational stakeholders.

The ministry of education, TSC and other stakeholder in the education sector could get valuable information on how best to formulate HRM policies targeted at teachers in public schools. This would help the government institute cost effective policies that can best guide schools to have the best HRM practices for teachers. Administrators in schools could get information on the contribution of HRM practices, especially those relating to management styles, to the performance of their schools in examinations as well as in other areas. This is important since it could help the school administration manage their schools in such a way that service delivery among teachers is enhanced so as to boost the performance of their schools. The findings of the study could also be important to scholars since they can gain variable literature on the nexus between HRM practices and performance in public secondary schools in Kenya. This is vital since it could help them make follow-up studies in the area and on the research topic.

1.6 Scope of the Study

The study focused on the effect of HRM practices on student performance in public secondary schools in Kenya. This is because there has been a decline in performance in KCSE examinations over the last nine years. The study was
delimited to the four objectives conceptualized in this study. The study was carried out in Thika West Sub-County in Kiambu County Kenya. While the respondents to the structured questionnaire were teachers in public schools found in the area, interviews were conducted on head teachers of such schools for triangulation purposes.

1.7 Limitation of the Study

Head teachers of schools are busy. This is a limitation since some did not have enough time to participate in the study at the required time. The study mitigated this limitation by booking appointments with these head teachers during the school holiday when they were less busy. In addition, some of the teachers targeted by the study were not available during busy parts of the school term. The study mitigated this limitation by giving the teachers ample time to fill in the questionnaires at their less busy times.

Furthermore, the study did not have control over the attitudes of the teachers who fill the questionnaire or the head teachers who participate in interviews. Furthermore, some of the respondents were not be willing to participate in the study. The study handled this limitation by assuring the respondents that the information they gave would be anonymously used and for the purposes of the study only.
1.8 Organization of the Study
This research project is structured as follows: chapter one provided the research background, research objectives, significance of the study, scope, and the limitations encountered in the course of the study. Chapter two presented the literature review. To this, the theoretical and empirical reviews as well as the research gap to be filled by the study were provided. Chapter three presents the research methodology to be employed in the study. This includes the research design, target population, sample size, research tools and data collection and analysis procedures. Chapter four presented the presentation of findings, interpretation and discussion. Lastly, chapter five presented the summary of the study findings, the study conclusions and recommendations. These included policy recommendations and areas for further study.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction
This chapter presents the theoretical review, empirical review, summary of the literature and research gap as well as conceptual framework. Literature is reviewed in line with the objectives of the study.

2.2 Theoretical Orientation
This study is based on three theoretical foundations: Expectancy Theory, Human Capital Theory and; McGregor’s Theory X and Theory Y.

2.2.1 Expectancy Theory
The Expectancy Theory as pushed forward by Richard Oliver in 1974 casts light on the effect of compensation and rewards on the performance of secondary schools in Kenya. The theory posits that expectancy is the probability that the individual assigns to work effort being followed by a given level of achieved task performance. The theory shows that there is a link between rewards and behaviour. In this case, it shows that compensation has the propensity to enhance job satisfaction. (Oliver 1994)

The theory is based on the assumptions that rewards influence the motivation of workers. In this regard, workers who feel that they are adequately rewarded tend to be more motivated than those who are of the contrary opinion. Organizations should thus put mechanisms to enhance the motivation of their workers so as to boost their job motivation since this can boost their performance.

In addition, the expectancy theory posits that there is a perceived link between behavior and pay. In this regard, employees who are satisfied with their jobs tend to be better paid. They also tend to have other benefits such as frequent promotions, better and flexible working conditions as well as freedom to influence decisions (Gupta, 2003).

Evidently, may human resource experts have depicted the Expectancy theory as one of the most important theories in predicting employee behaviour as posited by
Ivancevich, Konopaske and Matteson (2012). The theory helps managers understand how to best utilize psychological processes that cause motivation to enhance the performance of their employees (teachers in the case of this current study). The theory is intuitively appealing and is based on common sense. In this regard, it argues that the best way to motivate employees is to create a work environment, climate and culture that can best enhance the motivation of teachers. This is only tenable if the manager (school administration in the case of this current study) understanding the factors that motivate and demotivate individual employees (Newstrom, & Keith, 1999). This is due to the fact that each employee has his or own motivation needs (Harold & Heinz, 1988; Stephan & Timothy, 2013).

Several criticisms of the expectancy theory have been advanced. To begin with, the theory does not specify exactly which rewards will motivate particular groups of workers (Shermerhorn, Hunt,& Osbourne, 2002). As such, managers can easily be lost on how to motivate some workers seeing that the theory takes cognizance of the realities of individual needs for motivation. The theory has also been critiqued as not being complete and all comprehensive (Shermerhorn et al., 2002). The theory is also complex since it is pegged to the human nature, behavior, attitudes and motivation which are very hard to measure. This means that it is hard to scientifically test this theory since most of these human attributes are more subjective than objective which means that they can never be completely objectified or theorized.

Furthermore, the theory is complicated and has many variables. In this regard, practical applicability of the theory could be hard to ascertain. Evidently, the theory is often questionable since some of the variables have multiplier effects which cannot be tested reliably since there is lack of proven measures of expectancy (Stephan & Timothy, 2013). It is also worth noting that the theory does not provide specific solutions to motivational problems. In this regard, the theory just assumes that people are rational and logically calculating. This is a wild assumption since this is hard to measure and quantify in testing the theory. In this regard, questions have also been raised regarding the wild assumptions underlying
the Expectancy Theory and their validity and applicability (Moorhead & Griffen, 2012).

The expectancy theory relates to this current study since it shows that employees are likely to perform better when they are well motivated. As such, there should be efforts to come up with ways of ensuring that teachers are motivated through various methods such as rewards and compensations, which could go on to enhance their individual performance as conceptualized in this current study.

2.2.2 Human Capital Theory
The human capital theory relates to the training and development as well as performance management variables of this study. Gary Becker advanced the human capital theory in 1962. According to this theory, the knowledge and skills that are offered to employees in training institutions are a form of as capital (Becker, 1994). The theory has also been expounded by Scott Sweetland in his book titled “Human Capital Theory: Foundations of a Field of Inquiry. In this regard, Sweetland (1996) opines that individuals and the whole society gain economic benefits from investments in people. In educational circles, human capital has been applied in the book, human capital theory: implications for educational development” by Olaniyan and Okemakinde (2008).

The theory is based on the assumption that investing in human capital will always lead to their productivity. In educational circles, the human capital theory shows how “education adds on efficiency and productivity of workers by increasing level of cognitive stock of economically productive human capability which is a product of innate abilities and investment in human beings (Olaniyan and Okemakinde, 2008).

Furthermore, McLean and Kuo (2014) challenge the assumptions of Becker’s human capital theory assumptions. To this end, they challenge the basic assumptions that human capital theory implies investing in continuing education will result in positive outcomes such as enhanced performance in the organization (school as in the case of this current study). This is particularly so since training
teachers may not necessary lead to their better delivery of teaching outcomes. The money spent in training teachers may not be expressly recovered.

The assumption that training will result in better outcomes for the sponsoring organizations such as schools may be baseless since teachers could undergo training and take the new skills elsewhere in response to the demand-supply laws of the labor market (McLean & Kuo, 2014). On another critique of the theory is the assumption that training always leads to performance. This is far from the truth since other extrinsic factors in the organization could thwart efforts to enhance performance. In schools, other factors such as students’ behavior, environmental factors in the place the school is located and even other intrinsic factors in the school could challenge the performance of the schools (McLean & Kuo, 2014).

This theory relates to this current study since training and ensuring that performance management is undertaken so as to appraise and enhance the capacity of teachers to meet teaching requirements could contribute to better performance among such teachers as well as that of the students they teach.

2.2.3 McGregor’s Theory X and Theory Y
McGregor’s Theory X and Theory Y relates to the management style variable of this study. The theory, as postulated by McGregor (1960) consists of two alternative set of assumptions. Theory X is an authoritarian style of leadership where Theory X assumes that employees find working unpleasant and usually avoid working if possible. In this regard, it is assumed that under theory X, employees are directed and coerced to deliver their services within the process of achieving organizational goals such as learning objectives as in the case of this current study. As such, such employees lack motivation to perform.

On its part, theory Y is a participative style of leadership. In this theory, employees are given liberty to work in their own pace and are constantly motivated to perform well. This emanates from the fact that it is assumed that threatening and external controls are not the only ways to make people work better to achieve organizational (Hofstede, 2005).
Theory X assumes that employees are by nature lazy and will try to avoid word at any given opportunity. In this regard, employees might only show some form of ambition if they are incentivized as argued by Drach-Zahavy (2004). This might not be the case since there are some workers who have intrinsic motivations. In this sense, the pessimistic outlook to managers may not always show the overriding reality as far as motivating workers is concerned. In this case, critics are of the view that a Theory X manager (principal) in the case of this study can be an impediment to employee morale & productivity in the context of pessimism.

The main critiques to these two theories are based on the fact that since the two theories are simplistic in nature, they only provide a simple glimpse for the real dynamics of human behavior. Furthermore, the two theories represent two unrealistic extremes. In most cases, school management would fall in between and there is no way of gauging where a particular manager falls in the wide continuum between the two extremes (Grandy, 2004). As such, they only present simple realities of what the school management should do to motivate their teachers. This theory however relates to this study since it can be argued that the participatory forms of leadership could make teachers more motivated to perform their duties, hence enhancing their performance.

2.3 Empirical Review

2.3.1 Training and Development and performance

Gove (2012) carried out a study in the USA titled global, act local: How early reading assessments can improve learning for all. The study was based on desk review of available literature. The findings obtained show that teaching and training programs are essential in facilitating continuous training in most organizations. In this regard, organizations offer these programs in today’s dynamic socio-economic environment so as to enhance the competencies and skills required by their employees. This is particularly important since this often translates to better performance in organizations that train their employees. Since the former study does not focus on Kenya or on an African country for that matter, its findings may not relate to this current study.
Appiah (2010) in a desk review of available literature in Ghana among other western African countries posits that training and development are vital in improving the competence of the workforce. This goes on to create competitive advantage in organizations that constantly runs training and development programs. In this regard, the progressive and long life training of employees augments the individual performance of such employees as well as that of the organization as a whole. Since the former study does not relate on Kenya, this current study investigates the level to which training and development impacts the performance of public schools.

Ombui, Kagiri, & Omode (2014) studied the influence of training and development on the performance of employees in research institutes in Kenya. The study adopted the descriptive and correlation research designs. The study populations were all employees in the selected cadres of all Government owned research institutes formed under the Science and Technology Act. Cap. 250. The total population was 986 out of whom 760 were sampled. The findings obtained show that HRM practices are vital in enhancing the quality of workforce. In this regard, their study shows that training and development are positively correlated with the level of employee performance in the organization. The former study focuses on research institutes and may not show the state of affairs in secondary schools.

Musili (2015) studied “the influence of teacher related factors on students’ performance in Kenya Certificate of Secondary Education in Public Secondary Schools in Kibwezi Sub-County of Kenya. The study used descriptive survey design and stratified sampling technique to select a sample of 18 principals, 90 teachers and 180 students was used. From the findings obtained, 12 (67%) of the principals, 93 (54.7%) of the teachers and 89 (52.4%) of the students show that teacher professional training influenced students’ performance. This was a result of the fact that trained teachers are often able to use their acquired skills and talents better. In addition, the study established that teacher professional experience had a great influence on the performance of students. The former study took place in another part of Kenya. It may thus not relate directly to Thika West Sub-County hence the need for this current study.
2.3.2 Management Style

In Canada, Ross and Gray (2006) published a paper titled school leadership and student achievement: the mediating effects of teacher beliefs. The paper used split sample design. In this kind of design, one of two equivalent portions of the same sample is analyzed separately so as to spot check accuracy of the findings obtained. The study hypothesized that principals leadership styles contribute to student achievement indirectly through teacher commitment and beliefs about their collective capacity. Data was collected from a sample of 205 elementary schools. The findings obtained show that schools with higher levels of transformational leadership had higher collective teacher efficacy, greater teacher commitment to school mission, school community, and school-community partnerships, and higher student achievement. The former study was not focused on Kenya. As a result, the findings obtained may not relate to this current study that sets to find out how the management styles in schools affects performance in public secondary schools in Kenya.

Omar and Kavale (2016) studied the effect of Leadership Style on School Performance of the Secondary Schools in Wadajir District, Mogadishu, Somalia. The study was made using of a survey study research design. The target population was 10 schools. Herein, 10 head teachers and 79 teachers were sampled. The findings obtained show that most secondary schools principals in Wadajir district had adopted Democratic and transformational leadership style as opposed to any type of other leadership style. This had made students and teachers in such schools to perform better compared to schools that were using other leadership styles. As such, the study recommended that it is imperative for schools to use it other than using other types of leadership styles. The former study was undertaken in Somalia. It may thus not relate to this current study that focuses on Kenya.

Koech and Namusunge (2012) conducted a study on the effect of leadership styles on organization performance among selected States Corporation in Mombasa, Kenya. The study was based on the descriptive survey design. In this study, various leadership styles such as laissez faire leadership, transactional and transformational leadership style were assessed. The findings obtained shows positive correlation between transactional leadership styles were positively and
significantly correlated to organizational performance. In this regard, managers in the case of this study should formulate and implement effective reward and recognition system so as to enhance the performance of employees. This current study aims at investigating the veracity of these findings in secondary schools which were not the focus of the former study.

Obama (2009) carried out a study on how leadership styles affect performance in KCSE in public Secondary Schools in Homabay District, Kenya. The study had two objectives: to find out teachers’ perceptions regarding their principals’ leadership styles and analyze the relationship between principals’ leadership styles and students’ academic performance. The study adopted an ex-post facto research design. Herein, 36 schools were randomly selected from an accessible population of 39. This provided 36 principals and 216 teachers, making a sample size of 252 respondents. The findings obtained show that “there was a significant relationship between leadership styles and performance at KCSE. The former study was however undertaken in another region of Kenya. Its findings may thus not expressively relate to this current study.

Ratego (2015) studied the influence of secondary school principals’ leadership styles on students’ performance in Kenya Certificate of Secondary Education in Gatundu North Sub-County, Kenya. The study sought to find out the extent to which “principals’ democratic leadership styles influence students’ performance, principals’ autocratic leadership styles on students’ performance, principals’ laissez faire leadership styles and principals’ transformational leadership styles on students’ performance in Kenya Certificate of Secondary Education. The study was conducted using the descriptive survey design. The target population consisted of the 20 public secondary schools, 500 teachers and 4583 students. Herein, 6 Principals, 45 teachers and 412 students were sampled. The study is significant to this current study since it was undertaken in the same region as this current study. The findings obtained in the former study shows that that democratic leadership style has a great influence on students’ performance in public secondary schools. The study thus recommended that the principals ought to use democratic style besides transformational where performance should be positively guided and constructive and not punitive. In this regard, the principals should allow students to
conducted their own group discussions, hold frequent barazas with him, involve teachers, parents and students when making key decisions, be open to criticism by staff members and accept that they can make errors just like anybody else.

2.3.3 Performance Management
Caldwell (2004) studied Performance Management in the United States of America through desk review of available literature. The variables for the study were performance management and organizational performance. The study found out that performance management enables organizations to put in place mechanisms for enhancing assessment and feedback among employees so as to enhance the performance of the organization. In this regard, effective performance management goes beyond just evaluation and feedback to inculcating a culture of feedback among workers. When this is done the performance of the organization is enhanced and vice versa. The former study is quite dated and took place in another continent. The findings may thus not relate to this current study.

Monyatsi (2009) carried out a study titled, a critical analysis of the mechanisms and procedures that facilitate effective teacher appraisal in Botswana schools. The study critically analyzed the extent to which the mechanisms and procedures are in place and adequate to facilitate the effectiveness of the current teacher appraisal in Botswana secondary schools. This was done through an empirical study of a sample of 607 secondary school teachers. The research design was a multi-methods approach of a survey questionnaire and a semi-structured interview. The results obtained show that it is imperative to have training, feedback and transparency so as to have effective appraisal processes in secondary schools. Furthermore, the study shows that performance measurement is vital in the delivery of improved services in schools. This is particularly so since performance management rallies teachers towards the achievement of common objectives. This results in joint aggregation of efforts towards the achievement of those particular objectives. In the view of the fact that the former study took place in another part of Africa, the findings may not directly relate to this current study.

Odhiambo (2011), studied factors affecting reward management systems in the healthcare sector in Kenya: a case of National Hospital Insurance Fund. The target
population was the informal sector participants at Laini Saba market, Kibera division, Nairobi County. The study used the descriptive survey design. The sample size of the study was 97 respondents sampled from a population of approximately 350 traders using the stratified random sampling technique. The findings obtained show that rewards management impacts on the performance of organizations significantly. This is particularly so when well performing employees are rewarded following employees’ performance appraisals. This current study sets to find out the veracity of these findings in secondary schools, which was not the focus of the former study.

Ngeno, Shadrack and Cheruiyot (2013) carried out a study titled the performance appraisal policy and tools used by the Kenya Teachers Service Commission in Bomet Constituency. The study utilized descriptive survey method of research with data being collected using questionnaires, interview guides, and observation. The study sample comprised of 281 respondents. In the study, the findings obtained show that performance appraisals are crucial in the improvement of the teaching standards in schools in Kenya. However, their study established that there were no adequate policies aimed at guiding performance appraisal of teachers. Whenever performance appraisal tools were used, the scholars established that such tools were not applied fully within the process of appraising teachers in Kenyan schools. This meant that the relationship of using such tools and the performance of such teachers was hard to ascertain in Kenyan schools.

Gacheru (2015) studied the relationship between performance management systems and employee performance. This was done through a case study of Assorted Ways Limited. The objectives of the study were, to identify the effects of the implementation of Performance Management System on employees’ performance, measure the relationship between the PMS and the employees’ performance and determine the factors influencing the effectiveness of the performance management systems. The study was guided by the descriptive survey approach with data being collected from 53 respondents sampled from the organization’s total population of 178 individuals. The findings obtained show that there was positive and significant relationship between performance management systems and employee performance. As such, it is vital for organizations to use
such systems to improve efficiency at the work place. This current study sets to establish the level to which such systems contribute to improved performance among Kenyan schools.

2.3.4 Compensation and Reward

Dessler (2008) presented an extensive analysis of human resource management practices based on desk review of extant literature in the United States of America. The work argues that rewards are indirect forms of compensation that employees get from their employers as part of employment relationship. To achieve and get quality service from employees an employer must offer more than just salary or wages. Employees will always go for good benefits package. Organizations success can be achieved by maintaining healthy employee relations in the organization. These are programs an employer uses to supplement the cash compensation that employees receive, to protect the employee and his or her family from financial risks. Benefits constitute an important part of the remuneration package. The former work was focused on USA and may not relate to this current study which focuses on Kenya.

Ali and Ahmad, (2009) investigated whether there is positive relationship between recognition and reward, performance in Pakistan. The study variables were, employees’ performance, job description, extrinsic reward, intrinsic reward, gender discrimination, and environment; recondition techniques, and performance bonus.” Based on the correlation study design, data was collected from 200 employees of private schools in Khyber Pakhtoonkhawa Province. The findings obtained show that if reward and recognition are given to employee then there is a huge change in their employee performance. It was thus concluded that there is a direct relation between reward system and employee’s performance. The former study was not focused on Kenya or an African country for that matter. The findings obtained may thus not relate to this current study. This underlines the importance of this current study.

Amah, Nwuche and Chukwuigwe (2013) published a paper titled, effective reward and incentive scheme for effective organizations in Nigeria. The paper reviews literature on the effect of effective reward and incentive scheme on organizational
performance. The three points out that rewards are an addition to other forms of cash payment like wages and salaries that are intended to improve the quality of work life for employees and increase their cooperation and productivity. This current study sets to find out the level to which rewards and compensations influence performance in secondary schools in Kenya.

Moragwa (2013) studied the determinants of compensation systems among commercial banks in Kenya. The study used the descriptive survey approach. Herein, data was collected from 43 respondents using questionnaires. The study variables were, the effects of firms’ ability to pay, employee productivity, compensation laws and regulation, reward strategy, trade unions as well as job requirements on the compensation system. The study found out that compensation in commercial banks affected the performance of commercial banks as employees tended to be better motivated, hence doing their best in service provision. Seeing that the former study focused on commercial banks, the findings obtained may thus not relate to these current studies which focus on secondary schools. This underlines the importance of this current study.

2.4 Summary of Literature and Research Gaps

From the studies reviewed, it is evident that HRM practices can influence organizational performance. However, most of the studies reviewed focused on other continents, countries or even counties in Kenya and may relate to the situation in Thika West Sub-County. In addition, some of the studies reviewed do not focus on the public secondary schools. Some of the studies reviewed are also based on different research designs than those adopted by this current study. Evidently, none of the studies reviewed focuses on the four independent variables adopted by this current study. Most of the studies look at either some aspects of HRM practices and their influence on performance in organizations. They may thus not explicitly relate to this current study. In this regard, absence of studies such as this current one may make it untenable to understand how HRM practices affect performance in secondary schools in Kenya. This underlines the importance of this current study.
A summary of the literature reviewed and the emergent research gaps is presented in the Table 2.1.

### Table 2.1: Summary of Literature and Research Gaps

<table>
<thead>
<tr>
<th>Author &amp; Year</th>
<th>Study Focus</th>
<th>Findings</th>
<th>Research Gaps</th>
<th>Focus of The Current Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Omar &amp; Kavale (2016)</td>
<td>“Effect of Leadership Style on School Performance of the Secondary Schools in Wadajir District, Mogadishu, Somalia”</td>
<td>Democratic and transformational leadership style had made students and teachers in such schools to perform better compared to schools that were using other leadership styles</td>
<td>Focused on Somalia</td>
<td>Focuses on Kenya</td>
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<tr>
<td></td>
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<td>Used survey study research design</td>
<td>Uses Descriptive Survey design</td>
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<td></td>
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<td></td>
<td>Sampled 10 schools. Herein, 10 head teachers and 79 teachers using simple random sampling techniques</td>
<td>Samples 120 teachers and 5 principals from the 16 public schools in the county using simple random sampling techniques</td>
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<td></td>
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<td></td>
<td>Focused on leadership styles</td>
<td>Focuses on other variables in addition to leadership styles</td>
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<td></td>
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<td></td>
<td>Uses descriptive survey design and stratified sampling technique</td>
<td>Uses descriptive survey design but simple random sampling</td>
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<td></td>
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<td></td>
<td>Sampled principals, teachers and students</td>
<td>Does not include students</td>
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<tr>
<td>Ratego (2015)</td>
<td>“The influence of secondary school principals’ leadership styles on students’ performance in Kenya Certificate of Secondary Education in Gatundu North Sub-County.”</td>
<td>Democratic leadership style has a great influence on students’ performance in public secondary schools.</td>
<td>Took place in another part of Kiambu County, Gatundu North Sub-County</td>
<td>Focus on Thika West Sub-County</td>
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<td></td>
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<td>Focuses on leadership styles</td>
<td>Focuses also on other styles</td>
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<tr>
<td>Study</td>
<td>Title</td>
<td>Methodology</td>
<td>Findings</td>
<td>Notes</td>
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<tr>
<td>Gacheru (2015)</td>
<td>“The relationship between performance management systems and employee performance”</td>
<td>There was a positive and significant relationship between performance management systems and employee performance</td>
<td>Focused on Assorted Ways Limited in Kenya</td>
<td>Focuses on secondary schools in Kenya</td>
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<tr>
<td>Ombui, Kagiri, &amp; Omoke (2014)</td>
<td>“The influence of training and development on the performance of employees in research institutes in Kenya”</td>
<td>Training and development are positively correlated with the level of employee performance in the organization</td>
<td>Focused on research institutes</td>
<td>Focuses on secondary schools in Kenya</td>
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<tr>
<td>Ngeno, Shadrack &amp; Cheruiyot (2013)</td>
<td>“The performance appraisal policy and tools used by the Kenya Teachers Service Commission in Bomet Constituency”</td>
<td>Whenever performance appraisal tools were used, performance in schools was enhanced</td>
<td>Focused on Teachers Service Commission in Kenya</td>
<td>Focuses on secondary schools in Kenya</td>
</tr>
</tbody>
</table>

**Notes:**
- Same design
- Same sampling technique but does not include students. Includes principals unlike the other study
<table>
<thead>
<tr>
<th>Authors</th>
<th>Title</th>
<th>Sampling Technique</th>
<th>Focuses On</th>
<th>Other Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amah, Nwuche &amp; Chukwuigwe (2013)</td>
<td>&quot;Effective reward and incentive scheme for effective organizations in Nigeria&quot;</td>
<td>Simple random sampling Using questionnaires, interview guides, and observation</td>
<td>Nigeria</td>
<td>Cash payment like wages and salaries are intended to improve the quality of work life for employees and increase their cooperation and productivity. Also looks at compensation and reward system.</td>
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<tr>
<td>Moragwa (2013)</td>
<td>&quot;Determinants of compensation systems among commercial banks in Kenya&quot;</td>
<td>Cash payment like wages and salaries are intended to improve the quality of work life for employees and increase their cooperation and productivity. Simple random sampling Variables were: the effects of firms’ ability to pay, employee productivity, compensation laws and regulation among others</td>
<td>Commercial banks</td>
<td>Compensation in commercial banks affected the performance of commercial banks as employees tended to be better motivated, hence doing their best in service provision.</td>
</tr>
<tr>
<td>Mutiso (2013)</td>
<td>&quot;Relationship between human resource management practices and quality service delivery in Kenyan public secondary schools in Taita Taveta County&quot;</td>
<td>The quality of teachers in any educational system determines, to a great extent, the quality of the system itself. This is particularly so since the quality of teachers will determine their ability to deliver learning objectives and vice versa. Descriptive research design principals, teachers and students randomly</td>
<td>Taita Taveta County</td>
<td>The quality of teachers in any educational system determines, to a great extent, the quality of the system itself. This is particularly so since the quality of teachers will determine their ability to deliver learning objectives and vice versa.</td>
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<td></td>
<td></td>
<td>Same sampling technique</td>
<td>Focuses on Taita Taveta, a county in another region of Kenya</td>
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<td>Only uses questionnaires and interviews</td>
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<td>Focuses on Kenya Uses primary data obtained through descriptive survey design</td>
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<td>Also looks at compensation and reward system</td>
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<td>Focuses on secondary schools</td>
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<td>Same sampling</td>
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<td>Other variables in addition to compensation variables</td>
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<td>Focuses on Thika West Sub-County in Kiambu County</td>
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<td>Same design</td>
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<td>Does not focus on students although same sampling technique was</td>
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<tr>
<td>Author</td>
<td>Title</td>
<td>Variables</td>
<td>Used study design</td>
<td>Focus on the country and matter</td>
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<td>Gove (2012)</td>
<td>“Global, act local: How early reading assessments can improve learning for all”</td>
<td>There is better performance in organizations that train their employees.</td>
<td>Focus on USA, in another continent.</td>
<td>Does not focus on secondary schools.</td>
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<td></td>
<td>Focus on training and development.</td>
<td>Uses desk review of secondary data.</td>
<td>Uses primary data obtained through the descriptive survey design.</td>
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<td>Focuses on secondary schools.</td>
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<td>Focuses on other variables as well.</td>
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<td>Koech &amp; Namusunge (2012)</td>
<td>“The effect of leadership styles on organization performance among selected States Corporation in Mombasa, Kenya”</td>
<td>There is positive correlation between transactional leadership styles and significantly correlated to organizational performance.</td>
<td>Focuses on State Corporations in Mombasa County.</td>
<td>Same design.</td>
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<td>Descriptive survey design.</td>
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<td>Same sampling technique.</td>
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<td>Sample random sampling.</td>
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<td>Variables: leadership styles such as laissez faire leadership, transactional and transformational</td>
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<td>Other variables in addition to management styles.</td>
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<td>Author</td>
<td>Title</td>
<td>Research Focus</td>
<td>Methodology</td>
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<td>Descriptive survey design</td>
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<td>Stratified random sampling technique</td>
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<td>Focuses on reward management</td>
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<td>Focuses on Secondary schools in Kenya</td>
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<td>Uses simple random sampling technique</td>
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<td></td>
<td>Focused also on other variables in addition to rewards and incentives</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Focuses on another country, Ghana</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Uses desk review of available literature</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Looks at training and development</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Focuses on secondary schools in Kenya</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Uses primary data obtained through the descriptive survey design</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Also looks at training and development among other variables</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Focuses on Kenya</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Descriptive survey design</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Uses descriptive survey design</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Focus on Thika West Sub-County</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Same as the other study</td>
<td></td>
</tr>
<tr>
<td>Obama (2009)</td>
<td>“How leadership styles affect performance in KCSE in public Secondary Schools in Homabay District, Kenya”</td>
<td>There is a significant relationship between leadership styles and performance at KCSE.</td>
<td>Use of ex-post facto research design</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Focus in Homa Bay in Western Kenya</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Random sample of principals and teachers</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Uses descriptive survey design</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Focus on Thika West Sub-County</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Same as the other study</td>
<td></td>
</tr>
<tr>
<td>Monyatsi (2009)</td>
<td>“A critical analysis of the mechanisms and procedures that facilitate effective teacher appraisal in Botswana schools”</td>
<td>Performance management rallies teachers towards the achievement of common objectives. This results in joint</td>
<td>Quite Dated</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Focuses on Botswana</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Uses multi-methods</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>New Study</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Focuses on Kenya</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Descriptive survey</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Using questionnaire</td>
<td></td>
</tr>
<tr>
<td>Authors</td>
<td>Title</td>
<td>Research Questions</td>
<td>Methods</td>
<td>Findings</td>
</tr>
<tr>
<td>---------</td>
<td>-------</td>
<td>---------------------</td>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td>Ali &amp; Ahmad (2009)</td>
<td>“Whether there is positive relationship between “recognition and reward”, “performance” in Pakistan”</td>
<td>If reward and recognition are given to employee then there is a huge change in their employee performance</td>
<td>Quite dated Used correlational study design Random sample of employees of private schools Focuses on Pakistan Focuses on reward and compensation</td>
<td>New Study</td>
</tr>
<tr>
<td>Dessler (2008)</td>
<td>“Extensive analysis of human resource management practices”</td>
<td>Organizations success can be achieved by maintaining healthy employee relations in the organization</td>
<td>Quite dated Based on desk review of extant literature in the United States of America Focuses on various aspects of HRM practices</td>
<td>Current study</td>
</tr>
<tr>
<td>Ross &amp; Gray (2006)</td>
<td>“School leadership and student achievement: the mediating effects of teacher beliefs in Canada”</td>
<td>Schools with higher levels of transformational leadership had higher collective teacher efficacy, greater teacher commitment to school mission, school community, and school-community partnerships, and higher student achievement</td>
<td>Focuses on Canada Based on split sample design Does not focus on an African country Focuses on principals leadership in a split sample of 205 schools</td>
<td>Focuses on Kenya</td>
</tr>
<tr>
<td>Caldwell (2004)</td>
<td>“Performance Management in the United States of America”</td>
<td>Effective performance management goes beyond just</td>
<td>Quite dated Focus on USA Based on desk review of</td>
<td>New Study</td>
</tr>
<tr>
<td>Source: Researcher, 2018</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>United Nations Development Program (2003)</th>
<th>“Human development report 2003: millennium development goals; a compact among nations to end poverty”</th>
<th>The success of every business organization can therefore be attributed to how best performance management practices are carried out.</th>
<th>Based on desk review of secondary data</th>
<th>Used descriptive survey design of teachers and principals randomly sampled from public secondary schools</th>
<th>Focuses on performance management as well as other variables</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Gillespie (2003)</th>
<th>“Measuring trust in working relationships: the behavioral trust inventory”</th>
<th>Meaningful performance cannot be achieved without clear performance indicators. Most HRM practices are aimed at facilitating the achievement of the goals of the organization such as schools in the case of this current study</th>
<th>Quite dated</th>
<th>New study</th>
<th>Uses primary data in Kenya</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Maicibi (2003)</th>
<th>“Pertinent issues in employee management in Kampala Uganda”</th>
<th>Performance can be measured by the level to which teachers are able to deliver learning objectives.</th>
<th>Quite dated</th>
<th>New study</th>
<th>Uses primary data in Kenya</th>
</tr>
</thead>
</table>

Sources: United Nations Development Program (2003); Gillespie (2003); Maicibi (2003)
2.5 Conceptual Framework

This study conceptualized that, there is a relationship between HRM practices and performance in secondary schools. In this regard, HRM practices such as training and development, management style, performance management as well as reward and compensation (the independent variables) affects performance in secondary schools (dependent variable). The conceptual framework is presented in Figure 2.1

![Conceptual Framework Diagram]

**Training and Development**
- In service training
- Provision for higher learning
- Seminars and Workshops

**Management Style**
- Democratic
- Authoritarian
- Transformative
- Laissez faire

**Performance Management**
- Appraisal
- Performance targets
- Corrective measures for poor performance

**Compensation and Reward**
- Salaries
- Wages
- Incentives
- Bonuses

**Performance of Public Schools**
- Parents’ satisfaction
- Student enrollment
- Performance in KCSE Examination

Figure 2:1 Conceptual framework (Source: Researcher, 2018)
CHAPTER THREE
THE METHODOLOGY

3.1 Introduction
This chapter presents the methodology employed in this study. It comprises of the research philosophy, research design, target population, sample size and sampling design, sampling procedure, data sources and collection instruments, ethical considerations, data collection procedure and, data analysis and presentation are presented.

3.2 Research Design
According to Kombo and Tromp (2006), research design is the outline, scheme or plan that is employed in the generation of answers to research problems. The study adopts the descriptive survey design. In the descriptive surveys, the study collects data through interviewing or administering questionnaires to sample of individuals. The design has an interesting attribute in that it studies the relationship between variables as described and generalizations principles or theory that has universal validity developed. In assessing the human resource management practices and performance in public secondary schools in Kenya, this has been identified as a suitable design.

3.3 Target Population
The population for any study is “defined as all objects in the research site which are affected by the stated research problem. In addition, the target population for a study is the portion of the study from which the researcher can practically reach to select a representative sample” (Mugenda, 2008). This current study set to find out the effect of human resource management practices on performance in public secondary schools in Thika west sub county Kenya.

There are 13 public secondary schools in Thika West Sub-County in Kiambu County. The study targets all the 13 principals and 335 teachers employed by the teachers service commission in the sub-county (Thika West Sub-county Secondary Staffing Data- At June 2018). These were targeted since it is hoped that they are able to understand the subject under investigation. The target population is as shown in Table 3.1.
Table 3.1 Target population

<table>
<thead>
<tr>
<th>Target Population Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>335</td>
<td>335/348 x 100 = 96.264</td>
</tr>
<tr>
<td>Principals</td>
<td>13</td>
<td>13/348 x 100 = 3.736</td>
</tr>
<tr>
<td>total</td>
<td>348</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Author, 2018

Table 3.2 List of public secondary schools and staffing data in Thika west Sub County

<table>
<thead>
<tr>
<th>Name of School</th>
<th>No. Principles</th>
<th>No. of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Mary Hill School</td>
<td>1</td>
<td>62</td>
</tr>
<tr>
<td>2 Thika High School</td>
<td>1</td>
<td>39</td>
</tr>
<tr>
<td>3 Chania High School</td>
<td>1</td>
<td>38</td>
</tr>
<tr>
<td>4 Thika High School for the Bind</td>
<td>1</td>
<td>39</td>
</tr>
<tr>
<td>5 Joy Town School</td>
<td>1</td>
<td>23</td>
</tr>
<tr>
<td>6 Broadways secondary school</td>
<td>1</td>
<td>24</td>
</tr>
<tr>
<td>7 Chania Girls High School</td>
<td>1</td>
<td>29</td>
</tr>
<tr>
<td>8 Kenyatta Girls Secondary</td>
<td>1</td>
<td>22</td>
</tr>
<tr>
<td>9 Kimuchu Secondary</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>10 Karibaribi Secondary</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>11 QRS Secondary</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>12 Thika Garisson School</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>13 Thika Girls Karibaribi</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>total</td>
<td>13</td>
<td>335</td>
</tr>
</tbody>
</table>

Source: Ministry of Education Thika West Subcounty, 2018

3.4 Sample Size and Sampling Design

3.4.1 Sample Size

Sampling “is the process used in selecting a number of individuals from a population in such a way that selected individuals contains elements representative of the characteristic found in the entire group” (Mugenda & Mugenda, 2008). In this study, 30% of the teachers and principals were sampled using simple random
sampling. This is in line with Kasomo (2007) who points out that a sample of 10-30% of the study target population is sufficient for descriptive studies. The study sampled 100 teachers and 5 principles from the 16 public schools in the county as shown in Table 3.2.

Table 3.2 Sample Size

<table>
<thead>
<tr>
<th>Category</th>
<th>Total Population(N)</th>
<th>Sample (n)=N*0.3</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>335</td>
<td>100</td>
<td>100/105x100 = 95.238</td>
</tr>
<tr>
<td>Principals</td>
<td>13</td>
<td>5</td>
<td>5/105x100 = 4.762</td>
</tr>
<tr>
<td>Total</td>
<td>348</td>
<td>105</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Author, 2018

3.5 Data Sources and Collection Instruments

The researcher collected both primary and secondary data. Primary data was collected using a structured questionnaires and interviews. The questionnaires were administrated to teachers. It contained six sections, Section one collected information on the demographic characteristics of the respondents. The other five sections contained likert-type questions and collected information on the four independent variables of the study. On their part, the interviews were conducted on the head teachers. The interview guide also contained questions on the study independent and dependent variables.

3.6.1 Pilot study

A pilot study was conducted to pretest data collection tools. In this study, a sample of 15 teachers was used. The 15 teachers were not included in the final study. The sample of 15 is informed by the work of Kothari (2004) which mentions that 10% to 30% of a target sample was sufficient for piloting a questionnaire.

3.6.2 Validity

According to Gay, Mills and Airasian (2006), validity is the degree to which a test or an instrument measures what it is supposed to measure. Face was assessed by finding out the ease with which the respondents answer the research questions
during the pilot testing phase. Any ambiguous questions were adjusted accordingly.

Content validity offers adequate investigation of the study questions (Cooper & Schindler, 2003). The questionnaire was also presented to the supervisors for review and their input used to improve the research constructs used to improve the questionnaire.

According to Cooper and Schindler (2003), construct validity is the extent to which a set of measured items actually reflect the theoretical latent construct that the items are designed to measure. Construct validity was ensured through the operationalization of terms in which the variables of the study were operationalized so as to reflect the theoretical assumptions that form the basis for the conceptual framework for the study.

3.6.3 Instrument Reliability

Reliability is “a measure of the degree to which a research instrument gives consistent results after repeated trials” (Mugenda & Mugenda, 2008). The questionnaires were pretested before the actual study to ascertain their appropriateness and relevancy to the study through a pilot study as already stipulated. Cronbach alpha was used to assess the internal consistency reliability estimates of the questionnaire. Cronbach’s alpha is a reliability coefficient that measures inter-item reliability or the degree of internal consistency/homogeneity between variables measuring one construct/concept, which is the degree to which different items measuring the same variable attain consistent results. This coefficient varies from 0 to 1 with a value of 0.7 or less generally indicating unsatisfactory internal consistency reliability (Malhotra, 2004). The closer the alpha is to 1, the greater the internal consistency of items in the research instrument.

In the pilot study the Cronbach’s alpha values obtained ranged from 0.83 to 0.94. In this regard, the questionnaire was deemed reliable for use in data collection. These findings are presented in Table 3.3.
Table 3.3 Reliability Statistics

<table>
<thead>
<tr>
<th>Variable</th>
<th>N of Items</th>
<th>Cronbach's Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training &amp; Development</td>
<td>5</td>
<td>0.87</td>
</tr>
<tr>
<td>Management Style</td>
<td>5</td>
<td>0.83</td>
</tr>
<tr>
<td>Performance Management</td>
<td>5</td>
<td>0.88</td>
</tr>
<tr>
<td>Compensation &amp; Reward</td>
<td>5</td>
<td>0.92</td>
</tr>
<tr>
<td>Performance in Public Secondary Schools</td>
<td>5</td>
<td>0.94</td>
</tr>
<tr>
<td>Average</td>
<td></td>
<td>0.89</td>
</tr>
</tbody>
</table>

Source: Author, 2018

3.7 Data Collection Procedure

The researcher obtained a research authorization letter from the university. This enable the researcher to obtain a research permit from the National Commission for Science, Technology and Innovation (NACOSTI) located in Nairobi. The researcher then contacted the Ministry of Education of the county and request for permission to administer the research instruments. Thereafter, the researcher conducted the respective schools and administered the questionnaires. The whole process lasted two months.

3.8 Data Analysis and Presentation

Data from key informants was analyzed thematically. In this regard, data from interviews were transcribed and then organized in emergent themes and categories. These were then reviewed, categorized, tabulated, and evidence recombined to obtain meaning related to the study’s initial objectives, research questions and issues (Miles & Huberman, 1994). After that the findings arising were used to strengthen the findings from questionnaires.

Data from questionnaires was cleaned and coded and analyzed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics (frequencies, percentages and means) were used to describe the central tendencies of the data. In this regard, the study was able to provide general characteristics of the study variables. In addition inferential statistics (Pearson Correlation and Multiple Regression Analysis) were also used. These tests were used to explain the significance of the relationships between the dependent and the independent variables. Pearson correlation was tested as a significance level of 0.05. If the findings obtained are not significant, the study would not proceed to undertake
regression analysis and vice versa. Normality tests were first carried out to find out if regression analysis could be undertaken. The findings obtained from quantitative data were presented in Tables and Figures. This was for ease of presentation and interpretation.

Table 3.4 Summary of Analyzing Objectives

The various variables will be operationalized as follows:

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Method</th>
<th>Output</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess the effect of training and development on the performance in public secondary schools in Thika West Sub-County;</td>
<td>Pearson correlation</td>
<td>Pearson’s r for correlation between the DVs and the IVs</td>
</tr>
<tr>
<td></td>
<td>Linear regression</td>
<td>Coefficient of determination ($R^2$) value will determine the percentage of performance explained by training &amp; development</td>
</tr>
<tr>
<td>Find out the effect of management style on the performance in public secondary schools in Thika West Sub-County;</td>
<td>Pearson Correlation</td>
<td>Pearson’s r for correlation between the DVs and the IVs</td>
</tr>
<tr>
<td></td>
<td>Regression</td>
<td>Coefficient of determination ($R^2$) value will determine the percentage of performance explained by management style</td>
</tr>
<tr>
<td>Investigate the effect of performance management on the performance in public secondary schools in Thika West Sub-County;</td>
<td>Pearson Correlation</td>
<td>Pearson’s r for correlation between the DVs and the IVs</td>
</tr>
<tr>
<td></td>
<td>Regression</td>
<td>Coefficient of determination ($R^2$) value will determine the percentage of performance explained by performance management</td>
</tr>
<tr>
<td>Determine the effect of compensation and reward on the performance in public secondary schools in Thika West Sub-County.</td>
<td>Pearson Correlation</td>
<td>Pearson’s r for correlation between the DVs and the IVs</td>
</tr>
<tr>
<td></td>
<td>Linear regression</td>
<td>Coefficient of determination ($R^2$) value will determine the percentage of performance explained by compensation &amp; reward</td>
</tr>
</tbody>
</table>

Source: Author, 2018

3.9 Diagnostic List

The study carried out a number of diagnostic tests so as to ascertain the suitability of the data for use in running regressions. In this regard, normality, linearity and tests for homogeneity and multicollinearity were carried out.

3.9.1 Normality

One can only undertake accurate regression if the basic assumptions of multiple regression are met. In this regard, the researcher used two normality assumption tests namely Kolmogorov-Smirnov and Shapiro-Wilk to test whether the
distribution deviated much from a comparable normal distribution. As posited by Field (2009), the tests were found to be significant since their p-values were less than 0.05. This means that the distribution were not significantly different from a normal distribution.

Table 3.5 Tests of Normality

<table>
<thead>
<tr>
<th>Tests of Normality</th>
<th>Kolmogorov-Smirnov&lt;sup&gt;a&lt;/sup&gt;</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance in schools</td>
<td>Statistic: .094, df: 96, Sig: .000</td>
<td>Statistic: .971, df: 96, Sig: .001</td>
</tr>
<tr>
<td>Training &amp; Development</td>
<td>Statistic: .168, df: 96, Sig: .000</td>
<td>Statistic: .938, df: 96, Sig: .000</td>
</tr>
<tr>
<td>Management Style</td>
<td>Statistic: .094, df: 96, Sig: .000</td>
<td>Statistic: .963, df: 96, Sig: .000</td>
</tr>
<tr>
<td>Performance Management</td>
<td>Statistic: .095, df: 96, Sig: .000</td>
<td>Statistic: .965, df: 96, Sig: .000</td>
</tr>
<tr>
<td>Compensation&amp; Reward</td>
<td>Statistic: .084, df: 96, Sig: .002</td>
<td>Statistic: .974, df: 96, Sig: .001</td>
</tr>
</tbody>
</table>

<sup>a</sup> Lilliefors Significance Correction

Source: Author, 2018

3.9.2 Linearity

Prior to performing linear regression analysis, the data will be tested for linearity. In linear regression analysis all variables are required to be multivariate normal. In this study, this assumption was checked with Pearson product-moment correlation coefficient (r) which measures the strength of the linear association showed that there were significant and positive correlation between the independent variables and the dependent variable; training and development (r=0.870, p<0.05); management style (r=0.648, p<0.05); performance management (r=0.844, p<0.05) and; compensation & reward (r=0. 885, p<0.05).

3.9.3 Homogeneity and Multicollinearity

In the bid to determine if the Multicollinearity levels would pose a challenge to the study, the researcher conducted regression analysis to generate the Variance Inflation Factor (VIF) value as well as the tolerance levels. In the regression model the VIF were less than 10 and the tolerance levels were more than 0.1. In this regard, Multicollinearity problem was eliminated (Bryman, 2012). These findings were presented together with multiple regression results under Table 4.10 (coefficients) in Chapter Four.
3.10 Ethical Considerations

The study endeavored to maintain ethical standards. As such, Voluntary participation, obtained through informed consent, was ensured. This means that the targeted research participants were also informed about the procedures of the study before their participation. Also, the respondents were assured of their anonymity so as to encourage them to be more willing to participate in the study. In this case, the respondents were assured that no identifying information would be used to link them with the information provided.
CHAPTER FOUR
PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction
This chapter presents the study findings, interpretations and discussion. In this regard, the study findings are presented based on the study objectives which were to: establish the effect of training and development on student performance in public secondary schools in Thika West Sub-County Kenya; determine the effect of management style on performance in public secondary schools in Thika West Sub-County Kenya; examine the effect of performance management on student performance in public secondary schools in Thika West Sub-County Kenya and; assess the effect of compensation and reward on student performance in public secondary schools in Thika West Sub-County Kenya. The discussions are done against the literature reviewed.

4.2 General and Demographic Information
4.2.1 General information
The sample for the study was 100 teachers and 5 principles from the 16 public schools in Thika West Sub-County. The response rate for the study was 97 teachers and 4 head teachers. This makes an average response rate of 96%. This, as presented in Table 4.1 was considered enough to represent the study.

<table>
<thead>
<tr>
<th>Category</th>
<th>Sample</th>
<th>Responded</th>
<th>Response Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>100</td>
<td>97</td>
<td>97%</td>
</tr>
<tr>
<td>Head teachers</td>
<td>5</td>
<td>4</td>
<td>80%</td>
</tr>
<tr>
<td>Average</td>
<td>105</td>
<td>101</td>
<td>96%</td>
</tr>
</tbody>
</table>

Source: Author, 2018

4.2.2. Demographic Data
The study sought to establish the demographic information of the study respondents. In this regard, information was gathered on the gender, duration in teaching profession and duration working in the current school.
Regarding gender, the findings obtained show that most of the respondents were males 52.6% while females were 47.4%. The fact that no gender constituted more than two thirds means that either gender was well represented in the study and that gender bias could be easily avoided. These findings are presented in Figure 4.1.

![Figure 4.1 Distributions by Gender](image)

**Figure 4.1 Distributions by Gender**  
Source: Author, 2018

The researcher went on to investigate the duration of teachers in teaching profession. The findings obtained as presented in Figure 4.2 show that most of the teachers (39.2%) had been in the profession for 11 to 20 years. These were followed by 27.8% who had been teaching for 6 to 10 years and 17.5% who had been teaching for 2 to 5 years. This shows that most of the teachers had been in the teaching profession long enough to understand the subject under investigation.
Lastly, the study sought to establish the duration that teachers had been teaching in their current schools. The findings as presented in Figure 4.3 show that about two thirds of the teachers (66%) had been teaching in the current schools for 6 to 10 years. This was followed by a quarter (22.7%) who had been teaching the current schools for 2 to 5 years. These findings show that most of the teachers had been in their current schools long enough to understand issues facing such schools and to make significant contributions to the subject under investigation.

Figure 4.2 Distributions by Duration in Teaching Profession
Source: Author, 2018

Figure 4.3 Distributions by Duration in Teaching Current School
Source: Author, 2018
4.3 Findings for Training and Development

The first objective of the study was to establish the relationship between training and development and performance. Data was collected using questionnaires from teachers and interviews from head teachers. The findings obtained are presented in the following section.

4.3.1 Findings for Training and Development from Teachers’ Questionnaires

The teachers were presented with likert-type statements on a scale of 5 to 1 (5-to a very high extent; 4-to a great extent; 3- to a moderate extent; 2-to a little extent and; 1-Not at all). Weighted Means (WM) were calculated. In this regard, the closer the WM was to 5 the higher the agreeability to the statement and vice versa. The findings are presented in Table 4.2.

<table>
<thead>
<tr>
<th>Statement</th>
<th>F</th>
<th>%</th>
<th>F</th>
<th>%</th>
<th>F</th>
<th>%</th>
<th>F</th>
<th>%</th>
<th>F</th>
<th>%</th>
<th>F</th>
<th>%</th>
<th>Total</th>
<th>Weighted Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Teaching and training programs enhance the competencies and skills required by their teachers which often translates to better performance in schools</td>
<td>91</td>
<td>93.8</td>
<td>6</td>
<td>6.2</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>97</td>
<td>10.0</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>b) Training and development are vital in improving the competence of the workforce which creates competitive advantage in organizations that constantly runs training and development programs</td>
<td>75</td>
<td>77.3</td>
<td>22</td>
<td>22.7</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>97</td>
<td>10.0</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>c) The progressive and long life training of teachers increases the individual performance of teachers as well as that of the entire school</td>
<td>78</td>
<td>80.4</td>
<td>18</td>
<td>18.6</td>
<td>1</td>
<td>1.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>97</td>
<td>10.0</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>d) Training and development enhances the quality of workforce and it positively enhances the level of teacher performance in the organization</td>
<td>82</td>
<td>84.5</td>
<td>14</td>
<td>14.4</td>
<td>1</td>
<td>1.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>97</td>
<td>10.0</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>e) Teacher professional training influences students’ performance due to the fact that trained teachers are often able to use their acquired skills and talents better</td>
<td>92</td>
<td>94.8</td>
<td>5</td>
<td>5.2</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>97</td>
<td>10.0</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Source: Author, 2018
As shall in Table 4.2, the teachers agreed to a very great extent to all the statements presented to them regarding the relationship between training and development and performance in public secondary schools (WMs of 5 for all statements). In this regard, it is evident that teaching and training programs enhance the competencies and skills required by teacher which often translate to better performance in schools. These findings agree with those of Gove (2012) who argues that continuous training enhance the competencies and skills required by their employees, which contributes to the performance of the organization, schools as in the case of this study.

Training and development were also seen as being vital in improving the competence of the workforce which creates competitive advantage in organizations that constantly runs training and development programs. This agrees with the study of Appiah (2010) that found out that training and development are vital in improving the competence of the workforce and that this enhances the competitiveness of the organization.

Furthermore, the progressive and long life training of teachers increased the individual performance of teachers as well as that of the entire school, still in agreement with Appiah (2010) who was of the same opinion. Training and development also enhanced the quality of workforce and positively enhanced the level of teacher performance in the organization. These findings collaborates those of Ombui et al. (2014) who also found out that training and development were positively correlated with the level of employee performance in the organization.

Lastly, teacher professional training influenced students’ performance due to the fact that trained teachers are often able to use their acquired skills and talents better. This was in line with the findings of Musili (2015) who argues that teacher professional training influenced students’ performance.

4.3.2 Findings for Training and Development from Head-teachers’ Interviews
The head teachers were posed with the question, “in which ways does the training and development of teachers influence performance in your school?” To this, numerous responses were obtained. It was made manifest that training made
teachers able to cope with emergent learning demands. It also made it possible for teachers to cope with emergent curricular requirements. This made such teachers able to offer quality learning to students, which went on to enhance the performance of the schools in national examinations and other learning activities as argued by Musili (2015). Based on these findings, it can be concluded that training and development enabled teachers to use their acquired skills and talents better. This went on to enhance the performance of students.

4.4 Findings for Management Style
The second objective of the study was to determine the relationship between management style and performance in public secondary schools in Thika West Sub-County Kenya. The findings obtained from teachers’ questionnaires and head teachers’ interviews are presented in the following section.

4.4.1 Findings for Management Style from Teachers’ Questionnaires
The teachers were presented with Likert-type statements on a scale of 5 to 1. Weighted Means (WMs) are used to explain the findings obtained as presented in Table 4.3.
### Table 4.3 Management Style

<table>
<thead>
<tr>
<th>Statement</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Total</th>
<th>Weighted Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a)</strong> Principals’ leadership styles contribute to student achievement indirectly through teacher commitment and beliefs about their collective capacity</td>
<td>89</td>
<td>91.8</td>
<td>6</td>
<td>6.2</td>
<td>2</td>
<td>2.1</td>
<td>0</td>
</tr>
<tr>
<td><strong>b)</strong> Schools with higher levels of transformational leadership have higher collective teacher efficacy, greater teacher commitment to school mission, school community, and school-community partnerships, and higher student achievement</td>
<td>42</td>
<td>43.3</td>
<td>47</td>
<td>48.5</td>
<td>6</td>
<td>6.2</td>
<td>2</td>
</tr>
<tr>
<td><strong>c)</strong> Secondary schools principals who adopt democratic and transformational leadership style as opposed to any type of other leadership style make students and teachers in their schools to perform better compared to schools that were using other leadership styles</td>
<td>41</td>
<td>42.3</td>
<td>49</td>
<td>50.5</td>
<td>7</td>
<td>7.2</td>
<td>0</td>
</tr>
<tr>
<td><strong>d)</strong> Transactional leadership styles enhances better performance in secondary schools as opposed to leadership styles which do not foster effective reward and recognition system</td>
<td>21</td>
<td>21.6</td>
<td>43</td>
<td>44.3</td>
<td>21</td>
<td>21.6</td>
<td>12</td>
</tr>
<tr>
<td><strong>e)</strong> Schools whose principals involve teachers, parents and students when making key decisions perform better than schools that do not do so.</td>
<td>94</td>
<td>96.9</td>
<td>3</td>
<td>3.1</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
</tr>
</tbody>
</table>

Source: Author, 2018

The teachers agreed to a great extent (WM=5) to the statements: principals’ leadership styles contribute to student achievement indirectly through teacher commitment and beliefs about their collective capacity and; schools whose principals involve teachers, parents and students when making key decisions...
perform better than schools that do not do so as argued by Ross and Gray (2006) who was of the same opinion.

Conversely, the teachers agreed to a great extent (WM=4) that schools with higher levels of transformational leadership have higher collective teacher efficacy, greater teacher commitment to school mission, school community, and school-community partnerships, and higher student achievement. These findings agree with those of Ross and Gray (2006) who argues that schools with higher levels of transformational leadership had higher collective teacher efficacy, greater teacher commitment to school mission, school community, and school-community partnerships, and higher student achievement.

The teachers also agreed to a great extent (WM=4) that secondary schools principals who adopt democratic and transformational leadership style as opposed to any type of other leadership style make students and teachers in their schools to perform better compared to schools that were using other leadership styles. This is in line with the findings of Omar and Kavale (2016) in a study in Somalia that found out that democratic and transformational leadership styles made students and teachers to perform better compared to schools that were using other leadership styles.

Lastly, the teachers agreed to a great extent (WM=5) that transactional leadership styles enhances better performance in secondary schools as opposed to leadership styles which do not foster effective reward and recognition system. These findings corroborate those of Koech and Namusunge (2012) that show that there was positive correlation between transactional leadership styles and organizational performance. In this regard, it is evident that school management styles affected the individual performance of students and teachers as well as those of the schools at large.

4.4.2 Findings for Management Style from Head-teachers’ Interviews
The head-teachers were posed with the question, “in which ways do you think your management style influences the performance of teachers and students in your school?” The responses obtained show that the management style practiced
by the head-teacher affected the performance of their schools. If teachers were involved in making key learning decisions, such teachers go motivated to put in their best to the learning processes as argued by Omar and Kavale (2016). This went on to improve the performance of the students. Furthermore, if students were treated well and their views taken into account when they had grievances, indiscipline cases were reduced. Students tended to work harder and this went on to positively enhance their performance. Lastly, if good school-community relationships were fostered by the school management, a good learning environment was created, they was tendency to check negative influences on students from the community such as selling drugs and alcohol to students. This went on to boost the performance of the students.

4.5 Findings for Performance Management
The third objective of the study was to examine the relationship between performance management and performance in public secondary schools in Thika West Sub-County Kenya. The findings obtained are presented in the following section.

4.5.1 Findings for Management Style from Teachers’ Questionnaires
The teachers were presented with Likert-type statements on a scale of 5 to 1. To this, WM were used to explain teachers’ levels of agreeability to the statements. The findings are presented in Table 4.4.
As shown in Table 4.4, the teachers agreed to a great extent (WM=4) that performance management enables schools to put in place mechanisms for enhancing assessment and feedback among teachers so as to enhance the performance of the organization. These findings corroborate those of Caldwell (2004) who argues that organizations that place mechanisms for enhancing assessment and feedback among employees inculcates a culture of feedback among workers, which goes on to enhance the performance of the organization.
The teachers also agreed to great extent (WM=4) that performance measurement is vital in the delivery of improved services in schools since performance management rallies teachers towards the achievement of common objectives hence better performance as argued by Monyatsi (2009) and; that there was positive and significant relationship between performance management systems and teacher performance. This goes on to agree with Gacheru (2015) who found out that there was positive and significant relationship between performance management systems and employee performance.

The teachers went on to agree to a very great extent (WM=5) to the statement, “rewards management impacts on the performance of schools significantly since when well performing teachers are rewarded they put more efforts in their teaching activities.” This agrees with Monyatsi (2009) who found out that performance reward systems contributed significantly to the achievement of school performance goals.

Lastly, the respondents agreed to a moderate extent (WM=3) that when there are adequate policies aimed at guiding performance appraisal of teachers, performance in schools is usually enhanced. This agrees with Ngeno et al. (2013) who argues that adequate policies aimed at guiding performance appraisal of teachers could translate to enhanced performance in schools. These findings show that performance management would play vital roles in improving efficiency at the work place. Such systems went on to contributed to improved performance among schools.

### 4.5.2 Findings for Performance Management from Head-teachers’ Interviews

The head teachers were asked to state the other way in which they thought performance management practices regarding teachers influenced their performance and that of the school at large. To this, the head teachers pointed out that positive ways of ensuring that the performance of teachers was assessed and improvements suggested encouraged teachers to work hard. When teachers’ exemplary performance was identified and rewarded, the morale of these teachers was enhanced. This made such teachers put in their best in learning processes. The end result was better performance of the schools as posited by Caldwell (2004).
addition, performance management created healthy competition between schools. In this regard, teachers endeavored to emulate other schools that were performing well, which led to improvement in performance of schools.

4.6 Findings for Compensation and Reward
The last objective of the study was to assess the relationship between compensation and reward and performance in public secondary schools in Thika West Sub-County Kenya. Data was collected using questionnaires and interviews from teachers and head teachers respectively and presented in the following sections.

4.6.1 Findings for Compensation and Reward from Teachers’ Questionnaires
The teachers were presented with Likert-type statements on a scale of 5 to 1 regarding the relationship between compensation and reward and performance in secondary schools. WMs were used to explain teachers’ levels of agreeability to the statements as presented in Table 4.5.
### Table 4.5 Compensation and Reward

<table>
<thead>
<tr>
<th>Statement</th>
<th>F</th>
<th>%</th>
<th>F</th>
<th>%</th>
<th>F</th>
<th>%</th>
<th>F</th>
<th>%</th>
<th>F</th>
<th>%</th>
<th>Total</th>
<th>Weighted Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Rewards as indirect forms of compensation that teachers get as part of employment relationship with the Teachers’ Service Commission enhances their performance</td>
<td>93</td>
<td>95.9</td>
<td>4</td>
<td>4.1</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>97</td>
<td>100</td>
</tr>
<tr>
<td>b) Performance in schools can be achieved by supplementing cash compensation that teachers receive through protect them and their families from financial risks through loans and other benefits</td>
<td>69</td>
<td>71.1</td>
<td>22</td>
<td>22.7</td>
<td>6</td>
<td>6.2</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>97</td>
<td>100</td>
</tr>
<tr>
<td>c) Benefits to teachers are an important part of the remuneration package and can enhance the devotion of teachers to teaching which can translate into better performance in schools</td>
<td>71</td>
<td>73.2</td>
<td>17</td>
<td>17.5</td>
<td>6</td>
<td>6.2</td>
<td>3</td>
<td>3.1</td>
<td>0</td>
<td>0.0</td>
<td>97</td>
<td>100</td>
</tr>
<tr>
<td>d) There is positive relationship between recognition and reward and performance in national examinations in public schools</td>
<td>64</td>
<td>66.0</td>
<td>21</td>
<td>21.6</td>
<td>11</td>
<td>11.3</td>
<td>1</td>
<td>1.0</td>
<td>0</td>
<td>0.0</td>
<td>97</td>
<td>100</td>
</tr>
<tr>
<td>e) Rewards as additions to other forms of cash payment like wages and salaries that are extended to teachers motivates them to improve their quality of work and increase their cooperation and productivity</td>
<td>79</td>
<td>81.4</td>
<td>9</td>
<td>9.3</td>
<td>7</td>
<td>7.2</td>
<td>2</td>
<td>2.1</td>
<td>0</td>
<td>0.0</td>
<td>97</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Author, 2018

As shown in Table 4.5, the teachers agreed to a very great extent (WM=5) that rewards as indirect forms of compensation that teachers get as part of employment relationship with the Teachers’ Service Commission enhances their performance. These findings agree with Dessler (2008) who argues that rewards contribute to the performance of employees (teachers as in the case of this current study).

The teachers also agreed to a very great extent (WM=5) that rewards as additions to other forms of cash payment like wages and salaries that are extended to
teachers motivates them to improve their quality of work and increase their cooperation and productivity. This agrees with Ali and Ahmad, (2009) who are of the view that there is a direct relation between reward system and employee’s performance, which translates to the overall performance of the organization.

Furthermore, the teachers agreed to a great extent (WM=4) that performance in schools can be achieved by supplementing cash compensation that teachers receive through protect them and their families from financial risks through loans and other benefits as argued by Dessler (2008). This went on to enhance the performance of teachers in the wake of enhanced feeling of socioeconomic security.

The teachers also agreed to a great extent (WM=4) that benefits to teachers are an important part of the remuneration package and can enhance the devotion of teachers to teaching which can translate into better performance in schools as argued by Amah et al. (2013) who posit that reward and incentive schemes enhance the morale of employees and have positive impact on organizational performance.

Lastly, the teachers agreed to a great extent (WM=4) that there was positive relationship between recognition and reward and performance in national examinations in public schools. These findings agree with those of Ali and Ahmad, (2009) who argues that if reward and recognition are given to employee then there is a huge change in their employee performance. Based on these findings, it is evident that there is a direct relation between reward system and teachers’ performance.

4.6.2 Findings for Compensation and Reward from Head-teachers’ Interviews
The head teachers were posed with the question, “how do you think compensation and reward influences the performance of teachers as well as the overall performance of the school?” The responses obtained show that all forms of compensation to teachers had positive effects on their performance. Owing to the promises of rewards, teachers put in extra rewards due to enhanced morale as argued by Amah et al. (2013). This resulted in better fulfillment of learning
objectives with school syllabuses being completed in time. Student-teacher relationships were also enhanced since teachers tended to be well motivated. Teachers had fewer problems at home due to enhanced financial security, in collaboration to the premise of as argued by Dessler (2008). This means that there was less absenteeism among teachers. The combined effects of these factors led to better performances of schools in national examinations as well as in extracurricular activities such as games and sports.

4.7 Findings for Performance in Schools

The dependent variable for the study was performance in schools. Data was collected using questionnaires and interviews from teachers and head teachers respectively as presented in the following discourse.

4.7.1 Findings for Performance in Schools from Teachers’ Questionnaires

The teachers were presented with likert-type statement regarding the performance of schools. This was measured in a 5-point scale. The findings obtained are presented in Table 4.6.

Table 4.6 Performance in Schools

<table>
<thead>
<tr>
<th>Statement</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Our schools performs well in national examinations</td>
<td>6</td>
<td>6.2</td>
<td>15</td>
<td>15.5</td>
<td>64</td>
<td>66.0</td>
</tr>
<tr>
<td>b) There is high level of parents’ satisfaction with our school</td>
<td>9</td>
<td>9.3</td>
<td>22</td>
<td>22.7</td>
<td>54</td>
<td>55.7</td>
</tr>
<tr>
<td>c) Our school has seen increases in student enrollment</td>
<td>67</td>
<td>69.1</td>
<td>17</td>
<td>17.5</td>
<td>11</td>
<td>11.3</td>
</tr>
<tr>
<td>d) Teachers complete their teaching tasks in time and we always cover the school curriculum</td>
<td>32</td>
<td>33.0</td>
<td>59</td>
<td>60.8</td>
<td>5</td>
<td>5.2</td>
</tr>
<tr>
<td>e) Our students perform well in extracurricular activities such as games and sports</td>
<td>29</td>
<td>29.9</td>
<td>54</td>
<td>55.7</td>
<td>13</td>
<td>13.4</td>
</tr>
</tbody>
</table>

Source: Author, 2018
The performances of the schools were rated from moderate to great extent as shown in Table 4.6. To this, the teachers tended to agree to a moderate extent (WM=3) that their schools performed well in national examinations and; that there is high level of parents’ satisfaction with our school.

Conversely, most of the teachers agreed to a great extent (WM=4) that their school had seen increases in student enrollment. They also agreed to a great extent (WM=4) that teachers completed their teaching tasks in time and always covered the school curriculum as argued by Mutiso (2013) who says that one measure of good performance is meeting organizational goals and objectives.

Lastly, the teachers agreed to a great extent (WM=4) that their students performed well in extracurricular activities such as sports and clubs. This is in line with Shaun (2006) who sees fulfillment of extra-curricular activities as measures of good performance in a school.

**4.7.2 Findings for Performance in Schools from Head-teachers’ Interviews**

The school head teachers were asked to rate the performance of their school. The findings obtained show that schools had mixed levels of performance. Some were performing well in national examinations whilst others were performing moderately. Most of the principals pointed out that there was good relationships between their schools and parents. Some of the schools were doing well in extracurricular activities, an indication of good performance according to Shaun (2006). To this, some schools participated in school debates, sports and drama festivals up to national levels. Some of the schools had seen increases in school enrolments due to enhanced reputations and dedicated students and teachers. In this regard, it is evident that human resource management practices had positive influences on the performance of public secondary schools in Kenya.

**4.8 Inferential Statistics**

The study undertook Correlation analysis to find out if there was any significant relationship between the independent and the dependent variables. The findings obtained were presented in Table 4.7.
As shown in Table 4.7, the findings obtained show that there was significant relationship between performance of public secondary schools (the dependent variable) and training and development \((r=0.870, p<0.05)\); management style \((r=0.648, p<0.05)\); performance management \((r=0.844, p<0.05)\) and; compensation & reward \((r=0.885, p<0.05)\). Based on these findings, the researcher went on to carry out regression analysis to probe the relationship further.

### 4.8.1 Regression Analysis

Regression analysis was carried out to test the relationship between the dependent and the independent variables.

---

### Table 4.7 Correlation Matrix

<table>
<thead>
<tr>
<th></th>
<th>Correlations</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Performance in Schools</td>
<td>Training &amp; Development</td>
<td>Performance Management</td>
<td>Compensation &amp; Reward</td>
<td></td>
</tr>
<tr>
<td>Performance in Schools</td>
<td>Pearson Correlation</td>
<td>Sig. (2-tailed)</td>
<td>N</td>
<td>.870**</td>
<td>1</td>
</tr>
<tr>
<td>Training &amp; Development</td>
<td>Pearson Correlation</td>
<td>Sig. (2-tailed)</td>
<td>N</td>
<td>.648**</td>
<td>.653**</td>
</tr>
<tr>
<td>Management Style</td>
<td>Pearson Correlation</td>
<td>Sig. (2-tailed)</td>
<td>N</td>
<td>.844**</td>
<td>.685**</td>
</tr>
<tr>
<td>Performance Management</td>
<td>Pearson Correlation</td>
<td>Sig. (2-tailed)</td>
<td>N</td>
<td>.885**</td>
<td>.810**</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Author, 2018
4.8.2 Model Summary

The regression model adopted by this study is presented in Table 4.8.

Table 4.8 Model Summary

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.945a</td>
<td>.892</td>
<td>.888</td>
<td>.34622</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Compensation & Reward, Management Style, Training & Development, Performance Management

Source: Author, 2018

As shown in Table 4.8, the multiple correlation coefficients R had a value of 0.945. Multiple R is “the correlation between the observed values of independent variables and the value of dependent variable predicted by the multiple regression models.” As such, the findings show that there was a rather strong correlation between the predicted and observed values in the regression model.

In addition, the coefficient of determination R2 which is the proportion of variance in the dependent variable that can be explained by the independent variables was found to be 0.892 implying that 89.2 % of variance in performance of public secondary schools could be explained by training and development; management style; performance management and; compensation and reward. Lastly, the adjusted R2 value of 0.888 means that 88.8% of variance in the performance of public secondary schools can be accounted for by the population the sample was taken from.

4.8.3 Analysis of Variance

The analysis of variance (ANOVA) output is presented in Table 4.9.
Table 4.9 Analysis of Variance

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>91.343</td>
<td>4</td>
<td>22.836</td>
<td>190.502</td>
<td>.000b</td>
</tr>
<tr>
<td>Residual</td>
<td>11.028</td>
<td>92</td>
<td>.120</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>102.371</td>
<td>96</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Compensation & Reward, Management Style, Training & Development, Performance Management

b. Dependent Variable: Performance in Schools

Source: Author, 2018

The F-ratio in the ANOVA table tests whether the overall regression model is a good fit for the data. That is, whether overall, the model results in a significantly good degree of prediction of the outcome variable. Table 4.9 shows that the joint independent variables statistically significantly predict the dependent variable, $F = 190.502$, $p < 0.05$ and that other variables not included in this model may have accounted for the remaining variance. This shows that the regression model was a good fit for the data.

4.8.4 Coefficients

Table 4.11 reveals the relative contribution of the four independent variables to the variation of the dependent variable, expressed as beta weights.

Table 4.10 Coefficients

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
<th>Tolerance</th>
<th>VIF</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>7.411</td>
<td>.670</td>
<td>11.062</td>
<td>.000</td>
<td>.671</td>
<td>1.621</td>
</tr>
<tr>
<td>Training &amp; Development</td>
<td>.965</td>
<td>.144</td>
<td>.403</td>
<td>6.689</td>
<td>.000</td>
<td>.671</td>
</tr>
<tr>
<td>Management Style</td>
<td>.408</td>
<td>.154</td>
<td>.145</td>
<td>2.641</td>
<td>.010</td>
<td>.452</td>
</tr>
<tr>
<td>Performance Management</td>
<td>.932</td>
<td>.158</td>
<td>.426</td>
<td>5.909</td>
<td>.000</td>
<td>.516</td>
</tr>
<tr>
<td>Compensation &amp; Reward</td>
<td>.171</td>
<td>.166</td>
<td>.099</td>
<td>1.031</td>
<td>.305</td>
<td>.532</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Performance in Schools

Source: Author, 2018
In order to test the relationships between each of the independent and dependent variable, the t statistic that tests whether a $\beta$ value is significantly different from zero ($\beta=0$) was considered. It is evident from Table 4.10 that training and development ($\beta=0.403$, $t=6.689$, $p<0.05$); management style ($\beta=0.145$, $t=2.641$, $p<0.05$); performance management ($\beta=0.426$, $t=5.909$, $p<0.05$) and; compensation & reward ($\beta=0.099$, $t=1.031$, $p<0.05$) made a significant contribution to the performance of public secondary schools.

Furthermore, the significant t-test values ($P<0.05$) obtained for each of the independent variables shows that all the variables can be fitted in the following regression model:

$$Y= \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \beta_4 x_4 + \varepsilon$$

Where

$Y$ = Performance in Schools  
$X_1$= Training & Development  
$X_2$= Management Style  
$X_3$= Performance Management  
$X_4$= Compensation & Reward  
$\varepsilon$=Error Term.

When using the unstandardized coefficients $\beta$ values, the estimated multiple regression equation can be fitted as follows:

Performance in Schools = 7.411 + (0.965* Training & Development) + (0.408*Management Style) + (0.932* Performance Management) + (0.171* Compensation & Reward) + 0.670.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
The purpose of the study was to establish the relationship between Human Resource Management practices and performance in public secondary schools in Thika west sub-county Kenya. This chapter contains a summary of the findings, conclusions and recommendations.

5.2 Summary
This section presents a summary of the major study findings. This is done in line with the objectives of the study.

5.2.1 Training and Development
The first objective of the study was to establish the relationship between training and development and performance. The findings obtained show that training and development were vital in improving the competence of the workforce which creates competitive advantage in organizations that constantly runs training and development programs. Furthermore, the progressive and long life training of teachers increased the individual performance of teachers as well as that of the entire school. Training and development also enhanced the quality of workforce and positively enhanced the level of teacher performance in the organization. Lastly, teacher professional training influenced students’ performance due to the fact that trained teachers are often able to use their acquired skills and talents better.

The findings also show that training made teachers able to cope with emergent learning demands. In this regard, training made it possible for teachers to cope with emergent curricular requirements. This made such teachers able to offer quality learning to students, which went on to enhance the performance of the schools in national examinations and other learning activities.
5.2.2 Findings for Management Style

The second objective of the study was to determine the relationship between management style and performance in public secondary schools in Thika West Sub-County Kenya. The findings show that leadership styles contribute to student achievement indirectly through teacher commitment and beliefs about their collective capacity and; schools whose principals involve teachers, parents and students when making key decisions perform better than schools that do not do so.

Conversely, it was made manifest that schools with higher levels of transformational leadership have higher collective teacher efficacy, greater teacher commitment to school mission, school community, and school-community partnerships, and higher student achievement. The findings also show that secondary schools principals who adopt democratic and transformational leadership style as opposed to any type of other leadership style make students and teachers in their schools to perform better compared to schools that were using other leadership styles. Lastly, the findings show that transactional leadership styles enhances better performance in secondary schools as opposed

The findings went on to show that the management style practiced by the head-teacher affected the performance of their schools. If teachers were involved in making key learning decisions, such teachers go motivated to put in their best to the learning processes. This went on to improve the performance of the students. Furthermore, if students were treated well and their views taken into account when they had grievances, indiscipline cases were reduced, which went on to enhance the performance of students.

5.2.3 Findings for Performance Management

The third objective of the study was to examine the relationship between performance management and performance in public secondary schools in Thika West Sub-County Kenya. The findings obtained show that performance management enables schools to put in place mechanisms for enhancing assessment and feedback among teachers so as to enhance the performance of the organization.
In addition, performance measurement is vital in the delivery of improved services in schools since performance management rallies teachers towards the achievement of common objectives hence better performance. There was also positive and significant relationship between performance management systems and teacher performance. It is also evident that rewards management impacted on the performance of schools significantly since when well performing teachers are rewarded they put more efforts in their teaching activities and that adequate policies aimed at guiding performance appraisal of teachers enhanced the performance in schools.

Furthermore, the findings show that positive ways of ensuring that the performance of teachers was assessed and improvements suggested encouraged teachers to work hard. When teachers’ exemplary performance was identified and rewarded, the morale of these teachers was enhanced. This made such teachers put in their best in learning processes. The end result was better performance of the schools. In addition, performance management created healthy competition between schools. In this regard, teachers endeavored to emulate other schools that were performing well, which led to improvement in performance of schools.

5.2.4 Findings for Compensation and Reward

The last objective of the study was to assess the relationship between compensation and reward and performance in public secondary schools in Thika West Sub-County Kenya. The findings obtained show that rewards as indirect forms of compensation that teachers get as part of employment relationship with the Teachers’ Service Commission enhances their performance.

The rewards as additions to other forms of cash payment like wages and salaries that are extended to teachers also motivated them to improve their quality of work and increase their cooperation and productivity. Furthermore, performance in schools could be achieved by supplementing cash compensation that teachers receive through protect them and their families from financial risks through loans and other benefits.
Evidently, the benefits to teachers are an important part of the remuneration package and could enhance the devotion of teachers to teaching which can translate into better performance in schools. Lastly, it was made manifest that there was positive relationship between recognition and reward and performance in national examinations in public schools.

The responses obtained also show that all forms of compensation to teachers had positive effects on their performance. Owing to the promises of rewards, teachers put in extra rewards due to enhanced morale. This resulted in better fulfillment of learning objectives with school syllabuses being completed in time. Student-teacher relationships were also enhanced since teachers tended to be well motivated. Teachers had fewer problems at home due to enhanced financial security, in collaboration to the premise. This means that there was less absenteeism among teachers. The combined effects of these factors led to better performances of schools in national examinations as well as in extracurricular activities such as games and sports.

5.3 Conclusion
On the first objective of the study which was to establish the effect of training and development on student performance, it is evident that training and development affected teachers positively. The findings from Pearson correlation shows that there was significant relationship between performance of public secondary schools (the dependent variable) and training and development. This was due to the fact that training made teachers able to cope with emergent learning demands. It also made it possible for teachers to cope with emergent curricular requirements. This made such teachers able to offer quality learning to students, which went on to enhance the student performance in national examinations and other learning activities. Based on these findings, it can be concluded that training and development enabled teachers to use their acquired skills and talents better. This went on to enhance the performance of students.

On the second objective of the study which was to determine the effect of management style on student performance in public secondary schools in Thika West Sub-County Kenya, the findings show that principals’ leadership styles
contribute to student achievement indirectly through teacher commitment and beliefs about their collective capacity. In this regard, the findings from Pearson correlation shows that there was significant relationship between performance of public secondary schools (the dependent variable) and management style.

As such, it can be concluded that the management style practiced by the head-teacher affected the performance of their schools. If teachers were involved in making key learning decisions, such teachers got motivated to put in their best to the learning processes. This went on to improve the performance of the students. Furthermore, if students were treated well and their views taken into account when they had grievances, indiscipline cases were reduced. Students tended to work harder and this went on to positively enhance their performance. Lastly, if good school-community relationships were fostered by the school management, a good learning environment was created, tendency to check negative influences on students from the community such as selling drugs and alcohol to students. This went on to boost the performance of the students.

On the third objective of the study namely: to examine the effect of performance management on student performance in public secondary schools in Thika West Sub-County Kenya, the findings show that there was positive and significant relationship between performance management systems and employee performance. In this regard, positive ways of ensuring that the performance of teachers was assessed and improvements suggested encouraged teachers to work hard. When teachers’ exemplary performance was identified and rewarded, the morale of these teachers was enhanced. This made such teachers put in their best in learning processes. The end result was better performance of the schools.

On the last objective of the study which was to assess the effect of compensation and reward on student performance in public secondary schools in Thika West Sub-County Kenya, the findings obtained show that rewards contribute to the performance of teachers. Indeed, there is a direct relation between reward system and teachers’ performance, which translates to the overall performance of the school. Based on these findings, it can be concluded that based on the promises of rewards, teachers put in extra rewards due to enhanced morale. This resulted in better fulfillment of learning objectives with school syllabuses being completed in
time. Student-teacher relationships were also enhanced since teachers tended to be well motivated. Teachers had fewer problems at home due to enhanced financial security. This means that there was less absenteeism among teachers. The combined effects of these factors led to better performances of schools in national examinations as well as in extracurricular activities such as games and sports.

5.4 Recommendations
In view of the findings of the study, the following recommendations are made.

5.4.1 Policy Recommendations
The government should put in place mechanisms for enhancing progressive between training and development for teachers

Policies for augmenting budgetary allocations for funding training and development through the Ministry of Education should be regularly enacted

Progressive review of ways of assessing and formulating emergent training needs for teachers should be put in place so as to ensure that training and development was mainstreamed in the Ministry of Education

On management style there should be effort to ensure that consultative, democratic and transformational leadership styles were promoted in schools

There was need to put in place mechanisms for ensuring that principals involve teachers, parents and students when making key decisions in schools

Adequate policies aimed at guiding performance appraisal of teachers so as to the performance in schools should be formulated by the government in close collaboration with all education stakeholders

Performance management should be strengthened in schools so as to enhance assessment and feedback among teachers.
Follow up efforts for ensuring that the recommended made after all assessments undertaken in schools are implemented should be put in place

There should be synchronized rewards management frameworks in schools so that promotions, cash incentives and other forms of rewarding teachers should be instituted

There should also be ways of ensuring that teachers’ salary increment proposals negotiated with the Teachers’ Service Commission are promptly implemented

The financial risks facing teachers should be mitigated through loans and other benefits so as to ensure the socioeconomic security of their families

**5.4.2 Recommendations for Further Research**

There is need to investigate the effects of Human Resource Management practices on student performance in public secondary schools in other parts of Kenya for correlation purposes.

Each of the study variables could also be studied singly through in-depth studies in other levels of education for comparative purposes.

In addition, since performance in public secondary schools could be as result of other factors, this could be studied in other follow-up studies.
REFERENCES


APPENDIX I: TEACHERS’ QUESTIONNAIRE

Dear Respondent,

This questionnaire seeks to establish “the relationship between human resource management practices and performance in public secondary schools in Kenya”. Please answer the following questions as accurately as possible by ticking in the box [✓] corresponding to whatever your choice is. Your response is confidential. It is for academic purposes only and will not be shared with anybody.

A: Demographic Information
1. Gender? Male [✓] Female [ ]
2. For how long have you been in the teaching profession?
   Less than 1yr [✓] 2-5yrs [✓] 6-10yrs [✓] 11-20yrs [✓] 20yrs & above [ ]
3. For how long have you worked in the current school?
   Less than 1yr [✓] 2-5yrs [✓] 6-10yrs [✓] 11-20yrs [✓] 20yrs & above [ ]

B: Performance in Schools
4. To what extent do you agree with the following statements? Rate in a scale of 5 to 1 (5-to a very high extent; 4-to a great extent; 3- to a moderate extent; 2-to a little extent and; 1-Not at all)

<table>
<thead>
<tr>
<th>Attribute</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Our schools performs well in national examinations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) There is high level of parents’ satisfaction with our school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Our school has seen increases in student enrollment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Teachers complete their teaching tasks in time and we always cover the school curriculum</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) Our students perform well in extracurricular activities such as sports and clubs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### C: Training and Development

5. To what extent do you agree with the following statements? Rate in a scale of 5 to 1 (5-to a very high extent; 4-to a great extent; 3- to a moderate extent; 2-to a little extent and; 1-Not at all)

<table>
<thead>
<tr>
<th>Attribute</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Teaching and training programs enhance the competencies and skills required by their teachers which often translates to better performance in schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Training and development are vital in improving the competence of the workforce which creates competitive advantage in organizations that constantly runs training and development programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) The progressive and long life training of teachers increases the individual performance of teachers as well as that of the entire school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Training and development enhances the quality of workforce and it positively enhances the level of teacher performance in the organization</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) Teacher professional training influences students’ performance due to the fact that trained teachers are often able to use their acquired skills and talents better</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### D: Management Style

6. To what extent do you agree with the following statements? Rate in a scale of 5 to 1 (5-to a very high extent; 4-to a great extent; 3- to a moderate extent; 2-to a little extent and; 1-Not at all)

<table>
<thead>
<tr>
<th>Attribute</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Principals’ leadership styles contribute to student achievement indirectly through teacher commitment and beliefs about their collective capacity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Schools with higher levels of transformational leadership have higher collective teacher efficacy, greater teacher commitment to school mission, school community, and school-community partnerships, and higher student achievement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Secondary schools principals who adopt democratic and transformational leadership style as opposed to any type of other leadership style make students and teachers in their schools to perform better compared to schools that were using other leadership styles</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Transactional leadership styles enhances better performance in secondary schools as opposed to leadership styles which do not foster effective reward and recognition system</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
e) Schools whose principals involve teachers, parents and students when making key decisions perform better than schools that do not do so.

E: Performance Management

7. To what extent do you agree with the following statements? Rate in a scale of 5 to 1 (5-to a very high extent; 4-to a great extent; 3- to a moderate extent; 2-to a little extent and; 1-Not at all)

<table>
<thead>
<tr>
<th>Attribute</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Performance management enables schools to put in place mechanisms for enhancing assessment and feedback among teachers so as to enhance the performance of the organization.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Performance measurement is vital in the delivery of improved services in schools since performance management rallies teachers towards the achievement of common objectives hence better performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Rewards management impacts on the performance of schools significantly since when well performing teachers are rewarded they put more efforts in their teaching activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) When there are adequate policies aimed at guiding performance appraisal of teachers, performance in schools is usually enhanced</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) There is positive and significant relationship between performance management systems and teacher performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

F: Compensation and Reward

8. To what extent do you agree with the following statements? Rate in a scale of 5 to 1 (5-to a very high extent; 4-to a great extent; 3- to a moderate extent; 2-to a little extent and; 1-Not at all)

<table>
<thead>
<tr>
<th>Attribute</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Rewards as indirect forms of compensation that teachers get as part of employment relationship with the Teachers’ Service Commission enhances their performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Performance in schools can be achieved by supplementing cash compensation that teachers receive through protect them and their families from financial risks through loans and other benefits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>Benefits to teachers are an important part of the remuneration package and can enhance the devotion of teachers to teaching which can translate into better performance in schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td>There is positive relationship between recognition and reward and performance in national examinations in public schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e)</td>
<td>Rewards as additions to other forms of cash payment like wages and salaries that are extended to teachers motivates them to improve their quality of work and increase their cooperation and productivity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Thank You**
APPENDIX II: HEAD TEACHERS’ INTERVIEW GUIDE

a) In which ways does the training and development of teachers influence performance in your school?

b) In which ways do you think your management style influences the performance of teachers and students in your school?

c) In which way do you think performance management practices regarding teachers influences their performance and that of the school at large?

d) How do you think compensation and reward influences the performance of teachers as well as the overall performance of the school?

e) How do you rate the performance of your school?

Thank You
APPENDIX III: BUDGET

<table>
<thead>
<tr>
<th>NO.</th>
<th>ITEM</th>
<th>UNITS</th>
<th>UNIT PRICE</th>
<th>AMOUNT</th>
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</thead>
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<td>Shs. per minute</td>
<td>1,200</td>
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<tr>
<td>2.</td>
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<td>Shs. 30 per page</td>
<td>1,500</td>
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<tr>
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<td>Shs.10 per page</td>
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</tr>
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<tr>
<td>5.</td>
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</tr>
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</tr>
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<td>Shs. 3 per page</td>
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<td>Interview photocopies</td>
<td>5 pgs</td>
<td>Shs. 10 per page</td>
<td>50</td>
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<td>4.</td>
<td>Travelling expenses</td>
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<td>2,000</td>
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<td>7.</td>
<td>Final report binding</td>
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<td>Shs 150 per copy</td>
<td>600</td>
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<tr>
<td></td>
<td>Report Publication</td>
<td></td>
<td></td>
<td>10,000</td>
</tr>
<tr>
<td>7.</td>
<td>Miscellaneous expenses</td>
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<td></td>
<td>2,000</td>
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<tr>
<td></td>
<td><strong>TOTAL</strong></td>
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<td></td>
<td><strong>26,410</strong></td>
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</tbody>
</table>
## APPENDIX IV: WORK PLAN

<table>
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<tr>
<th>MONTH</th>
<th>ACTIVITY</th>
<th>PERFORMANCE INDICATOR</th>
</tr>
</thead>
<tbody>
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<td>Sep 2017</td>
<td>Research Problem Identification</td>
<td>A well formulated research problem</td>
</tr>
<tr>
<td>Oct 2017</td>
<td>Presentation of concept paper</td>
<td>A well written concept paper</td>
</tr>
<tr>
<td>Nov 2017</td>
<td>Allocation of supervisor and approval of concept paper</td>
<td>Interaction with supervisor</td>
</tr>
<tr>
<td>Dec 2017</td>
<td>Writing of chapter one</td>
<td>Well written chapter one</td>
</tr>
<tr>
<td>Jan 2018</td>
<td>Writing of chapter two</td>
<td>Well written chapter two</td>
</tr>
<tr>
<td>Feb 2018</td>
<td>Writing of chapter three</td>
<td>Well written chapter three</td>
</tr>
<tr>
<td>June 2018</td>
<td>Defense of the proposal</td>
<td>Successful defense</td>
</tr>
<tr>
<td>July - Aug 2018</td>
<td>Collection of data</td>
<td>Fully filled in questionnaires</td>
</tr>
<tr>
<td>Sept 2018</td>
<td>Collection of data</td>
<td>Interview reports</td>
</tr>
<tr>
<td>Oct 2018</td>
<td>Writing of report</td>
<td>Well written report</td>
</tr>
<tr>
<td>Nov 2018</td>
<td>Presentation of report and publication of the same</td>
<td>A published report presented to the school</td>
</tr>
</tbody>
</table>
APPENDIX V. APPROVAL RESEARCH PROJECT PROPOSAL

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext. 4150

internal Memo
FROM: Dean, Graduate School
DATE: 26th September, 2018

TO: Eunice Warigia Ngotho
C/o Human Resource Management Dept.
REF: D53/OL/CTY/32224/16

SUBJECT: APPROVAL OF RESEARCH PROJECT PROPOSAL

This is to inform you that Graduate School Board at its meeting of 19th September, 2018 approved your Research Project Proposal for the M.B.A. Degree Entitled, “Human Resource Management Practices and Performance in Public Secondary Schools in Kenya: Case of Thika West Subcounty”.

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.

ANNEBELL MWANIKI
FOR: DEAN, GRADUATE SCHOOL

c.c. Chairman, Human Resource Management Department.

Supervisors:

1. Dr. Rosemarie Wanyoike
C/o Department of Human Resource Management
Kenyatta University

AM/lns
APPENDIX VI. RESEARCH AUTHORIZATION

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

Our Ref: DS3/OL/CTY/32224/16

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

DATE: 26th September, 2018

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR EUNICE WARIGIA NGO THO – REG. NO.
DS3/OL/CTY/32224/16,

I write to introduce Eunice Warigia Ngotho who is a Postgraduate Student of this University. The student is registered for M.B.A degree programme in the Department of Human Resource Management.


Any assistance given will be highly appreciated.

Yours faithfully,

[Signature]

PROF. PAUL OKEMO
DEAN, GRADUATE SCHOOL

AM/Inn

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APPENDIX VII. RESEARCH PERMIT

THIS IS TO CERTIFY THAT:

MISS. EUNICE WARIGIA NGOTHO

OF KENYATTA UNIVERSITY, 1489-1000

THIKA, has been permitted to conduct

research in Kiambu County

on the topic: HUMAN RESOURCE

MANAGEMENT PRACTICES AND

PERFORMANCE IN PUBLIC SECONDARY

SCHOOLS IN KENYA: CASE OF THIKA

WEST SUB-COUNTY

for the period ending:

29th October, 2019

Applicant’s Signature

National Commission for Science,

Technology & Innovation

Director General

The grant of Research Licence is guided by the Science,

Technology and Innovation (Research Licensing) Regulations, 2014.

CONDITIONS

1. The Licence is valid for the proposed research, location and

   specified period.

2. The Licence and any rights hereunder are non-transferable.

3. The Licence holder shall inform the County Governor before

   commencement of the research.

4. Examinations, filing and extraction of specimens are subject to

   further necessary clearance from relevant Government Agencies.

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

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

7. The Licence holder shall submit one hard copy and upload a soft copy

   of the final report within one year of completion of the research.

8. NACOSTI reserves the right to modify the conditions of the

   Licence including cancellation without prior notice.

National Commission for Science, Technology and Innovation

P.O. Box 30623 - 00100, Nairobi, Kenya

T.E.L: 025488 7000, 0715 74877, 0715 74872

Email: dsg@nacostigk, registry@nacostigk

Website: www.nacostigk.co.ke

CONDITIONS: see back page
APPENDIX VIII. RESEARCH AUTHORIZATION

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2123471, 224349, 3310571, 2219420
Fax: +254-20-218245, 318249
Email: rgo@nacosti.go.ke
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/18/34686/26137

Date: 30th October, 2018

Eunice Warigia Ngotho
Kenyatta University
Po box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Human resource management practices and performance in public secondary schools in Kenya: A case of Thika West Sub-County” I am pleased to inform you that you have been authorized to undertake research in Kiambu County for the period ending 29th October, 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.

Boniface Wanyama
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kiambu County

The County Director of Education
Kiambu County