

**HUMAN RESOURCE PRACTICES AND PERFORMANCE OF SUPPORT STAFF IN
PUBLIC SECONDARY SCHOOLS IN MERU COUNTY, KENYA: A CASE STUDY OF
BUURI WEST AND IMENTI SOUTH SUB-COUNTIES.**

BY

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DECLARATION

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

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DEDICATION

I dedicate this study to my children Sophia, Dollycate, Valentine and Perfect for their patience, my wife Teresa and my mother Agnes for prayers as I continued with my work.

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ABBREVIATIONS AND ACRONYMS

ANOVA	Analysis of Variance
B.O.M	Board of Management
CBD	Central Business District
H.R	Human Resource
HRM	Human Resource Management
HRP	Human Resource Practices
KESENTSA	Kenya Secondary Schools Non-Teaching Staff Association
KUDHEIHA	Kenya Union of Domestic, Hotel, Educational Institutions, Hospital and Allied Workers
KUSENTU	Kenya Secondary Non-Teaching staff Union
ILO	International labor Organization
NTS	Non -Teaching Staff
SEC	Secondary
SPSS	Statistical package for Social Sciences

OPERATIONAL DEFINITION OF TERMS

Support staff	refers to employees who perform other important duties apart from teaching in public secondary schools. They can also be referred to as non-teaching staff.
Performance	refers to how well support staff performs on job and assignment given to them against the accepted performance standards set by school management. Performance of support staff includes efficiency, achievement of goals, Service delivery, time management, efficient operation costs etc.
Motivation	refers to strengths and directions in behaviors and the factors that influence support staff to behave in certain ways. It can also refer to process in which support staff wishes and decides to act in a specific way.
Remuneration	refers to pay or other compensation provided in exchange for services rendered to support staff by Board of management of public secondary schools.
Training	refers to planned effort by school management to facilitate support staff learning in relation to job competencies leading to success in job performance.
Working environment	refers to the surroundings under which work is done by support staff and factors influencing working in secondary schools.
Staffing	refers to selecting and training of support staff for specific job function and charging them with the associated responsibilities.

Recruitment refers to overall process of attracting, short listing, selecting, and appointing suitable candidates for jobs available in school.

Public secondary schools are secondary schools owned by the government.

Predictors refers to factors that can be improved in order to increase support staff future performance

Human resource management is the process of employing, training, developing, utilizing and remunerating support staff as per the guidelines of the organization's rules and regulations.

Human resource practices are a set of organizational activities aimed at managing human capital to achieve organizational objectives.

ABSTRACT

The aim of this study was to establish the influence of human resource practices on the performance of support staff in selected public schools in Imenti South and Buuri West Sub-Counties in Meru County. This study was motivated by marginalization of the support staff regarding to staffing, remuneration, training and working environment that necessitated a study to promote the sector. Due to varied demands in teaching, the roles of support staff need enforcement to supplement the science of teaching. The guiding objectives of the study were: to determine the effect of staffing function on the performance of support staff in Imenti South and Buuri West sub-counties in Meru County: to establish the extent to which satisfactory remuneration affect support staff performance in public secondary schools in Imenti south and Buuri west Sub-counties in Meru County: to determine the influence of training on performance of support staff in public secondary schools in Imenti south and Buuri west Sub-counties in Meru County: and to assess the correlation of working environment on performance of support staff in public schools in Imenti south and Buuri west Sub-counties in Meru County. The under-pinning theories were Hertzberg's two factor theory, social learning motivational theory and staffing theory. Descriptive research design was adopted to provide information for the problem. Content validity was used where the supervisor was given a copy of the research instrument to assess its appropriateness. Also, two experts in the Education Management were consulted to develop the questionnaire in order to ascertain high degree of validity. Cronbach's alpha coefficient and Split-half methods were used to test the instrument reliability. A pilot of 10 schools was used before the entire data collection was done. The questionnaires were issued to respondents and collected five days after. The study was conducted on 28 public secondary schools Principals and 226 Non-teaching staff in Imenti South and Buuri West Sub-Counties in Meru County. The study was qualitative and quantitative. Qualitative because data was descriptively interpreted and quantitative for date was obtained from questionnaires that was interpreted using SPSS version 22 statistical packages. The analysis was done by regression in order to estimate the relationship among variables. The study used a likert measurement scale of 1to5 which was administered to 254 persons. These persons were selected through non-probabilistic approach (opportunity sampling) where the researcher chose particular persons due to their availability, willingness and convenience and then proportionate stratified sampling was done for each stratum. Regression analysis was used to qualitatively determine relationships between independent and dependent variables. Findings were presented in tables, figures, bar-graphs, percentages, pie-charts, measures of central tendencies and dispersion methods. The study found that, all the predictors, that is, working environment, staffing, training, and remuneration explained any change in performance of support staff up to 77.9 per cent. F-Value was also found to be 160.388 with p-Value being $0.000 < 0.05$. This confirms significance and goodness of fit of the model in explaining changes in performance of support staff in public secondary school. Thus, staffing, remuneration, training, and working environment are all important human resource practices that have a direct effect on support staff in public secondary schools. As part of recommendations, public secondary schools should ensure they observe human resource practices through adequate staffing and rightful recruitment procedures, training needs assessment of support staff, adequate remuneration, and conducive physical environment of support staff.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

This chapter-oriented readers on the purpose of carrying out the research by giving the study's background information and stating the research problem. In addition, the objectives of research, its importance, scope and limitations were explicitly highlighted.

Several tested studies have revealed that HRM practices and organizational performances are co-related and generally provide supportive relationships. The recent researches have analyzed their relationship extensionally and identified the mechanisms HRM practices affect in away organizational performance (Hassan, 2016). HRM practices are key for any organization or institution to achieve the set goals. Thus they should be enhanced by experts or managers who are knowledgeable.

Human resource management puts emphasis on people for management is done by people. The people should be skilled in order to deliver quality services, motivated for higher rates of performance and remain committed for organizational objectives to be achieved (Chukwa, 2016). Thus labor plays a wholesome role in steering management as well as increasing output. The management may come up with strategies that are not workers friendly especially to the inept or those who prefer loafing but favor the achievers. Hence the former wellbeing will be damaged while the latter wellbeing benefits (Violetta and Wechtler, 2018.)

According to Ondieki and Bula (2018) performance is a measure of employees' effectiveness at work and is a crucial factor in making human resource decisions. Therefore, the failure or success of any organization is anchored on work performance of the persons in that organization. The performance of an employee is anchored on a list of elements; certainly there are workers that execute their work well because of their amounts of incentives. Some workers perform good due to the availability of good working environment and benefits that are encouraging. Moreover, employee empowerment has a significance effect on institution performance due to the skills; knowledge acquired and changed altitude (Anne, 2015). It is important therefore, that organizations assess their human resources practices to see if they enhance employee productivity.

To accomplish organizational goals, it was noted that employees play an instrumental role, (Koshy & Suguna, 2014). From studies carried out by many researchers it was revealed that emphasis should be put on employees' performance (Jorder, 2015) for it leads to fairer competition over rivals. More so according to Gitau (2017) better HRM practices contributes to improve organizational performance. Thus the practices should be enhanced and advocated.

Suggestion from scholars that employees knowhow, level of motivation, skills, commitment to work, confidence and abilities are increased by human resource practices for they are a pointer to success of organization, is a true testimony (Alsam, Rehman, & Imran, 2016). Those authors also indicated that use of different HR practice variables hasten workers' productivity, depending on environmental considerations and the nature of their operation. It was further realized that in third world countries successful organization rely on human resource management (Abbas *et al.*, 2015; Muqadas *et al.*, 2017). Hossain (2012) study added that human resource management practices are geared towards improving employees' performance in the organization, and

ultimately leading to increased performance of the organization due to job satisfaction. Human resource management is therefore enhanced where human resources are strategically managed by involving decision management and any action that may affect the employees' and the organization relationships.

Similarly, Namusonge, *et al.* (2015) argued that as establishments enter into a rapidly changing international business and with world market globalization taking effects speedily, momentum is comparatively being made on human resource management issues. This is because quality of product offered by any enterprise centrally depends on human resource practices. Balozi (2011) study established six dimensions of HR practices, which relates to employee satisfaction and performance. They are; training where learners acquire skills and knowledge; career progression; staffing where right quality is engaged; performance appraisal where workers are evaluated; provision of incentives which are monetary and none-monetary and employees' relationships where team work is pivotal. These dimensions if proportionately combined may lead to higher performance.

A study carried out on the performance of University teachers in AJK Pakistan revealed that workers' performance is enhanced by improved compensation (Ahmed shahzad, 2011). Most render service or sell services for pay and transfer to employer who pays better. Moreover, a similar research done in Textile industry in the same country to access how HRM practices and employees' productivity are related, found out that training, compensation, employees' involvement and career planning play a pivotal role (Hassan,2016). All department heads should be HRM experts to use human capital resources towards high performance. In Greece employees' performance entirely is centered on innovation and working environment (Wong et al, 2013). Changes made to HRM policies and practices are embraced for they spur performance.

Msiska (2017) study revealed that African governments are able to appreciate the importance of a well-planned human resource practices in the continent and globally for it leads to promotion of innovation and improvement of performance evaluation, subsequently leading to building public service capacity among citizens. The African continent is on a path of development that will give birth to transformational outlook in many aspects. To maintain the positive change process, each country needs innovative, transformational and development-oriented workers from regional to community levels thus fostering a link of all levels. For this to occur, the benefits of human resource practices should be propagated. The innovative employees should therefore be manned by very competent and experienced human resource experts.

More over a study carried out in Nigerian oil and gas companies found out that performance is derived from good HRM practices. It was revealed that human resource practices like training and development, compensation systems, selection systems and performance appraisal play a key role (Dele *et al*, 2015). Furthermore, a study on how human resource practices and performance are related in rural banks in Ashanti region in Ghana recommended that proper management of human resource increase organization's performance (Quargah, 2013). Thus management of human resources should be done by experts and not quacks.

The Public Service takes a large share of government budget payments in salaries in developing countries for labor is abundant (Mizala *et al*, 2011). In least developed countries labor-intensive technique takes precedent because of the availability of cheap skilled labor and insufficient financial resources for technological advancement. The ability to achieve best HRM practices is a major challenge in the bid to raise the capacity of the government to produce and implement good policies. The formulation and implementation of policies depends on the incentives given to labor force. Research carried out revealed that the salaries in developed countries are higher in

public service than in private sector which is opposite in least developing countries for total wage bill is very high. However, in developing countries the information for the same is lacking for informal sector is not developed (Nancy, Mwange, Onsomu, & Wanjala, 2015). Though in developing countries support staff sub-sector is comparatively not developed like in Europe and United States of America HRM experts should mobilise transformational activities.

The introduction of performance contract by government in public service in Kenya in 2004 was aimed at improving production and coordination of workers and eventually increases output. The policy has not worked well in schools because it's was for principals and not known by teachers and support staff. The policy was part of National Vision 2030 and the Medium-Term Plan projections (Msiska ,2017).

According to Ngeny (2016) study in Kenya public secondary schools, the teaching staffs are employed, managed, and paid by the Teachers Service Commission (TSC) while the support staff is employed and managed by the Board of management at each secondary school. The Basic Education Act (2013) further states that every Board of Management shall, pursuant to section 59 of the Act, recruit, employ, remunerate, promote, demote, and even terminate the services of its employees. The expansion of secondary schools in Kenya has led to engagement of many support staff by the boards of management (BOM). It is notable that principals and the BOM need to focus on enhancing support staff working conditions to be conducive to their job satisfaction. The Kenya secondary school heads association chair (2015) was noted claiming to the government that support staff lack sufficient funds to cater for their needs for grants were delayed and reduced (www monitor c.o. k. e).

According to Odhong *et al.* (2014) study, labor productivity has a declining trend from 4% in 2007 to 1.4% in 2012 in Kenya. This has increased labor cost per unit and lowered competitiveness. To reverse the trend HR managers should start to re-organize workers of all categories without segregation. The influence of invisible workers who are marginalized in scholarly world by the main laborers should not be undermined. The work they do in administration, handling students on non-schooling matters and support they give to teachers enables the goals of education to be easily achieved. The technical and advisory role they play enables teachers to implement the curriculum successfully (Mutuva, 2012). Both teaching and support staff are valuable assets to any educational institution for they jointly contribute to the attainment of quality education. Support staff plays an important role in schools and as such, their recruitment and management should be streamlined so as to ensure efficient and effective delivery of services.

The support staff in this case refers to all the employees of the board of management of schools who are not engaged in teaching. They include among others bursars, accounts clerks, secretaries, nurses, cateresses, matrons, technicians, librarians, cooks, watchmen, cleaners and artisans. They provide supportive services in secondary schools which are crucial for well-being of the school community. The non-teaching or support staff responsibilities are to ensure that the teaching and learning environment is made favorable for the attainment of educational objectives (Okumbe, 2000). However, the Ministry of Education has delegated their management to the BOMs without policy guidelines on how they should be managed and motivated. Thus each school manages its own support staff differently.

According to a task force on student discipline in secondary schools, the (MOEST) reported in 2001 that support staff had no scheme of service thereby making their salaries vary from one

board to the other. This was mainly because of financial abilities that depended on fees collections, which often led to salary delays, non-remittance of statutory deduction, pilferage, and general discontent hence constant incitement of students. This implies that they are dissatisfied. It was noted that physical environment impact employee behavior in the work place (Assaf and Alswalha, 2013). Thus the working place should be improved. Human resource practices on support staff in Kenyan secondary schools therefore have been an issue of great concern in recent times.

In Meru County Kudheihia trade union Meru branch (2015) documented the challenges that affect the performance of support staff in schools. They include: the school not making best use of them to help achieve good learning outcomes for students; faced with too many competing demands which interfere with ability to effectively complete tasks, lack of time to tackle the amount of work; insufficient training or professional development; lack of induction when beginning work; being employed for insufficient hours per week; their ideas being ignored and not being valued in school as a support staff member. Finally, they are poorly remunerated and trained. The solutions are yet to be provided.

In Imenti south and Buuri Sub- counties the number of support staff is increasing after the government made the policy of 100% transition from primary schools to secondary schools operational in 2017. The support staff renders essential services to teachers, students and community through interactions. They handle sensitive dockets that if dissatisfied can easily paralyze the whole system. In the past few years the schools in the two sub-counties have been experiencing unrests and strikes. It is always suspected that these workers take part in directly through clandestine activities after their demands are ignored by the schools stake holders. The principals are sometimes rejected by parents and the community after office secrets are released

to unauthorized persons by office custodians. The schools become unmanageable if the support staff lacks satisfaction and comfort.’

The support staff experience low job satisfaction, low morale and poor attitude towards performance of duty and the work environment has been of great concern in promoting quality education to students. This occurs because schools and departments are not managed and led by HRM experts. It is from this background of improper human resource practices on support staff performance in public secondary schools that culminated into the problem statement.

1.2 Statement of the Problem

Kenya secondary school management has been faced with several productivity and performance challenges of support staff due to improper human resource practices in these public institutions. It was evidenced that support staff are poorly remunerated, trained and working conditions are poor (Odunga, 2013). Also there is lack of comprehensive recruitment framework, delay in payment and lack of flow of salaries, (Kenya monitor, 2018; [www monitor c.o.k.e](http://www.monitor.co.ke)). Thus a need for this study to identify how remuneration, training, staffing and working environment affect support staff in both task and contextual performances.

Previous studies have unearthed ways or strategies to better service delivery, promote efficiency and achievement of board of management set goals. The common shortcomings are lack of token of appreciation, no overtime payment, lack appropriate working conditions and equipment, lack opportunities for further studies, excessive workload, lack of clear work descriptions, no job training program, lack of enthusiasm, general dissatisfactions leading to low motivation hence poor performances (<https://www.pressreader.com>).

These deficiencies have made labour supporting bodies such as ILO, KUSENTU, KUDHEIHA and KESENTSA gallantly agitate to employers to improve human resource practices in order to enhance productivity by spearheading the passing of relevant legislations. This is because there is a problem of performance in Kenya and more specifically in Meru County (KUDHEIHA, 2017). The support staff expectations as other key stakeholders in the school environment include among others their job security, proper remuneration, opportunities for training and development, provision of equipment and tools, better terms and condition of service and above all conducive working environment (<https://oris.nacosti.go.ke/modules/library/publications>).

Regrettably, a low level of job satisfaction resulting from work and aspects of human resource practices such as poor remuneration, lack of promotion prospects and career progression, poor training prospects and staffing inadequacies may adversely affect performance. As the school management expect them to be productive, dedicated, disciplined and committed to their work better human resource practices are required for their high performances. However, failure of public secondary schools' commitment in effectively implementing human resource practices is a missing link that causes low job performance. The study therefore seeks to find out how aspects of human resource management impact on performance of support staff in public secondary schools in Imenti south and Buuri west sub- counties in Meru County.

1.3 Purpose of the Study

The study sought to assess the relationships of human resource practices and performance of support staff in public secondary schools in Imenti south and Buuri west Sub-counties in Meru County.

1.4 Objectives of the Study

- i. To determine the effect of staffing function on the performance of support staff of public secondary schools in Imenti south and Buuri west Sub-counties in Meru County.
- ii. To establish the extent to which satisfactory remuneration affect support staff performance in public secondary schools in Imenti south and Buuri west Sub-counties in Meru County.
- iii. To determine the influence of training on performance of support staff in public secondary schools in Imenti south and Buuri west Sub- counties in Meru County.
- iv. Assess the correlation of working environment on performance of support staff in public secondary schools in Imenti south and Buuri west Sub-counties in Meru County.

1.5 Research Questions

- i. How does staffing function influence the performance of support staff in public secondary schools in Imenti south and Buuri west Sub-counties in Meru County?
- ii. To what extent do remunerations influence the performance of support staff in public secondary schools in Imenti south and Buuri west Sub-counties in Meru County?
- iii. How can training be effected to increase the performance of support staff in public secondary schools in Imenti south and Buuri west Sub-counties in Meru County?
- iv. What role is played by a good working environment and condition of work on personal growth and work performance of support staff in public secondary schools in Imenti south and Buuri west Sub-counties in Meru County?

1.6 Significance of the Study

The results complement findings and recommendations of the survey on Analysis of working condition of support staff in secondary schools in Nyamira County in 2015 that put emphasis on conditions of work as the factor that affects performance by presenting other determinants of support staff performance such as improved and programmed in-service training schemes, better remunerations, staffing, housing, improved communication among other factors. It also provides an insight on the roles of the support staff in public schools in that from submissions of the principals and support staff, considerations will be used to increase the productivity of workers. Research findings also reveal gaps that will lead to a further study for future researchers in human resource practices and performance of public schools.

The report will be used by principals, members of management, teachers and other stake holders to come up with corrective measures that will improve the systems, practices, attitudes and beliefs concerning the best use of the skills and abilities of school support staff. The support staff will also reach a collective bargaining agreement with the employer to alleviate salary incremental problems and industrial unrest. Its findings will open up new sources of funding consistently that people will take support staff job as a viable career because after training casual workers will enter competitive job markets.

The findings will make the ministries of Education science and technology and labor, social security and services to revisit labor policies especially on employment of support staff where the varying treatments and payments will require harmonization. The cabinet secretary for labor, social security and services will be enhanced to implement the provision of Legal notice number 116 and 117 cited as Regulation of wages (agricultural industry) Amendment order, 2015 and

regulation of wages (general) (Amendment) order, 2015 to support staff in secondary schools in Kenya. The members of National Assembly and the Senate can use this document to pass legislations in favor of support staff. The harmonized basic wages and scheduled wage increments in all secondary schools will motivate the support staff, leading to more productivity. The government will also come up with a syllabus to train non-teaching staff technical disciplines and industrial courses that are performance based.

1.7 Scope of Study

The population consist 81 public secondary schools with 647 support staff employees. The data was collected from 28 school principals and 226 support staff totaling to 254 persons. The study sought to find out how performance of support staff was predicted by variations in staffing, remunerations, training and working environment. These were the predictors in the study.

1.8 Limitations of the Study

These were factors that restricted the researcher in gathering right information for the study and subsequently interfered with recommendations, results and conclusion. First, the attitude of the respondent predicted to affect the validity of the responses where the respondent gave socially accepted responses to please a researcher. To curb this, respondents were explained why the study was done for them to display utmost good faith in disclosing the information. Secondly, the research being conducted in the rural area and more specifically remote places was predicted not to reflect the social class structure of the entire country, thus a need for findings being applied in other places with caution. The sample was gotten from both urban and rural public schools to dilute bias that the study suits only rural secondary schools.

Thirdly, secondary schools were sparsely located which led to time wastage and financial constraints. To overcome this, questionnaires were dispersed to heads of schools during their county meetings. The remaining questionnaires were sent by motor bikes and researcher's vehicle to schools. Moreover, non-probability sampling method was used to collect data. Fourthly, some questionnaires distributed to the respondents were not returned; hence, the information collected could not be abundant for the researcher to make useful conclusions. The researcher engaged a person who had a motor circle to collect the questionnaires from schools that were far and from the nearby ones' researcher's vehicle was used. Finally, some respondents feared to reveal certain confidential information to the public for they thought it would dilute the reputation and image of the institution. These hurdles were mitigated by assuring them that information was confidential and purposefully for investigative work and not for any other purpose.

1.9 Assumption of the Study

There were certain statements that the researcher believed were facts but cannot be verified. It was assumed that: the support staff members face challenges in course of rendering services that if remedied as they occur would promote productivity; the principals keep updated information about the support staff which make it easy to evaluate them accurately; the support staff are eager to improve service delivery if provided with the right tools and favorable working environment; grievances and suggestions of workers are effectively communicated to the intended parties and rightful response availed; relevant information was sourced from the earmarked persons and got in order to draw the right conclusion and recommendation; sampled population was a representation of the general population; there was accuracy of the methods used to collect data; willingness and truthfulness of interviewees to dispense information.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter explored theories that related to predictors that influence workers' performance and more specifically, emphasizing on training, remuneration, working environment and staffing. The chapter also includes the empirical literature review by identifying the research gaps, presentation of conceptual frame work and finally a chapter summary.

2.2 Theoretical Review

The study was based on Herzberg's two factor theory, social learning motivational and staffing theories focusing on increasing of workers' performance.

2.2.1 Herzberg's Two Factor Theory

Herzberg (1966) emphasizes factors in the environment that contributes to behavior. The theory emphasizes that persons who get satisfaction from work they do are more committed to their job while the ones who have dissatisfaction do not perform well. The elements that dissatisfies when not present are called hygiene factors and elements that satisfies when available are motivators.

The hygiene factors prevent dissatisfaction, retains status quo and prevent loss but no growth is recorded. These factors are remuneration, conditions of work, policies of enterprises and administration rules, interpersonal relations with supervisors and subordinates among others

which manifest physiological level of life in support staff. Though these factors don't cause growth but maintain status quo, they influence the behavior of workers which enable them to like work. They maintain workers working happily when they are provided adequately but when withdrawn workers don't resign but are dissatisfied. Thus workers will put more effort if they are promised an increment of pay or improvement of working environment. The theory indirectly put it that performance of a support staff is a sub-set of pay. The motivators or satisfier motivate employees to perform better in the organization. These are desires to be recognized, to achieve, to grow, to be promoted, to hold responsibilities and to carryout prudent work. These factors intrinsically reward workers. According to Mbjjiwe (2013) if reward commensurate the performance, then, the reward serves to solidify the employees' sense of competence and decrease the negative effects on the employee intrinsic motivation.

The Herzberg's two factors theory contributes to behavior of workers towards performance. The working environment plays an integral role in support staff performance in schools. It will make the researcher to measure the strength of extrinsic factors against intrinsic factors in workers' productivity. This is in line with Ledford; Gerhart & Fang (2013) view that if extrinsic factors are over emphasized, the intrinsic motivation benefits which are from within diminish to the extent of rendering incentives that promote employees' performance ineffective.

On a similar train of thought, Shields *et al.* (2015) suggested the need for organization to determine the respective roles of financial and non-financial rewards. The researcher will be at a good position to prove that hygienic factors do not cause growth but maintains status quo and prevention of loss. Growth in this sense denotes increase in output. There is also growth of individual employee caused by training and promotions. The theory highlights that favorable working environment and pay has imparts on workers' performance which the intensity needs to

be proved by the researcher. It's thus a base for exploring the factors responsible for low scaled workers' efficiency whose basic needs are beyond their means. The researcher explored how these basic needs will be met to keep workers prudent in their work. Finally, the theory guided in drafting appropriate questionnaire in order to get the right information. The theory thus had a link with variables, namely, working environment and remuneration.

2.2.2 Social Learning Theory

This theory reveals that people learn by observing what people with knowhow and understanding do (Bandura, 2013). The workers will perform a behavior that was rewarded extrinsically. Thus, learning is promoted if external rewards are given. The employees can learn by observation, watching and imitating others (Mullins, 2010). Trainees require individual intellectual judgments' and skill in order to repeat the mentor's behavior. According to Brum (2007) training has an integral role to workers' socialization. The same social cohesion is required by workers to enhance team work in order to promote performance. This theory can be used by non-teaching workers to learn through apprenticeship for it does not require classroom teaching for learning is through social interaction or community practice (Wenger, 2006). Training as a human resource practice equip learners with intellects and right attitude that make organizations to make profits (Tangthone *et al*, 2014)

The social theory has highlighted the best mode of training of low-class cadre. It recommended on job training as opposed to other traditional methods for work in the organization becomes efficient, interesting, satisfying and workers become more committed (Ameeq-ul-Ameeq & Hanif, 2013). Workers may also train through apprenticeship, job rotation, simulation and modelling. This favors support staff for they have low absorption rate that repetition of skill is

vital for them to comprehend and master. This is further reinforced by continues practice and provision of feedback of mastery of content by the trainer. The theory also supports performance appraisal. The appraisal reveals workers' positive rewards which the managers can apply in future to enhance performance. However, in schools there is no performance appraisal for support staff to evaluate their work against certain set standards. There is therefore a need to introduce performance contract and performance appraisal at school level to this category of workers in public secondary schools in Meru County.

The social learning theory explores the modes of training suitable for support staff. The researcher will assess their applicability in training and how it develops non-teaching workers' potentials. The theory directs on enquiring about the training needs of these workers and subsequently devising appropriate methods. The theory had gaps that were filled by this study such as administration of examinations to show the worth of learning and duration learning should take. The theory enabled the researcher to expound the pros and cons of on job and off-job training and then strike a balance. More over the researcher critically analyzed learning methods such as job rotation, computer learning and learning through observation by developing a purposeful questionnaire in order to introduce remedies.

2.2.3 Staffing Theory

Barker and Gump, (1964) developed this theory to show the behavioral effects of understaffing and overstaffing. The theory put emphasis on correct match of job and skills which is derived from recruitment done following the laid down procedure. Too few or too many employees and the balances are off, the behavior of the staff reflects it, and the company suffers. The work load should be examined before recruitment is done to avoid social loafing if excess workers are

employed (Kidwell & Bennett, 1993). When curriculum-based establishment approach is applied, right number of required workers will be hired and workers will work to maximum for work is highly valued by all workers (Chidambaram & Tung, 2005) hence, rising productivity. This theory support hiring of the right number of workers to prevent overloading or wastes brought by social loafing and under employment. The theory examines the behavior of workers against environmental factors but does no examine the effects of multi-tasking embraced by organizations.

In conclusion, the Herzberg's two factor, social learning and staffing theories provided a theoretical explanation on the process of effecting appropriate human resource practices (such as staffing, remuneration, training and working environment) for high performances.

2.3 Empirical Literature Review

2.3.1 Staffing

Some of the studies carried out in this subject are; Abdulkadir & Raqia, 2017; Babagana, 2014; Mutua *et al.*, 2017; Chelimo, 2017; Saleem & Khurshid, 2014 among others. There is a significant relationship found from these studies between staffing and workers' performance.

Abduikadir & Raqia (2017) carried out a study on human resource practice on organization performance; A case study of Hormurd Telecom in Mogadishu-Somalia. The independent variables were recruitment and selection, compensation and reward and performance appraisal management. The dependent variable was organizational performance. The researcher used convenient sampling. Questionnaires which had four main constructs were used. Linear

regression analysis was used. It was found that if recruitment is up to date, compensation is attractive and if appraisal is well done, performance of workers will increase.

This study found out that the influence of up to date recruitment procedures on performance of support staff and compensation should be addressed accordingly. It was attested by Gamage (2014) that the objective of selection and recruitment is to get the right person who maintains good image of the employer and leads to success of the business. Moreover, compensation should commensurate works done by support staff in schools. There should be a relationship as asserted by the study of Hameed, Ramzan and Anyiam (2014) between work done and compensation. In connection, according to Mckenna and Beech (2014) recruitment is the process that involves an organization seeking a qualified individual knowledgeable and skilled and or experienced worker to occupy a specific vacancy. This is very possible through job analysis. Fine and Gettake (2014) pointed out that through job analysis valid and reliable information gathered becomes essential in ensuring fairness and equality in the human resource management activities. Mckenna and Beech (2014) further claimed that a good job analysis leads to job alignment.

Mutua *et al.* (2017) study was on how HRM practices influence performance in health sector in Machakos County. The independent variables were planning, recruitment and selection, training and development, reward and compensation. The study adopted a mixed design method. The population used was 709 while the sampled population was 251 respondents which was obtained through stratified random sampling method. Data was collected through self-administered questionnaires. Multivariable linear regression method was used to analyze data with help of SPSS-computer program.

The results were that the independent variables had great influence on performance, thus should be enhanced and improved. The study concluded that recruitment and selection, training and compensation were positively significant to employee performance. The study recommended the institution to incorporate planning in the organization as well as enhancing training and development activities.

The study would be applicable to support staff in public secondary schools because the situation is similar. The effects of staff rationalization, job analysis and job induction on performance should not be underrated. Moreover, according to Saleem and Khurshid (2014) study results affirmed selection and recruitment enhances workers' performance. Selection was found as an extremely important aspect for performance which is derived from recruitment of the right employee.

Chelimo (2017) conducted a study on the effect of human resource policies on employees' performance in Co-operative bank of Kenya in Nairobi CBD. The independent variables were; recruitment policy, appraisal policy and compensation policy. The independent variable was employee performance. Descriptive research design was employed. The questionnaire used both qualitative and quantitative techniques. The target population was 175 respondents from a population of 3000 composed of management and non- management workers. Stratified random sampling technique was used to make selection. Data collected was analyzed by SPSS 20-a computer program.

Results and findings showed 52% agreed recruitment policy helped in new role adjustment and majority of respondents whose mean was 2.7 felt that the policy was crucial for employees' development and career progression. HR compensation policy findings showed that 85% agreed

that the policy enhanced competition in labor market. Moreover, a mean of 2.93 showed that transparency in compensation processes was crucial to build trust and commitment in the organization. It revealed that new recruits should be well educated on the same and follow up done to ensure supervisors and or managers implement the right procedures to the last detail when inducting support staff in new roles. This would enable fast role adjustment and encourage great performance that results in career progression.

The study gaps were recruits lacked HR recruitment policy awareness, appraisal policy was not objective but subjective leading to no fair assessment of employees. Compensation policy was not transparent and fair to all. This study is of great help to public schools to initiate changes for the Principal's and BOM'S self interest in recruitment drive, heads up shelving the laid up procedures to absorb their favor rights. Also noted was the importance of personal growth to employees and how adopting a learning organization culture impact positive outcome to support staff. More so commitment on Board of management in applying right procedures in recruiting staff is of great concern in order to eliminate nepotism. Adopting qualitative system and appropriate channels in recruiting and selection help organizations to grow as vacancies are filled with the right people (Sinha & Thaly, 2013).

2.3.2 Training

There are several researches previously carried out by scholars on this topic with a view of finding out the effect of training on workers' performance. Some of the notable scholars are Gitau (2017), Tukunimulongo (2017), Victor & Jonathan (2013), Franklin(2013), Ashikhike (2013). Despite this little has been done on none-teaching staff in high school.

Gitau (2017) conducted a study on how performance is affected by human resource practices in Agha Khan University hospital in Nairobi City County, Kenya. The independent variables used were; training and development, promotion, motivation and performance appraisal. Data was obtained by descriptive research design. A sample size of 100 was got through stratified random sampling of the population. Questionnaires were given to respondents to fill and gathered within specified period. It was analyzed using statistical tools. It was presented by use of graphs and frequency distribution tables to facilitate description and explanation of the study findings. The study established that training affects employee performance for it revealed that 73.33% supported it while about 97% agreed that workers should possess the right skills and knowledge to be productive. This study has come up with relevant training competencies required in job markets which were found lacking in past studies especially for support workers in public secondary schools.

Tukunimulongo (2016) study was carried out among the workers of Mumias Sugar Company Limited to examine the effects of on-job-training on performance. The independent variables were: employees' capability, task requirements, employees satisfaction and leadership. The study adopted a descriptive research design. The target population was 115 employees where a sample size of 90 was selected using Krejcie and Morgan table. The questionnaires were distributed to selected employees to acquire relevant data for the study. The data was analyzed using the chi-square method and presented using frequency tables. The study found out that on-the job-training enhances employee capability, efficiency, likeness to work and team work, hence providing satisfactions which then increase profitability. The study was silent on the effect of any training away from job.

The method of training is supposed to be appropriately selected depending on the nature of work and the skill required to be imparted. Training influences, the attitude, service delivery, and job satisfaction thus central to determine performance (Kasau,2014). Moreover, employee empowerment has a significant effect on institutions performance due to the acquired skills, knowledge and changed attitude (Ann, 2015). However, after thorough literature review on training, it was deduced that lack of commitment on continuous training of subordinate staff leads to ineptness.

According to Elnaga & Imran (2013) off-the-job training is desirable for trainees pay much attention and are more focused for there are no distractions. They also acquire new skills and knowledge that make them more useful. Such a training needs job analysis in order to avoid skill deficit which leads to poor performance (Ongari and Tari, 2015). Lack of job need analysis make employees to duplicate the skills they have or to acquire the knowledge which is not job oriented nor towards career progression. Therefore, any training should be governed by the task to be performed, skills required, goals, standard of output and the outward reputation of the organization. More over the gaps of competencies in the organization should be identified and be addressed in training (Rasool *et al*, Muqadas, Rehman & Aslam, 2017).

2.3.3 Remuneration of Employees

Jibrin-Bidaa *et al*. (2018) study on employees in a polytechnic in Nigeria had compensation as one of the key independent variable as a HR practice that influences performance. Data was sourced from 450 laborers' using scientific tools. Hypothesis was tested by partial least square technique. It was established that if workers are well remunerated the output is accelerated as was supported by Hameed, *et al*. (2014) and Oluigbo and Anyiam (2014) who revealed that

compensation influence employee performance. When the same assertion is transferred to support staff in public secondary school it may have similar results. However, the study did not indicate the forms of compensation in question and time when payment should be effected to boost the morale of workers. It's the prerogative of this study to give lights on this issue.

More over Imna and Hassan (2015) study on influence of reward and compensation on employees' retention revealed that good pay leads to higher performance from expertise of long serving workers. Long serving workers have experience that improves both quality and quantity of goods produced. The data was collected from a questionnaires issued to 254 employees'. The information was analyzed by regression and SPSS 20 methods. The study never revealed how intrinsic and extrinsic rewards can be improved to foster higher performance among the staff. Thus, need for further research to benefit non-teaching staff in public secondary schools.

Shields *et al.* (2015) gave more lights on intrinsic rewards and extrinsic rewards. The intrinsic rewards are self- initiated such as sense of satisfaction one gets from a job namely, sense of pride, sense of belonging, accomplishment and achieving a purpose. Intrinsic rewards can be enhanced by giving challenging tasks and increasing freedom through flexible working hours. Extrinsic rewards are provided by the management. They include financial benefits (wages, salaries, and pensions), developmental rewards (personal growth through training) and social rewards which are non-financial benefits that make life and job of the employee attractive (status and titles in job). Both rewards are vital for workers. After thorough literature review on remuneration and staff performance it was evident that further study was necessary to evaluate details of remuneration practices crucial for high performances of support staff in public secondary schools

Another perspective on compensation presented by Wang, *et al.* (2015) looked at pay dispersion's effect on employees' innovation and voluntary turnover. Pay dispersion is basically the difference in pay among staff members. They view their pay in comparison to how they affect their attitudes, behaviors and in turns the organization's performance. Findings showed that low level pay does not necessarily result in employee turnover but it inadvertently leads to low performance by those who feel that their efforts are not being fairly compensated. To avoid such instances of employee demotivation and or voluntary turnover the study advocates for organization management to compare and adjust its pay scales to match other organizations in the industry. This occurrence is prevalent in public secondary schools where there is no parity in wages of support staff in different schools.

Chelimo (2017) study on the effect of human resource policies on employees' performance of Kenya co-operative bank concluded that right compensation makes workers to move an extra mile to reap more. It established that it is important for organizations to have a policy that provides compensation packages that are not only good enough to attract talented individuals but also practical enough that return on investment can be realized immediately. Compensation policy should also be considered to be transparent. Transparency builds trust which in turn boosts commitment.

The study did not state the importance of involving employees in determining their pay packages. In public schools the boards of management do not have wage scales nor involves support staff in negotiation for their compensation. This leads to discontentedness. In conclusion, not only do relevant compensation policies attract talent, they also help in retaining committed employees who perform.

Another aspect of remuneration is grading. Aswathappa (2013) argues that the basic principle of remuneration dictates employee compensation be determined by the grades of job they occupy which fosters the worth of their job. Pay grades provides different ranges in which employees' remuneration and other benefits fall under. It provides hierarchical order in terms of payments scale in which employee anticipate ascending when promoted. The skilled and older workers are at a higher level than new recruits. To attract workers to the higher level there is need for transparency and hard work. However, Scott et al (2015) revealed that older employees with higher pay preferred less transparency than young workers. Higher pay leads to higher level of satisfaction, retention and better performance. Many scholars believe that there is a direct correlation between satisfaction and compensation that HRM should advice on pay grades (Group of authors, 2015).

Munyao (2013) also carried out a study to investigate compensation practices of support staff in public secondary schools in Kathiani District in Machakos County. The independent variables were government policies, the size of school, employees' qualifications, and market rates. The dependence variable was compensation practices. The target population was 279 comprised of 29 principals and 250 members of support staff. Descriptive sample design was administered. There were separate questionnaires for principals and support staff. The data collected was consolidated and analyzed.

The results were factors that had great impact on compensation practice of support staff were the size of school and the employee educational and professional qualifications. The enrolment status determined the appropriate number of workers to recruit and the financial strength of the

school which translated to level of compensation. The schools with large populations were richer and had various sources of funds required for motivating staff and subsequently improving their performance. However, support staff remuneration should be based on skills, experience and education qualifications. The enrolment rate in Kathiani sub-county was between 150 and 250 students. Thus support staff wages were low and payment delayed for government grants for personal emolument was low.

The study further found out that majority of support staff in schools had basic education which made performance and wages to be low. Moreover, wages were different due to classification of schools. The research gaps in the study were lack of training opportunities, lack of proper guidelines on recruitments and compensation by the ministry of education and finally, lack of wage harmonization in all public schools located in varying environments. These gaps were remedied by this study.

It was assumed that the support staff in Kenya would get relief if Mwiria (2014) Education Task Force on Secondary Fees Report was implemented. It had recommended that recruitment be pegged on students enrolment and number of streams, employment of essential staff to be on permanent and pensionable terms, trimming of bloated support staff in some schools and support staff to handle multiple role in order to reduce wage bill in schools. These recommendations require a good political will to be practical. The BOM with the right number of workers would pay support staff as stipulated by the government in a circular on report of a Taskforce on Affordable Secondary School of 2008. Despite identifying the importance of remuneration on the workers' performance, the study revealed absence of accurate measurement of remuneration framework and pay practices for support staff in public secondary schools

2.3.4 Work Environment

Work environment being the internal or external surrounding factors that affect the operations of an enterprise may negatively or positively interfere with performance. The studies of Agbozo *et al.* (2017) and Amari, (2017) among others show how performance can be influenced by environment.

Agbozo, *et al.* (2017) studied the effect of work environment on job satisfaction in banking sector in Ghana. The independent variables were physical and mental environment, satisfaction level and psychological environment. The dependent variable was job satisfaction. Descriptive research design was used. A sample of study was selected by stratified sampling technique. Questionnaire was used to collect data while Statistical Package for Social Sciences was employed to analyze data gathered.

When the environment is conducive employee personality and psychological wellbeing is promoted which consequently leads to more commitment and good mood at work. According to Nyakundi (2012) there are so many environmental factors that functions influence employees. The employer should be keen to take advantages as well as control others for they may cause threats or foster opportunities while others may pose weaknesses or strength. It was concluded that the environment in which support staff work has a significant effect on performance. The research gap was improvements were required in the environment for workers to use the resources available productively.

Akinyi (2013) conducted a study on the factors that influence job satisfaction among non-teaching staff in public secondary schools in Bukula Division. The variables were remuneration, communication, environment, security, training and job satisfaction. The sample size was 161

non-teaching staff members from a target population of 300. Content validity was applied. Split-half method was used to test the reliability of instrument. Questionnaires were engaged to extract data which was analyzed using descriptive analysis method. The findings were non-teaching staff was dissatisfied with remuneration, training opportunities and job security.

It was recommended that pay should be improved, administrators' to support training programs and training be coupled with promotions, avail right tools and finally reassure employees' with security including leaves with pay, medical cover, pensions and be made aware of how salaries are determined. However, after thorough review on the influence of working environment on worker's performance it was revealed that there was missing detailed analysis on the relationship between physical and psycho-social environment with performances of support staff in public secondary schools.

2.4 Summary of Empirical Literature Review and Research Gaps

Several researches had been conducted on the factors that influence performance of employees in various sectors of the economy but very little if any was known about support staff in secondary schools in Kenya. This was why they do too much work but their input was poorly compensated. There was a need for a research to unearth major elements that influence their performance in a few sampled public secondary schools. Some of the possible factors that should be assessed are remuneration, training, working environment and staffing. The degree of influence may differ depending on the intensity and weight the factor is put by a particular employee. More over the support staff lacked performance appraisal. Thus their work was not accurately measured. This made them not know their worthy in the institution.

Table 2.1: Literature Review Summary

Author	Research focus	Methodology	Findings	Knowledge gaps	Focus of current study
Chelimo (2017)	Examine the effects of human resource practices on employees' performance in banking sector	Descriptive research design/use of questionnaires/stratified random sampling/data analyzed by SPSS method/presented by frequency charts	Career progression and adjustment of roles, transparency in compensation practices vital	Missing link to quantify work done for right pay	Pay commensurate work done, recruitment policy application rightfully done to NTS
Mutua (2017)	Influence of HRP on employees' performance in Health sector, Kenya	Mixed research design/questionnaires used/data analyzed by SPSS/presented by frequency tables, graphs pie charts	Performance increased by increase in unit of training, recruitment/compensation	Lack staff rationalization, Power planning, training, poor pay	Avoidance of loafing by use of CBE/staff rationalization and Right recruitments to NTS
Jabrin-Bida et Al,2018	Validating the relation between HRP and performance in polytechnic workers in Nigeria	Cross sectional survey approach/used structured questionnaire/dis-appropriate sampling/partial least square to test validity	HRP are effective determinants of performance	Lack of continuous training	Find out the imparts of On-job and out of job training on performance to NTS
Tukunimulongo, 2016	Effects of on-job training on performance	Descriptive research design/ Questionnaire used/Chi-square used to analyze data/	Employees capability enhanced by on-job training	Lack on-job training supplements	Compares on job and out of job trainings/enhance training

Author	Research focus	Methodology	Findings	Knowledge gaps	Focus of current study
		Frequency tables used			programmes to NTS
Agbozo,2017	Effects of work Environment on job satisfaction in Banking sector, Ghana	Descriptive research design Questionnaire used/stratified sampling method used/spss used for analysis/bar graphs used for Presentation	Rich and improved environment required for higher productivity	Lack of other HR practices hampers productivity	Impacts of both physical and psycho-social environment on NTS performance
Al-omari,2017	Influence of work environment on job performance in Engineering company, Jordan	Cross sectional survey method/questionnaire used/SPSS version22 used to analyze data	Institutional constraints were major environmental conditions that imparts negatively	Worker lacked motivation for physical and psycho-social factor were dismal	Assess the impart of working environment on NTS performance
Imna,2013	Influence of HRM on employees retention in Maldives,Malysia	Descriptive and explanatory research design/questionnaire used/spss 20 used in analysis	HRM crucial to retention and job performance	Training was general and covered a small area	The study covers a large are with schools with diversities
Akinyi,2013	Factors that influence job satisfaction among NTS in sec. schools in Butula Division	Descriptive survey design/questionnaire used/split half method used to test reliability/graphical Methods for presentation of	NTS dissatisfied with remuneration, training	Lack training programs and payment schemes	Training programmes and payment schemes to be enhanced

Author	Research focus	Methodology	Findings	Knowledge gaps	Focus of current study
		Data	and job security		transparently
Munyao,2013	To investigate compensation practices of NTS in public schools in Kathiani District	Descriptive design/questionnaires used/random sampling methods used/graphical methods used for presentation of data	Size of the school influenced compensation rates and staff lacked skills and knowledge	Lack salary schemes and training programmes	NTS to have salary scales and best mode of training initiated

2.5 Conceptual Framework

The dependent variable includes performance, which was measured against set standards while the independent variables of this study were remunerations, training, staffing and working environment. The dependent variable of the study was performance of support staff in public secondary schools with predictors of; achievement of goal and target; service delivery and efficiency. The four independent study variables were: First was remuneration with internal predictors being wages/salaries and pay practices. Second was training with internal indicators being; training needs assessment (skills, knowledge); mode of training (on-job training & off job training, formal & informal). Thirdly was staffing with internal predictors being size/work load, and recruitment/selection. Lastly was working environment with predictors being intertwine of physical and social work environment.

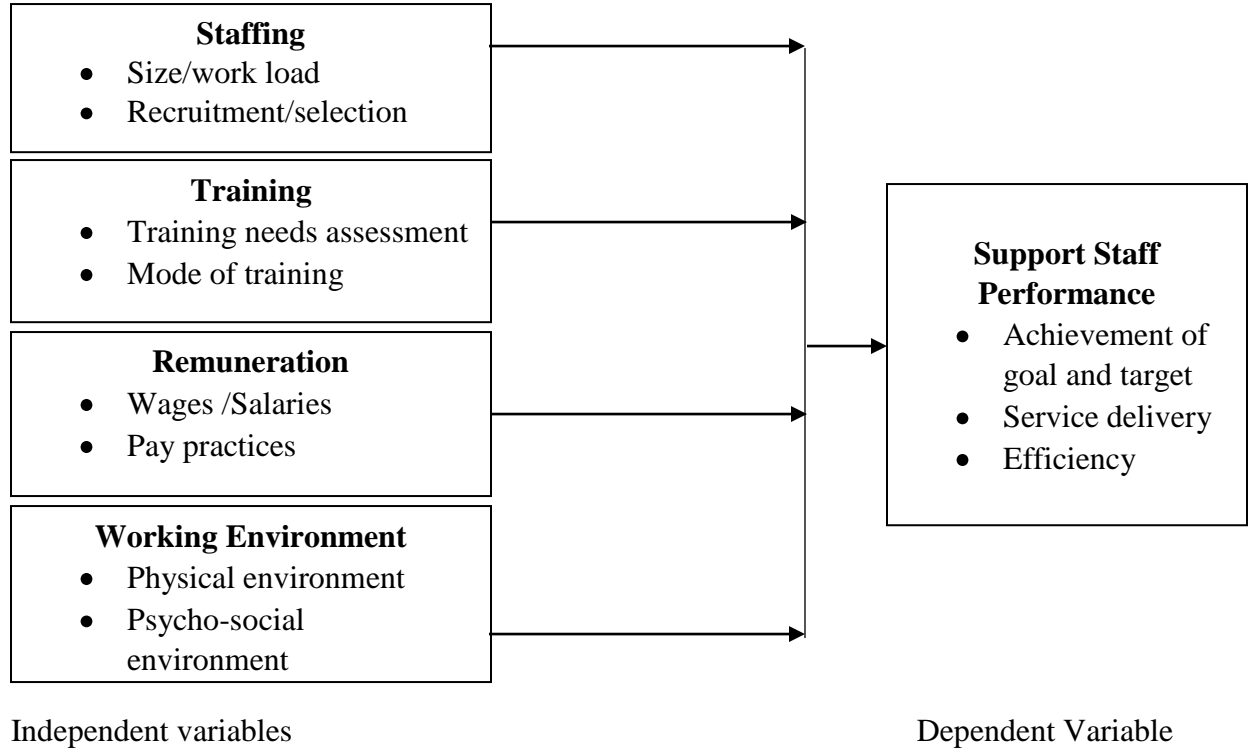


Figure 2.1: The Conceptual Framework Model
Source: Author (2020)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter consists of research design, target population, sampling design, and data collection instrument, procedures in data collection, and methods of data analysis.

3.2 Research Design

This study adopted a descriptive research design which assisted the researcher to get information about the problem being studied and describe it with reference to dependent and independent variables. Research design is a blue print for the collection, measurement and analysis of the data. It is a plan and structure which is aimed at obtaining answers to research questions. It also assesses the bivariate relationship between variables, determines if they are independent and if they are not, then, examines the strength or magnitude of the relationships (Coopers & Schindler, 2008). This method enabled finding answers in the questions relating to existing relationships between human resource practices and support staff performances of public secondary schools which the other research designs would not do exhaustively.

3.3 Target Population

According to Nachamias and Nachamias, (2009) population refers to the aggregate of all cases that agree to a sort of specifications. In this study the population composed of 83 principals and 666 support staff in job group A to F from Imenti –south and Buuri –west sub-counties of Meru County. The principals' qualification grades ranged from job group M to Q.

A target population is the population the researcher uses to generalize the results of the study. In this case the target population was 749 which was selected by use of non-probability sampling

technique where participants were chosen arbitrarily due to their unique and diversified features (Coopers & Schindler, 2011) It took the form of purposive sampling which allowed generalization of a large population with a margin error that could be statistically revealed and determined. Moreover, it allowed use of inferential statistics. Thus, the study wished to make inferences of total collection elements (Cooper& Schindler, 2011).

The list of secondary schools in the two sub-counties is attached as Appendix IV.

Category	Target Population	percentage
Principals	83	11%
Support staff	666	89%
Total	749	100%

Table 2.2: Population

Source: Meru County Education Office

3.4 Sampling Technique

This is a design, procedure or process of selecting a sub-group from a certain population to represent a larger group in a study (Ogula, 2005). The sample size of 254 was got by use of Krejcie & Morgan formula, from a total population of 749 (approximately 750)

The Krejcie & Morgan formula;

$$\frac{X^2 * NP(1-P)}{[ME^2 * (N + X^2 P * (1-P))]}$$

Where:

s= sample size

N=total population

X^2 =the table value Chi-square for 1 degree of confidence level (3.841).

ME=population size

P= the proportion (assumed to be 0.50) since this would be the maximum sample size).

ME= the degree of accuracy expressed as a proportion (0.05)

The sample population was computed as below.

$$\frac{3.841 * 749 * .5(1-.5)}{.05 * .05 * (749-1) + 3.841 * .5(1-.5)}$$

$$\frac{719.227725}{1.87 + 0.96025}$$

$$= 254.1$$

This formula was used to make the table below:

Table 3.1: Population and Sample Size

N	S	N	S	N	S
10	10	110	86	400	196
15	14	120	92	420	201
20	19	130	97	440	205
25	24	140	103	460	210
30	28	150	108	480	214
35	32	160	113	500	217
40	36	170	118	550	226
45	40	180	123	600	234
50	44	190	127	650	242
55	48	200	132	700	248
60	52	210	137	750	254
70	59	290	165	800	260
75	63	300	169	850	260
80	70	320	175	900	269
95	74	340	184		
100	80	360	186		

N represents population

S represents population size

The schools in Imenti south sub county were 70 and Buuri west sub county were 13 with a population of 674 and 75 respectively. With population sample size determined as 254 the proportionate number of respondents of non-teaching staff and principals was 89% (666) and 11% (28) respectively. In Imenti south there were 70 principals and 604 non -teaching staff while from Buuri west there were 62 non-teaching staff members and 13 principals. Proportionately, the respondents from Imenti south were 205 non-teaching staff ana24 principals. The Buuri west sub county presented 21 non-teaching staff and 4 principals.

Table 3.2: Number of Principals and Non -Teaching Staff in Buuri West and Imenti South Sub Counties

Category	staff	%	Sample size
Non-teaching staff	666	89	226
Principals	83	11	28
Total	749	100	254

The two sub counties had different number of non-teaching staff and principals. Thus, the sample size was to vary proportionately has shown in the table below.

Table 3.3: Population and sample size

Sub-counties	Principals	Non-teaching staff	Principals sample	Non-teaching staff sample
Buuri West	13	62	4	21
Imenti South	70	604	24	205
Total	83	666	28	226

Some schools in Buuri West and imenti south with unique characteristics were selected through non-probability method for convenience. This enabled fair representation of non-teaching staff and principals and inclusion of diversified views in the two sub-counties. All principals of the identified schools through the opportunity sampling methods provided the information. However, stratified random sampling of respondents was eminently done to get diversified

information. The sample size represented 33.9% of the target population is acceptable for Mugenda and Mugenda (2003) recommends 10%. Moreover, the 20 schools representing 83 schools is also acceptable by researchers for its 24%. The schools selected by non-probability method are shown by table 3.6 below.

Table 3.4: Sample of Selected Schools

	Sec. Schools	No. of Support Staff		Sec. Schools	No. of Support Staff
1	Gundua Day	7	11	Kionyo Day	7
2	Ntirimiti Day	4	12	Rurama	5
3	Timau Day	4	13	Kanyekine Boys	19
4	Ontilili Day	8	14	Kiangua	11
5	Gikurumene Boys	17	15	Kithangari Girls	14
6	St. Agnes	14	16	Igandene Day	5
7	St-Eugene day	7	17	Igoki Boys	13
8	Yururu Day	5	18	Yururu Girls	18
9	Nkuene Girls	17	19	ACK Mitunguu	12
10	Nkuene Boys	16	20	Ndamene	5

The formula used to determine the non-teaching staff required per school to be issued with questionnaires was:

$$R = \frac{k * sz}{t}$$

R-number of respondents required per school

k-number of non-teaching staff in a school

Sz-population sample size

t-total number of selected non-teaching staff in the two sub counties

eg A school with 20 support staff members the number that will be selected will be;

$$R=20*254/226$$

=17 respondents

Each selected school had also a principal issued with a questionnaire and the extra 8 got through random sampling.

3.5 Data Collection Instruments and Procedures

Data collection involved gathering and measuring information in systematic way in order to achieve a certain purpose. In order for the data to be collected from respondents prudently and with ease the researcher required to be given an introductory letter from the University. For the purpose of obtaining information, Questionnaires were dropped to the sampled population and picked after five working days. It was thought that the time allotted to the respondents was enough to answer the questions asked. According to Sekaran (2006) the set of questions asked to each person should be the same in a predetermined order to test validity. Moreover, according to Kothari, (2008) questionnaires provide information which is free from respondents' bias and researchers' influences. To ensure timely and higher response rate, follow ups through email, phone calls, short messages and visits were done.

3.5.1 Pilot Testing

Ten schools were selected randomly to test whether the instrument was clear and accurate to respondents. From data collected the researcher established that respondents had problems in understanding the language used especially those who answered before reading the meaning of the key words explained. The support staff required a guide when responding to questions for

most of them had basic education which had faded due to disuse. However, consistency of question enabled the elite to respond easily.

3.6 Validity and Reliability

3.6.1 Validity

It is meant to find out whether a test or questions measures what they were supposed to (Borg and Gall, 1989). Thus, the questions to be asked to the interviewees were very suitable, clear, sequential and relevant to the study. They were relevant to the variables that the results after analyses provided true inferences. The preparation of the questionnaires was guided and approved by an educational or research expert to guarantee validity standards. The questionnaire was tested on pilot schools before being used to the entire target population. Remedies and corrective measures were made on questions set to increase the degree of validity.

3.6.2 Reliability

These measures the consistency of the instrument used to collect data. The method suitable for this study was Cronbach's alpha which ranged from 0 to 1.0. The researcher ensured the language used was clear and not ambiguous, questions were well framed and systematically placed, relevant information was collected and finally, a pilot study was conducted to about 10 schools to test reliability of the questionnaire.

3.7 Data Analysis and Presentation

Data collected was analyzed quantitatively and qualitatively. Primary data from the questionnaires were coded for computation. Data was analyzed by a computer program, the Statistical Package for Social Sciences (SPSS) version 22. The presentation was in form of tables, pie-charts, bar graphs and percentages with brief narrations. Inferential statistics, in form

of Pearson correlation coefficient and ANOVA was used to measure the relationship between variables. The study used a 95% level of significance. Multi linear regression analysis was used to find the relationships between independent and dependent variables. The analysis to show the correlation was done in chapter three. The study adopted the following multi linear regression equation:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e$$

Where:

Y= Performance of support staff,

β_0 = Constant

X₁= staffing

X₂= training

X₃= remuneration

X₄= working environment

β = Are the slope coefficients

e= error term

The coefficients represent the unit change of dependent variable as a result of a change in the independent variables. Quantitative data from the findings was presented in tables while qualitative data was summarized and categorized into themes guided by the objectives of the study.

3.8 Ethical Issues

The researcher-maintained confidentiality in the whole research process. The information collected from respondents was purposefully used for the study without revealing the source to anybody. To conceal the origin of information and informers the names of participants and their

schools were not revealed. However, the researcher ensured dissemination of findings which enabled institutions to improve efficiency across the entire staff performances in public secondary schools.

CHAPTER FOUR

DATA ANALYSIS, FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents data analysis, findings, presentation and discussion. The main objective of the study was to assess the relationships of human resource practices and performance of support staff in public secondary schools in Imenti south and Buuri west Sub-counties in Meru County. The chapter is organized into sections that presents the respondents' return rate, their demographic information, descriptive statistics for each variable and inferential statistics addressing variables relationship.

4.2 Respondents' Return Rate

Respondents' return rate was stratified into two categories comprising of school principals and their support staff as shown in Table 4.1.

Table 4.1: Respondents' Return Rate

Category	Sample Size	Responses	Response Rate
Support Staff	226	187	82.7%
Principals	28	27	96.4%
Total	254	214	84.3%

The sample size for support staff was 226 out of which 187 respondents satisfactorily filled and returned their questionnaires converting to a response rate of 82.7 percent. Likewise, 27 principals out of the targeted 28 respondents returned their filled questionnaires making a

response rate of 96.4 percent. On average, the response rate was 84.3 percent which was adequate for the current study. Edward *et al.* (2002) contends that, a response rate of 80 percent and above is excellent for the purpose of a study.

4.3 Reliability Test Results

Reliability tested using the Cronbach’s Alpha as shown in Table 4.2

Table 4.2: Cronbach’s alpha

Research Tool	Cronbach’s alpha
Support Staff’s Questionnaire	0.799
Principals’ Questionnaire	0.827
Overall	0.813

After processing the pilot data, Cronbach’s alpha was found to be $0.813 > 0.7$. Thus, the study was reliability and acceptable.

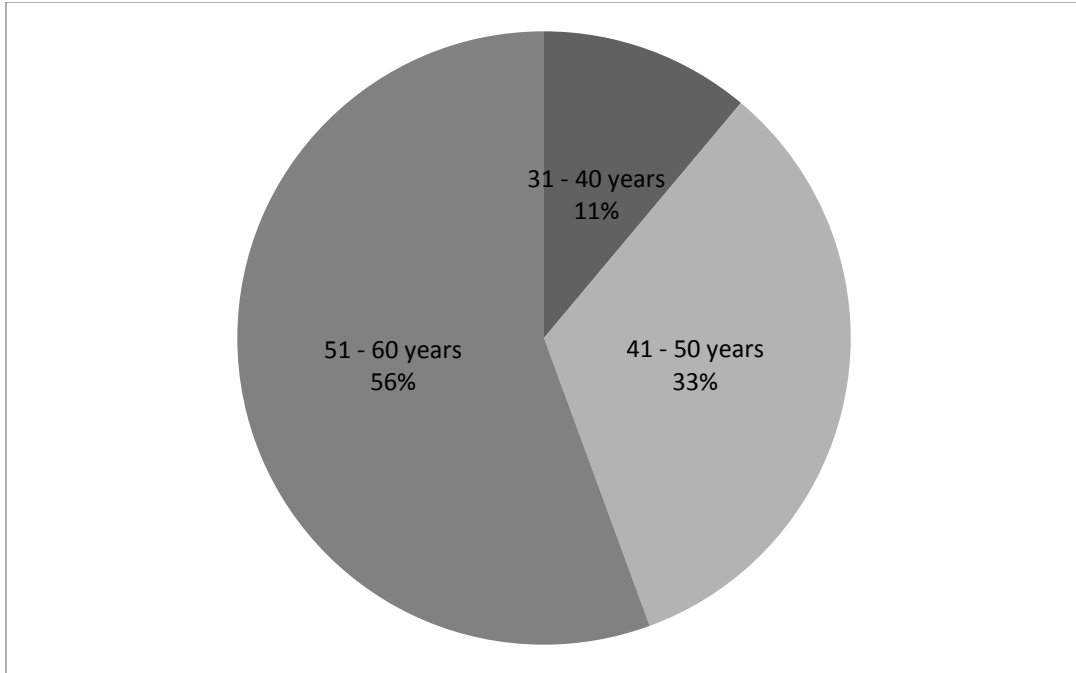
4.4 Demographic Information

Demographic information was based on distribution of principals and support staff by their age brackets and gender. The section also presents the support staff’s current levels of education, terms of employment, earning per month, and job description. Figure 4.1 to Figure 4.8 presents the information.

4.4.1 Distribution of Respondents by the Age Brackets

Distribution of respondents by the age brackets is presented in both Figure 4.1 and Figure 4.2.

Figure 4.1: Age Brackets of the Principals



As shown in Figure 4.1 above, 56 percent of the respondents were aged between 51 and 60 years with only 11 percent being 40 years and below. This implies that majority of principals in public secondary schools in Imenti south and Buuri west Sub-counties in Meru County are over 50 years of old.

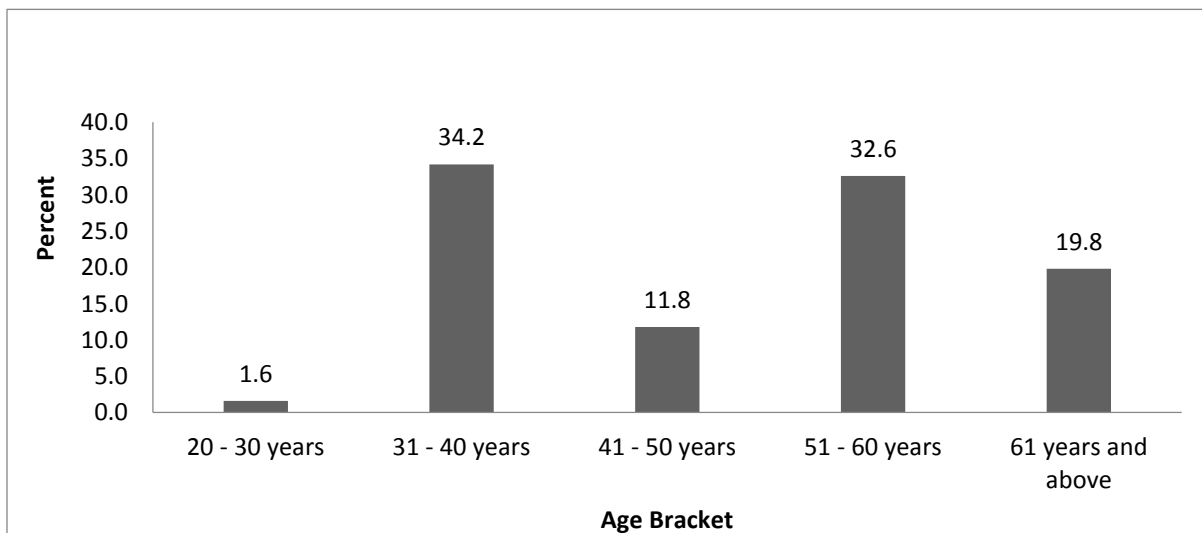


Figure 4.2: Age Brackets of the Support Staff

Regarding the age distribution of support staff, 1.6 percent were aged between 20 and 30 years, 34.2 percent aged between 31 and 40 years and 11.8 percent between 41 and 50 years. Others respondents aged 51 – 60 years (32.6%) and above 60 years (19.8%). This implies that majority of support staff in public secondary schools in Imenti south and Buuri west Sub-counties in Meru County are at least 50 years of old.

4.4.2 Distribution of Respondents by the Gender

Results indicate that distribution of principals and support staff by the gender is that the gender of principals where 63 percent of the respondents were male with the remaining 37 percent being female. This implies that majority of principals in public secondary schools in Imenti south and Buuri west Sub-counties in Meru County are male.

On the gender of the support staff, 65 percent of all respondents were female with the remaining 35 percent being male. This indicates that majority support staff in public secondary schools in Imenti south and Buuri west Sub-counties in Meru County are female.

4.4.3 Distribution of Respondents by their Current Levels of Education

Distribution of respondents by their current levels of education was based on the level of education of the support staff as presented in Figure 4.5.

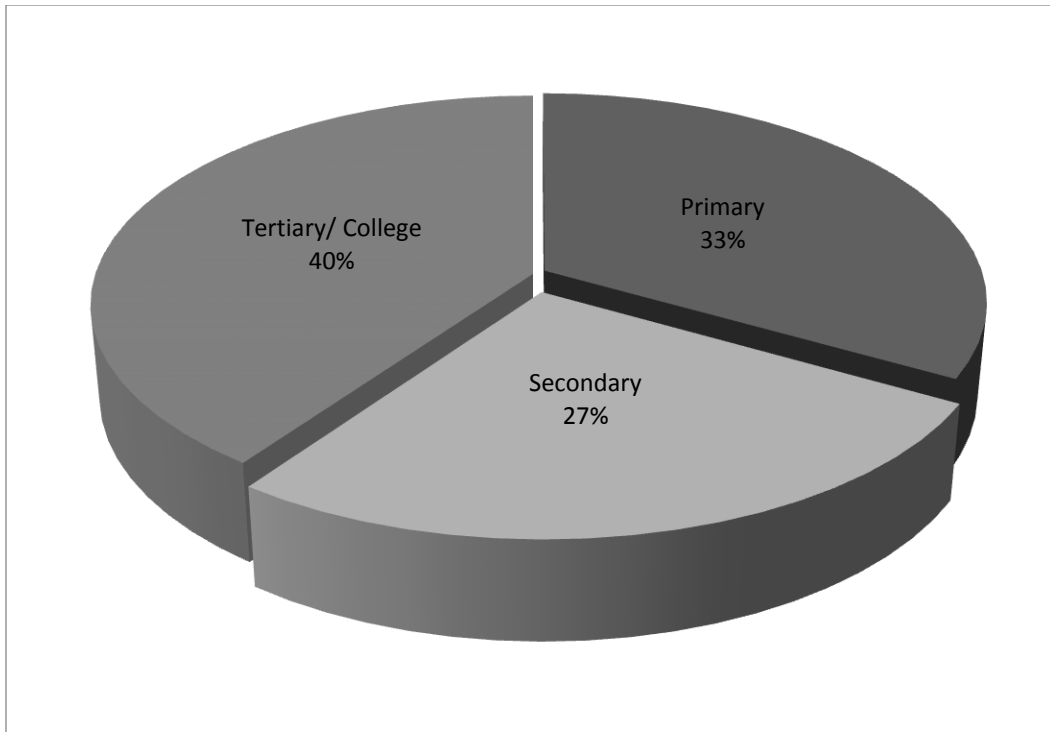


Figure 4.3: Current Levels of Education of the Support Staff

Figure 4.5 indicates that, 40 percent of the support staff have tertiary/college certificates. Others (27 percent and 33%) have secondary and primary certificates respectively. This indicates that majority of support staff in public secondary schools in Imenti south and Buuri west Sub-counties in Meru County have at least secondary certificates as their highest currently levels of education.

4.4.4 Distribution of Respondents by their Terms of Employment

This subsection presents the distribution of support staff by their terms of employment as presented in Figure 4.6.

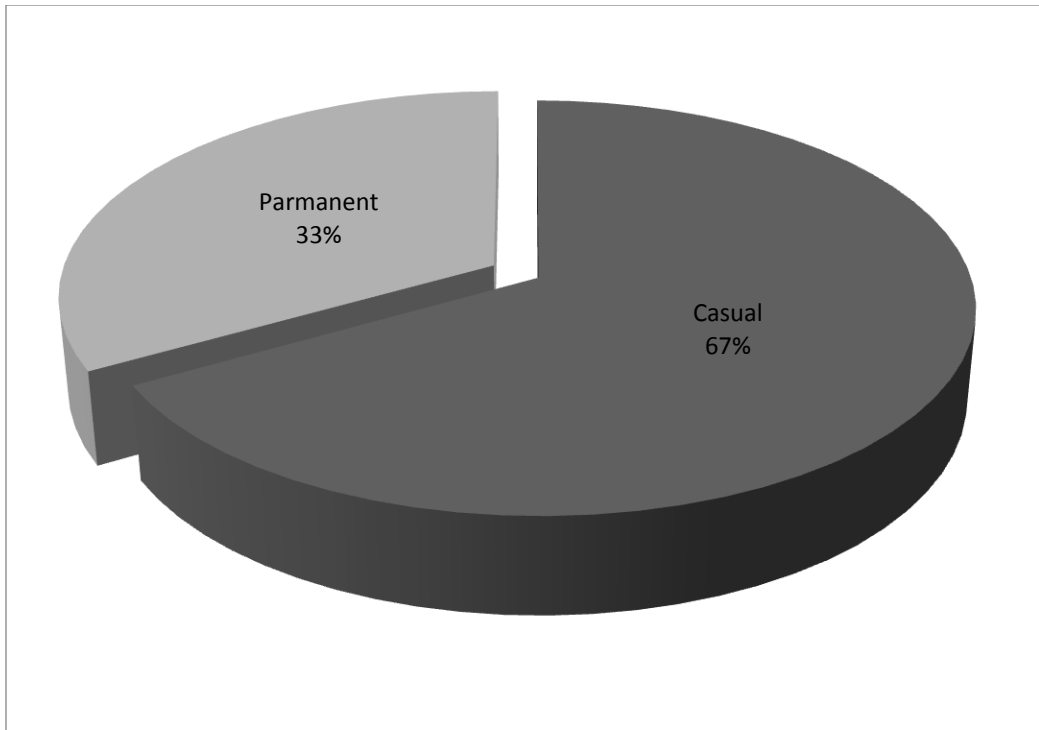


Figure 4.4: Terms of Employment of the Support Staff

As shown in Figure 4.6, 67 percent of all the respondents were casual laborers with the remaining 33 percent being on permanent terms of employment. This indicates that majority of support staff in public secondary schools in Imenti south and Buuri west Sub-counties in Meru County are employed on casual terms of employment.

4.4.5 Distribution of Respondents by their Earning Per Month

This subsection presents the distribution of respondents by their earnings per month was based on terms of employment of the support staff as presented in Figure 4.7.

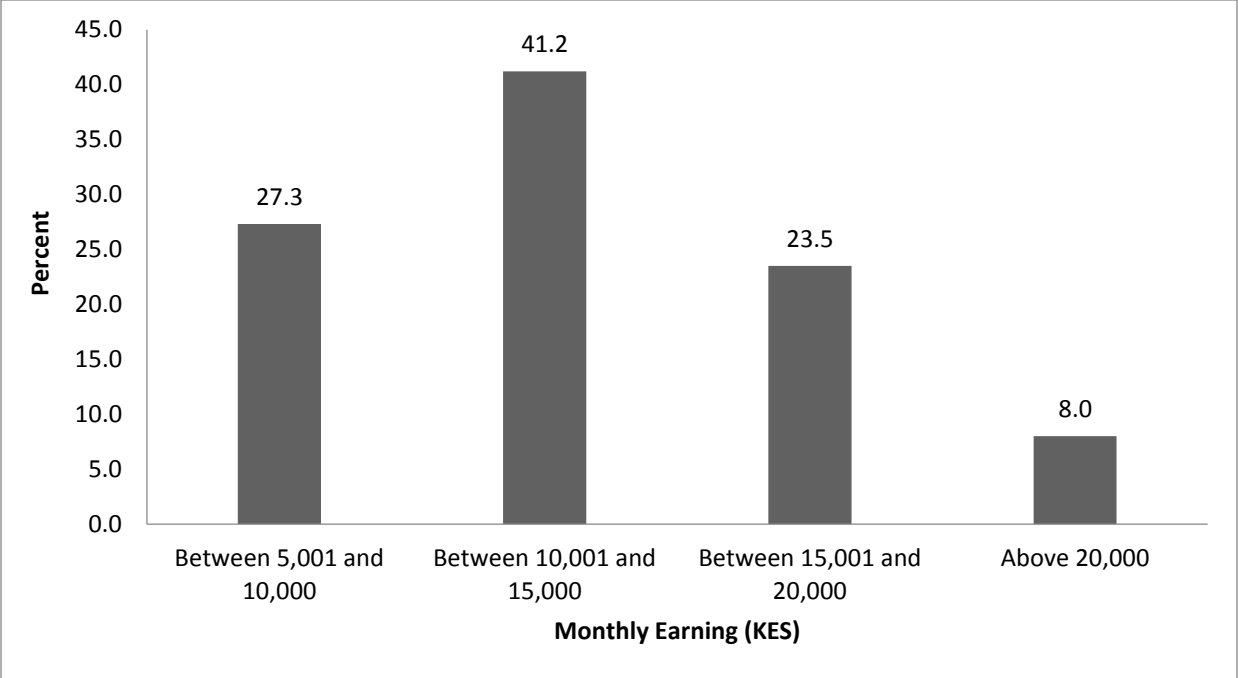


Figure 4.5: Terms of Employment of the Support Staff

Figure 4.7 shows that 41.2 percent of all respondents earned between KES 10,001 and 20,000. Another 27.3 percent have monthly pay of between KES 5,001 and 10,000 while those who earn between KES 15,001 and 20,000 were 23.5 percent. The remaining 8 percent earned above 20,000. This implies that majority of support staff in public secondary schools in Imenti south and Buuri west Sub-counties in Meru County have monthly earning of KES 15,000 or less.

4.4.6 Job Description of the Respondent

This sub-section was based on distribution of the support staff by their job description as shown in Figure 4.8



Figure 4.6: Job Description of the Support Staff

Figure 4.8 shows that, job description of the respondent ranged from cooks (21.4%), office assistants (32.6%), watchman (23.0%) to groundsman/cleaners (23%).

4.5 Performance of Support Staff

This section was based on rating the performance of support staff of public secondary school due to existing human resource practices as presented in Figure 4.9.

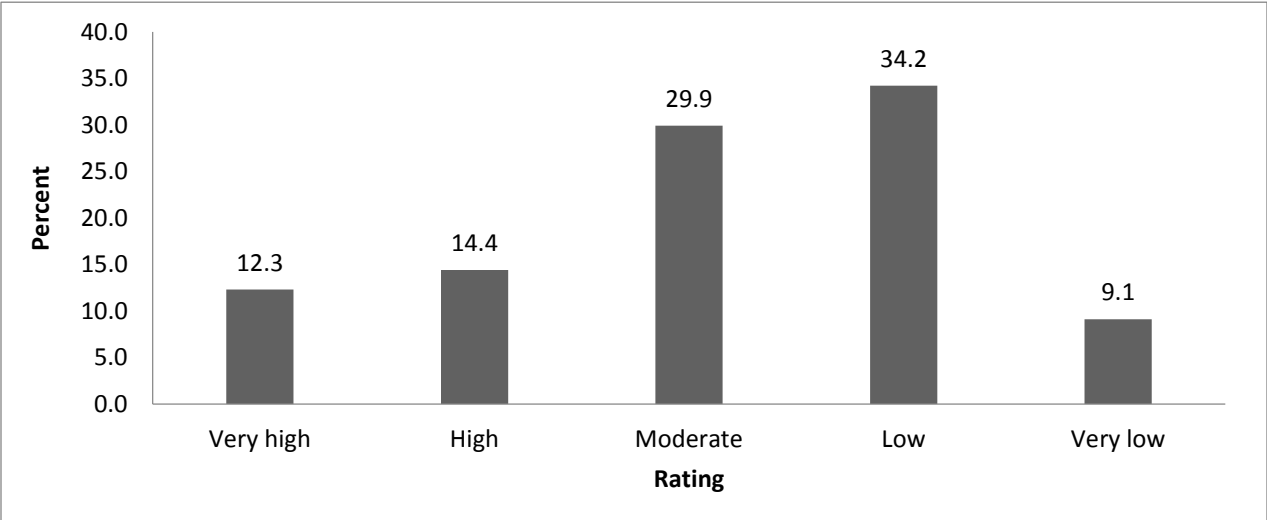


Figure 4.7: Principals’ Rating the Performance of Support Staff of Public Secondary School Due to Existing Human Resource Practices

Principals rated performance of support staff of public secondary school due to existing human resource practices as very high (12.3%), high (14.4%), moderate (29.9%), low (34.2%), and low (9.1%). This implies that performance of support staff of public secondary school in Imenti south and Buuri west Sub-counties in Meru County due to existing human resource practices rated as moderate. Performance of staff highly depends on other factors including staffing, remuneration, training and working environment and thus adequacy of these factors would directly affect rating of performance.

According to Ondieki and Bula (2018) performance is a measure of employees' effectiveness at work and is a crucial factor in making human resource decisions. Therefore, the failure or success of any organization is anchored on work performance of the persons in that organization. The performance of an employee is anchored on a list of elements; certainly, there are workers that execute their work well because of their amounts of incentives. Some workers perform good due to the availability of good working environment and benefits that are encouraging. Moreover, employee empowerment has a significance effect on institution performance due to the skills; knowledge acquired and changed altitude (Anne, 2015).

Chukwa (2016) adds that human resource management puts emphasis on people for management is done by people. The people should be skilled in order to deliver quality services, motivated for higher rates of performance and remain committed for organizational objectives to be achieved. Thus, labor plays a wholesome role in steering management as well as increasing output. The management may come up with strategies that are not workers friendly especially to the inept or

those who prefer loafing but favor the achievers. Hence the former wellbeing will be damaged while the latter wellbeing benefits (Violetta and Wechtler, 2018.)

4.6 Staffing Function

This section was based on the principals’ and support staff’ opinions on adequacy of staffing of support staff in public secondary schools. A 5-point Likert-type scale was used where ‘strong disagree’ was indicated by 1 with ‘disagree’, ‘neutral’, ‘agree’, and ‘strongly agree’ were indicated by 2, 3, 4, and 5 respectively. Mean was used to designate the prevalence of a statement with high mean showing high scores of factors as stated. Standard deviation on the other hand indicated the extent of dispersal of responses from the mean score. The higher the standard deviation, the lower the dispersal and vice versa is true. The results are summarized in Table 4.3 and Table 4.4.

Table 4.3: Principals’ Opinion on Adequacy of Staffing of Support Staff in Public Secondary Schools

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Standard Deviation
a) Recruitment of support staff is rightfully done in the school	14.8	55.6	7.4	18.5	3.7	2.4	1.1
b) Size or workload of support staff is adequate in the school	55.6	11.1	11.1	18.5	3.7	2.0	1.3
Average	35.2	33.4	9.3	18.5	3.7	2.2	1.2

Principals were of the opinion that recruitment of support staff is not rightfully done in the school as indicated by mean score of 2.4 with standard deviation of 1.1. at the same time, size or workload of support staff is not adequate in the school (mean = 2.0, standard deviation = 1.3). The average mean score of staffing based on principals’ opinion is 2.2 with standard deviation of 1.2.

Table 4.4: Support Staff' Opinion on Adequacy of their Staffing in Public Secondary Schools

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Standard Deviation
a) Recruitment of support staff is rightfully done in the school	7.6	20.7	21.9	37.2	12.6	3.3	1.1
b) Size or workload of support staff is adequate in the school	27.8	11.8	33.2	20.6	6.7	2.7	1.3
Average	17.7	16.3	27.6	28.9	9.7	3.0	1.2

Support staff indicated that, their recruitment somehow rightfully done in their respective school with mean 3.3 and standard deviation = 1.1. The size or workload of support staff is, nonetheless, inadequate as given by mean score of 2.7 and standard deviation of 1.3. The average mean score was 3.0 with a standard deviation of 1.2. The results show that staffing in in public secondary schools in Imenti south and Buuri west Sub-counties in Meru County is not adequate enough despite findings by Mutua *et al.* (2017) that, recruitment and selection are positively significant to employee performance.

Thus, the effects of staff rationalization, job analysis and job induction on performance should not be underrated. At the same time, the influence of up to date recruitment procedures on performance of support staff and compensation should be addressed accordingly. There should be a relationship as asserted by the study of Hameed, Ramzan and Anyiam (2014) between work done and compensation. In connection, according to Mckenna and Beech (2014) recruitment is the process that involves an organization seeking a qualified individual knowledgeable and skilled and or experienced worker to occupy a specific vacancy. This is very possible through job analysis. Moreover, according to Saleem and Khurshid (2014) study results affirmed selection and recruitment enhances workers' performance. Selection was found as an extremely important

aspect for performance which is derived from recruitment of the right employee. Above all, Chelimo (2017) also recruitment policy helped in new role adjustment.

4.7 Remuneration

This section was based on the principals' and support staff' opinions on adequacy of remuneration of support staff in public secondary schools. A 5-point Likert-type scale was used where 'strong disagree' was indicated by 1 with 'disagree', 'neutral', 'agree', and 'strongly agree' were indicated by 2, 3, 4, and 5 respectively. Mean was used to designate the prevalence of a statement with high mean showing high scores of factors as stated. Standard deviation on the other hand indicated the extent of dispersal of responses from the mean score. The higher the standard deviation, the lower the dispersal and vice versa is true. The results are summarized in Table 4.5 and Table 4.6.

Table 4.5: Principals' Opinion on Adequacy of Remuneration of Support Staff in Public Secondary Schools

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Standard Deviation
a) Wages/salaries of support staff are adequate for work done in the school	15.0	18.2	33.7	22.2	11.0	3.0	1.2
b) Pay practices to support staff are sufficient in the school	28.0	11.8	13.9	35.0	11.3	2.9	1.4
Average	21.5	15.0	23.8	28.6	11.2	2.9	1.3

Principals' opinion on whether wages/salaries paid to support staff for work done are adequate and sufficient in their school was rated at 3.0 out of maximum possible mean of 5.0 with a standard deviation of 1.2. similarly, opinion on whether pay practices to support staff are suitable

in respondent's school had mean of 2.9 and standard deviation of 1.4. The average mean was 2.9 with standard deviation of 1.3.

Table 4.6: Support Staff' Opinion on Adequacy of their Remuneration in Public Secondary Schools

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Standard Deviation
a) Wages/salaries of support staff are adequate for work done in the school	66.7	3.7	3.7	14.8	11.1	2.0	1.5
b) Pay practices to support staff are sufficient in the school	-	63.0	25.9	7.4	3.7	2.5	0.8
Average	66.7	33.4	14.8	11.1	7.4	2.3	1.2

Support staff' opinion on whether wages/salaries paid to support staff for work done are adequate and sufficient in their school was rated at 2.0 out of maximum possible mean of 5.0 with a standard deviation of 1.5. Similarly, opinion on whether pay practices to support staff are suitable in respondent's school had a mean of 2.5 and standard deviation of 0.8. The average mean was 2.3 with standard deviation of 1.2.

The findings reveal that remuneration of support staff support staff of public secondary school in Imenti south and Buuri west Sub-counties in Meru County is not satisfactory. Findings by Hameed, *et al.* (2014) and Oluigbo and Anyiam (2014) indicates that if workers are well remunerated the output is accelerated since compensation influence employee performance. There should be a relationship as asserted by the study of Hameed, Ramzan and Anyiam (2014) between work done and compensation. In connection, according to Mckenna and Beech (2014)

recruitment is the process that involves an organization seeking a qualified individual knowledgeable and skilled and or experienced worker to occupy a specific vacancy. This is very possible through job analysis.

More over Imna and Hassan (2015) study on influence of reward and compensation on employees' retention revealed that good pay leads to higher performance from expertise of long serving workers. In the contrary, Munyao (2013) indicates that, support staff remuneration should be based on skills, experience and education qualifications.

4.8 Training

This section was based on the principals' and support staff' opinions on adequacy of training of support staff in public secondary schools. A 5-point Likert-type scale was used where 'strong disagree' was indicated by 1 with 'disagree', 'neutral', 'agree', and 'strongly agree' were indicated by 2, 3, 4, and 5 respectively. Mean was used to designate the prevalence of a statement with high mean showing high scores of factors as stated. Standard deviation on the other hand indicated the extent of dispersal of responses from the mean score. The higher the standard deviation, the lower the dispersal and vice versa is true. The results are summarized in Table 4.7 and Table 4.8.

Table 4.7: Principals' Opinion on Adequacy of Training of Support Staff in Public Secondary Schools

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Standard Deviation
a) Training needs assessment of support staff is necessary before training starts in the school	-	7.4	11.1	18.5	63.0	4.4	0.9
b) Mode of training of support staff is satisfactory in the school	55.6	18.5	11.1	14.8	-	1.9	1.1
Average	27.8	13.0	11.1	16.7	31.5	3.1	1.0

Principals highly rated training needs assessment of support staff as necessary before training starts in the school (mean = 4.4, standard deviation = 0.9) but disagreed that, the mode of training of support staff is satisfactory in their respective school (mean = 1.9, standard deviation = 1.1). The average mean was found to be 3.1 with standard deviation of 1.0.

Table 4.8: Support Staff' Opinion on Adequacy of their Training in Public Secondary Schools

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Standard Deviation
a) Training needs assessment of support staff is necessary before training starts in the school	1.2	2.1	20.8	33.5	42.4	4.1	0.9
b) Mode of training of support staff is satisfactory in the school	15.0	-	35.8	39.9	9.4	3.3	1.1
Average	8.1	1.1	28.3	36.7	25.9	3.7	1.0

Support staff, on their part, also asserted that training needs assessment of support staff is necessary before any training is done in their school (mean = 4.1, standard deviation = 0.9) and awarded a mean of 3.3 with standard deviation of 1.1 on their satisfaction level on the mode of their training. The average mean was found to be 3.7 and a standard deviation of 1.0.

The results in this study are consistent with findings by Gitau (2017) who established that training affects employee performance for it revealed that 73.3% supported it while about 97% agreed that workers should possess the right skills and knowledge to be productive. Similarly, Tukunimulongo (2016) found out that on-the job-training enhances employee capability, efficiency, likeness to work and team work, hence providing satisfactions which then increase profitability. Nonetheless, the study was silent on the effect of any training away from job.

The method of training is supposed to be appropriately selected depending on the nature of work and the skill required to be imparted. Training influences, the attitude, service delivery, and job satisfaction thus central to determine performance (Kasau, 2014). Moreover, employee empowerment has a significant effect on institutions performance due to the acquired skills, knowledge and changed attitude (Ann, 2015). However, after thorough literature review on training, it was deduced that lack of commitment on continuous training of subordinate staff leads to ineptness.

4.9 Working Environment

This section was based on the principals' and support staff' opinion on adequacy of working environment of support staff in public secondary schools. A 5-point Likert-type scale was used where 'strong disagree' was indicated by 1 with 'disagree', 'neutral', 'agree', and 'strongly agree' were indicated by 2, 3, 4, and 5 respectively. Mean was used to designate the prevalence

of a statement with high mean showing high scores of factors as stated. Standard deviation on the other hand indicated the extent of dispersal of responses from the mean score. The higher the standard deviation, the lower the dispersal and vice versa. The results are summarized in Table 4.9 and Table 4.10.

Table 4.9: Principals’ Opinion on Adequacy of Work Environment of Support Staff in Public Secondary Schools

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Standard Deviation
a) Physical environment of support staff is adequate in our school	29.6	55.6	3.7	3.7	7.4	2.0	1.1
b) Psycho-social environment of support staff is appropriate in the school	85.2	3.7	11.1	-	-	1.3	0.6
Average	57.4	29.7	7.4	1.9	3.7	1.6	0.9

Principals disagreed that, physical environment of support staff is adequate in their respective schools (mean = 2.0, standard deviation = 1.1). They also strongly disagreed that psycho-social environment of support staff is appropriate in public secondary schools in Imenti south and Buuri west Sub-counties in Meru County (mean = 1.3, standard deviation = 0.6). The average mean score was 1.6 with standard deviation of 0.9.

Table 4.10: Support Staff' Opinion on Adequacy of their Work Environment in Public Secondary Schools

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Standard Deviation
a) Physical environment of support staff is adequate in respondent's school	23.2	16.6	35.8	19.9	4.5	2.7	1.2
b) Psycho-social environment of support staff is appropriate in respondent's school	22.6	12.3	25.1	30.6	9.4	2.9	1.3
Average	22.9	14.5	30.5	25.3	7.0	2.8	1.2

Subordinate staff, similarly, disagreed that physical environment of support staff is adequate school (mean = 2.7, standard deviation = 1.2). They were also of the opinion that psycho-social environment of support staff is inappropriate for the support staff in their respective schools (mean = 2.9, standard deviation = 1.3). The mean average for work environment was 2.8 with standard deviation of 1.2. Findings in this study imply that working condition of support staff in public secondary schools is not conducive enough and this may have an inverse effect on their performance. The link between work environment and support staff performance is explained by the fact that, work environment being the internal or external surrounding factors that affect the operations of an enterprise may negatively or positively interfere with performance.

At the same time, Agbozo, *et al.* (2017) contends that, when the environment is conducive employee personality and psychological wellbeing is promoted which consequently leads to more commitment and good mood at work. According to Nyakundi (2012) there are so many environmental factors that functions influence employees. The employer should be keen to take advantages as well as control others for they may cause threats or foster opportunities while others may pose weaknesses or strength. It was concluded that the environment in which support

staff work has a significant effect on performance. The research gap was improvements were required in the environment for workers to use the resources available productively.

4.10 Inferential Statistics

Inferential statistics in this study was based on correlation coefficients, coefficient of determination, analysis of variance and model estimation as presented in Table 4.11, 4.12, 4.13, and 4.13.

4.10.1 Correlation Coefficients

Correlation coefficient were determined between all variables to establish the relationship between each other and thus conclude on whether there were possibilities of multicollinearity. For any coefficient between two independent variables that exceeds 80 percent depicts high correlation and existence of multicollinearity. This, nonetheless, does not apply where the dependent variable is involved. For the purpose of this study, a 2-tail test was performed and Pearson's Correlation Coefficient determined. P-Value for each coefficient was generated at 95% confidence level was also established.

Table 4.11: Correlation Coefficients

		Performance of support staff	Staffing	Training	Remuneration	Working environment
Performance of support staff	Pearson Correlation	1	.813**	.840**	.853**	.569**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	187	187	187	187	187
Staffing	Pearson Correlation	.813**	1	.509**	.688	.677**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	187	187	187	187	187
Training	Pearson Correlation	.840**	.509	1	.481	.482**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	187	187	187	187	187
Remuneration	Pearson Correlation	.853**	.688	.481	1	.594**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	187	187	187	187	187
Working environment	Pearson Correlation	.569**	.677	.482	.594	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	187	187	187	187	187

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

From the findings, the highest correlations were found between performance of support staff and other explanatory variables including staffing (0.813) training (0.840) and remuneration (0.843). The least correlation, on the other hand, was between training and working environment (0.482). Findings also shows that each explanatory variable although correlated with each other significantly (p-Value = 0.000 < 0.05), their correlation coefficients were below 0.8 for each relationship. Table 4.11 presents the details.

4.10.2 Coefficient of Determination

Coefficient of determination (R^2) indicated the goodness of fit and thus showing the extent to which, the explanatory variables explained changes in dependent variable at multivariate level.

Table 4.12: Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.883a	0.779	0.774	0.65617	1.694

a. Predictors: (Constant), Working environment, Staffing, Training, Remuneration
b. Dependent Variable: Performance of support staff

As shown in Table 4.12, R square was estimated to be 0.779 (77.9%) with standard error of the estimate being 0.656. This implies that the predictors, that is, working environment, staffing, training, and remuneration explained any change in performance of support staff up to 77.9 per cent. The remaining 22.1 per cent is explained by other variables not in the model (error term). These results agree with Hassan (2016) tests that revealed that HRM practices and organizational performances are co-related and generally provide supportive relationships. The researcher also analyzed their relationship extensionally and identified the mechanisms HRM practices affect in away organizational performance. HRM practices are key for any organization or institution to achieve the set goals.

Thus, working environment, staffing, training, and remuneration should be enhanced by experts or managers who are knowledgeable. Moreover, employee empowerment has a significance effect on institution performance due to the skills; knowledge acquired and changed altitude (Anne, 2015). It is important therefore, that organizations assess their human resources practices to see if they enhance employee productivity.

This study also tested for autocorrelation using Durbin Watson statistic which is a test for autocorrelation in the residuals from a statistical regression analysis and always between 0 and 4.

The Hypotheses for the Durbin Watson test are:

H_0 = No first order autocorrelation

H_1 = First order correlation exists.

(For a first order correlation, the lag is one-time unit).

A **rule of thumb** is that, test statistic values in the range of 1.5 to 2.5 are relatively normal. Values outside of this range could be cause for concern. Field (2009) suggests that values under 1 or more than 3 are a definite cause for concern. For the current study, Durbin Watson statistic was 1.694 which falls within the relatively-normal range and therefore there was no presence of autocorrelation in the residuals from a regression analysis.

4.10.3 Analysis of Variance

Analysis of variance (ANOVA) was performed to determine variation between and among the variables by analyzing the difference between the variables mean. The end product for this analysis is F-Value as shown in Table 4.13.

Table 4.13: Analysis of Variance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	276.226	4	69.057	160.388	.000a
	Residual	78.362	182	0.431		
	Total	354.588	186			

a. Predictors: (Constant), Working environment, Staffing, Training, Remuneration

b. Dependent Variable: Performance of support staff

From the findings, F-Value was found to be 160.388 with p-Value being $0.000 < 0.05$. This confirms significance and goodness of fit of the model in explaining changes in performance of support staff in public secondary school.

4.10.4 Model Estimation

This section presents model estimation which is stated as follows:*****

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

Where Y is the estimated performance of support staff; β_i gives the estimated model parameters; and X_i presents explanatory variables which include the working environment, staffing, training, and remuneration.

Table 4.14: Coefficient of determination

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	0.307	0.135		2.28	0.024
Staffing	0.172	0.078	0.175	2.218	0.028
Training	0.32	0.077	0.321	4.17	0.000
Remuneration	0.304	0.097	0.302	3.14	0.002
Working environment	0.144	0.062	0.142	2.313	0.022

a. Dependent Variable: Performance of support staff

As shown in figure 4.13, the constant was found to be 0.307 with coefficients for staffing, training, remuneration, and working environment being 0.172, 0.32, 0.304, and 0.144 respectively. The standard errors of the estimates were 0.078, 0.077, 0.097, and 0.062 respectively. All the variables were found to be significant at 0.05 with each variable having p-Value being less than 0.05.

The model can therefore be estimated as follows:*****"

$$Y = 0.307 + 0.172X_1 + 0.320X_2 + 0.304X_3 + 0.144X_4$$

This implies that an increase in staffing by one unit would lead to increase in performance of support staff by 0.307 units. Likewise, an increase in training, remuneration, and working environment by one unit would lead to an increase in performance of support staff by 0.32, 0.304, and 0.144 respectively. The opposite is also true.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of findings. Other sections in this chapter include conclusion, recommendations, and suggestions for further studies.

5.2 Summary of Findings

5.2.1 Effect of staffing function on the performance of support staff

Staffing had a coefficient of 0.173 with standard error of 0.078. The t-Value was 2.218 while p-Value was 0.028. This indicates that effect of staffing on performance of support staff was significant at 95% confidence level ($p\text{-Value} > 0.05$) with an increase in staffing function by one unit leading to an increase in performance of support staff by 0.172 units.

5.2.2 Effect of remuneration on the performance of support staff

Remuneration had a coefficient of 0.304 with standard error of 0.097. The t-Value was 3.14 while p-Value was 0.002. This indicates that effect of staffing on performance of support staff was significant at 95% confidence level ($p\text{-Value} > 0.05$) with an increase in remuneration by one unit leading to an increase in performance of support staff by 0.304 units.

5.2.3 Effect of training on the performance of support staff

Training had a coefficient of 0.32 with standard error of 0.077. The t-Value was 4.17 while p-Value was 0.000. This indicates that effect of training on performance of support staff was

significant at 95% confidence level ($p\text{-Value} > 0.05$) with an increase in training by one unit leading to an increase in performance of support staff by 0.32 units.

5.2.4 Effect of working environment on the performance of support staff

Working environment had a coefficient of 0.144 with standard error of 0.062. The t-Value was 2.313 while p-Value was 0.022. This indicates that effect of working environment on performance of support staff was significant at 95% confidence level ($p\text{-Value} > 0.05$) with an increase in working environment by one unit leading to an increase in performance of support staff by 0.144 units.

5.3 Conclusion

From the findings in this study, it can be concluded that, staffing, remuneration, training, and working environment are all important human resource practices that have a direct effect on support staff in public secondary schools. These practices are, nonetheless, infrequently observed making support staff's performance to be below their optimal levels. In particular, recruitment of support staff is not rightfully done with size or workload of support staff being inadequate. Similarly, the mode of training of support staff is not satisfactory in public secondary schools despite the necessity and presence of training needs assessment. Moreover, wages/salaries of support staff are inadequate for work done with pay practices to support staff being insufficient secondary schools. Correspondingly, physical environment of support staff is inadequate in our school besides the current psycho-social environment of support staff being appropriate in our school.

5.4 Recommendations

This study recommends the following: that Public secondary schools should ensure they observe human resource practices through adequate staffing and rightful recruitment procedures, training needs assessment of support staff, adequate remuneration, and conducive physical environment of support staff.

The government through the relevant departments should make policies that will catalyze adoption of human resource practices in public secondary schools. Public secondary school board of management should also ensure that support staff that they employ is adequately skilled in order to deliver quality services, motivated for higher rates of performance and remain committed for organizational objectives to be achieved. This can be achieved through proper recruitment process as well as in-service trainings.

All school departmental heads should be HRM experts to use the available support staff towards achieving high performance. They should base and foster achieving of the desired performance of support staff entirely on innovation and working environment.

5.5 Suggestions for Further Studies

Given the findings and limitations of this study, the researcher suggests the following for further studies:

A study on human resource practices and performance of support staff in public secondary schools should be carried out in other counties in Kenya other than Meru county;

A similar study should be carried out incorporating other practices of human resource that were not captured in the current study. The adjusted R square recorded a value of 0.774 meaning

77.4% of the changes in performance of public schools in Meru County are influenced by the human resource practices that were investigated in this study. This means that 22.6 % of the changes could be explained by other factors that were not investigated in this study. This is justified by the fact that coefficient of determination did not fully explain changes in the dependent variable.

A study on human resource practices should be carried out to explain effect on performance of teaching staff in public secondary schools.

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APPENDICES

Appendix I: Letter of Introduction

REG.NO.D53/CE/ 27048/2013.

GERRALD M. GITONGA

P.O.BOX 49

KIONYO-MERU

TO WHOM IT MAY CONCERN

I am H R M Masters student at Kenyatta University. May humbly request for your cooperation to obtain data from you which is required for the study i am carrying out. The title of the research is; *Human resource practices and performance of support staff in public schools in Meru County. A case study of Imenti south and Buuri west sub counties.* May ascertain you that information obtained will be confidential, and only for research purposes.

Thank you,

Yours Faithfully,

GERRALD MBAABU GITONGA.

Appendix II: Questionnaire For Support Staff

The questionnaire has been designed to gather data on the influence of remuneration, training and development, working environment and staffing on performance of support staff in public secondary schools in Buuri West and Imenti South Sub-Counties. Kindly do not write your name or name of your school as that is not required in this research.

Please respond by placing a tick where appropriate.

SECTION 1; PERSONAL INFORMATION

1. Age

20-30 31-40 41-50 51-60 61 and above

2. Gender

Male Female

3. What is your current level of education?

Primary Secondary Tertiary College University

4. What are your terms of employment? A. casual B. permanent

5. Please indicate how much you earn per month. Please tick your appropriate category.

a, Below 5,000

b, Between 5,001-10,000

c, Between 10,001-15,000

d, Between 15,001-20,000

e, Above 20,001

6. How is the performance of support staff of public secondary schools in Buuri West or Imenti South Sub-Counties due to existing human resource practices?

a. Very High

b. High

c. Moderate

d. Low

e, Very Low

SECTION B

HUMAN RESOURCE PRACTICES

Please tick the box that best describes your opinion about the human resource practices on **improved performances** of support staff. Strongly disagree (SD = 1), Disagree (D=2), Neutral (N=3), Agree (A=4), Strongly Agree (SA=5)

a) **Staffing** refers to the process of selecting and training of support staff for specific job and responsibilities. **Recruitment** refers to overall process of attracting, short listing, selecting and appointing suitable candidate for job available in school. **Work load** refer of amount of work being done by a support staff in school.

	1=SD	2=D	3=N	4=A	5=SA
6. Recruitment of support staff is rightfully done in our school					
7. Size or workload of support staff is adequate in our school.					

(b) **Training** refers to planned effort by school management to facilitate support staff learning in relation to job competencies leading to success in job performance. **Training needs assessment** refers to identifying performance requirements and knowledge, skills and abilities needed by support staff in order to perform their roles. **Mode of training** refers to the type of training suitable for support staff 'in sec. schools

	1=SD	2=D	3=N	4=A	5=SA
8. Training needs assessment of support staff is necessary before any training is done in our school					
9. Mode of training of support staff is satisfactory in our school					

(c) **Remuneration** refers to pay for services rendered by support staff by BOM of public sec. schools. **Wages/salaries** are rewards to support staff for work done in public sec. schools. **pay practices** are compensation practice changes affecting support staff in public sec schools.

	1=SD	2=D	3=N	4=A	5=SA
10. Wages/salaries paid to support staff for work done are adequate and sufficient in our school.					
11. Pay practices to support staff are suitable in our school					

(d) **Working Environment** refers to the soundings under which work is done by support staff in public sec. school. **Physical environment** deals with tangibles at the working place in public sec.

schools. **Psycho-social environment** deals with element of support staff conduct and their relationships at job setting in public sec schools

	1=SD	2=D	3=N	4=A	5=SA
12. Physical environment of support staff is adequate in our school.					
13. Psycho-social environment of support staff is appropriate in our school.					

Appendix III: Questionnaires For Secondary School Principals

The questionnaire has been designed to gather data on the influence of remuneration, training and development, working environment and staffing on the **performance** of support staff in Meru County public secondary schools. Kindly do not write your name or name of your school as that is not required in this research.

Please respond by placing a tick where appropriate.

SECTION 1; PERSONAL INFORMATION

1. Age

20-30 31-40 41-50 51-60

2. Gender

Male Female

SECTION B

HUMAN RESOURCE PRACTICES

Please tick the box that best describes your opinion about the human resource practices on **improved performances** of support staff. The opinions are: Strongly disagree (SD = 1), Disagree (D=2), Neutral (N=3), Agree (A=4), Strongly Agree (SA=5)

(a) Staffing

	1=SD	2=D	3=N	4=A	5=SA
1. Recruitment of support staff is rightfully done in our					

school					
2. Size or workload of support staff is adequate in our school					

(b) Training

	1=SD	2=D	3=N	4=A	5=SA
2. Training needs assessment of support staff is necessary before training starts in our school.					
4. Mode of training of support staff is satisfactory in our school.					

(c) Remuneration

	1=SD	2=D	3=N	4=A	5=SA
5. Wages/salaries of support staff are adequate for work done in our school					
6. Pay practices to support staff are sufficient in our school.					

(d) Working Environment

	1=SD	2=D	3=N	4=A	5=SA
7. Physical environment of support staff is adequate in our school.					
8. Psycho-social environment of support staff is appropriate in our school.					

Appendix IV: List of Extra County and County Secondary Schools in Imenti South and Buuri West Sub- Counties in Meru County

Schools	No. of support staff	Schools	No. of support staff
1. Gikurune boys'	17	23. Miruriri boys'	13
2. Gikurune girls	15	24. Miruriri girls'	12
3. Gitiine day	05	25. Muoti kiama mixed day	07
4. Muringa mbaine day	06	26. Kairaa mixed day	04
5. St.joseph intergrated day	05	27. Kithatu girls'	11
6. St.Agnes girls'	14	28. Maraa girls'	11
7. Kathigu day	04	29. Mwichiune day	04
8. Mweru day sec.	05	30. Nkubu boys'	15
9. Karoe day sec.	06	31. Nkubu day	07
10. Gakuuni girls'	15	32. Ndamene day	05
11. Kianjogu day	05	33. Kothine day	05
12. Kiangua mixed	11	34. Nyagene girls'	12
13. Rurama day	05	35. Igoki boys'	13
14. Geeto day.	04	36. Mikumbune boys	11
15. Mutunguru day	05	37. Upper Mikumbune day	05
16. Mworoga day	03	38. Abothuguchi boys'	16
17. Mugae hill day.	05	39. Nkuene boys	16
18. Blessd J.G.Gaturi	15	40. Nkuene girls	17
19. Kanyakine boys	19	41. Rwopo day	04
20. Ntharene day	11	42. Kinoro day	05
21. Yururu girs' sec.	18	43. Kiune day	05
22. Yururu day	05	44. Kagwampungu day	06

Schools	No. of support staff	Schools	No. of support staff
45. Nkumari day	6	64.ACK Mitunguu	12
46. Kathera boys'	13	65. Kathera girls;	13
47. Ndagene boys'	14	66. Menwe day	05
48. Kithangari girls'	14	67. Kithangari boys'	10
49. Kionyo day	07	69. Ngongo day	04
50. Igandene boys'	14	70. Igandene day	05
51. St-eugene day	07	71. Machikine day	06
52. Gundua day	07	72.Ukuu sec.	08
53. Uruku sec.	08	73.Kithunguri day	06
54. Keeru sec.	8	74. Nyomba yaathi day	05
55. Gaatia day	07	75.Lower chure day	04
56. Kigarine day	07	76.Gakondi day	05
57. Ontulili boys'	12	77. Ngoshishi day	04
58. Kangaita day	03	78. Ntirimiti day	04
59. Kithithina day	04	79. Kisima day	05
60. Silimon day	04	80. Maritati day	04
61. Timau sec.	04	81. Subuiga day	02
62. Ontulili day.	08	82 Kianjogu	05
63.Angaine Day	04	83 .Ndamene 5	
		Total	666