

**FACTORS AFFECTING PERFORMANCE MANAGEMENT IN PUBLIC
SECONDARY SCHOOLS IN MBEERE SOUTH DISTRICT**

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KENYATTA UNIVERSITY**

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*Factors affecting
performance*



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DECLARATION

This research projects my original work and has not been presented for an award of a degree in any other university.

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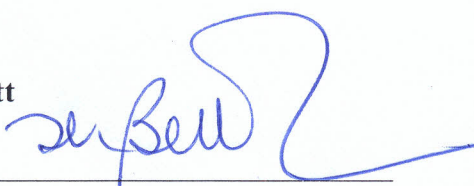
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DEDICATION

This research work is dedicated to my dear wife Felistas, my lovely children and my friends. You have accorded me great support during the time of writing this proposal.

You are great people. God bless you.

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I wish to thank the following people who were helpful in the writing of this project.

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ABSTRACT

Managing performance in schools is one of the most complex tasks of school management. School leaders need to understand performance management processes and also possess the necessary skills for them to be able to lead and manage performance effectively. They must learn to overcome barriers and cope with the chaos that naturally exists during the complex process of performance management. School principals in particular should help teachers build effective teams by developing new organizational structures and creating a shared vision that focuses on authentic learning. Such inspired and informed leadership is critical to the success of schools. In Kenya, a great majority of secondary schools have found themselves stuck in the implementation of performance management practices. They have not been able to move or transition from old state to a new state. This means they have not been able to improve standards and maintain those standards. In the last ten years, a majority of students sitting for KCSE get below average. In the year 2010 for example 60% of the KCSE candidates scored a grade C- (minus) and below and only 27% percent scored a mean grade of C+ (plus) and above. This state of affairs caught the researcher's attention and therefore the purpose of this study was to determine the challenges facing performance management in public secondary schools in Mbeere South District; to determine the impact of training, organizational effectiveness, non-contractual incentives and adequacy of human resources on performance management in the secondary schools in the said district. It was guided by the questions; how do training, organizational effectiveness, availability human resources and non-contractual incentives affect performance management in public secondary schools? The study adopted a descriptive research design in which all the 32 public secondary schools in the district are targeted. The total target population is 791 which include 32 principals, 401 teachers and 358 BOG members. Simple random sampling will also be used to select two teachers from each of the sampled schools. All the headteachers from the selected schools participated in the study. The outcome of this study may be used by education stakeholders to help improve the management of performance in public secondary schools.

LIST OF ACRONYMS

KESI	–	Kenya Education Staff Institute
KIA	–	Kenya Institute of Administration
TSC	–	Teachers Service Commission
TDA	–	Training and Development Agency for Schools
SLDP	–	Senior Leadership Development Program
BPR	–	Business Process Re-engineering
TQM	–	Total Quality Management
HR	–	Human Resources
SDCA	–	Standardize-Do-Check-Act
PDCA	–	Plan-Do-Check-Act

DEFINITION OF OPERATIONAL TERMS

Change: The process of moving from the current status of affairs to a new desired state.

Management: Refers to the organization and coordination of the activities of an enterprise in accordance with certain policies and in achievement of defined objectives.

Performance management: A structured approach to shifting or transitioning individuals' team and organizations from a current state to desired future state.

Organizational effectiveness: The rate at which organizations attain their goals.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the study

According to Macrof (2010), performance management is an organizations process of defining its strategy or directing and making decision on allocating its resources to pursue this strategy including its capital and people. In simple terms, performance management reveals the development milestone of an organization and how it can grow further.

The United States Office of Personnel management defines Performance Management as the systematic process by which an agency involves its employees, as individuals and members of a group, in improving organizational effectiveness in the accomplishment of agency mission and goal. It views performance management as a process that involves the activities of planning work and setting expectations, continuously monitoring performance, developing the capacity to perform periodically rating performance in a summary fashion and rewarding good performance Hiatt (2010).

According to the Kenya Institute of Administration (KIA) (2011), the need for performance management is at the core of organizational growth and development. It is important that all managers are equipped with Skills that will enable them to manage the performance more effectively. This therefore implies that performance in organizations

should be managed: failure to which the organization will have no direction and hence make the attainment of expectations impossible (Davies 2006).

In Kenya, the Ministry of education gets the highest budgetary allocation within the social sector of our economy. Most of these funds are channeled to Schools in form of salaries for teachers, free primary and secondary education tuition fees, infrastructure and amenity funds. A general results from this costly investment, there is need to effectively manage performance in public secondary schools. This study therefore seeks to establish the factors affecting performance management in public secondary schools in Kenya.

According to the Ministry of Education (2011) the Kenya Certificate of Secondary Examination results showed that 213, 438 candidates had scored a mean grade of C- (Minus) and below. This large number accounts for an astonishing 60% of the 357,488 candidates who sat for the exams. Additionally, only 27% of these candidates obtained a mean grade of C+ (plus) and above, which is considered the minimum university entry back bench.

According to the Ministry of Education (2011), over 5,500 secondary schools across the country have limited capacity to prepare their students for higher education and further training. According to the Ministry, this trend has been there for over ten years.

The same ministry reveals that only 3 district schools in the country emerged to be among top 100 schools. Mbeere South District, whose majority of schools is of district level, has not produced any top school in the top 100 list within the last ten years.

It can therefore be deduced that management of performance in the Kenyan Secondary Schools is in a crisis and therefore there is a need to establish the main forces that affect performance management in these important institutions of learning because the main goal of the Ministry of Education is academic excellence in all Schools. It implies that the schools have not determined clearly their organizational mission, specific objectives and strategies to accomplish organizational objectives. It is, therefore, the interest of the researcher to discover the effects of the various factors on performance management in public secondary schools in Kenya (Friedman 2004).

1.2 Statement of the Problem

Over 90% of the teachers in secondary schools are graduates holding bachelor degrees in education from local and foreign universities. This means that there is a highly competent team that is leading education in the schools (Munyiri 2008). The Ministry of education has established the Kenya Education Staff Institute (KESI) that offers in-service training for school heads and heads of department; which is geared towards effective management and performance. There is also established the Kenya Institute of Administration (KIA) which offers training for Strategic staff at the Ministries. In the institute, a course on Performance Management in public service is offered under the Senior Leadership Development Programme. The main objective of this course is to fully equip the senior managers with performance management skills for better results in the education sector (M.O.E 2011).

Despite all these great establishments, the secondary schools performance is still below average because 60% of the candidates score mean grades of C- (minus) and below (Myron et al., 2011).

Performance management should be about improving performance and maintain those standards in the best way possible. In the case of schools, performance reflects improvement of academic standards and maintaining these standards involves the application of measures and procedures to avoid significant drops (Ngware et al., 2006). This study, therefore, seeks to this problem despite the fact that there is so much established effort to improve and maintain performance in public secondary schools in Kenya and especially in Mbeere South District.

The skills acquired in the university by the teachers and administrators as well as those acquired by the senior staff in the ministry from the Kenya Institute of Administration and the Kenya Education Staff Institute do not translate to the performance situation in Mbeere South District (Munyiri 2011).

1.3 Objectives of the study

1.3.1 General Objectives

The main objective of this study was to establish the factors affecting performance management in public secondary schools in Kenya with the focus on the Schools in Mbeere South District of Embu County.

1.3.2 Specific Objectives

The specific objectives of this study were to:

- i) To establish if training affects performance management in public Schools in Mbeere South District.
- ii) To establish if organizational effectiveness affects performance management public secondary schools in Mbeere South District.
- iii) To establish if adequacy of human resources affects performance management in public secondary in Mbeere South District.
- iv) To establish if non-contractual incentives affects performance management in public Secondary Schools in Mbeere South District.

1.4 Research Questions

This study was directed by the following research questions:

- i. Does training affect performance management in Public Secondary Schools in Mbeere South District?
- ii. Does organizational effectiveness affect performance management in Public Secondary Schools in Mbeere South District?
- iii. Does adequacy of human resources affect performance management in Public Secondary Schools in Mbeere South District?
- iv. Does availability of non-contractual incentives affect performance management in Public secondary Schools in Mbeere South District?

1.5 Significance of the Study

The undertaking of this research was critical because it sought to come up with right answers to solving the challenge of performance management in the Kenya Secondary School Sector. It would be of great importance to school administrators, seniors managers in the ministry of education, Board of Governors and other stakeholders including The Kenya National Union of Teachers (KNUT) and the Kenya Union of Post Primary Education Teachers (KUPPET). The study has come up with recommendation that will guide the managers in education sector in improving performance by adoption of the practice of performance management. This report is also be of great help to the stakeholders e.g. the board of governors as well as the local leaders in spearheading the necessary changes that will enhance effective performance management. It is also going to help the teachers in their role of executing curriculum content. This report will also help other researchers involved in the performance management field in getting answers to various questions regarding public sector performance management.

1.6 Scope of the study

The study was carried out in Mbeere South District, Kenya targeting all the 32 public secondary schools in the district. Study participants were principals, teachers and B.O.G. (Board of Governors) members. The researcher was concerned with factors influencing the implementation of quality education standards.

1.7 Limitations of the Study

This study is limited to the factors that affect performance management in Kenyan public secondary schools. It focused on the public secondary schools in Mbeere South District of Embu County – Kenya. Its main focus was academic performance in the public secondary schools in Mbeere South District.

CHAPTER TWO

LITERATURE REVIEW

2.1 The Concept of Performance Management

According to Wikipedia (2011), performance management is an organization's process of defining its strategy or directing and making decisions on allocating its resources to pursue this strategy including its capital and people. In simple terms, performance management reveals the development milestone of an organization and how it can grow further. The United States Office of Personnel Management defines performance as the systematic process by which an agency involves its employees, as individuals and members of a group, in improving organizational effectiveness in the accomplishment of agency mission and goals. It views performance management as a process that involves the activities of planning work and setting expectations, continuously monitoring performance, developing the capacity to perform, periodically rating performance in a summarized form and rewarding good performance (Kwamboka 2004).

According to the Kenya Institute of Administration (KIA) (2011), the need for performance management is at the core of organizational growth and development. It is important that all managers are equipped with skills that will enable them to manage performance more effectively. This therefore, implies that performance in organizations should be managed; failure to which the organization will have no direction and hence

make the attainment of expectations impossible. According to Adeyemi (2006), performance management is an aspect of managerial control which often tends to be taken for granted by organizations. Its propensity to improve the organizational effectiveness of a business cannot be overemphasized. It is an aspect of management that comprises several loosely interrelated segments. According to Adeyemi (2006), the structural design of these various segments is often left to the discretion of different business functions such as management information systems, operations management, human resources and finance. Performance management has indeed a good measure of potential to contribute to the organizational effectiveness of a business entity because of the useful information it provides to managers in their attempts to meet organizational goals and objectives.

Performance management provides useful information on the following four key indicators which are essential to the success of an organization. According to Adeyemi (2006), these key indicators include; financial perspective, customer perspective, which performance management gives insight on. It helps a company measure its financial performances and helps it to ascertain the most optimum financial results that would enhance overall organizational effectiveness. Most commonly at the divisional level, the overall measure of financial performance is likely to be return on capital employed.

In order to be successful, it is necessary to keep customers satisfied. This performance management helps a company to measure how sensitive it is to its customer needs.

According to Antony (2004), it is a vital top priority for a company to be able to accurately measure how its customers are feeling towards the service of product it provides to them. Customers' concerns always tend to be classified under the categories of time, quality, service, and cost. For example, the sample time from receiving a customer's order to delivering the completed order is commonly used by performance management in order to estimate the customer perspectives.

According to Antony (2004), customer-based measures are important but they should be supplemented with measures of exactly what the company must do to deliver the level of service expected by its customers. Thus the internal business perspective box as formulated by performance management strategy will generally contain measures that relate to the means by which the business objectives can be achieved. To achieve goals on cycle time, quality, productivity and cost, managers must devise measures that are clearly related to employees' actions.

The measures in the innovations and learning box are intended to promote longer-term perspective to counteract the short-termism inherent in other measures. Thus, new product development and the acquisition of new business and customers may be targeted. According to Antony (2004), by doing this, performance management can provide competitive advantage by having a well-trained and motivated workforce.

Maddux (1987), states that performance management has the propensity to help increase organizational effectiveness through reinforcing sound work practices, encouraging good performance by openly recognizing positive contributions, removing undue anxiety from employees because they know how they are doing in terms of meeting set criteria and benchmarks and maintaining good communication with others about job expectations and results. According to North (2010), the history of performance appraisal has its roots in the early 20th Century during Taylor's pioneering Time and Motion studies. As a distinct and formal management procedure used in the evaluation of work performance, appraisal really dates from the time of the Second World War, not more than 60 years ago. In a broader sense, the practice of appraisal is a very ancient art. In the scale of things historical, it might well lay claim to being the world's second oldest profession.

According to Dulewicz (1989), it is a basic human tendency to make judgment about those people one is working with, as well as about oneself. Appraisal, it seems, is both inevitable and universal. In the absence of a carefully structures system of appraisal, people will tend to judge the work performance of others, including subordinates, naturally informally and arbitrarily. Performance management systems began as simple methods of income justification. That is, appraisal was used to decide whether or not the salary or wage of an individual employee was justified. The process was firmly linked to material outcomes. If an employee's performance was found to be less than ideal, a reduction in pay would follow. On the other hand, if their performance was better that the expected, a pay rise was in order. In the modern scenario, performance appraisal may

be defined as a structural formal interaction between a subordinate and supervisor that usually takes the form of a periodic interview (annual or semi-annual), in which the work performance of the subordinate is examined and discussed, with a view to identifying weaknesses and strengths as well as opportunities for improvement and skills development (North 2010).

2.2 Empirical Review

2.2.0 Training and Performance Management

Training is a crucial aspect in performance management function. Whether you are a human resource generalist or a specialist, you should be adept at performing a training needs assessment. This discussion presents an overview of the training performance management function and how the needs assessment fits into this process, followed by an in-depth look at the core concepts and steps involved in conducting a training needs assessment, (Michael, 1999). Designing a training performance management program involves a sequence of steps that can be grouped into five phases: needs assessment, instructional objectives, design, implementation and evaluation. To be effective and efficient, all training programs must start with a needs assessment. Long before any actual training occurs, the training manager must determine who, what, when, where, why and how of training. To do this, the training manager must analyze as much information as possible about the following: Organization and its goals and objectives; Jobs and related tasks that need to be learned; Competencies and skills that are needed to perform the job and individuals who are to be trained, (Michael, 1999).

The first step in designing a training performance management program is to conduct a needs assessment. The assessment begins with a "need" which can be identified in several ways but is generally described as a gap between what is currently in place and what is needed, now and in the future. Gaps can include discrepancies/differences between: What the organization expects to happen and what actually happens, current and desired job performance; existing and desired competencies and skills. Needs assessment can also be used to assist with competencies and performance of work teams, problem solving or productivity issues, the need to prepare for and respond to future changes in the organization or job duties. The results of the needs assessment allows the training manager to set the training objectives by answering two very basic questions: who, if anyone, needs training and what training is needed. Sometimes training is not the solution. Some performance gaps can be reduced or eliminated through other management solutions such as communicating expectations, providing a supportive work environment, arranging consequences, removing obstacles and checking job fit. Once the needs assessment is completed and training objectives are clearly identified, the design phase of the training performance management process is initiated.

Select the internal or external person or resource to design and develop the training. Select and design the program content, select the techniques used to facilitate learning (lecture, role play, simulation, etc.), select the appropriate setting (on the job, classroom, etc.), select the materials to be used in delivering the training (work books, videos, etc.),

identify and train instructors (if internal). After completing the design phase, the training is ready for implementation, Schedule classes, facilities and participants. Schedule instructors to teach Prepare materials and deliver them to scheduled locations. Conduct the training. The final phase in the training performance management program is evaluation of the program to determine whether the training objectives were met. The evaluation process includes determining participant reaction to the training program, how much participants learned and how well the participants transfer the training back on the job. The information gathered from the training evaluation is then included in the next cycle of training needs assessment. It is important to note that the training needs assessment, training objectives, design, implementation and evaluation process is a continual process for the organization, (McGehee, 2001).

There are three levels of needs assessment: organizational analysis, task analysis and individual analysis. Organizational analysis looks at the effectiveness of the organization and determines where training is needed and under what conditions it will be conducted. The organizational analysis should identify: Environmental impacts, State of the economy and the impact on operating costs, Changing work force demographics and the need to address cultural or language barriers, Changing technology and automation, increasing global/world market places, Political trends such as sexual harassment and workplace violence. Organizational goals (how effective is the organization in meeting its goals), resources available (money, facilities; materials on hand and current, available expertise within the organization), Climate and support for training (top management

support, employee willingness to participate, and responsibility for outcomes), (McGehee, 2001).

The information needed to conduct an organizational analysis can be obtained from a variety of sources including: Organizational goals and objectives, mission statements, strategic plans. Staffing inventory, succession planning, long and short term staffing needs; Skills inventory: both currently available and short and long term needs, organizational climate indices: labor/management relationships, grievances, turnover rates, absenteeism, suggestions, productivity, accidents, and short term sickness, observations of employee behavior, attitude surveys, and customer complaints. Analysis of efficiency indices: costs of labor, costs of materials, quality of products, equipment utilization, production rates, costs of distribution, waste, down time, late deliveries, repairs, (Zemke, 2010). Task analysis provides data about a job or a group of jobs and the knowledge, skills, attitudes and abilities needed to achieve optimum performance. There are a variety of sources for collecting data for a task analysis: Sources of information available for a individual analysis include: Assuming that the needs assessment identifies more than one training need, the training manager, working with management, prioritizes the training based on the urgency of the need (timeliness), the extent of the need (how many employees need to be trained) and the resources available. Based on this information, the training manager can develop the instructional objectives for the training performance management program, (Zemke, 2010).

All three levels of needs analysis are interrelated and the data collected from each level is critical to a thorough and effective needs assessment. It can therefore be concluded that the purpose of a training needs assessment is to identify performance requirements or needs within an organization in order to help direct resources to the areas of greatest need, those that closely relate to fulfilling the organizational goals and objectives, improving productivity and providing quality products and services, (Zemke, 2010). The needs assessment is the first step in the establishment of a training performance management Program. It is used as the foundation for determining instructional objectives, the selection and design of instructional programs, the implementation of the programs and the evaluation of the training provided. These processes form a continuous cycle which always begins with a needs assessment, (Zemke, 2010).

2.2.1 Organizational Effectiveness and Performance Management

Performance measurement in the practical and theoretical spheres has attracted growing attention in recent years. Beyond the boundaries of the management accounting literature, several fields have contributed to the development of current knowledge, namely organizational theory, operation and production management, strategic management and finance. However, most of these fields have been studied in isolation, which has resulted in fragmented and desperate findings. Organizational effectiveness (OE) has been one of the most extensively researched issues since the early development of organizational theory (Rojas 2000). Despite some consensus, there is still significant lack of agreement on the definition and operationalization of this concept.

(Cameron 1986). As a newer field of research, management accounting relies on these unstable foundations to build performance measurement models. The aim of this paper is to bridge the gap between the OE models developed in the field of organizational theory and the performance measurement models found in the management accounting literature. The specific evolution of these two complementary streams of research stemming from two different fields of research are reconciled and integrated by analyzing their convergences and divergences. This paper contributes to the performance measurement literature by establishing the origins of the performance measurement models and by shedding light on unexplored fertile areas of future research. Although narrow in scope, this analysis undertakes an in-depth coverage of the literature. To preserve similar levels of analysis between both organizational theory and management accounting, I have focused on the management accounting research related to performance measurement at the organizational level only, and thus the stream of research related to performance evaluation and agency theory is not considered. Moreover, this paper investigates developments that have occurred primarily in mainstream research grounded in a functional rationalistic paradigm (Macintosh 1994). The purpose is not to deny the importance of alternative approaches, but rather to reduce the scope of this study and to abide by space constraints.

It should be noted that the coverage of the management accounting literature is not limited to specific investigations of performance measurement issues. Particular attention

is paid to management control systems (MCS) and management accounting systems (MAS) literature. Both concepts encompass performance measurement as a specific component and share common issues addressed by the performance measurement literature. Thus, MAS and MCS provide global knowledge that is useful for the study of a performance measurement subsystem. The remainder of this paper is organized as follows. The next section proposes a framework of the evolution of OE and performance measurement models, and reviews the organizational theory and management accounting literature related to these models. Thereafter, the two streams of research are compared in terms of convergences and divergences.

Organizational Effectiveness refers to how effective the organization's processes are. Performance Management refers to how the individual within the company is performing and contributing. Both are key to the success of the organization. The Performance Group believes that to have a smoothly operating organization, certain key processes need to be in place. An organization without a vision, mission or a plan leads to employees without goals or direction. Our Organizational Effectiveness programs address these key areas for your organization. Performance management training shows employees how they contribute to the success of the organization. It increases motivation and enhances performance. It focuses on continuous improvement. The trainer works with participants to help them evaluate their performance, identify gaps in their skills or performance, and develop goals and a plan for improvement. Employees learn how to align their personal

work plan with work unit plans and goals, and they learn how their individual and work unit plans align with their company's vision, mission and values.

Several models have been developed to capture the richness of the organizational effectiveness construct. This multiplicity can be explained by the nature of the effectiveness construct, specifically it has unspecified boundaries, and also by the various conceptualizations of organizations that yield different models of effectiveness (Cameron 2004).

The traditional model relies on a vision of the organization as a rational set of arrangements oriented toward the achievement of goals (Goodman et al. 1999). Effectiveness is measured in terms of accomplishment of outcomes. The focus is exclusively on the ends: achievement of goals, objectives, targets, etc. The system model, while not neglecting the importance of the ends, emphasizes the means needed for the achievement of specific ends in terms of inputs, acquisition of resources and processes. The conception of the organization is grounded in the open system approach whereby the inputs, transformation process and outputs are considered part of whole and not independent components.

This model broadens the scope of the two previous models by adding the expectations of the various powerful interest groups that gravitate around the organization. Thus, the organization is perceived as a set of internal and external constituencies that negotiate a

complex set of constraints, goals and referents (Goodman et al. 1999). That is, the owners, employees, customers, suppliers, creditors, community and government represent interest groups that must be satisfied in order to ensure the effectiveness and survival of the organization. The competing-values model constitutes a synthesis and an extension of the previous models. It views the assessment of OE as an exercise grounded in values. Using organizational values as a starting point, three sets of competing values are juxtaposed to form different definitions of effectiveness. These sets of values encompass various aspects of previous models: means-ends dilemma refers to the goal and system model, the internal external focus dilemma refers to the different stakeholders' needs, and the control-flexibility dilemma is an open debate in organizational literature. Based on these competing values, identify four models of effectiveness: rational goal, internal process, open system and human relations.

By focusing on the factors that inhibit successful organizational performance, this model evinces a different perspective by conceiving the organization as a set of problems and faults (Cameron, 2004). Its basic assumption is that it is easier, more accurate, more consensual and more beneficial to identify problems and faults (ineffectiveness) than criteria of competencies (effectiveness). Hence, organizational effectiveness is defined as the absence of ineffectiveness factors.

2.2.2 Incentives and Performance Management

Theoretical models that have been applied in the study of performance management and incentives range from a very basic logical model of relevant factors in performance management system to a more elaborate economic and social-psychological frameworks that consider multiple principles and levels of influence, complex work technologies and group interactions, intrinsic and extrinsic motivations, pecuniary and non-pecuniary rewards, political and environmental influences and interdependences, and other factors (Heinnich 2009).

Psychologist's study of performances management and incentives focuses primarily on the role of external rewards or sanctions in shaping and reinforcing individual behaviors. According to Heinrich (2009), organizational psychologists conducting the role of employee perceptions about the extent to which increase effort will lead to increased performance and of the appropriateness, intensity and value of rewards. But motivation theorists have stressed the importance of intrinsic and autonomous motivation in influencing individual behavior and performance, arguing that extrinsic rewards are likely to undermine intrinsic motivation. Meta-analyses of Deci et al (2007), some employees are not motivated by individual goals and align their interest and objectives with those of their organization. This is to mean that organizational stewards perceive their personal needs and interest are met by achieving the goal of the organization. According to the Hiennrich (2009), individuals engaged in public service such as teachers are seen as less motivated by monetary incentives because they genuinely buy into the

mission of public education and are intrinsically, motivated to increase their students' knowledge.

Houston (2006) concurs that some public service employees are motivated by an ethic to serve the public, acting because of their commitment to the collective good rather than self interest. This, therefore, implies that giving financial rewards to these employees might be counterproductive, as they may exert less effort depending on the alignment of their public service motive with performance goals (Burgess and Rato, 2003).

According to Marschke (2009), incentives should be more intense the more responsive the agents' effort is to an increase in the intensity of incentive. This means that incentives should be used in organizations for agents who are able to respond to them. But this assumption has its own risk in the sense that it ignores some workers. The fact that a worker is not stimulated positively by a particular incentive does not mean that he cannot be stimulated at all. There should be an effort by the management to identify the incentives that positively stimulate this worker. According to Courty and Marschke (2004), it will require greater investments of resources and effort on the part of employees such as more intensive client case management and skill training provided by more experienced program staff, to effect value compared to the level of effort required to increase performance. Given that value does not enter into the employees' compensation contract, the employee will have little incentive to choose actions that

incur a higher cost to him, particularly if these actions do not correlate strongly with actions that affect measured performance.

According to Heinrich (2009), incentive schemes will be more effective if they are not simply grafted onto the structure of an agency, regardless of its complexities or the heterogeneity of employees and work tasks. An incentive system designer in a multi-task environment where some tasks are measurable and others are not, maybe able to develop a more effective performance incentive scheme if care is taken to understand what motivates employees and to assign or reallocates tasks across workers accordingly. Heinrich (2009) state that assigning work so that one group of workers performs only measurable tasks and placing another group of intrinsically motivated workers in positions where performance is difficult to measure would exploit the motivating power of incentives for some workers and attenuate the moral hazard costs from the lack of incentives for the others. The usefulness of this strategy depends on the ability to identify intrinsically motivated workers and to facilitate a structural or functional separation of work tasks, which may be more or less feasible in some public sector settings.

2.2.3 Human Resource and Performance Management

This is the strategic and coherent approach to the performance of an organization's most valued assets – the people working there who individually and collectively contribute to the achievement of the objectives of the business. The terms human performance and human resources have largely replaced the term personnel performance as a description

of the processes involved in managing people in organizations. In simple words, HRM means employing people, developing their capacities, utilizing, maintaining and compensating their services in tune with the job and organizational requirement, (Human Resource, 2010).

But these traditional expressions are becoming less common for the theoretical discipline. Sometimes even the employee and industrial relations are confusingly listed as synonyms, although these normally refer to the relationship between performance and workers and the behavior of workers in companies, (Nyambegera, 2005). Human Resources Performance is about managing people in organizations as effectively as possible for the good of employees, the company and the society, (Nyambegera, 2005). The theoretical discipline is based primarily on the assumption that employees are individuals with varying goals and needs, and as such should not be thought of as basic business resources, such as trucks and filing cabinets. The field takes a positive view of workers, assuming that virtually all wish to contribute to the enterprise productively, and that the main obstacles to their endeavors are lack of knowledge, insufficient training, and failures of process, Hook, C. & Foot M. (2011).

Human Resource Performance (HRM) is seen by practitioners in the field as a more innovative view of workplace performance than the traditional approach. Its techniques force the managers of an enterprise to express their goals with specificity so that they can be understood and undertaken by the workforce and to provide the resources needed for

them to successfully accomplish their assignments. As such, HRM techniques, when properly practiced, are expressive of the goals and operating practices of the enterprise overall. HRM is also seen by many to have a key role in risk reduction within organizations, (Human Resource, 2010). An HRM strategy pertains to the means as to how to implement the specific functions of Human Resource Performance. An organization's HR function may possess recruitment and selection policies, disciplinary procedures, reward/recognition policies, an HR plan, or learning and development policies; however all of these functional areas of HRM need to be aligned and correlated, in order to correspond with the overall business strategy. An HRM strategy thus is an overall plan, concerning the implementation of specific HRM functional areas, (Armstrong, 2010).

Human resource (or personnel performance), is the sense of getting things done through people. It's an essential part of every manager's responsibilities, but many organizations find it advantageous to establish a specialist division to provide an expert service dedicated to ensuring that the human resource function is performed efficiently, (Human Resource, 2010). "People are our most valuable asset" is a cliché which no member of any senior performance team would disagree with. Yet, the reality for many organizations is that their people remain: undervalued; under trained; underutilized; poorly motivated, and consequently and; perform well below their true capability, HR and Strategic Fit, (2011). The rate of change facing organizations has never been greater and organizations must absorb and manage change at a much faster rate than in the past. In order to

implement a successful business strategy to face this challenge, organizations, large or small, must ensure that they have the right people capable of delivering the strategy. The market place for talented, skilled people is competitive and expensive. Taking on new staff can be disruptive to existing employees. Also, it takes time to develop 'cultural awareness', product/process/organization knowledge and experience for new staff members, (Human Resource, 2010). As organizations vary in size, aims, functions, complexity, construction, the physical nature of their product, and appeal as employers, so do the contributions of human resource performance. But, in most the ultimate aim of the function is to: "ensure that at all times the business is correctly staffed by the right number of people with the skills relevant to the business needs", that is, neither overstaffed nor understaffed in total or in respect of any one discipline or work grade, (Armstrong, 2010).

2.3 Conceptual Framework

This conceptual framework displays the interaction between the dependent and the independent variables. The dependent variable is performance management in public secondary schools while the independent variable is a combination of the forces of training, human resources, incentives and organizational effectiveness.

Independent Variables

Dependent Variable

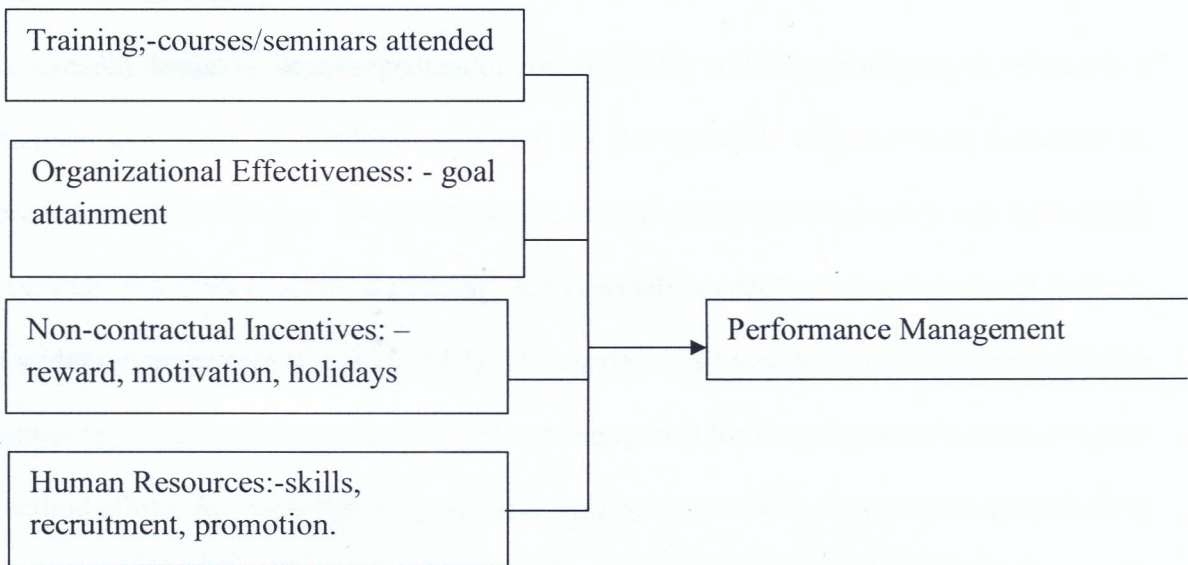


Fig. 2.1 Conceptual Framework

Source: Author (2011)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on research design, target population, sampling method, data collection tools and instruments and data analysis methods.

3.2 Research design

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure, data collection method (Kothari, 2004). A descriptive survey was used in the research. A survey involves a problem that is widely spread and investigation is made in a wider coverage area (Curwin, 2003). A descriptive survey design allows researchers to gather information, summarize, present and interpret it for the purpose of clarification the method allows for collection of qualitative information such as those aimed at measuring attitudes, opinions or habits which this study is aimed at (Mugenda and Mugenda, 2003).

3.3 Target Population

Data was collected from all the 32 public secondary schools in Mbeere South District. These comprise of 3 boys schools, 4 girls boarding schools, 8 mixed day and boarding schools and 17 mixed day schools. One boys' boarding school is in provincial category

while the rest are district schools. The total target population is 791 which include 32 principals, 401 teachers and 358 B.O.G. members.

3.4 Sampling Design And Procedure

The researcher selected one B.O.G. member and one teacher from each school through random sampling method. Each school has one principal who was also sampled for the study. The study sample therefore was comprised of 32 principals, 32 teachers and 32 B.O.G. members from 32 public secondary schools in Mbeere South District making a total sample of 96.

In random sampling, the sample is selected in such a way that each item has a chance of being selected (Saunders, 2003). According to Mugenda and Mugenda (2003) the sample should be small enough to be economical in terms of expenses on time, money and data analysis and ensure representation of all in the population proportionately.

Group	Population frequency	Sample frequency	Percentage
Principals	32	32	100%
Teachers	401	32	7.8%
BOG members	358	32	8.9%
Total	791	96	100%

Table 3.1 Sample size Source: District Education Office Mbeere south (2011)

3.5. Data Collection Tools And Instruments

The data was collected using structured questionnaires. The questionnaire was organized into sections. Section one captured demographic details whereas the rest focused on the objectives of the study. A likert scale was used to gauge the degree of response in terms of strength or weakness on a scale of one to five. The questionnaires were given to the respondents who filled them then they were collected later so as to ensure a high response rate.

3.6 Validity

Validity is the degree to which an instrument measures what it is supposed to measure for a particular group (Mugenda and Mugenda, 2003). The questionnaire in this study was validated by the supervisor. This ensured accuracy and meaningfulness of inferences, based on research results.

3.7 Reliability

For the purpose of assessing the clarity of the questionnaire items and with the aim of improving the quality of the research instrument a pilot study was conducted in four schools from the neighboring Kirinyaga South District. The choice of this district is because the two districts share a common operational environment in terms of physical facilities and resources and to prevent contamination of the sample population (Gay, 1992). The pilot study helped to improve reliability of instruments. Split - half technique was used in measuring the reliability.

3.8 Data analysis

Quantitative data collected from the schools was analyzed through frequency distribution tables and measures of central tendency such as mean, mode and median. Measures of dispersion such as percentages range, standard deviation, mean deviation and inter - quartile range was also be calculated. To determine the strength of relationship between variables factor analysis and Spearman's rank correction was used.

3.9 Data Presentation

The collected data was coded and entered in the computer for analysis using the statistical packages for social scientists (SPSS). This program was useful in organizing the data and presentation of data through charts and graphs is made easy (Mugenda and Mugenda, 2003). The data is presented using tables, pie charts and graphs.

CHAPTER FOUR

DATA ANALYSIS

4.1 Response Rate

Out of the 96 questionnaires that were distributed to the respondents, only 11 failed to get back to the researcher. This means that 85 questionnaires were returned and all had reliable information.

CATEGORY	No.	Rate %
Returned	85	89
Unreturned	11	11
TOTAL	96	100

Table 4.1 Response Rate (Source: Author 2011)

4.2 Quantitative Analysis

This part analyzes the quantitative data collected from the field and as presented in the returned questionnaires. The data is analyzed into four parts; based on the four factors that were intended for measurement in this research namely: human resource, training, non-contractual incentives and organizational effectiveness.

Human Resource and Performance Management

63% of respondents stated that the staff in their organizations is oriented in performance management. 37% percent stated that there is no orientation. Asked for reasons for lack of this orientation, 33% of those who said there is no orientation said the reason was ignorance while 41% stated that there was lack of performance management agent, 26% stated that there was lack of training in performance management.

For those who stated there was orientation on performance management, different levels were indicated on likert scale. 47% indicated level of 1, 21% indicated 2, 16% indicated 3, 9% indicated 4 and 7% indicated 5 as shown below.

77% of respondents indicated that the number of employees in their organization was inadequate while 23% said the number was adequate.

Scale	Rate	%
1- weak orientation		47
2- average orientation		21
3- Good orientation		16
4- very good orientation		9
Total		100

Table 4.2: Response on levels of orientation in performance management

(Source: Author 2011)

59% of the respondents indicated that employees in their organizations do not possess the necessary skills required for performance management while 41% of the respondents said 'Yes'. Of those who said 'yes' 61% said it takes place at managerial level, 30% on supervisory level, 6% at operational level and 3% at all levels.

CATEGORY	Rate %
Managerial	61
Supervisory	30
Operational	6
All Levels	3
Total	100

Table 4.3: Response Rates on level of skill (Source: Author 2011)

Training and Performance Management

67% of respondents indicated that there are no training programs that are geared towards performance management in their organizations, while 33% said yes. 33% who said yes indicated that this training occurs at different levels as indicated in the table below.

Level	Response Rate %
Managerial	51
Supervisory	26
Operational	21
All Levels	2
Total	100

Table 4.4 Response levels on training for performance management

(Source: Author 2011)

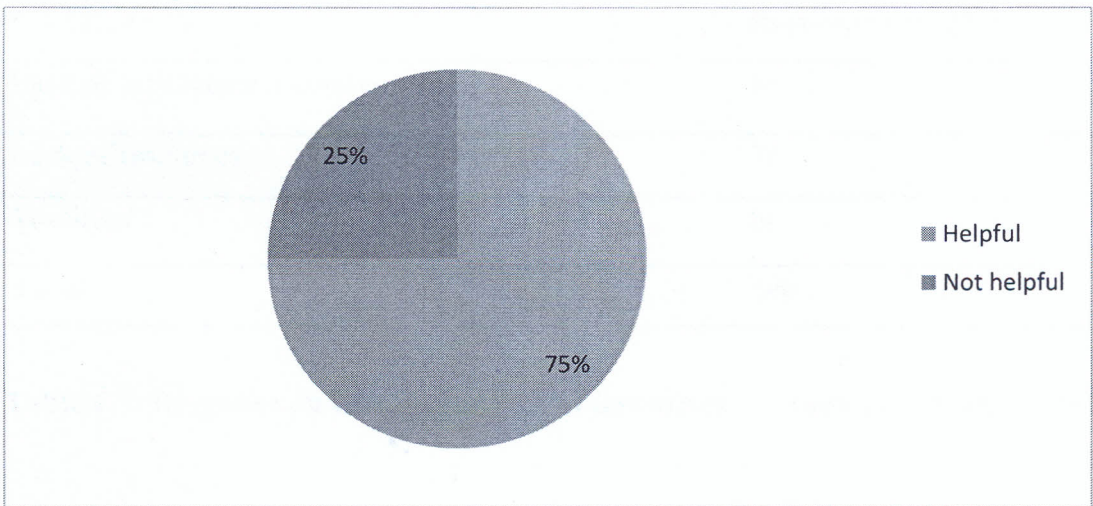
As regards the frequency of training, the responses were as follows;

CATEGORY	Percentage of respondents
Semi annually	6
Annually	18
Every two years	26
Beyond two years	50
Total	100

Table 4.5 Response on frequency of training (Source: Author 2011)

75% of the respondents said that training is helpful for performance management in their organization while 25% indicated it is not helpful. Of the 75% who thought training is useful, 23% indicated it would help the organization greatly while 62% said it was substantially helpful. 15% thought training was of minimal help. The above picture is shown in the following pie chart.

Figure 4.1 Percentage of Respondents



(Source: Author 2011)

CATEGORY	Level of Importance %
Greatly	23
Substantially	62
Minimally	15
Total	100

Table 4.6 Response levels on the importance of training. (Source: Author)

Incentives and Performance Management

33% of the respondents indicated that there are incentives given for performance in their organizations while 67% said there is none. Further information revealed that of those who said 'yes' 57% said the incentives were monetary while 43% said that they are non-monetary. Those who cited lack of incentives gave different reasons for this failure as shown below;

CATEGORY	Response rate (%)
Lack of management commitment	61
Lack of resources	33
Tradition	06
Total	100

Table 4.7: Response on reasons for lack of incentives Source: (Author 2011)

When asked to rate the effect of the incentives in their organizations, the respondents gave different ratings on likert scale as follows;

Scale	Rate (%)
1- No effect	13
2- Very limited effect	23
3- Little effect	41
4- Good effect	11
5- Very good effect	8
Total	100

Table 4.8: Response on effects of incentives Source: (Author 2011)

Organizational Effectiveness and Performance Management

41% of the respondents indicated that they consider work processes in their organizations effective while 59% said they are not. On the implementation of planned tasks, 53% said the implementation is not timely while 47% said it is timely. Similarly 56% said goals are not effectively achieved while 44% said they are effectively achieved.

CATEGORY	Yes %	No%	Total
Implementation of planned tasks	47	53	100
Effectiveness of work processes	41	59	100
Achievement of goals	44	56	100

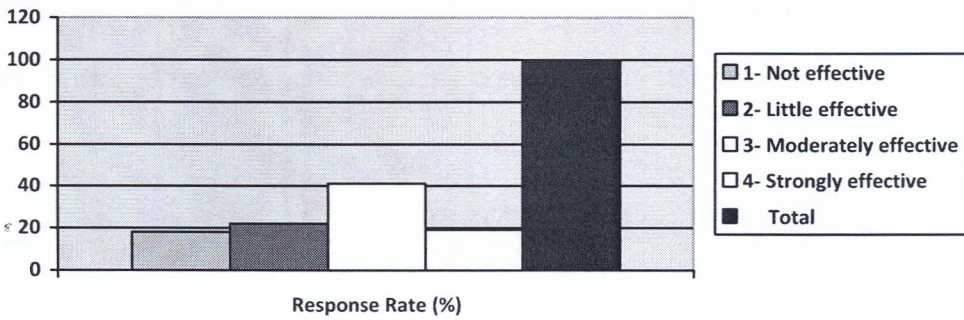
Table 4.9: Response rate on organizational effectiveness Source: (Author 2011)

Asked to describe the effectiveness of attainment of goals on a scale, the respondents responded as follows;

Scale	Response Rate (%)
1- Not effective	18
2- Little effective	22
3- Moderately effective	41
4- Strongly effective	19
Total	100

Table 4.10 Response on attainment of goals Source: Author 2011

Figure 4.2 Response on attainment of goals



Source: Author 2011

4.3 Qualitative Analysis

When asked which performance management skills are lacking in their organizations some respondents indicated lack of knowledge on performance contracting and performance appraisal skills.

On different suggestions for enhancing performance management through incentives, majority of the respondents suggested a fair system of reward; based on merit and not a haphazard one. Others suggested commitment by the top management on performance management. Other respondents suggested a non monetary system of reward but that which is valuable to them e.g. free housing, free transport etc.

When asked to suggest any measures that can be taken to improve performance management, many respondents suggested that they needed top management to recognize their work and provide better working conditions for the workers.

CHAPTER FIVE

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

5.1.1 Training

Those who indicated that there are training programs in their organizations, said that it affects performance management

5.1.2 Organizational Effectiveness

815 of respondents agreed that organizational effectiveness affects performance management in their organizations. They described the level of attainment of goals at different levels on likert scale; the rate that was indicated highly was 3 at 41%. Attainment of goals was low with 56% indicating that it was not done on time; meaning that it directly affects performance management in their organizations. When 59% of respondents indicate that work processes are not done on time, it is a clear show that performance management is highly affected. The goals of performance management cannot be attained in this situation.

5.1.3 Human Resources

77% indicated inadequate human resources, while 59% of respondents indicated that staff in their organizations does not have an orientation in performance management. 41% of

respondents indicated that the orientation for performance management was as low as 1 on likert scale.

5.1.4 Non-contractual incentives

The answers to these questions were found in the data analyzed whereby 67% indicated that there are no incentives given for performance when 57% indicate that the incentives given were monetary this is a clear indication that performance management processes are adversely affected because the best incentive to give is not an extrinsic one like money. Incentives were noticed to be very helpful for performance management because 41% of the respondents indicted a level of 3 on likert scale as the usefulness of incentives in their organizations.

5.2 Conclusions

From the data analyzed in the study, the researcher was able to make several conclusions. Adequacy of human resources affects performance in secondary schools in Mbeere south District. Training directly affects performance management in secondary schools in the said district. Organizational effectiveness is also important in an organization because it affects performance management. Non-contractual incentives affect performance and are so important to an organization if it wants to achieve its objectives.

There is no clear training policy to spearhead performance management in schools which is very essential for the schools to attain their objectives. Organizational effectiveness is at its lowest in that goals are not attained on time and planned changes are not

implemented on time. Non-contractual incentives have not been given enough attention because in many schools there is no clear policy of incentives and where they exist there is no consistency and fairness is not followed. The human resources in the organization are not fully equipped to meet performance management goals. They lack the necessary skills that are required for organizational performance. The school management is not committed to fully equipping the staff for effective performance management.

5.3 Recommendations

After drawing conclusions from the analyzed data, the researcher made the following recommendations:

5.3.1 Government

The government should ensure that there is a performance management team that involves all levels of a school organization should be established so as to make performance management a reality. It should also ensure the system of incentives is consistent and fair for all employees. The government should also provide enough resources to cater for performance management in secondary schools. It should also come up with a clear training policy so as to equip teachers with the appropriate skills for performance management.

5.3.2 School administration

The school administration should fully adopt a policy on performance management whereby workers will be trained and cultured in performance management. It should also

give teachers an opportunity to attend skill enhancement seminars for the purposes of attaining the set goals for performance. This should be done without favour or segregation. It should also provide updated material that will equip the staff with the current issues regarding performance management. They should also set aside adequate funds to cater for teacher training at the school level.

5.3.3 Board of Governors (B.O.Gs)

It is the duty of the BOG to stimulate the parents on the need for performance management training so as to attain the required academic standards. The BOG should spearhead performance management policies geared towards specific goals of the school. Parents should be informed on the need for performance and hence be prepared to contribute finances that will go towards performance management initiatives in the schools.

5.4 Suggestion for further studies

The researcher suggests further study to be conducted on the factors affecting implementation of performance management programs in secondary schools because from the data collected for this study the researcher found that many schools did not have performance management programs.

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APPENDICES

APPENDIX 1: LETTER TO RESPONDENTS

October, 2011

Dear Respondents

I am a Kenyatta University Student Pursuing Masters Degree in Business Administration.

I request you to assist me with the necessary information. The information given on this questionnaire will be used for the purpose of this study. It will be held in confidence and shall not in any way affect the career or private life of the respondent.

Yours Faithfully

Mwose Nzwili

**APPENDIX II: A SCHEDULE OF PUBLIC SECONDARY SCHOOLS IN
MBEERE SOUTH DISTRICT**

S/No	NAME OF THE SCHOOL	CATEGORY			
		P/B	P/G	MD/ B	M/D
1	MAYORI			X	
2	ST.AQUINAS IGUMORI				X
3	NYANGWA BOYS	X			
4	GATEGI GIRLS		X		
5	MACHANG'A				X
6	YODER KARWIGI				X
7	MARIARI GIRLS		X		
8	KIRIMA				X
9	AIC WANGO				X
10	GITARAKA GIRLS		X		
11	KERWA				X
12	KARABA BOYS	X			
13	NGENGE			X	

14	MBONZUKI				X
15	WACHORO BOYS	X			
16	MAKIMA				X
17	ST.CLARES KANGETA		X		
18	KIAMURINGA			X	
19	MBITA				X
20	MUTUOBARE				X
21	STEPHENE KISILU			X	
22	MBONDONI			X	
23	MALIKINI				X
24	KIAMBERE MIXED			X	
25	IRIA-ITUNE				X
26	KANYONGA				X
27	GIKIIRO				X
28	GATAKA				X
29	KIKUMINI				X
30	MASHAMBA				X
31	GATEGI DAY				X
32	KITOLOLONI				X

KEY: CATEGORIES OF SCHOOLS

P/B – PURE BOYS

P/G – PURE GIRLS

MD/B – MIXED DAY AND BOARDING

M/D – MIXED DAY

Source: District Education Office, Mbeere South.

APPENDIX III: QUESTIONNAIRE

SECTION A GENERAL INFORMATION

1. Age
 - a. 18-25 Years ()
 - b. 25-30 Years ()
 - c. Above 30 Years ()

2. Gender Male () Female ()

3. Occupation _____ Rank _____

4. Working Experience
 - a. 0- 5 Years ()
 - b. 5-10 Years ()
 - c. Above 10 Years ()

5. Highest academic qualification
 - a. Degree ()
 - b. Diploma ()
 - c. Certificate ()
 - d. Others ()

SECTION B HUMAN RESOURCE

6. Are the Human Resources in your organization oriented in Performance Management?

Yes () No ()

7. If No in (6) above, state the reasons why?

a. Ignorance ()

b. Lack of performance management agent ()

c. Lack of training in Performance Management ()

8. If yes in (6) above, how would you describe this orientation?

a. Least

b. Moderate

c. Adequate

d. Very oriented

9. Is the number of employees in your organization adequate to enable the organization steer Performance Management?

Yes () No ()

10. What Performance Management skills do you think are lacking in your organization?

- i.
- ii.
- iii.
- iv.
- v.

SECTION C – TRAINING

11. Are there training Programs geared towards Performance Management in your organization?

Yes () No ()

12. At what level does this training occur?

- a. Managerial ()
- b. Supervisory ()
- c. Operational ()
- d. All levels ()

13. How often does this occur?

- a. Semi annually ()
- b. Annually ()
- c. Every two years ()
- d. Beyond two years ()

14. Do you find this training helpful to Performance Management in your organization?

Yes () No ()

15. If yes in (14) above, state how.

- a. Greatly ()
- b. Substantially ()
- c. Minimally ()

SECTION D – INCENTIVES

16. Are there non-contractual incentives given for performance?

Yes () No ()

17. If yes in (16) above, what kinds of incentives are given?

- a. Monetary ()
- b. Non-Monetary ()

18. If no in (16) above, what are the reasons?

- a. Lack of top management commitment ()
- b. Lack of resources ()
- c. Traditional ()

19. How would you rate the effect of these incentives on the scale below? (Tick where appropriate)

Effect of	(i)	(ii)	(iii)	(iv)	(v)
incentives					

Key:

- (i) No effect
- (ii) Little effect
- (iii) Moderate effect
- (iv) Strong effect
- (v) Very strong effect

20. Suggest ways in which incentives can be made more efficient to enhance Performance Management

- i.
- ii.
- iii.
- iv.
- v.

SECTION E- ORGANIZATIONAL EFFECTIVENESS

21. Would you consider work processes in your organization as effective?

Yes () No ()

22. Is implementation of planned tasks done in time?

Yes () No ()

23. If yes in (21) and (22) above are the goals achieved effectively?

Yes () No ()

24. If yes in (23) above, how would you rate the effectiveness of your organization on the scale below? (Tick where appropriate)

(i)	(ii)	(iii)	(iv)

Key:

- (i) Not effective
- (ii) Little effective
- (iii) Moderately effective