

**HUMAN RESOURCE MANAGEMENT PRACTICES AND PERFORMANCE OF  
SELECTED PUBLIC SECONDARY SCHOOLS IN NAIROBI CITY COUNTY  
KENYA**

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## **DECLARATION**

I declare that this research project is my original work and it has not been submitted for the award of any degree or diploma in any other institution.

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This research project is submitted for examination with my duly approval as the appointed university supervisor.

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## **DEDICATION**

This work is dedicated to my family for their endless support and encouragement.

## **ACKNOWLEDGEMENT**

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## **ABBREVIATIONS/ACRONYMS**

<b>BOM</b>	Boards of Management
<b>PTA</b>	Parent-teacher associations
<b>RBV</b>	Resource Based View
<b>HOD</b>	Head of Department
<b>TSC</b>	Teachers Service commission

## **OPERATIONAL DEFINITION OF TERMS**

<b>Employee Training</b>	Employee training is a program that is designed to increase the technical skills, knowledge, efficiency, and value creation to do any specific job in a much better way.
<b>Rewarding system</b>	These are procedures, rules and standards associated with allocation of benefits and compensation to employees.
<b>Employee Participation</b>	It entails providing employees with opportunities to make decisions about the conduct of their jobs and to participate in the business as a whole.
<b>Employee Teamwork</b>	Typically, teamwork is defined as co-operation between those who are working on a task. Teamwork is generally understood as the willingness of a group of people to work together to achieve a common aim.
<b>Organizational performance</b>	Comprises the actual output or results of an organization as measured against its intended outputs (or goals and objectives).
<b>Human Resource Management Practices</b>	These are a set of human resources management processes and actions that add substantial value to the business and its goals

## ABSTRACT

Education sector in Kenya has visions and missions that revolve around performance. The study aimed at establishing the influence of human resource management practices on performance in selected public county secondary schools in Nairobi City County, Kenya. The specific objectives of the study were to determine the influence of employee training, rewarding system, employee participation and employee teamwork on performance in selected public secondary schools in Nairobi City County, Kenya. There were three theories which guided the study which were; Best fit theory, the institutional theory and resource-based view theory. The study employed a descriptive study design. The target population for the study was 1300 teachers comprising of principals, H.O.Ds, subject heads and senior teachers from 52 public county secondary schools in Nairobi City County. The study used stratified random sampling method. The sample size was 297 respondents. The study utilized primary data which was gathered by using questionnaires. A pilot study was carried out with 30 respondents. The respondents were not included in the sample. The researcher used content validity. It used Cronbach's alpha formula to test reliability, with value of 0.7. Reliability offers a measure of the internal homogeneity and consistency of the items encompassing the scale. Qualitative data was analyzed by use of content analysis. The quantitative data gathered was analysed by descriptive statistics that is measure of central tendency; inferential statistics that is linear regression analysis and multiple regression with the help of Statistical Package for Social Sciences (SPSS) version 21. The results were presented utilizing tables, frequencies and percentages. The study found a significant positive relationship between employee training, participation, reward systems and teamwork on performance of schools. On employee training, the research concludes that training directly enhances staff effectiveness and productivity by staying up-to-date with fresh technology and thus making better use of current technology. The research concludes that involving staff in certain choices makes them feel more positive about their employers because they think that their views are appreciated. The research concludes on rewarding schemes that an efficient system of reward outcomes in satisfied, involved and productive teaching staff, which in turn generates required school performance and results. The research concludes on employee teamwork that a powerful teaching team understands the goals of the institution, including their long-term and short-term strategies. On employee training, the research proposes that the school management establish periodic training and growth programs capable of increasing the teaching staff's abilities, morality and efficiency. On employee participation, the research proposes that school leadership should adopt board-level teaching personnel representation in order to safeguard their interests, teachers' involvement through collective agreements, and by deciding on and following certain guidelines and regulations. On reward systems, the study recommends that depending on individual circumstances, the performance rewards can include compensation, benefits and perks, recognition and appreciation. On employee teamwork, the research proposes that school leadership lead by example, create confidence and respect by leading them in the correct direction, promote socialization by giving team members time to get to understand each other on a more personal level in order to improve mutual confidence, respect and comprehension, enable team members to talk openly, share thoughts, create suggestions and voice their ideas.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the Study

Organizational performance is usually determined by calculating value of both qualitative and quantitative performance factors such as customers, profit and cost. It is necessary for an organization to have relevant factors and know how they relate to the set firm goals as well as the level of dependency on performed activities. Today, managers consider organizational performance and put in the required effort necessary to define firm goals, performance indicators and be able to evaluate them (Amendi, 2015).

Organizational performance is determined by the organization's capability to respond to threats and opportunities in an effective and efficient manner, with full knowledge of the strengths and weakness at hand (Grant, 2016). Rani (2019) observe that the performance of an organizational is based on the perception that the organization is comprised of valuable resources that include personnel, physical and capital assets that are used to achieve a shared goal. Therefore, an effective organization is able to successfully use information of its past and current trends as well as knowledge of alternative strategies available to make decisions that will achieve the greatest benefit for the organization.

Today's organizations are operating in a very dynamic and highly competitive environment (Delery & Gupta, 2016). According to Bartel (2017) human resource management is an indispensable function for the both the private and public sector organizations in Pakistan. The process deals with several operational objectives such as recruitment, providing proper training to the employee, selection of the employee, assessment of the employee, motivating and maintaining a proper relationship with the employee and maintaining welfare and health for the employees in the organization through laws created by the concerned state and country.

Bowen and Ostroff (2016) observe that the effective HRM practice at Nigerian public educational institutions requires effective management, leadership approach of managers, constructive evaluation, effective feedback system and supportive co-workers. According to Lyneis (2018) the HRM helps in making effective strategic implementations and

supportive work culture of an organization enables the organization which helps in gaining enhanced revenue with cost saving and improved performance. Therefore, effective HRM is a potential factors which can inhibit or enhance performance of an organization. Apart from this, HRM encouragement plays essential role in developing innovation and creativity.

The outputs which are the goals and objectives of an organization measured against its results out of the actual inputs is what organizational performance is comprised of. There are three main areas that define organizational performance which are; the performance of its finances, performance in its product market and returns of the shareholders according to Triandis (2015). The performance of an organization is determined by its plans of strategies, operations, finances, legal factors and the development of the organization. It involves measuring of the procedure then modifying it, increasing its efficiency and effectiveness.

Timothy (2012), affirm that such an evaluation is done informally thus benefit more when a systematic approach is used. The first step towards improving performance of a company is making explicit available knowledge on performance factors and the relationship between them. Examinations in Kenya are how academic achievement are determined through. A certificate though does not fully show the achievements of a person as they can be better in other activities rather than academics and thus the results attained should not be the only ones used to determine a person's achievement (Bunyi, 2012). Therefore, it can be argued that human resource management practices are the steps undertaken to improve the quality of teachers themselves, as a whole and improve the quality of the school.

### **1.1.1 Organizational Performance**

Performance is defined as the actual results of a firm measured against the projected output, goal or objective. According to Dora *et al.*, (2016), firm performance is comprised of three specific aspects of a company; shareholder return, firm outcome, product market performance and financial performance. Scholars in various fields are more concerned with organizational performance in terms of finance, firm development and legal aspects of the firm, operations, and strategic planners. A firm performance

measures output of a given operation, modifies the process to increase the desired output and ensure increased efficiency of the entire process. The concept of firm performance can be applied to either group or individual performance.

Firm performance is referred to as firm's effectiveness and efficiency with which individual organizations run its affairs (Nyakundi, 2013). Effectiveness is concerned with the unique capabilities that organizations develop to ensure success. Efficiency is the cost per unit of output, describing the relationship between goods and services produced by a program or activity (outputs) and the resources used to produce them (input). Firm performance remains a difficult concept both in terms of definition and measurement because of its multifaceted and multidimensional nature. The purposes of firms, evaluating comparative firms' success and failure in fulfilling those purposes are conspicuous discourse, in day to day affairs of firm's management. Performance is at the heart of human resource management and can be argued along three dimensions namely, theoretical, empirical and managerial. Theoretically, most human resource management theories either implicitly or explicitly underscore performance implications since performance is the time test of any strategy (Muteshi *et al.*, 2019). The managerial importance of performance is evident in many prescriptions offered for performance improvement.

Firm performance is usually determined by calculating value of both qualitative and quantitative performance factors such as customers, profit and cost. It is necessary for an organization to have relevant factors and know how they relate to the set firm goals as well as the level of dependency on performed activities. Today, managers consider organizational firm performance and put in the required effort necessary to define firm goals, performance indicators and be able to evaluate them. (Muteshi *et al.*, 2019), affirm that such an evaluation is done informally thus benefit more when a systematic approach is used. The first step towards improving performance of a company is making explicit available knowledge on performance factors and the relationship between them. Performance therefore helps to ascertain whether an entity is on the right track towards achievement of its objectives or whether those objectives have been met. It follows therefore that there should be clearly set realistic key performance indicators during the

planning stage. According to (Bukirwa & Kising'u, 2017) key performance indicators (KPIs) both budgetary and non-money related are vital segment of the data expected to explain an organization's advancement towards its expressed objectives.

### **1.1.2 Human Resource Management Practices**

Human resource management practices are aimed at the acquisition, development, and motivation of employees as a key to attaining better organizational performance and that these practices are the key to attaining sustainable organizational performance and should, therefore, be treated as a central part of organizational strategy (Noe *et al.*, 2017). Rondeau and Wagar (2016) observe that organizational managers have responded over recent decades by adopting a range of human resource practices to support their business performance, including in the areas of employee staffing, performance management, staff development, and compensation and benefits. Human resource management practices in the study was evaluated in terms of employee training, rewarding system, employee participation and team work.

Employee training is a program that is designed to increase the technical skills, knowledge, efficiency, and value creation to do any specific job in a much better way. Training program is periodical and given at regular intervals, it is never continuous. Training increases the needed skill set and helps in development of an employee as well as overall growth of the organization (Williamson, 2011) Training is a program that helps employees learn specific knowledge or skills to improve performance in their current roles. Development is more expansive and focuses on employee growth and future performance, rather than an immediate job role. As one of the major functions within HRM, training has for long been recognized and thus attracted great research attention. Carins (2009), in Malaysia argued that the recognition of the importance of training in recent years has been heavily influenced by the intensification of competition and the relative success of organizations where investment in employee development is considerably emphasized (Charan, 2011).

Rewarding system is one method of motivating employees to change work habits and key behaviors to benefit a small business. An organization's employees provide an important basis for a sustainable competitive advantage: socially complex-that is people-based-



resources are considered more durable and less susceptible to imitation than other types of assets (Delaney, 2012). As such, the strategic management of human resources can play a key role in an organization's survival. A firm's compensation plan plays a prominent role in recruiting, motivating, and retaining employees, and thus is central to building a durable advantage. Organizations need to reward their talent, and industry trends clearly indicate that pay-for-performance is drawing a renewed focus from executives.

Team involvement is interchangeably used with high commitment and high-performance work systems (Moody, 2014). High involvement management is an approach to management centered on employee involvement. It entails providing employees with opportunities to make decisions about the conduct of their jobs and to participate in the business as a whole.

High involvement management is conceived as an alternative to a control model, which is founded on job simplification, tightly defined divisions of labor, rigid allocations of individuals to narrowly defined tasks, and minimal employee participation in higher-level decisions. High involvement management is, distinctive precisely because it includes organization-level empowerment and goes beyond a narrow concept of job redesign (Huselid, 2009).

### **1.1.3 Public Secondary Schools in Nairobi City County**

Public schools are schools mandated for or offered to all children by the government, whether national, regional, or local, provided by an institution of civil government, and paid for in whole or in part, by state taxes. The schools categorized into national schools, extra-county, county and sub-county level. Children usually transfer to secondary school between the ages of 10 and 16 years, and finish between the ages of 16 and 19 years, though there is considerable variation from country to country. In Kenya, Public secondary schools are managed by Boards of Management (BOMs) appointed by the Minister of Education. The BOM is mandated by the Education Act to audit and regulate expenditure by the administration to ensure that all the income received by the school is applied to the promotion of its objectives, this statute presumes that members of the BOM and school principals are knowledgeable in law. BOMs monitor school

performance, pay non-teaching staff and report to District Education Offices. Parent-teacher associations (PTAs) also monitor school performance, raise funds to supplement the school budgets and participate in decisions regarding the use of funds.

According to the Nairobi City County (2015), the County has experienced a huge population growth which has exerted pressure on educational resources and teachers. This is because few schools have been put up especially secondary schools thus the schools fall far short of meeting the enrollment requirements in the County (Nairobi City County, 2014). Many children have failed to transit to secondary school to an extent that comparatively, Nairobi City County has been registering the second-lowest secondary school participation level from North Eastern region (Republic of Kenya, 2014). The County has been registering a gross enrolment rate of less than 30% and net enrolment rate of less than 25%. The gross and net enrolment rates have been low for both the boys and girls (Republic of Kenya, 2013).

## **1.2 Statement of the Problem**

There are many challenges that are facing the secondary school education sector in Kenya and have been facing for quite some time now. Lack of good leadership in the schools is one problem that has been experienced over time. Leadership style of a school is a crucial component to the academic performance of that school (Duignan & Gakunga, 2004). Effective leadership by the school heads sets an atmosphere of order, creates a climate of high expectation for staff and students, encourages and builds commitment among teachers to the school goals. Inadequate resources are also part of the reasons for poor performance of public schools.

Teacher characteristics such as; qualification, experience, job satisfaction, professional development and teaching methods have a strong relationship to students' performance Eshiwani (1993). A successful teacher need to possess sufficient knowledge in skills, processes and techniques associated with the subject, Gaitskell (1958). These challenges affect performance of public secondary schools in Nairobi Kenya. Currently, in majority of cases there are gaps between competencies and the responsibilities of those mandated to undertake provision and management of education in Kenya. On the other hand, the secondary school managers who have been trained in Human Resource Management

may or may not be adopting the HRM practices in their schools. Either way, secondary schools need to embrace human resource management practices that help to cope with challenges facing their work force and ensure continued education excellence in Kenya.

A study by Njuguna (2010) assessed Human Resource Management practices in public secondary schools in Kiambu East District and revealed that performance appraisal and employee participation in decision making have been practiced to a very little extent. Tadesse (2011) study examined the influence of human resource management practices in selected secondary schools of East Shoa zone and the study results reveal inappropriate planning of teachers and staff. Ngotho (2018) study investigated the relationship between human resource management practices and performance in Public Secondary Schools in the Thika West Sub-County of Kenya and findings obtained show that rewards contributed negatively to the performance of teachers.

It is clear from the above studies that no study has been done on influence of human resource management practices on performance of public secondary schools in Nairobi City County, Kenya, therefore, this study sought to investigate the influence of human resource management practices on performance of selected public secondary schools in Nairobi City County, Kenya

### **1.3 Objectives of the Study**

#### **1.3.1 General Objectives**

The general objective of this study was to investigate the effect of human resource management practices on performance of selected public secondary schools in Nairobi City County, Kenya.

#### **1.3.2 Specific Objectives**

The study was guided by the following specific objectives:

- i. To examine the effect of employee training on performance of selected public secondary schools in Nairobi City County, Kenya
- ii. To determine the effect of rewarding system on performance of selected public secondary schools in Nairobi City County, Kenya

- iii. To establish the effect of employee participation on performance of selected public secondary schools in Nairobi City County, Kenya
- iv. To explore the effect of team work on performance of selected public secondary schools in Nairobi City County, Kenya

#### **1.4 Research Questions**

The study was guided by the following research questions:

- i. How does training affect performance of selected public secondary schools in Nairobi City County, Kenya?
- ii. How does rewarding system affect performance of selected public secondary schools in Nairobi City County, Kenya?
- iii. How does participation affect performance of selected public secondary schools in Nairobi City County, Kenya?
- iv. How does team work affect performance of selected public secondary schools in Nairobi City County, Kenya?

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

This study would be of importance to public secondary schools in Kenya and in ensuring fast adoption and use of human resource management practices on performance towards better performance. It would help the school management understand the factors affecting implementation of human resource management practices on performance and how to overcome these obstacles. The findings of this study would provide information to policy makers like the government ministry such as ministry of education in regard to policy regulations, formulation and implementation in the education sector. The study would act as a source of reference material for future researchers on other related topics; it will also help other academicians who would undertake the same topic in their studies. Apart from this, it also emphasized other significant relationships that require further research on human resource management practices and performance.

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

This study was carried out in Nairobi City County, Kenya. The unit of analysis was public secondary schools and the unit of observation was teachers in the county public

secondary schools. The study examined how employee training, rewarding system, employee participation and team work influences performance. Principals, Head of Departments (HODs), senior teachers and subject heads participated in the study. The study used questionnaires to collect data. The study focused on the performance of the schools for the last 5 years (2014 – 2018).

### **1.7 Limitations of the Study**

Fear from the some respondents on the kind of information to disclose that is relevant to the study could limit the success of the study as the respondents may perceive that they may be ill-treated by their seniors. This was addressed by assuring the respondents that none of their responses were shared to other party except the researcher alone. Questionnaires with both open questions and closed ended questions were used to all the respondents which could limit the respondents in expressing fully their feelings on the variables under study. However, the questions were comprehensively cover all the aspects of each study variables. The variations in school management experiences could limit the study and some of the managers may pretend to be good when it comes to managing the human resources. However, the purpose of the study was explained to them and the study will sample respondents from different work experiences.

### **1.8 Organization of the Study**

This project was based on five chapters in which chapter one covered the study background based on study variables, the problem of the study, variables of the study, the study questions, the relevance of the study, the scope and limiting factors to the study. Chapter two covered theories guiding the study, empirical studies based on study objectives, summary of the empirical studies and identification of gaps and conceptual framework. Chapter three covered that methodologies guiding the study. Chapter four covered that presentation and discussion of data collected from the field and chapter five gave the summary of findings, conclusions, study recommendations and suggestions for further studies.

## **CHAPTER TWO**

### **LITEARATURE REVIEW**

#### **2.1 Introduction**

A significant number of literatures have been done on human resource management practices and performance. The purpose of this chapter is to present a review of the literature which is related to the influence of human resource management practices on performance of a given organization as presented by different authors, researchers, and analysts. This chapter deals with theoretical literature review, empirical literature review, summary of literature reviewed and research gaps and conceptual framework of the study.

#### **2.2 Theoretical Literature Review**

This section examines the different theories that informed the study on influence of human resource management practices on performance. There are three theories which will guide this study, these are; Best fit theory, the institutional theory and resource-based view theory.

##### **2.2.1 Best Fit Theory**

Best fit HRM theories was advanced by Abascal in 2005 and is also known as universalistic theories. Best fit HRM theories postulates that HRM practices are universal in the sense that they are best in any situation and that adopting them will lead to superior organizational performance (Abascalet *al.*, 2005). The theory argue that there is a set of superior HRM practices which if adopted by a firm, would lead to enhanced firm performance. A crucial aspect concerning HRM is the concepts of fit and flexibility. The degree of fit determines the human resource system's integration with organization strategy. Fit includes the utilization of human resources to help with the achievement of organizational objectives. In this context, organizational behavior, organization theory, and strategy researchers have long assumed that "fit" among organizational subcomponents results in organizational effectiveness, but often they have been frustrated by difficulties in both conceptualizing and operationalizing the concept. Similarly, a dominant theme of the HRM literature is the need to fit human resources strategy to the larger organizational context. According to Boon (2016) managers should be fitted or

matched to the nature of strategic business planning, the firm's expansion strategy, product life cycle, and future strategic needs and choices.

According to the Best Fit theory, a firm that follows a cost leadership strategy designs narrow jobs and provides little job-security, whereas a company pursuing a differentiation strategy emphasizes training and development. This approach is a counterpart to the “one strategy fits all”. The best fit school, therefore, argues that all HRM activities must be consistent with each other and linked to the strategic needs of the business (Boon, 2016). According to the best fit school, human resources strategy will be more effective when it is appropriately integrated with its specific organizational and environmental context. It has been argued that human resources management practices that are not aligned and consistent with organizational strategy and which conflict with other human resources practices can restrain both individual and organizational performance.

The Best Fit approach examines the direct relationship between strategic practices of human resource management and the performance of the organization. Over the years researchers have found empirical evidence that certain HR practices can directly affect performance. Proponents of this approach state that there are certain HRM practices that are better suited than others to improve organizational performance. The logic connecting these universal HR practices (i.e., selective staffing, comprehensive training and job rotation and cross utilization) and firm performance is intuitively appealing and supported by theoretical arguments from a number of disciplines. From micro economics, human capital theory suggests that people possess skills, knowledge, and abilities that provide economic value to firms (Boon, 2016). Since from investments to increase employee skills, knowledge, and abilities carry both out-of-pocket and opportunity costs, they are only justified if they produce future returns via increased productivity. In other words, increased productivity derived from human capital investments depends on the contribution in a firm; the more likely it is that the firm will invest in human capital and that these investments will lead to higher individual productivity and firm performance. This theory is relevant to the study because investing in human capital in terms of

training, having a good reward system, allowing participation and team work will result in better performance in the public secondary schools in Nairobi City County.

### **2.2.2 The Institutional Theory**

The Institutional Theory of Barney (2001) describes how organizations survive and succeed through the congruence between an organization and the expectations from their environments. Institutional theorists assert that the institutional environment can strongly influence the development of formal structures in an organization, often more profoundly than market pressures can. The institutional environment is composed of norms and values of stakeholders (customers, investors, government, collaborating organizations). The Institutional View argues that organizations need legitimacy from their stakeholders. Legitimacy is defined as the general perspective that an organization's actions are desirable, proper and appropriate within the environment's system of norms, values and beliefs (Scott & Meyer, 2013).

Organizations are highly interconnected. Institutional Theory focuses on the deeper and more resilient aspects of social structure. It considers the processes by which structures; including rules, norms, and routines, become established as authoritative guidelines for social behavior. Different components of Institutional Theory explain how these elements are created, diffused, adopted, and adapted over space and time and how they fall into decline and disuse (Daft, 2007).

The fundamental principle of the Institutional Theory is that firm propensities toward compliance with main norms, customs, and social pressures in their internal and external environments result to homogeneity amongst firms in their structures and behaviors, and that triumphant firms gain support and authenticity by complying with social pressures. Therefore, performance in public secondary school will be determined by how the schools integrate their internal systems and processes with the dynamics of external environment in terms of maintaining institutions standards, being proactive so as to be ahead of competition and prevailing market conditions.



### **2.2.3 Resource Based View Theory**

Resource Based View (RBV) theory was developed by Wenefeldt (1984). It is a method of analyzing and identifying a firm's strategic advantages based on examining its distinct combination of assets, skills, capabilities and intangibles as an organization. The RBV's underlying premise is that a firm differs in fundamental ways because each firm possesses a "unique" bundle of resources-tangible and intangible assets and organizational capabilities to make use of those assets. Each firm develops competencies from these resources, and when developed especially well, these become the source of the firm's competitive advantage; (Sheehan & Foss, 2007). In the context of this theory, it is evident that the resources that a firm has will play a big role in its performance. This is because no matter how good the strategies are, without the necessary resources to enable the implementation, they remain in the planning phase.

The resource-based view theory is grounded in the perspective that a firm's internal environment, in terms of its resources and capabilities, is more critical to the determination of strategic action than is the external environment. Instead of focusing on the accumulation of resources necessary to implement the strategy dictated by conditions and constraints in the external environment, the resource-based view suggests that a firm's unique resources and capabilities provide the basis for strategy. The business strategy chosen should allow firms to best exploit its core competencies relative to opportunities in the external environment. This theory is relevant to this study in the perspective that unique resources and capabilities influences the performance of an organization. therefore, possession of the appropriate core competencies through training would result to better organization performance of public schools of Nairobi City County.

### **2.3 Empirical Literature Review**

This section highlights the various independent variables which includes; employee training, rewarding system, employee participation and employee teamwork and performance of the public secondary schools as the dependent variable.

### **2.3.1 Employee training and Performance**

Sande, Onditi and Raburu (2016) study examined the influence of Training on Performance of Public Primary School Teachers. Target population comprised one thousand and twenty four public primary school teachers. The study applied a survey research design. The sampling technique used was multistage sampling technique while the sample size was two hundred and eighty eight teachers. Questionnaires were used as the instrument for data collection. Quantitative data collected was analyzed using descriptive statistics while qualitative data was analyzed using thematic analysis. The study found out that majority of the respondents had the view that an employee's knowledge increased with training.

Bhat (2013) did a study on impact of training on school performance in India. The study employed stratified sampling technique to draw a sample of 171 employees from a population of 300 employees through self-administered questionnaire to examine the impact of training on employees' performance, employee's motivation and job-satisfaction in the banking sector in India. The findings of the study generally revealed that training not only increases employees' performance but also positively affects employees' motivation and job satisfaction within the banking sector in India.

Elnaga and Imran (2013) did a study on effect of training on employee performance. The study used exploratory research design and both primary and secondary data were collected. The findings indicated a strong correlation between training and employee performance. The study concluded that to develop the desired knowledge, skills and abilities of the employees, to perform well on the job, requires effective training programs which effects employee motivation and commitment. Employees are the most valuable asset of every company as they can make or break a company's reputation and can adversely affect profitability.

### **2.3.2 Rewarding System and Performance**

Ibrar and Khan (2015) examined the impact of reward on employee performance a case study of Malakand Private School. The study used exploratory research design and a questionnaire was used for data collection. The data was collected from 100 respondents

and descriptive analysis, correlation and multiple regression tests were applied for data analysis. The study concluded that there is positive relationship between rewards and employee's job performance. Most of the organizations implement rewards system to increase the job performance and job satisfaction.

A study by Naveda (2015) examined the impact of reward on teachers' performance at secondary level. This study was delimited to the Higher Secondary Schools of Islamabad. The data was collected through questionnaire and survey. Frequencies, percentage, mean, Pearson co-relation were used for the analysis of the data. On the basis of findings it is concluded that most of the respondents were in the favor of extrinsic reward and they were mostly disagree with intrinsic reward. It was also concluded that there was a correlation between extrinsic reward and performance and there is no correlation between intrinsic reward and performance.

Rakiro (2016) study investigated the effects of institutional teacher reward systems on students' performance in Kenya certificate of secondary education in Rongo District, Kenya. The study used questionnaires as the main research instrument in collecting data with a target population of 11 Principals, 11 deputy principals and 44 teachers in 11 secondary schools in Rongo District, Migori County, Kenya. The study concluded that there exists a link between teachers' bench marking trips, institutional rewards and students' performances in the sampled area.

### **2.3.3 Employee Participation and Performance**

Odongo (2014) study examined the relationship between teachers' participation in decision-making and their job satisfaction in public secondary schools in Gem Sub-County, Siaya County, Kenya. A descriptive correlation survey design was adopted in this study and primary data was collected by use of questionnaires. The responses of 199 teachers out of a sample of 217 teachers revealed that there is a positive relationship between teachers' participation in decision-making and their job satisfaction. The study also found that the population of males was significantly higher than that of females.

Kilonzo, Were and Odhiambo (2018) study investigated the influence of employee engagement on the performance of teachers in secondary schools in Machakos County in

Kenya. The study adopted descriptive research design approach. The population of study was secondary school teachers working in Machakos County. Primary data was collected using questionnaires which were issued to the respondents. Descriptive analysis was used. The findings of the study showed that there existed a positive and significant relationship between Performance of Teachers and Employee engagement.

Mosheti (2013) study examined teacher participation in school decision-making and job satisfaction as correlates of organizational commitment in senior schools in Botswana. A quantitative research design was used for the study. Two hundred twenty-one completed the questionnaire. Data were analyzed using descriptive statistics and canonical correlation generated from statistical tests using SPSS. Teachers reported moderate satisfaction with their overall career as a teacher, their contribution to student success, assistance to students, but less satisfaction with income, opportunity for promotion, and career advancement.

#### **2.3.4 Employee teamwork and Performance**

Sanyal and Hisam (2018) did a study on the impact of teamwork on work performance of employees in Dhofar University. The objective of this research was to highlight the effects of teamwork on faculty members in Dhofar University and their performances and also to examine the factors associated with the concept of teamwork in job environment. Several factors related to teamwork were analyzed, such as the concept of trust, leadership and structure and performance evaluation and rewards. The results revealed a strong and significant connection between the independent variables that is teamwork, climate of trust, leadership and structure, performance evaluation and rewards and the performance of the faculty members of Dhofar University in Sultanate of Oman.

Kelemba *et al.*, (2017) examined the influence of teamwork practices on employee performance in public service in Kenya. The study adopted a cross-sectional survey design. Descriptive statistics were used to analyse the data. Quantitative responses based on Likert scale were coded in the computer using Statistical Package for Social Sciences (SPSS) version 21. The study concluded that teamwork ensures democracy at the workplace, enhances change, encourage innovation and creativity, and allow for effective decision-making and networking.

A study by Abuzid (2017) examined the impact of teamwork effectiveness on organizational performance vis-a-vis role of organizational Support. The population of the study represents all the employees in the government sector but the sample includes the government employees working in municipalities, education and health departments of Riyadh region. Data processing was done statistically by applying descriptive methods and validity of model was tested through Confirmatory Factor Analysis (CFA) as well as Structural Equation Model (SEM). The findings of the study included a direct positive significance of the components of teamwork and their impact on organizational performance.

**Table 2.1: Summary of the Literature Reviewed**

<b>Author and Year</b>	<b>Topic of study</b>	<b>Findings</b>	<b>Knowledge gap</b>	<b>Focus on current study</b>
Sande, Onditi and Raburu (2016)	Influence of Training on Performance of Public Primary School Teachers	Majority of the respondents had the view that an employee's knowledge increased with training	The study used simple random sampling which is limited to accessing a sample that is representative of the whole population	The study used stratified sampling method which ensured the sample selected is representative of the whole population
Bhat (2013)	Impact of training on school performance in India	Training not only increases employees' performance but also positively affects employees' motivation	Training alone does not influence performance thus the need for other factors	The current study focused on other factors apart from training which influence performance.
Elnaga and Imran (2013)	Effect of training on employee performance	Employees are the most valuable asset of every company as they can make or break a company's reputation and can adversely affect profitability	The study focused on employee performance	The study focused on organizational performance
Ibrar and Khan (2015)	Impact of reward on employee performance a case study of Malakand Private School	There is positive relationship between rewards and employee's job performance	Exploratory research design inhibiting generalization due to small sample size used	Descriptive research design was adopted that is effective in generation of data due to large sample size used

Naveda (2015)	Impact of reward on teachers' performance at secondary level.	There was a correlation between extrinsic reward and performance	Findings based on convenience sampling which is not suitable for hypothesis testing and generalization of findings	The current study used a proportionate stratified random sampling which enables hypothesis testing and further generalization of findings.
Rakiro (2016)	Effects of institutional teacher reward systems on students' performance	There exists a link between teachers' bench marking trips, institutional rewards and students' performances in the sampled area	The study focused on student performance	The study focused on performance of school
Odongo (2014)	Relationship between teachers' participation in decision-making and their job satisfaction	Population of males was significantly higher than that of females.	A survey design was used which has challenges in validity and reliability of results	A descriptive design was used which ensures validity and reliability of results
Kilonzo <i>et al.</i> (2018)	Influence of employee engagement on the performance of teachers	There existed a positive and significant relationship between Performance of Teachers	The study used secondary data in which data maybe old and out of date	The study used primary data in which the researcher is able to collect up-to-date information
Mosheti (2013)	Teacher participation in school decision-making and job satisfaction as correlates of	Teachers reported moderate satisfaction with their overall career as a teacher, their	Was a case study using a purposive sampling technique	This study will be a survey study using a stratified sampling technique

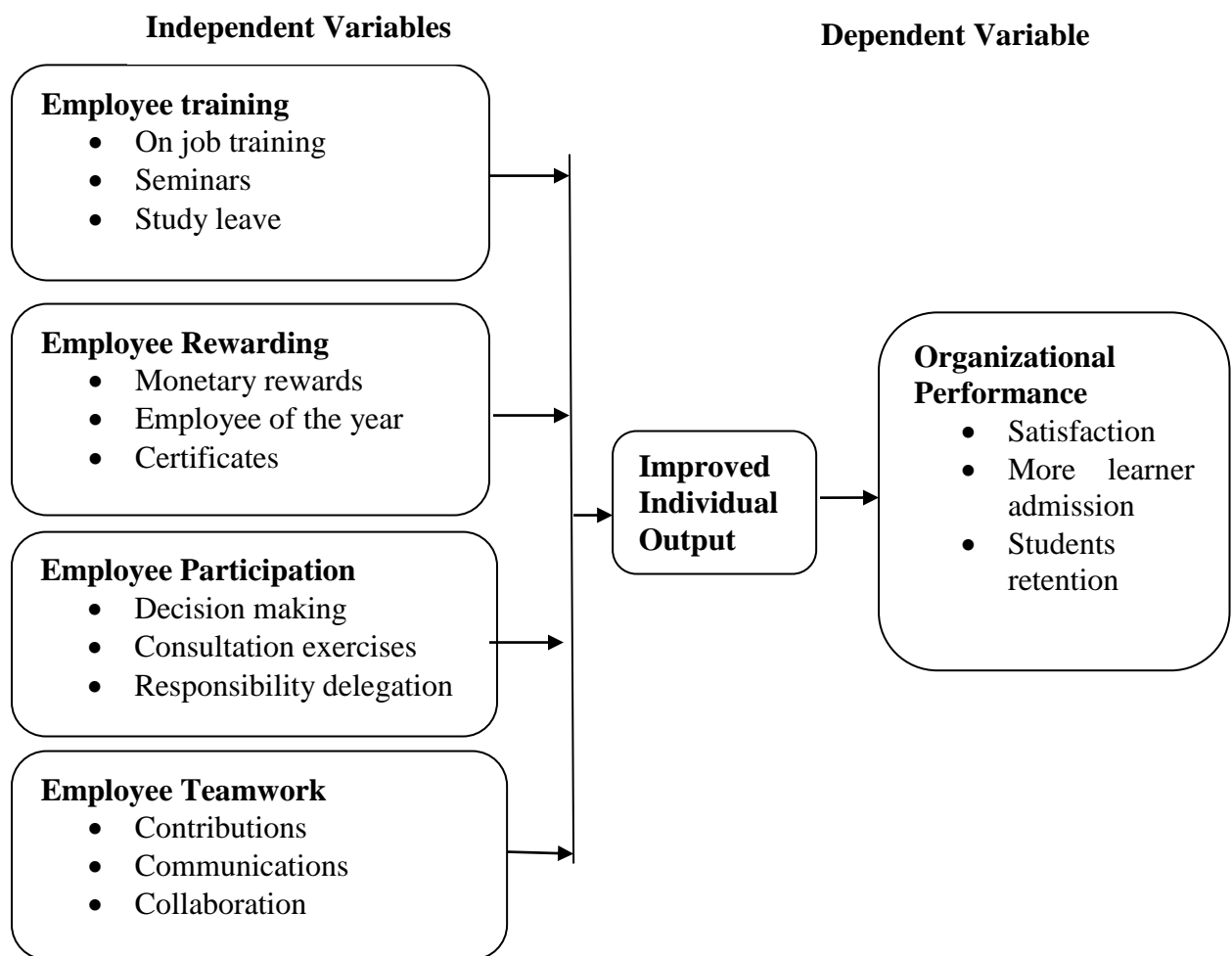
	organizational commitment	contribution to student success		
Sanyal and Hisam (2018)	Impact of teamwork on work performance of employees in Dhofar University	A strong and significant connection between the teamwork and the performance	The study used simple random sampling which does not guarantee proper representation of a sample	The study used stratified sampling method to ensure that the respondents are well represented
Kelemba <i>et al.</i> , (2017)	Influence of teamwork practices on employee performance in public service in Kenya	Teamwork ensures democracy at the workplace, enhances change, encourage innovation and creativity	The aspect of how to sustain organizational performance was not factored in the study	The current study sought a holistic view of sustainable organizational performance
Abuzid (2017)	Impact of teamwork effectiveness on organizational performance vis-a-vis role of organizational Support	A direct positive significance of the components of teamwork and their impact on organizational performance	A survey design was used which has challenges in validity and reliability of results	A descriptive design was used which ensured validity and reliability of results



## 2.4 Conceptual framework

The conceptual framework refers to use of a diagram to represent variables in a research. The framework shows the correlation between independent and dependent variables. The independent variables include: employee training, rewarding system ,employee participation and employee teamwork while the dependent variable is the organizational performance.

**Figure 2.1: Conceptual Framework**



(Source: Researcher (2019))

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter describes in detail the research methods used in conducting the study. It includes the research design, sample and sampling techniques, and description of research instruments, data collections techniques, data presentation and analysis.

#### **3.2 Research Design**

Research design is needed because it facilitates the smooth sailing of the various research operations, thereby making research as efficient as possible yielding maximal information with minimal expenditure of effort, time and money (Kothari, 2004). Therefore, this study used descriptive research design. According to Guest (2013) descriptive research includes surveys and fact-finding enquiries of different kinds. The major purpose of descriptive research is description of the state of affairs as it exists at present. Therefore, the researcher used the design to collect and present the data according to the respondents' perspective without altering any of the response.

#### **3.3 Target Population**

Target population in research is the exact population about which data is needed. According to Sekaran (2005), a population is a distinct set of individuals, services, events, and elements, households or group of things that are being studied. According to Elimu centre (2014) there are 52 county public secondary schools in Nairobi City County. The study focused on the 52 county public secondary schools in Nairobi City County. The population was categorized to principals, HODs, senior teachers and subject heads. The selected respondents were put in strata based on their sector of operation and then a sample unit for the study selected from each stratum (Kothari, 2004). This is shown in table 3.1 below

**Table 3.1: Target Population**

<b>Category</b>	<b>Target population</b>
Principals	52
HODs	416
Senior teachers	52
Subject heads	780
<b>Total</b>	<b>1300</b>

**Source: TSC (2019)**

### **3.4 Sampling Frame and Sampling Procedure**

According to Cooper and Shindler (2005), the sample of which the sample is derived from the whole population is called a sampling procedure. It entailed selecting a portion of the population that was used, that tested the hypothesis for the entire population targeted. The study used stratified random sampling method. The sample size for this study was randomly picked from each stratum based on the size of the stratum (Mugenda & Mugenda, 2011).

The target population had 1300 respondents, therefore by use of Krejcie and Morgan's method of determination of a sample size the eventual sample size obtained will be composed of 297 respondents. According to the Central limit theorem, if the sample size is large enough ( $N > 30$ ), the data follows a normal distribution curve, (Gilbert & Churchill, 2001).

**Table 3.2: Sample Size**

<b>Category</b>	<b>Target population</b>	<b>Sample = <math>N/355*n</math></b>
Principals	52	12
HOD	416	95
Senior teachers	52	12
Subject heads	780	178
<b>Total</b>	<b>1300</b>	<b>297</b>

**Source: researcher (2019)**

### **3.5 Data Collection Method**

Primary data was collected using questionnaires comprising of both structured and unstructured questions. The questionnaires were structured into 5 sections ranging from A to F whereby section A collected data regarding the respondents background information, section B was based on retrenchment training variable, section C rewards variable, section D participation variable, section E teamwork variable and section F collected data on organizational performance. The questions followed a likert scale whereby the respondents were required to rate questions as per their level of agreement. In addition, there was open ended question after each study variable to enable the respondents to add more information regarding the influence of the independent variable on dependent variable.

### **3.6 Pilot Testing**

The pilot test was undertaken with the aim to test the validity of the questionnaires. Trained assistants were used to help in the pilot study. The main goal of the pilot study was to perceive any potential inadequacies, exclusions and blunders in the questionnaires and dispense with them earlier than it's far utilized to accumulate the real facts (Brotherton, 2008).

A pilot study was carried out with 30 respondents. The respondents were not included in the sample. As indicated by Cooper et, al (2003), the pre-test gathering is not required to be chosen statistically. The respondents were chosen on the basis of convenience since measurable conditions are not mandatory for the pre-test (Cooper & Schindler, 2003).

### **3.6 Validity and Reliability**

#### **3.6.1 Validity**

Validity is used to show whether items measured what they were required to measure (Brotherton, 2008). Mugenda and Mugenda (2011) defined content validity as a measure of the extent to which data gathered using a particular instrument represent a particular domain of indicators or content of a certain subject. Content validity refers to whether an instrument provides adequate coverage of a topic. Additions and adjustments to the research instruments, discussions and consultations with the supervisors will be done to

find content validity. In this study, the researcher used content validity to find out whether the instruments responded to research questions.

### **3.6.2 Reliability**

Morse, Barrett, Mayan, Olson and Spiers (2012) defines instrument reliability as the ability to measure an instrument and produce consistent results. It is the measure to which reliability as a measure of research instrument yields constant results after repeated trials. The researcher selected a pilot group to a few individuals from the target population to test the reliability of the research instruments. The study used test-retest method to establish the reliability which was to assess the degree to which test scores are consistent from one test administration to the next. Cronbach's alpha test was used to measure the internal consistency of the research instrument by obtaining a correlation coefficient. If the correlation between separate administrations of the test will be 0.7 or higher, then it was presumed to have good test-retest reliability as recommended by Mugenda and Mugenda (2003).

### **3.7 Data Analysis and Presentation**

Quantitative data was analyzed using descriptive statistics such as mean and standard deviation. Descriptive helped to generate the summary measures of the observed sample and prepare the quantitative data for further statistical analysis. The analysis was presented using tables, figures and charts. This was made possible by using Statistical Package for Social Sciences (SPSS) version 20.0. Qualitative data obtained from the open ended questions were analyzed thematically in line with study objectives. Inferential statistics made use of multiple regression analysis because there are more than one explanatory variable involved in this study. Statistical analysis will be guided by multiple regression model to test the relationship between variables and the extent to which they are influence each other..

The regression model was illustrated as below;

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

Y= Organizational performance

$\beta_0$  = Constant

X<sub>1</sub>=Employee Training

X<sub>2</sub>=Rewarding System

X<sub>3</sub>= Employee Participation

X<sub>4</sub>= Employee Teamwork

$\beta_1 - \beta_4$  are the regression co-efficient or change introduced in Y by each independent variable.

$\varepsilon$  is the random error term accounting for all other variables that influence organizational performance but not captured in the model.

ANOVA test was conducted to determine the level of significance of the variance by the use of a one-Way ANOVA in order to determine the existence of significant variations between the variables.

### **3.8 Ethical Considerations**

The researcher exercised utmost caution while administering the data collection instruments to the respondents to ensure their rights and privacy is upheld. Prior to actual administration of the instruments, an introduction on the aim and the purpose of the study was made to the respondents in the language they best understood. The study also sought the consent of the respondents before they are provided with all the requirements of the study. To ensure confidentiality, the respondents' names were not to appear on the questionnaire. Furthermore, no respondent was forced into the exercise at any level. The study findings were presented without any manipulation or influence by the researcher in any way.

## CHAPTER FOUR

### RESEARCH FINDINGS AND DISCUSSION

#### 4.1 Introduction

The chapter presents the results and discussions of data obtained from the field. The chapter starts by giving the response rate, followed by the background information of the respondents, descriptive and regression analysis based on study specific objectives.

#### 4.2 Response Rate

The study targeted a sample size of 297 respondents from four categories namely principals, HOD, senior teachers and subject heads. Their response rate is shown in Table 4.1.

**Table 4.1: Response Rate**

Category	Administered	Respondent	Percentage
Principals	12	10	83.3
HOD	95	81	85.3
Senior teachers	12	9	75.0
Subject heads	178	137	76.9
<b>Total</b>	<b>297</b>	<b>237</b>	<b>79.8</b>

**Source: Research Data (2019)**

Table 4.1 shows that the HOD had the highest response rate of 85.3%, followed by the principals at 83.3%, subject heads at 76.9% and senior teachers at 75.0%. Mugenda and Mugenda (2003) show that a response rate of 50% is adequate for analysis and reporting, a response rate of 60% is good and that of 70% and above is very good. This therefore meant that the overall response rate of 79.8% was appropriate for the study.

### 4.3 Reliability Test Results

**Table 4.2: Reliability Test Results**

<b>Research Variable</b>	<b>Cronbach's Alpha Index (<math>\alpha</math>)</b>	<b>Comment</b>
Employee training	0.798	Reliable
Rewarding system	0.803	Reliable
Employee participation	0.811	Reliable
Employee teamwork	0.799	Reliable
Organizational Performance	0.786	Reliable
<b>Average Score</b>	<b>0.799</b>	<b>Reliable</b>

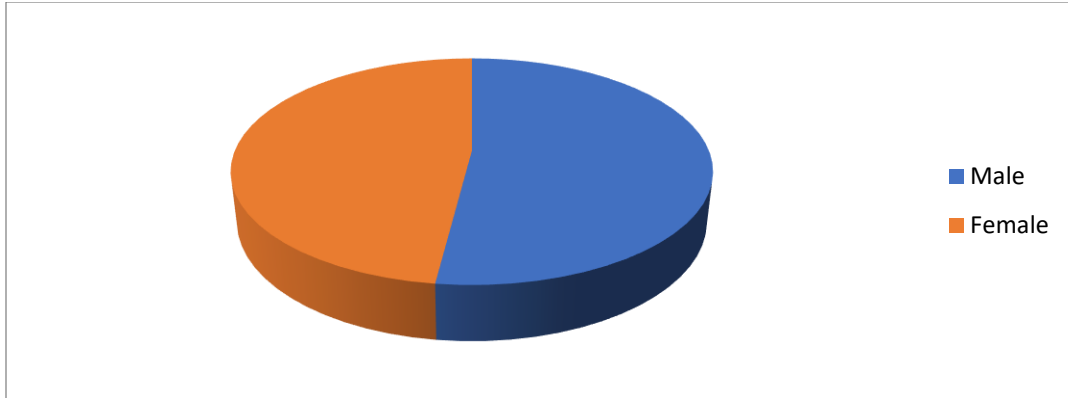
The result from the pilot study was given as follows; Employee training, Rewarding system, Employee participation, Employee teamwork and Organizational Performance with Cronbach alpha values as 0.798, 0.786, 0.811, 0.799 and 0.803 respectively produced using SPSS 21.0. The average alpha coefficient for every individual variable was way above 0.7 which satisfies the recommendation made by Mugenda and Mugenda (2003) that an alpha coefficient score of above 0.7 shows that the instruments are highly reliable. According to Punch (2015) who recommended that an alpha coefficient of between 0.75 and 1.0 is reliable for the findings to be done obtained. Therefore, the average score of Cronbach's Alpha Index ( $\alpha$ ) value of 0.799 obtained was thus acceptable as it is within the range.

### 4.4 Respondents' Demographic Data

On the demographic data of the respondents, the researcher obtained information on gender, level of education and work experience. The results are presented as follows:



#### 4.4.1 Gender



**Figure 4.1: Respondents' Gender**

**Source: Research Data (2019)**

Figure 4.1 shows that majority of the respondents were male at 54.1% and female respondents accounted for 49.9%. This shows that both genders were well represented and the study could not suffer from gender bias.

#### 4.4.2 Education Level

**Table 4.2: Respondents' Education level**

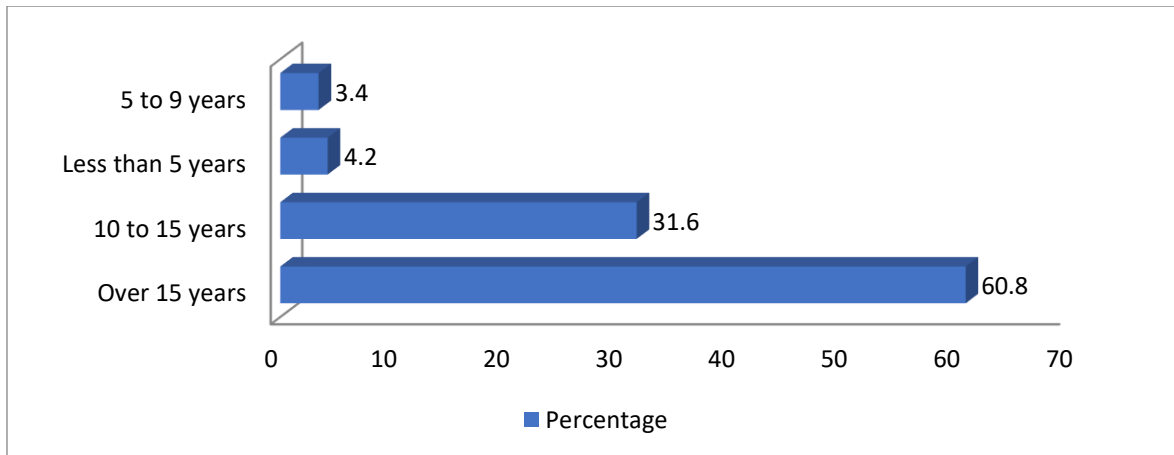
Category	Frequency	Percentage
Diploma	44	18.6
Post graduate diploma	37	15.6
Bachelor degree	106	44.7
Master's degree	50	21.1
<b>Total</b>	<b>237</b>	<b>100</b>

**Source: Research Data (2019)**

Table 4.2 shows that majority (44.7%) of the respondents had attained a bachelor degree level of education, this was followed by those respondents who had a Master's degree at 21.1%, Diploma at 18.6% and 15.6% had a post graduate diploma. These findings show

that majority of the respondents had worked for a long period and so they had a wealthy experience on the human resource practices on performance of schools.

#### 4.4.3 Work Experience



**Figure 4.2: Respondents' Work Experience**

**Source: Research Data (2019)**

Figure 4.2 shows that majority (60.8%) of the respondents had worked for over 15 years, this was followed by 31.6% of the respondents who had a work experience of between 10 to 15 years, 4.2% had worked for less than 5 years and 3.4% between 5 and 9 years. These findings show that majority of respondents had worked for more number of years and therefore the respondents were able to respond to the research questions adequately.

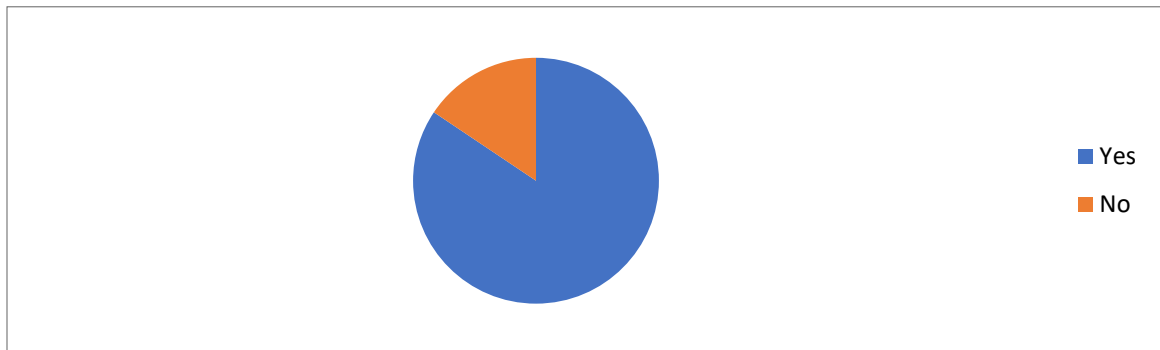
#### 4.5 Descriptive Statistics

Descriptive statistics including Mean (M) and Standard Deviation (SD) were used to present the analysis o quantitative data with the use of Statistical Package for Social Sciences (SPSS) version 17.0. These were presented as per the study objectives as follows.

##### 4.5.1 Employee training

The study sought to examine the effect of employee training on performance of selected public secondary schools in Nairobi City County, Kenya. It was established that 84.4% agreed that their school management encourage teachers' better performance through

training and development while on the other hand 15.6% disagreed. This is shown in Figure 4.3.



**Figure 4.3: Employee training on teacher better performance**

**Source: Research Data (2019)**

The study further sought through a list of statements regarding how employee training influences school performance to indicate the extent to which the respondents agree or disagree and the findings are given in Table 4.3.

**Table 4.3: Employee training**

<b>Statement</b>	<b>(M)</b>	<b>(SD)</b>
The school managements enhances skills training programs to teachers	4.11	1.170
There are managerial training programs to teachers regularly	4.08	0.803
There is talents developed through informal and formal learning involvements	4.32	0.575
In your school young teachers increasingly value career-relevant skills	4.17	0.821
<b>Aggregate</b>	<b>4.16</b>	<b>0.842</b>

**Source: Research Data (2019)**

The mean of 4.32 indicates that there is great talent development through informal and formal learning involvements with a variance of 0.575. This assertion is supported by Elnaga and Imran (2013) study findings which found a strong correlation between training and employee performance. It was found that in the school young teachers increasingly value career-relevant skills as indicated by mean score of 4.17 with varied significance of 0.821 which is supported by Liu, He and Yu (2017) study which

established that career growth has significant positive impact on young employees' job engagement through a mediating role of normative commitment.

The overall mean score of 4.16 shows that employee training has a greater effect on performance of selected public secondary schools in Nairobi City County, Kenya with significance variance of 0.842. This is according to Bhat (2013) who did a study on impact of training on employee performance and revealed that training not only increases employees' performance but also positively affects employees' motivation and job satisfaction. Also, Sendawula *et al.*, (2018) conducted on training, employee engagement and employee performance an evidence from Uganda's health sector and found that there was a significant positive relationship between training and employee performance.

The respondents were provided with an open ended question to explain how employee training influence performance in the school and indicated that training optimizes the potential of employees thereby improving their productivity, builds new skills of employees, enabling them to cope with the uncertain conditions that they may face in future thus improving their performance. Therefore, equipping employees with effective training becomes imperative for improving the performance of secondary schools.

#### **4.5.2 Employee Participation**

The study sought through a list of statements regarding how employee participation influences school performance to indicate the extent to which the respondents agree or disagree and the findings are given in Table 4.4.

**Table 4.4: Employee participation**

<b>Statement</b>	<b>(M)</b>	<b>(SD)</b>
In your school teachers are involved in problems solving	4.56	0.522
In your school teachers participate in decision making	4.52	0.601
In your school teachers participate in formation of expertise teams	4.62	0.495
The school heads regular reviews of teachers' tasks	3.87	1.489
The school allows participation of staff to help in fulfilling school mandate	3.43	1.470
<b>Aggregate</b>	<b>4.20</b>	<b>0.915</b>

**Source: Research Data (2019)**

The mean of 4.62 indicates that school teachers highly participate in formation of expertise teams with a variance of 0.495 which agrees with Butali and Njoroge (2018) whose findings of the study revealed that employee participation has a significant effect on organizational performance. The mean of 4.56 indicate that school teachers are highly involved in problems solving which varied as shown by standard deviation of 0.522. This agrees with Kuria (2017) who indicate that increasing employee participation is a long term process which demands attention from management side and initiative from the employee.

The mean of 3.43 show that the school does not allow much participation of staff to help in fulfilling school mandate with a standard deviation of 1.470 which is consistent with the findings of Jongmans, Slegers, Biemans and De Jong (2014) study on teachers' participation in school policy both types of teachers participate in a limited way in the educational policy and in a very limited way in the management policy of the school. Also, Chatziioannidis, Sarafidou and Loumakou (2011) study on teacher participation in decision making and school and teacher outcomes found that although teacher's actual participation in decision making about students' issues and teachers' issues was high, that on administrative issues was low.

The overall mean score of 4.20 shows that employee participation have a very great effect on performance of selected public secondary schools in Nairobi City County, Kenya with significance variance of 0.915. Poutsma *et al.*, (2009) conducted a study on employee participation and performance and the results suggested that there is a unique universal contribution of voice to performance. Practically, the results indicated that it is relevant to explore the possibilities of profit sharing in combination with direct participation in order to improve performance.

The respondents were provided with an open end question to explain how employee participation influence performance in the school and showed that employee participation is an effective tool which can be used to motivate all employees which creates bigger chances of seeing positivity and changes. When the school management allows a diverse group of teachers to have input into making decisions, it creates a school positive environment. Employee participation also boosts mutual faith, cooperation, and

understanding. In that way, the employees will hardly have any disagreements with the decisions of the school manager.

### 4.5.3 Rewarding systems

The study sought through a list of statements regarding how rewarding systems influences school performance to indicate the extent to which the respondents agree or disagree and the findings are given in Table 4.5.

**Table 4.5: Rewarding systems**

<b>Statement</b>	<b>(M)</b>	<b>(SD)</b>
The teachers in our school are given monetary rewards annually	4.43	0.897
Certificates are given for outstanding performance regularly	3.34	1.716
Teachers are given variable pay as a compensation program	3.89	1.070
Our school provide good incentive pay packages for teachers	4.89	0.657
Our school has a reward program which recognizes individual achievements	4.88	0.361
<b>Aggregate</b>	<b>4.29</b>	<b>0.940</b>

**Source: Research Data (2019)**

The mean of 4.89 and 4.88 shows that the school provides better incentive pay packages for teachers and that the school has a better reward program which recognizes individual achievements indicates that school teachers highly participate in formation of expertise teams respectively with respective standard deviation of 0.657 and 0.361. This agrees with Ibrar and Khan (2015) study which show that most of the organizations implement rewards system to increase the job performance and job satisfaction.

The mean of 3.34 shows that certificates are not regularly given for outstanding performance regularly which vary as indicated by standard deviation of 1.716. This contradicts with Muchiri (2016) study results which show that there exists a significant relationship between intrinsic rewards and employee performance and concluded that employees' ability, managers' trust in employees, recognition, and employees' view of achievement significantly enhances employees' performance.

The overall mean score of 4.29 shows that rewarding systems have a very great effect on performance of selected public secondary schools in Nairobi City County, Kenya with

significance variance of 0.940. Edirisooriya (2014) studied the impact of rewards on employee performance with special reference to ElectriCo and the study results revealed that there is a positive relationship between extrinsic reward, intrinsic reward and employee performance.

The respondents were provided with an open end question to explain how rewarding systems influence performance in the school and showed that there is less supervision by school managers, reduced absenteeism and completion of syllabus in good time. Other effects included self-motivation, enforcement of remedial work for slow learners, adherence to lesson plan preparation and general improvement in work culture demonstrated through teachers' passion to teach.

#### 4.5.4 Employee teamwork

The study sought through a list of statements regarding how employee teamwork influences school performance to indicate the extent to which the respondents agree or disagree and the findings are given in Table 4.6.

**Table 4.6: Employee teamwork**

<b>Statement</b>	<b>(M)</b>	<b>(SD)</b>
Organizations function better when employees are encouraged to work together as teams rather than on their own	4.83	0.379
Team working has a positive impact on performance due to social interaction, peer pressure and work norms	4.00	0.235
Team working provide workers with a forum through which they can learn 'through the grapevine'	4.46	1.212
Team effort, enhances school management and contributes towards employees' personal growth and development.	4.86	0.584
In a school setting, team effort thrives best where members relate to each other freely and openly.	4.09	1.675
<b>Aggregate</b>	<b>4.45</b>	<b>0.817</b>

**Source: Research Data (2019)**

The mean of 4.86 and 4.83 shows that team effort to a very great extent enhances school management and contributes towards employees' personal growth and development and organizations function better when employees are encouraged to work together as teams

rather than on their own respectively with respective standard deviation of 0.584 and 0.379. This concur with Sanyal and Hisam (2018) who did a study on the impact of teamwork on work performance of employees in Dhofar University and revealed a strong and significant connection between the independent variables that is teamwork, climate of trust, leadership and structure, performance evaluation and rewards and the performance of the faculty members of Dhofar University in Sultanate of Oman.

The overall mean score of 4.45 shows that employee teamwork have a very great effect on performance of selected public secondary schools in Nairobi City County, Kenya with significance variance of 0.817. Kelemba *et al.* (2017) examined the influence of teamwork practices on employee performance in public service in Kenya and concludes that teamwork ensures democracy at the workplace, enhances change, encourage innovation and creativity, and allow for effective decision-making and networking.

The respondents were provided with an open end question to explain how employee teamwork influence performance in the school and indicated that employee teamwork fosters creativity and learning which thrives when people work together on a team, working together lets employees build on the talents of their teammates, relying on other people builds trust, and teamwork establishes strong relationships with coworkers, when conflict arises in teamwork situations, employees are forced to resolve the conflicts themselves instead of turning to management, working toward achieving company goals allows employees to feel connected to the company. This builds loyalty, leading to a higher level of job satisfaction among employees.

#### **4.5.5 Performance**

The study sought through a list of statements regarding school performance to indicate the extent to which the respondents agree or disagree and the findings are given in Table 4.7.

**Table 4.7: Performance**

<b>Statement</b>	<b>(M)</b>	<b>(SD)</b>
Teachers retention contributes to improved school mean score	4.70	0.510
The school reduces cost of production and services	4.08	0.732
Availability of resources influence the school	4.28	1.104



Performance		
The school mean score has been improving for the last five years	3.56	1.372
The teachers attendance in your school is credible	4.70	0.807
Teachers manage their time well	3.53	0.767
<b>Aggregate</b>	<b>4.14</b>	<b>0.882</b>

**Source: Research Data (2019)**

The mean of 4.70 shows that teachers' retention highly contributes to improved school mean score and that the teachers' attendance in their school is highly credible respectively with respective standard deviation of 0.510 and 0.807. Timothy (2012), affirm that such an evaluation is done informally thus benefit more when a systematic approach is used. The first step towards improving performance of a company is making explicit available knowledge on performance factors and the relationship between them.

The overall mean score of 4.14 shows that human resource management to a great extent affects school performance of selected public secondary schools in Nairobi City County, Kenya with significance variance of 0.882. Rondeau and Wagar (2016) human resource management is a distinctive approach to employment management which seeks to obtain competitive advantage through the strategic deployment of a highly committed and skilled workforce, using an array of cultural, structural and personal techniques.

#### 4.6 Regression analysis

Regression analysis was used to model, examine, and explore the relationships between human resource practices on the performance of selected public secondary schools. The results are presented as follows:

**Table 4.8: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.636 <sup>a</sup>	.550	.539	.644	.055	3.407	4	232	.001

**Source: Research Data (2019)**

The value 0.539(53.9%) which is adjusted R square is coefficient of determination which tells us the variation in the dependent variable due to changes in the independent variable. Additionally, this therefore means that factors not studied in this research contribute 46.1% of performance o selected public secondary schools in Kenya and a further research should be conducted to investigate the other factors (46.1%) that contribute to the performance of public secondary schools in Kenya.

**Table 4.9: Analysis of Variance (ANOVA)**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.654	4	1.414	3.407	.001 <sup>a</sup>
	Residual	96.270	232	.415		
	Total	101.924	236			

**Source: Research Data (2019)**

The significance value is 0.003<sup>a</sup> which is less than 0.05 thus the model is statistically significance in predicting how employee teamwork, employee participation, rewarding systems and employee training affects performance of schools. The F critical at 5% level of significance was 1.414. Since F calculated is greater than the F critical (value = 3.407), this shows that the overall model was significant. The relationship ( $p < 0.05$ ) indicated a linear relationship among the variables under the study meaning there was 95% chance that the relationship among the variables was not due to chance.

**Table 4.10: Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.621	.441		14.334	.000
Employee training	.564	.033	4.128	1.691	.002
Rewarding systems	.738	.052	1.189	2.668	.001
Employee participation	.620	.028	3.052	1.703	.003
Employee teamwork	.641	.045	3.238	3.221	.001

**Source: Research Data (2019)**

As per the SPSS generated table above, the equation ( $Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon$ ) becomes:  $Y = 0.621 + 0.564 X_1 + 0.738 X_2 + 0.620 X_3 + 0.641 X_4$

Where

- Y= Performance
- X<sub>1</sub>= Employee training
- X<sub>2</sub>= Rewarding systems
- X<sub>3</sub>= Employee participation
- X<sub>4</sub>= Employee teamwork

According to the regression equation established, taking all the independent variables into constant at zero, performance of public secondary schools in Kenya would be 62.1%. The data findings analyzed also showed that all the independent variables had a positive and significant effect on the performance of public secondary schools in Kenya as indicated by t- distribution values. The relationships ( $p < 0.05$ ) are all significant with employee training (1.691,  $p < 0.05$ ), rewarding systems (2.668,  $p < 0.05$ ), employee participation (1.703,  $p < 0.05$ ) and employee teamwork ( $t = 3.221$ ,  $p < 0.05$ ). Rewarding systems was found to have the greatest effect on school performance at 73.8% which was followed by employee teamwork (64.1%), employee participation (62.0%) and employee training (56.4%).

According to Delaney (2012) rewarding system is one method of motivating employees to change work habits and key behaviors to benefit a small business. Carins (2009), in Malaysia argued that the recognition of the importance of training in recent years has been heavily influenced by the intensification of competition and the relative success of organizations where investment in employee development is considerably emphasized. Team involvement is interchangeably used with high commitment and high-performance work systems (Moody, 2014). According to Williamson (2011) training is a program that helps employees learn specific knowledge or skills to improve performance in their current roles.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

The chapter provides the summary of findings, gives the conclusions, recommendations of the study based on the objectives of the study and suggestions for further study.

#### 5.2 Summary

The study aimed at investigating the effect of human resource management practices on performance of selected public secondary schools in Nairobi City County, Kenya. The study was based on how employee training, rewarding system, employee participation and employee team work affect school performance. The study employed a descriptive study design, principals HODs, senior teachers and subject heads participated in the study who were selected using stratified sampling method. Data was collected using semi-structured questionnaires and analysed using descriptive statistics and regression analysis. The findings in summary are presented as follows:

The study examined the effect of employee training on performance of selected public secondary schools in Nairobi City County, Kenya and found a significant positive relationship between employee training and performance of schools. It was found that there is great talent development through informal and formal learning involvements and that in the school young teachers increasingly value career-relevant skills.

The established the effect of employee participation on performance of selected public secondary schools in Nairobi City County, Kenya and revealed a significant positive relationship between employee training and performance of schools. It was revealed that that school teachers highly participate in formation of expertise teams and that school teachers are highly involved in problems solving.

The study sought to determine the effect of rewarding system on performance of selected public secondary schools in Nairobi City County, Kenya and established a significant positive relationship between employee training and performance of schools. The school provides better incentive pay packages for teachers and that the school has a better reward program which recognizes individual achievements indicates that school teachers highly participate in formation of expertise teams.

The study explored the effect of team work on performance of selected public secondary schools in Nairobi City County, Kenya and identified that employee teamwork had a positive significant effect on school performance. Team effort to a very great extent enhances school management and contributes towards employees' personal growth and development and organizations function better when employees are encouraged to work together as teams rather than on their own.

### **5.3 Conclusions**

On employee training, the research concludes that training directly enhances staff effectiveness and productivity by staying up-to-date with fresh technology and thus making better use of current technology. Training enhances the skill sets needed for staff and empowers them to handle duties separately. Training offers a catalytic platform for staff to share their thoughts with leadership and exercise, making them more satisfied with their position in the organisation.

The research concludes that involving staff in certain choices makes them feel more positive about their employers because they think that their views are appreciated. When the school management generates an atmosphere that promotes other teaching employees to share thoughts and make choices, they often get more informed outlook on what the learners want. By actively involving teachers in decision-making, the school management affirms the importance of their teachers.

The research concludes on rewarding schemes that an efficient system of reward outcomes in satisfied, involved and productive teaching staff, which in turn generates required school performance and results. Total compensation systems map ostensible routes for the teachers' entire life, provide immediate incentives for the teacher performance and provide the benefit of centralized management in all teacher-related matters, including benefits, pay and training.

The research concludes on employee teamwork that a powerful teaching team understands the goals of the institution, including their long-term and short-term strategies. Ultimately, when approaching their daily duties and duties, they work towards common objectives. This generates a powerful vibrant team that promotes the mission of the schools. Working together to achieve the college goals, the teaching personnel

approach team encourages each team member to be more efficient and productive than each person would work alone.

#### **5.4 Recommendations for Policy and Practice**

On employee training, the research proposes that the school management establish periodic training and growth programs capable of increasing the teaching staff's abilities, morality and efficiency. They should also require professionals to determine the suitable training capable of instigating innovative teaching staff in order to attain better performance of schools and prioritize teacher training programs to obtain fresh expertise to guarantee elevated productivity levels.

On employee participation, the research proposes that school leadership should adopt board-level teaching personnel representation in order to safeguard their interests, teachers' involvement through collective agreements, and by deciding on and following certain guidelines and regulations. This is regarded an optimal way of ensuring staff involvement in school procedures. Encourage participation through suggestion systems to promote distinctive thoughts for educators.

On reward systems, the study recommends that depending on individual circumstances, the performance rewards can include compensation, benefits and perks, recognition and appreciation. Rewards should be scaled to the accomplishments and consistently applied across the school systems. The management should reward performance and behavior that directly impacts the school's strategic goals or bottom line. Reward the whole team to help foster cooperation.

On employee teamwork, the research proposes that school leadership lead by example, create confidence and respect by leading them in the correct direction, promote socialization by giving team members time to get to understand each other on a more personal level in order to improve mutual confidence, respect and comprehension, enable team members to talk openly, share thoughts, create suggestions and voice their ideas. Everyone in a team should be fully aware of their position and duties within the group.

#### **5.5 Suggestion for Further Studies**

The study focused on human resource management practices that were conceptualized as employee training, participation, reward system and teamwork on the performance of

schools. Therefore, further studies should be carried out that focus on other variables to see the extent to which they affect the performance of secondary school both in public and private.



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## APPENDICES

### Appendix I: Letter of Introduction

Catherine N. Wangila

P.O Box 43844

Kenyatta University

Nairobi

Dear Respondent

#### **Re: Request for Participation in Research Study**

I am an MBA student at Kenyatta University. Currently working on an academic research titled *'human resource practices and performance of selected public secondary schools in Nairobi city county, Kenya* the results of the study will form a basis for formulating ways of enhancing firm better performance.

Please note that your responses will be treated with utmost confidentiality and your response will be used for this research purpose only. Kindly read each question and tick or write as advised.

Yours Faithfully

Catherine N. Wangila

Kenyatta University

## Appendix II: Questionnaire

Kindly tick [] where appropriate or fill in the required information on the spaces provided.

### Section A: Demographic Data

1. Indicate your Gender: [] Male    [] Female
  
2. Indicate your highest level of education  
 Diploma                                     Post Graduate Diploma  
 Bachelors Degree                             Master's Degree
  
3. Indicate your work experience:  
 Less than 5 years                             5-9 years  
 10- 15 years                                     above 15 Years

### **Section: B: Human Resource Management Practices**

Does your school management encourage teachers better performance through training and development?

Yes                    []                    No                    []

Indicate your level of agreement with the following statements relating to teachers training in your school. Use a scale of 1-5, where (1= strongly disagree, 2= disagree, 3= moderately agree, 4= Agree and 5= strongly Agree)

<b>Employee Training</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
The school managements enhances skills training programs to teachers					
There are managerial training programs to teachers					



regularly					
There is talents developed through informal and formal learning involvements					
In your school young teachers increasingly value career-relevant skills					

How else does employee training influence performance in the school?

.....

.....

Indicate your level of agreement with the following statements relating to teachers participation in your school. Use a scale of 1-5, where (1= strongly disagree, 2= disagree, 3= moderately agree, 4= Agree and 5= strongly Agree)

<b>Employee participation</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
In your school teachers are involved in problems solving					
In your school teachers participate in decision making					
In your school teachers participate in formation of expertise teams					
The school heads regular reviews of teachers' tasks					
The school allows participation of staff to help in fulfilling school mandate					

How else does employee participation influence performance in the school?

.....

.....

Does your organization reward employees of their effort in line with their duties?

Yes      [   ]                  No                  [   ]

Indicate your level of agreement with the following statements relating to influence of employee rewarding on performance in your school. Use a scale of 1-5, where (1= strongly disagree, 2= disagree, 3= moderately agree, 4= Agree and 5= strongly Agree)

<b>Employee Rewarding</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
The teachers in our school are given monetary rewards annually					
Certificates are given for outstanding performance regularly					
Teachers are given variable pay as a compensation program					
Our school provide good incentive pay packages for teachers					
Our school has a reward program which recognizes individual achievements					

Indicate your level of agreement with the following statements relating to influence of employee teamwork on performance in your school. Use a scale of 1-5, where (1= strongly disagree, 2= disagree, 3= moderately agree, 4= Agree and 5= strongly Agree)

<b>Employee teamwork</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Organizations function better when employees are encouraged to work together as teams rather than on their own					
Team working has a positive impact on performance due to social interaction, peer pressure and work norms					
Team working provide workers with a forum through which they can learn ‘through the grapevine’					
Team effort, enhances school management and contributes towards employees’ personal growth and development.					
In a school setting, team effort thrives best where members relate to each other freely and openly.					

How else does employee teamwork influence performance in the school?

.....  
 .....

**Section C: Performance**

12. Indicate your level of agreement with the following statements relating to organizational performance. Key Use a scale of 1-5, where (1= strongly disagree, 2= disagree, 3= moderately agree, 4= Agree and 5= strongly Agree)

<b>Statements</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Teachers retention contributes to improved school mean score					
The school reduces cost of production and services					
Availability of resources influence the school Performance					
The school mean score has been improving for the last five years					
The teachers attendance in your school is credible					
Teachers manage their time well					