

**EFFECT OF HUMAN RESOURCE MANAGEMENT  
PRACTICES ON EMPLOYEE PERFORMANCE IN  
PUBLIC SECONDARY SCHOOLS IN KENYA**

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**DECLARATION**

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

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## **DEDICATION**

To my loving husband Patrick Bukhuni and my children Isaac, Kevin, Davis, Brian and Bramuel for giving me humble time. Further, gratitude goes to fellow associates in the teaching fraternity for the inexorable sustenance and inspiration.

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## **LIST OF ACRONYMS/ABBREVIATIONS**

- N.G.O** Non-Governmental Organizations  
**SPSS** Statistical Program for Social Sciences  
**TSC** Teachers Services Commissions  
**TPAD** Teachers Performances Appraisals Developments  
**OECD** Organization in charge of Development and Economic co-operation  
**QASO** Quality Assurance and Standards Officers

## OPERATIONAL DEFINITION OF TERMS

<b>Appraisal</b>	The act of judging the value, condition or importance of something in an unbiased way to determine its value (Mwangi & Njuguna, 2019).
<b>Compensation</b>	Firm's activity of remunerating workers basically with a view of enhancing employee competency levels to enhance their efficiency and effectiveness (Odukah, 2018).
<b>Effective employee performance</b>	A process of establishing a shared employee performance about an organization's expectation of what needs to be accomplished through engagement of the required skills and competencies through implementation of the vision and mission of the organization (Stewart, 2019).
<b>Employee Performance</b>	Optimal Worker end results due to the effort put in the process of production (Ahmad & Schroeder, 2018).
<b>Heteroscedasticity Test</b>	Basis in which the inconsistency of an independent variable is unequal across the range of values of a dependent variable (Alvesson & Karreman, 2018).
<b>Human Resource Practices</b>	These are specific guidelines that guide managers on various aspects concerning employment and different aspects of human resource management (Alvesson & Karreman, 2018).
<b>Leadership</b>	A manager's style of showing or guiding to the team they supervise, formulation and implementation of strategy as well as a process of making decisions in their daily job roles and responsibilities (Park & Shaw, 2018).
<b>Motivation</b>	Any conditions that makes an individual to desire to succeed in any given task (Cross & Baird, 2017).
<b>Multicollinearity</b>	It refers to the connectivity of constructs under study (Chung,

<b>Test</b>	2017).
<b>Teamwork</b>	The summation of action of a group of people especially to work effectively and efficiently (Chege & Kagoku, 2018).
<b>Training</b>	Organizational programmed activities carried out with a view of enhancing their productivity levels. (Kiruja & Kabare, 2018).
<b>Work Environment</b>	Circumstances in which employees or staff members carry out their duties in an organization. They encompass things that workers encounter while on duty (Thuo & Muathe, 2018).

## ABSTRACT

The central aim of the research was to reconnoiter the effect of human resource management practices on employee performance in state owned secondary schools in Kenya. Specifically, the research aimed; to determine the effect of motivational practices on employee performance in public secondary schools, to identify the effect of leadership practices on employee performance in public secondary schools, to assess the effect of training practices on employee performance in public secondary schools and to evaluate the effect of work environment practices on employee performance in public secondary schools. The target population consisted of 23,147 employees in public secondary schools in western Kenya. The research assumed a mixed research design. A sample size of 393 respondents was used through stratified random sampling. The strata represented all the teachers. The structured questionnaires were developed and pretested; a pilot study was conducted to help establish content validity and reliability of the instruments. Content validity of the instruments was verified by experts from the university department while reliability of the research data collection tool was assessed using constant of alpha that needed to be at least 0.7 in social sciences. Both descriptive and inferential statistics were used in the analysis of the study such as mean, frequencies, correlation and regression analysis was used. The findings of the study were presented in form of tables and graphs. From the study findings, the correlation between motivation practices and employee performance in public secondary schools in Kenya was positive and significant. This means there was moderate measurably positive connection with employee performance. The correlation between leadership practices and employee performance was positive and significant. This means there was measurably positive connection when leadership practices were related to employee performance. The correlation between training practices and employee performance was positive and significant. This means there is a measurably positive connection when training practices were related to employee performance. Lastly, the correlation between work environment practices and employee performance was positive and significant. This means there is a measurably positive connection when work environment practices were related to employee performance. The study concluded that there is a measurably positive connection amongst motivation, leadership, training and work environment practices on employee performance. On recommendation, the study encourages management of public secondary schools to proactively motivate teachers, provide good leadership, encourage teachers to go for further training and provide good work environment to improve their performance. The inquiry was done in public secondary schools in Kenya. Future researches are encouraged to cover private secondary schools and compare the findings. The study forms a basis for reference as empirical literature by researchers and any other interested parties in future.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the study**

According to Armstrong and Taylor (2018), HRM is an articulated and planned strategy towards management of employees who are valuable assets who collectively and individually work towards the realization of the goals and dreams of an organization. Baumaid (2018), noted that human resource management as a management approach is aimed at making desired resolutions on the plans and intentions of the entire organization in form of programs, procedures and policies with respect to reward system, recruitment and selection, worker relationships, their performance and all activities aimed at the employee while working in the organization.

Therefore human resource management entails all accomplishments around human capital (employees) from the time one is recruited to the organization to exit of the employee from the same organization. Human resource management activities aims at attaining effective and efficient use of competencies, talents and skills of the employees given that it is the intention of the organizations to retain human capital to the required standards. It goes without mentioning that the management of human resources predicts employee satisfaction, commitment and preservation (Sung, 2018).

In addition, HRM aims at managing the workforce through engagement to make them attain their efficient levels of production (Bock and Kim, 2018). Practitioners and researchers perceive human resource management as a management science whose objective is to prepare the workforce with the required competencies through continued development through training in order for them to perform the required duties and responsibilities well. HRM encourages employees to develop their constancy for the continuity of the organization (Ahmed and Scheroeder, 2018).

The management of human capital is aimed at achieving a competitive edge of the firm through employment of a committed and efficient workforce. This is achieved through integration of structural and cultural matrices through proper worker relationship management (Ahmed & Scheroeder, 2018). The inception of the philosophy of human resource management passed through different stages of development, schools of thought and applicable scientific approaches of managing human capital towards the close of the last century and the commencement of the 20<sup>th</sup> era. Broadly speaking, Human resource management is more elaborate compared to personnel management. HRM refers to a range of assignments for workers employed in the organization and has a broad perspective as opposed to being concerned with merely management of employees or workforce in organizations (Barney, 2019). The aforementioned goes beyond to include the process of recruiting, selecting as well as developing a skilled labor force in the organization (Barney, 2017).

### **1.1.1 Global Perspective of Human Resource Management Practices**

Globally, many economies are concerned with the productivity and performance of workers. For instance, Chung (2017), noted that performance in terms of labor productivity in Africa and parts of Asian countries is still wanting. The level of commitment among employees is still at its lowest. From his statements, Chung postulates that in comparison to other parts of the world, Sub-Saharan countries recorded the lowest employee productivity in 2005. This was caused by external factors that demotivate employees. Chung noted that education acquired by the employees directly affect productivity and performance of employees. Moreover, organizations are in a position to attract competent employees for better results in the same organization including schools and other institutions of learning. The employees in the school setting are tasked with the onerous task of transmitting knowledge and skills to learners for better results (Chung, 2017).

Bock and Kim (2017) argues that style of leadership, team work, training, development as well as reward and compensation system is in various ways related to schools general performance. The researchers have pointed out that institutions cannot prosper unless team work is encouraged across where each individualized support is recognized in totality. Chua and Hassan (2018) noted that schools and institutions of learning view performance as an interlinked conception intended to accomplish outcomes and has a strong link to strategic goals in a school (Chua and Hassan, 2018). Employee performance will definitely influence school's performance. The exceptional work performed by the employees at all levels in the school has an upshot on the productivity of the school as an organization. As a result, individual effort in terms of productivity has a greater resultant influence on the goals and aspirations of the entire institution and hence managers within such institutions should aim at optimizing and realization of best results out of each of them.

The improved education level among members of the population has improved competence and capabilities of the citizens to handle any issues within their work place. Moreover, prompt industrial development and expansion of countries and drastic increase in population have created an exciting situation for the countries in providing quality education to its citizens (Khalid, 2017). Tamrakar (2017) uphold that for instance in Nepal, Education in community schools has continued to be a challenge than what was targeted when Nepal declared that it would provide a comprehensive education system to its people through a planned compulsory basic education policy. The fact that people still agonize from many stumbling blocks when they have to access quality education is a clear sign of serious reforms in the education sector that have to be given the required attention.

In a study by Singh, Sharma and Cheema (2017), on empirical research reviewing the consequence of performance consideration on employees as well as the organization in India, the study noted that performance measurement mechanism affected both the employees as well as the entire organization. Further, it was established that



performance appraisal was seen as one of the substantial tool for the organizations since the information generated from it is regarded of great importance in decision making process with regards to compensation, reward system and the general promotion of employees in the organizations.

A study conducted by Obeidat (2017) on an examination of the moderating effect of electronic human resource management on high performance work practices and organizational performance link in Middle Eastern countries on Jordanian firms, the study found out that high performance work practice and electronic human resource management have a significant positive influence on organizational performance and the study established that electronic human resource management moderates the high work performance in the performance of firms.

In general, human resource management as a science has a vital role in dictating worker commitment and it generally influences the duration of employment within the organization. In view of this, the aforementioned is critical in establishment the kind of science of managing people in the organization which in the long run affect operations of the organization on daily basis and the manner in which they affect employee retention, commitment and morale boosting which in the end promote satisfaction at the work place (Edvardson, 2017).

Organization structure and science of managing people ought to be fared in a way that is harmonious with overall organizational approach so that it can contribute positively to employee commitment (Collings et al., 2017). The organization structure encompasses human resource functions with specific generic processes across the entire business. These are employee resourcing which matches available human resources to jobs; training, which is responsible for instilling knowledge to the employees; compensation system which is not given the required attention and sometimes abused by the management in a bid to realize performance of the organization; and career management

which is responsible for identifying employees with high potential for professional growth (Armstrong, 2019).

Today, majority of the developing economies are experiencing the emergence of business firms that are competing favorably with other longtime players and giants in the industry from developed economies (Cross and Baird, 2017).

### **1.1.2 Regional Perspective of Human Resource Management Practices**

As noted by Bollen (2018) globally, economies faces a challenge trying to ensure its people have the required education due to challenges in growth of the population. The scenario is evident in most developing countries especially in Africa where employees have low qualifications and competences due to lack of the required levels of education. The increase in population has led to pressure on governments to provide the required standards of education for its people and hence it has become a challenge for employees to perform as required (Bollen, 2018). They also support this view when they state that institutions of learning in Malaysia continue to face pressure in meeting the diverse educational needs of the population (Collings & Saccio, 2017).

Globalization and the general reforms in the developing world, especially in Africa has experienced the beginning of new ideologies in banking, manufacturing, telecommunication, financial and other business entities join the trade arena. Majority of these organizations do well at home and therefore some have diversified into new global markets. The challenge experienced by new global competitors from developing countries is management of human resources which in return becomes a stumbling block in realization of their objectives and aspirations (Billet, 2018).

Bratton and Gold (2017) carried out research in Botswana and Sri Lanka whose outcome revealed that human resource planning was used as a solution to the reduction in the unemployment rate in the two countries. In Botswana for example, they have introduced a system where the locals are trained and coerced to learn from the hired

experts even though the research showed that almost half of its population having HIV and they mostly rely on experts even within the public sector. Besides that for the case of Sri Lanka, they do flexible working time as a strategy to replace older employees without losing the experience they have accumulated over the years. The researchers noted that the two strategies are working very well in both Botswana and Sri Lanka given that there is no political interference. The aim is to have the required knowledge that is key in the development of the organization.

According to Fajan (2017), Nigeria as a country in Africa is facing serious challenges in terms of labor and expertise. The country has struggled to fascinate, develop and retain competent employees over the years in its history. In view of this, the management in organizations in Nigeria is proactively engaged in developing operative and proficient human resource standards. As echoed by Fajan, Owoyemi, Elegbede and Gbajumo (2017), the country has a lot to be done research wise to address the area of human resource management. Nigeria does not have the required principles and practices at work place that have been drafted by themselves but only relies on those adopted from other players across the world especially from developed countries.

In a separate study by Grant (2017), it evaluated the influence of development and training in communal sector in Ghana. The research made use of a well-thought-out inquiry forms as instruments to generate information from respondents. In addition, interviews were used purposively to collect information from high ranking employees in the organization. The findings indicated that the employees from Ghana Ports and Authority were not privy to development through training of workers offered in the organization. In addition, the employees noted that in developing their personal ambitions and that of the organization, there was need to have an effective training and development tool.

In another study in Zambia, Masaiti (2017), noted that majority of organizations doing business in developed countries have started appreciating the need to have proper human

resource management practices that can help address pertinent issues regarding cost of production, consumer tastes and preferences, job satisfaction and technological advancement at work place. Several research works conducted for instance; Armstrong and Taylor (2019), Baskerville and Duliporici (2018), Bate and Robert (2018); point to the fact that human resource management practices greatly affect organizations and can be used to enhance organization's ability to realize its goals. Moreover, strategies to support employee productivity, promotion of creativity and innovativeness and support for plan formulation and implementation are some of the benefits organizations can gain from a properly drafted human resources management docket. Hallet *et al.*, (2018) agrees to the fact that an organization that wants to remain competitive and relevant in the business world today, needs to address issues regarding learning and development, reward and compensation, clear policies on staff recruitment, selection and retention job design among other human resource development practices. Organizations therefore have no other alternative but to embrace the ideology behind proper conditions for human capital which is critical to optimize organizational performance.

### **1.1.3 Local Perspective of Human Resource Management Practices**

In Kenya, Waiyaki (2018) carried out a study which highlighted that there is a compelling deficiency in the provision of quality education to Kenyans. He farther points out that despite the effort the country has instituted in the improvement of education standards, the state of infrastructure in schools as well as low teacher – student ratio remains to be a thorny issue. It is evident that public secondary schools are normally limited in terms of flexibility, inadequate teachers and autonomy due to a myriad of factors ranging from political interference, broad accountability and performance expectations that are continuously changing.

According to Valentine, (2017), reward systems and recognition have been identified by institutions of learning and employers as a pertinent tool in motivating employees in an institution. Reward systems are the clearest ways leadership of an institution

communicates to its employees regarding where the organization is and where it wants to go and how it will lead to its destination. This is very important in ensuring that all employees are moving in the same direction in the organization while they perform daily activities. This should be the norm and routine of any organization that values its workforce and one that wants to achieve its objectives and goals which are clearly spelled in its mission and vision statements. The performance of personnel in an organization is subjective to the way they are evaluated and rewarded by the management (Kaufman, 2017). They further assert that traditionally, most reward and recognition programs were not based on clear policy guidelines but they were repeatedly given as feedback from the top management on what they feel is adequate enough to motivate the employees for exceptional performance.

Maina, Namusonge and Karanja (2019), assessed how employee commitment was influenced by human resources management practice in Kenya. From the findings, compensation and reward system, resourcing, development of workers through training were some of the human resources management practices that influenced employee commitment positively. The study noted that organizations can use resource strategy of employees to get more competent and suitable workforce that is effective and efficient in realizing overall organizational objectives which are expressed in its vision and mission statements. From the findings, training of employees enhances employee motivation. Through the process of training, employees will acquire the required knowledge and skills to enhance their capabilities. From the empirically verified findings, it was concluded that employee commitment is statistically and significantly positively affected by people leadership practices in the establishments. The studies noted the importance of proper employee resourcing, compensation, continuous training and development and career development being of importance and thus play a noble responsibility to affect employee commitment especially in the area of study which was the telecommunication industry.

In a separate study, Masinde, Kwasira and Cheruiyot (2017), did a research on how employee retention affected practices aimed at managing workers in private secondary schools in Nakuru town. From the data analyzed, the study noted some schools experienced high employee turnover due to recruitment and placement done by the Kenya Teachers service commission which is done annually.

Working environment, employee development, guidance and counselling and style of leadership were variables under research. The teaching fraternity in private secondary schools in Nakuru town totaling to 400 were the study population. Empirically, the study used questionnaires as primary tool that aided in the information generation. The study revealed that remuneration had the highest statistically momentous effect on employee retention with an  $r$  of 0.61. In other words from the findings, 61 percent of employee commitment was influenced by remuneration. Other variables under study namely working environment and employee commitment were also found to influence positively on employee commitment. On conclusion, it was recommended that private schools ought to proactively engage in creating relevant employee development systems of training to enhance performance of schools. Moreover, the study noted the need to improve on the working conditions of the workplace namely the offices, structures and general classroom environment as well as compensation and reward system. The study further recommended the need to have an open and interactive leadership in place to attract and retain employees.

From time immemorial, organizations had not set any standardized measures of optimal performance and thus performance could have meant anything from consistent punctuality, assisting other departments, recording exemplary performance in national examinations or even having a good attitude. According to Edvardsson (2018), things have changed in current Institutions. In the contemporary world, institutions of learning now understand the great benefits that can be realized by incorporating rewards, conducive working conditions, motivation, school culture and performance in their educational objectives. For organizations to meet the objective that are desired,

compensation and reward system is critical and thus should be employed as one of the firm's strategies (Edwardsjon, 2017).

Abdulrasheed and Bello (2016), noted that under management is one of the reasons why organizations do not meet its expectations and is common where institutions perform below their expectations. The managers who are not provided by the required tools for management struggle on their way out to meet the expectations. Gupta (2017), pointed out that cohesiveness statistically and significantly affect performance of the entire organization. They noted from their findings that work environment and team cohesiveness directly influence the expected levels of performance in organizations. Their study further highlighted the importance of performance assessment as being part of science of managing workforce that enhances employee productivity in general. Training of employees on the other hand will ensure that the workforce has the required skills. Through training, employees feel a sense of belonging since they see themselves as being inseparable part the entire organization and hence it enhances organizational performance (Colwell, 2016). In addition, training has a significant role in enhancing organizational objective since it takes critical consideration of employee welfare. According to Billet (2018), development of employees through training to improve their skills to accomplish current roles better and thus leading to overall improved organization performance.

According to Ahmed and Schroeder (2018), work environment denotes to the existence of a link between the organization and the general workforce in which they carry out their duties. Conditions at work place therefore are key intrinsic and extrinsic factors that have a greater impact on how employees get motivated and perform. The workers need the required skills through training and development to efficiently and competently execute their duties (Donate & Guadamillas, 2017). The environment at work place is important because majority of the employees spend over fifty percent of their time working as noted by HartFord (2017). Generally, enhanced organization performance is contributed by better working environment. If the office and general sitting environment

is good, the workforce feels wanted and in the end, it boosts their performance (Bate & Robert, 2018).

## **1.2 Statement of the Problem**

The success of any organization in terms of realization of its strategic objectives is directly affected by individual execution of roles and responsibilities within the organization (Baumard, 2018). The overall success of an institution in achieving its strategic objectives depends on the performance level of employees Roseline (2015). Employee performance is a function of ability and motivation, where ability is comprised of the skills, training and resources required for performing a task and motivation is described as an inner force that drives individual to act towards something. According to Odhon'g and Omolo, (2015), organizations would be more effective, efficient and flexible and committed as a result of factors such as enabling working environment, motivation and sufficient skills due to training as well as remuneration and a progressive school culture. In view of this, institutions of learning need to devise strategies so that they are able to contend with its competitors and more so to increase the overall performance (Martin, 2015).

Previous studies have done quite a bit to address factors that influence employee performance. For instance Linda and Hannah (2015), Khan and Aleem (2015), Muthoni and Wafula (2016), Martin (2015), Nhlabatsi and Dlamini (2015), Robbins (2016) among others researchers confirmed that there is a positive relationship between human resource management practices, job performance and satisfaction. Further, existing literature reviewed indicates that factors such as employee motivation, friendly leadership, employee training, healthy work environment, attractive remuneration as well as school culture build a sense of belongingness among employees especially in a school setting which prevents them moving from one institution to another and subsequently improves their job performance which is important for smooth and effective functioning. The reviewed studies were evaluating the association of these



variables in isolation. In addition, there is still much confusion about which factors really influence employee performance more than the others. The question therefore becomes which Human Resource management Practices affect Employee Performance in Public Secondary Schools in Kenya?

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

#### **1.3.1 General Objective**

The general objective of the study was to assess the effect of human resource management practices on employee performance in public secondary schools in Kenya.

#### **1.3.2 Specific Objective.**

The specific objectives for the study were:-

1. To determine the effect of motivation practices on employee performance in Public secondary schools in Kenya.
2. To discuss the effect of leadership practices on employee performance in Public secondary schools in Kenya.
3. To identify the effect of training practices on employee performance in Public secondary schools in Kenya.
4. To evaluate the effect of work environment practices on employee Performance in Public secondary schools in Kenya.

### **1.4 Research Hypotheses**

**H<sub>01</sub>**: Motivational practices does not have a significant effect on employee performance in public secondary schools in Kenya.

**H<sub>0</sub>2:** Leadership practices do not have a significant effect on employee performance in public secondary schools in Kenya.

**H<sub>0</sub>3:** Training practices does not have a significant effect on employee performance in public secondary schools in Kenya.

**H<sub>0</sub>4:** Work environment practices do not have a significant effect on employee performance in public secondary schools in Kenya.

## **1.5 Significance of the Study**

The empirical findings out of this inquiry are of importance because it would shade more light on the effect of human resource management practices on employee performance in public secondary schools in the country. The study findings would be beneficial to various stakeholders as follows:

### **1.5.1 School Managers**

It is hoped that the principals, deputy principals, heads of departments and other school administrators will find the present research findings of importance while carrying out the school activities daily basis. It is hoped that the findings of the current study will provide a framework and perhaps the application of various scientific approaches that are suitable to enhance productivity of teachers in public institutions.

### **1.5.2 Academicians and Researchers**

This study would be significant because of its ability to affect employee performance both theoretically and practically. The research builds on previous employee performance studies on the role of motivation and management to further performance of workforce theory. The findings of this research would contribute additional knowledge which would provide the ministry of education officials with better ways of

boosting performance of teaching fraternity in public institutions of learning in future. The empirical findings would contribute to scientific knowledge to be used in the academic field by researchers and other interested parties while analyzing and studying issues regarding human resources management practices. This underlines the connotation of undertaking the research.

### **1.5.3 Policy Makers**

Outcomes of this study would hopefully be used in drafting policies to heighten performance of teaching fraternity in state owned schools. The results from this study if utilized well may benefit policy makers and practitioners especially the MoE and Teacher Service Commission in Kenya. Teachers in secondary schools are likely to carry out their duties well given that they are motivated. Other expected outcomes would be quality teaching that has significant impact on learners' academic performance. In addition, organizations out of school setting hopefully would be guided on the aspects of the science of managing people and how it can be utilized to boost productivity of the workforce.

### **1.7 Scope of the Study**

Survey involved all secondary schools in the western Kenya region and specifically public schools. This research confined within the boundaries of how employee performance was influenced by the science of managing people. The independent variable was human resource management practices whose constructs were; motivation practices, leadership practices, training practices and work environment practices. Besides that, the dependent variable was employee performance whose constructs were; employee efficiency in service delivery, creativity and innovativeness, adequate teaching preparation, attending school functions and meetings and employee competence. Moreover, teachers, county directors of education were the study respondents. The study evaluated employee performance from 2014 to 2018.

## **1.9 Limitations of the Study**

The study had some limitations. The first notable limitation was the content of the questionnaire perceived to the respondents as long. The respondents felt that the questionnaire was too long and time consuming when filling and hence preferred it to be collapsed into one page only. The researcher overcame this challenge by administering the questionnaires herself and by help of research assistants by going through the questionnaires one on one with the respondents and ticking the appropriate answers as desired by the respondents and this in turn took a shorter time.

The second limitation was the delayed response to the questionnaires by some respondents and even some lost them in the process. To overcome this limitation, the researcher frequently provided additional questionnaires.

The third limitation was negative reception of the researcher by some respondents due to the subject matter of the research and it was difficult for the researcher to collect data from respondents. To address this, the researcher made sure that management support fully the study by involving school principals. The researcher assured them to share the study findings. The fourth limitation was the study respondents' were adamant to fill the questionnaire because of fear that the information might be revealed to their competitors. But these fears were addressed by assuring the respondents that the information was to be used for academic purpose with the assistance of letter of authority to collect the data from the University.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter summarizes information from other researchers and scholars who had carried out research in the same area of human resource management practices and performance of employees. The study specifically covers the theoretical discussions, conceptual framework and theories, literature review, critique research gaps and summary.

#### **2.2 Theoretical Framework**

The current research anchored on Herzberg's Two Factor Theory (1959), Mc Gregory's Theory X and Theory Y (1960), Transformational leadership Theory (1978), Abraham Maslow's Hierarchy of Needs (1943) and Human Capital Theory (1975) as discussed under the following subsections.

##### **2.2.1 Herzberg's Two Factor Theory**

Commonly called motivator-hygiene school of thought, whose proponent was Fredrick Herzberg (1959), puts emphasis on things that cause motivation in the organization that is critical for attainment of the overall objectives. Fredrick Herzberg, points out that we have two different classes of job factors namely; those that are reasons behind satisfaction and those that does not cause satisfaction which he terms as dissatisfiers. The two were classified into two; either motivational factors or Hygiene factors.

Herzberg viewed hygiene factors as those work related factors which bring motivation at the place of work. However, these factors do not lead to organizations attaining prolonged objectives in terms of job satisfaction. However, if they are not present in the

working environment, they may lead to job dissatisfaction. This therefore means that hygiene factors when provided in plenty, they make the employees comfortable to work in such an environment and therefore they are not necessarily dissatisfied. In view of this, the hygiene factors as seen as dissatisfies since they are essential to ensure that there is no dissatisfaction (Rowley, 2017).

They are best regarded as environmental dynamics. These factors are summed up to the physiological wants which employees expect to be fulfilled while in the organization. They include; compensation and reward system, good working conditions, interpersonal relationships and bonding, job security, institutional policies and administrative structures and policies in place (Rowley, 2017). However, Herzberg points out the second class as motivational factors. In the organization, these factors produce positive fulfillment while at the working place and hence taken to mean motivators to attain the required productivity standards. We therefore refer to them satisfiers since they dictate the output of the workforce in the organization. They include promotional and growth opportunities, sense of achievement, recognition and being meaningful at the place of work as an employee (Rowely, 2017).

Herzberg points out that job satisfaction is majorly caused by internal factors while those factors that lead to dissatisfied job are external in nature. The internal factors also identified as inherent factors include: responsibility, gratitude, advancement, the work itself and achievement. Besides that, external factors also referred to as non-essential factors include working environment, organization policies, salary, interpersonal relations and supervision (Rowley, 2017). According to Ball (2016), an employee who is in a state of internal motivation is seen committed to the job and thus gets self-fulfillment. The employee will be self-driven and the desire to work is motivated from inside.

Critics of the theory points to it being static in that it assumes that the working environment does not change and is therefore conducive in the life of the entire

organization. Secondly this theory stresses on the need of administrators and managers of the organizations ensuring that the hygiene factors are present in the organization to avoid dissatisfaction which is not always the case. Additionally, the theory assumes that managers in the organization must ensure that the workers are rewarded and stimulated accordingly to ensure that they work better and harder. The theory is applicable to the current research since it informed work environment which was one of the variables under study.

### **2.2.2 Mc Gregory's Theory X and Theory Y**

The philosophy of X and Y whose proponent is McGregor as quoted by Bontis and Serenko (2018), grouped two different styles of management as either authoritarian (Theory X) or democratic (Theory Y). According to McGergory, any leaders whose followers dislike them and in the process are less motivated are referred to be using dictatorship in discharging their duties as the management. Such an approach of leadership is usually seen as one that involves managing with an iron fist to ensure that work is done. Putting that a side, managers who believe the subordinates take pride in their work and take it as a way to proof their worth, would undertake participative leadership style of management. The managers who embrace democratic leadership style trust the employees and are sure they take up duties assigned to them and work perfectly well. This is what McGregor referred to as theory Y. In his view, the management applying this theory basically experiences more impact on the employee productivity levels given that they will have the ability to contribute to matters pertaining the organization hence being motivated in the process. Bontis and Serenko (2018) noted that it is essential to apprehend how the management perceives what appears to be a motivator to the employees to encourage them and hence be able to shape the style of management by the administrator.

Managers subscribing towards theory X appear to dislike employees in general and have an assumption that naturally, people are not motivated and they at the same time do not

like working. In view of this, they feel the work force has to be coerced to work either through reward system or punishment. Working in such organizations can make duties appear repetitive and people are only motivated when given a reward for their work. In such an organization, compensation and remuneration is based on the results that can be verified in either figures or percentages. In such an organization, there are several managers or supervisors who direct the workers in accomplishing the intentions of the organization. In the words of Bontis and Serenko (2018), it is rare to delegate duties and responsibilities in such an organization.

The critics of this theory note that it sets a supportive assumption concerning people in organizations. According to Cross (2018), with regard to this theory, the workforce is satisfied with the job they do and hence overall boost on organizational performance. The researcher notes that subordinates can work on their own without being supervised as long as they have the required work environment. He suggests that managers should involve workers in the establishment of compensation and reward decisions and in establishing an environment that allows the employees to grow. The employees in return will get motivated from the job and equally inspire and empower their subjects. The theory supports both leadership practices and work environment practices which were part of the independent variables in the study.

### **2.2.3 Abraham Maslow's Hierarchy of Needs**

A philosophical proposition showcased by Abraham as quoted by Para- Gonzalez and Martinez Lorente (2018), who noted that the theory is divided into five hierarchical, needs to be satisfied by an individual. According to the theory, the lower need has to be fulfilled before one goes for the upper need on the hierarchy. In essence, one has to fulfill need one before looking for need two and so on. From this theory, people need to satisfy physiological needs. The physiological needs refer to the basic needs human beings require in order to survive. They consist of things required to live namely; warmth, food, clothing and shelter. Human beings will look for food if they feel hungry,



when they do not have shelter, they will look for one and if they have no clothes, they will be motivated to look for them. In view of this, people naturally are motivated to look for the required needs for survival. The physiological needs are found at the bottom according to Maslow (Para- Gongalez & Martinez Lorente, 2018).

When people have contented with the basic needs, they will move to another higher class of basic needs referred to as security. People at work place would want to express their safety and that of their immediate loved ones for instance the members of the family. Employees in organizations would want to ensure that their safety is guaranteed as well as the safety of the family members. When employees fell secure at place of work, they are motivated to work better since this need according to Maslow's, is fulfilled. Safety needs include desire for healthy insurance covers for family and self when sick, secure homes among other related needs to security of employees. Leaders who take care of the followers needs and listen to their problems tend to convince them in attaining the set goals of the entire organization (Para- Gongalez & Martinez Lorente, 2018).

As suggested by Maslow's, after satisfaction of security needs is commonly referred to as social needs also called belonging, love or intimacy. Employees under this level will be seen trying to fit into social classes. Issues regarding unionism as work place fall under this category. The employee would also want to express love or intimacy while working. In an organization setting, it is important to allow employees express their ideas through their unions. This would motivate them since they would feel wanted and their voices and contributions are appreciated.

The next level of need according to Maslow's hierarchy is self-esteem. Under this level, employees would want to be recognized for having excelled in certain areas in the work place. The organization can fulfill self-esteem needs through engaging staff in activities and later rewarding them with relevant certificates of service or recognition. Senior employees can also be given titles as a form of encouragement. This category of need

makes one feel wanted in the organization. The fifth level of need is referred to as one's-actualization. This is the uppermost category of essential according to Maslow's. This is a need where an employee is at the stage of accomplishing the desires in one's own life.

Critics of the philosophy theory point out that it appears inert. In essence, they support the need based theory as the best motivational theory the organizations can use to motivate its employees. The need based theory takes into consideration compensation and reward, comfortable working environment and education as being the basic requirement apart from food, shelter and clothing for employees in the organization. This theory supports motivation practices construct which was one of a concept under discussion in the current study.

#### **2.2.4 Transformational Leadership Theory**

Several developments have been carried out to ensure employees meet the expectations of the organization. According to Amina and Roberts (2017), a transformational leader is one who is capable of inspiring the followers. The leader inspires the workforce in the business and through this, the perceptions of the employees is changed. Such a leader is troubled with the welfare and needs of employees in the establishment. Above and beyond, when employees realize that their leader is troubled with their welfare, they feel appreciated in the organization and by close of business, they are motivated to work better. The employees go an extra mile to put in more efforts to meet the objectives of the organization.

This theory is concerned with having positive change in the entire organization. Positive change is envisaged when employees feel for each other in their regular operations in the organization. Bollen (2017) notes that the ideology behind transformational leadership was coined by Macgregor James Burns in the year 1978 when he was doing his research on leadership in a political arena.

Motivation of employees, improved individual performance and morale boosting is enhanced through transformational leadership. The manager can give followers tasks that they can easily handle hence enhancing their performance. Through transformational leadership, employees feel a sense of identity with their organization. According to Daghfous (2017), a leader who practices transformational leadership exhibits four key components. Firstly, the leader exercises charisma and influence in ideology. This is a situation where the leader behaves in a manner that the followers would want to emulate. The employees would want to be associated with the leader through the personal traits one exhibits that appear admirable. A transformational leader is seen as a role model to the employees in the organization. This is because the leader has set individualized values and takes some stand that makes followers to be recognized with the leadership. The subsequent component is being inspiring. Through transformational leadership, the forerunner is able to express the organization's vision, mission and motto that inspire the subordinate. Through inspiration, the leader challenges the followers to take the current assignments and job related tasks and accomplish them well to ensure the objectives of the organization are fulfilled.

The last component is a situation where personal and individualized attention is guaranteed. Through transformational leadership, the leader is able to attend to individualized employee needs. The leader is seen as a mentor to the workforce and is one who respects and appreciates contributions made by each member of the team. In return, the employees feels appreciated and wanted in the organization hence will strive to meet the goals and expectations of the entire organization (Daghfous, 2017).

Although various scholars have identified the merits of Transformational leadership within an organization, there are some reservations that arise. Collings and Cassio (2017) identified various key shortcomings of transformational leadership. The model has unsuccessfully explained the relationship between control and productivity of workforce in the organization. The theory would be more applicable in management if it

would have a more practical approach of linking the type of behavior and any associating factors that leaders would do to influence the outcome in the employees.

In spite of the criticisms of transformational leadership, its popularity has grown in recent time (Collings and Cassio 2017). Existing literature has shown that leaders in organizations were found to be effective, able to meet their targets as compared to those practicing transactional leadership. There is evidence from research which link transformational leadership to employee performance which has been measured in terms of satisfaction of employees, attainment of goals, employee well-being, and low turnover rate and so on. The theory is appropriate to the current study since one of the variables under study is leadership practices which the theory supports.

#### **2.2.5 Human Capital Theory**

Schultz (1975) was the main proponent of the theory. This theory focuses on employees as being sources of capital required in the organization. The human capital includes attributes, competences; skills, knowledge, and individual experience that employees have to enable the organization achieve its set goals. This theory deduces that education or development of workforce through training has the potential to stimulate growth in economies, progression in technology advancement and performance because it changes into useful understanding and expertise for better life time remunerations (Ladipo *et al.*, 2013). On the other hand, Cook and Klein (2006) acknowledge that investing in individuals is a practice of human resources which drives vicissitudes in the organization. Like other practices of work force, applied abilities can be increased through education and development of workforce through training.

The theory looks at people in the organization as human capital which when employed well will help the entire organization meet its objectives. The theory champions for training and improvement of workers to equip them with the required familiarity and skills that are required for the organization to attain its goals. Hallet *et al.*, (2018), looks

at human capital as the required knowledge and skills an employee has to possess to increase their individualized capabilities to optimize performance and in return attain the goals and aspirations of the entire organization.

Changes in business has complicated the way of carrying out roles in organization and thus enforcing most organizations to invest in human resources as driving force for a competitive gain. The world has come into contact with an insurrection in general know-how, makes growth more sustainable in any organization. This theory supports the independent, moderating and intervening variables as it contains the elements that form the variables. On the other hand, Kishton and Widaman (2017) are in agreement with the fact that investing in people is a form of employee competency which causes changes in the society. Taking employees for programs aimed at enhancing their competency needs to be encouraged in institutions of learning.

Globalization has complicated the way of doing business and thus enforcing most organizations to invest in human resources as a source of competitive edge. The world is undergoing revolutionary changes in technological knowhow, innovation, and telecommunications, which actually in real sense propels emerging changes in the delivery of organizational goals (Chung, 2017). Trained work force sums up to improved productivity and are the ones in charge of enhancing innovativeness in any organization. This theory supports the independent and dependent variables as it contains the elements that form the variables.

### **2.3 Conceptual Framework**

Reference to an illustration in Figure 2.1, the connection amongst constructs under study have been summarized and they include; employee motivation practices, leadership practices, training practices, work environment practices and remunerations practices. The dependent variable was employee performance. The researcher used the arrow to

indicate the way the constructs are interconnected. Discussion of each construct is summarized in the subsequent subsections under the chapter.

### Human Resources Management



**Figure2.1 Conceptual Framework showing how variables were connected to each other.**

## **2.4 Empirical Review of Variables**

Achievement and realization of goals of any organization depends on many factors. Basically, the present empirical study highlighted the scientific approach of managing people in organizations and how it influenced their productivity. The study narrowed down to state owned secondary schools and precisely the teaching fraternity. Hartford and Mendonca (2018), asserts that workforce will be upbeat to do and carry out their duties and responsibilities well if they are paid well, the leadership appreciates their involvement towards the achievement of the overall goal of the business, are trained to improve their skills and the work environment is conducive. The indicators used to measure the concept were determined by the inter-connection amongst independent variables and dependent variables in relation to performance of the employees.

### **2.4.1 Employee Motivational Practices**

Motivation and organizational productivity are very important factors that greatly influence the organization achievement and realizations. If alterations happen in external surrounding, it therefore becomes crucial for an institution to embrace emerging issues because it might motivate it to gain an edge over other institutions. Therefore, skilled and competent employees are assets that are needed most in a school (Chung, 2017). Motivation carries out a critical role because it enhances the efficiency of workers and the organization's aspirations can be arrived at in an effective manner. The behavior of work force in the organization can be shifted through motivation. As the organization goes along with its business, it is of the essence to mention that the manner in which workers are treated will have a bearing on the motivational aspects on an individual basis (Kiruja & Mukuru, 2018).

According to Cross (2017), employee remuneration includes any kind of compensation the employees get in the organization resulting from rendered services. Remuneration administration procedures act as an avenue through which organizations engage as bait

in attracting best employees to remain. Past empirical findings have highlighted some scientific aspects of managing workforce that are deemed of value compared to other procedures for ensuring that the right employees do not leave the organization any time soon. A good compensation and reward system need to consider those practices. Okonkwo and Obineli (2011) noted that teaching fraternity in schools are not motivated due to poor compensation and reward schemes. If employees in any organization are paid well, they will in return work better since they will be motivated. The case is not different for teachers in schools given that if the salaries are good, they will improve on the content delivery. On teacher motivation Matoke, Okibo and Nyamongo (2015) established that for productivity of the teachers to be enhanced, the conditions of the teachers are subject for consideration.

Cross (2017) further notes that people working as employees in the organization are the components that an organization cannot do away with easily. An organization that wants to perform better must consider paying its workers well. If not, such an institution will not be able to reach the anticipated status in optimal productivity desired by firms arising from the performing workforce. If good strategies are put in place, organizations can source for competent work force to help it in accomplishing its objectives. The process of selection is vital to procedures organizations use to arrive at the required employee levels and without which if it is not looked at carefully, firms might not hit the targets set in form of the vision and mission statements (Armstrong and Taylor, 2018).The reasoning behind selection and recruitment process basically lays a strong foundation for prospective employees to be known well as an important entry requirement is (Prasad, 2005). Armstrong (2018) notes that prospective employees are arrived at to ensure suitable candidates handle the right assignment in the organization. The avenues to be considered are; interviewing prospective employees on a personal level, having an organized group interview, board with a mandate to carry out interviews and specific centers that help in interviewing applicants. Despite coming up with the best strategy on human resourcing in the organization and participation of competent



and up to task management team, recruitment processes put in place for implementation by different firms can meet challenges in the process of accomplishment of the plans.

In reference to Cross (2017), for an organization to prosper in terms of goal attainment, the workforce play a vital role. The organization ought to offer better compensation and rewards to the workforce as a prerequisite for the business to have an economical edge over other within the same industry. If the welfare of the employees is not taken seriously, the organization might not achieve high levels of productivity from the workforce.

In a similar voice with that of Rahmat *et al.*, (2017), who empirically did a study on how school performance is influenced by teacher motivational factors in a survey done in secondary institutions in Mogadishu. The research, which was mediated by job satisfaction showed a statistically substantial progressive correlation when comparing school performance and motivation of the teaching fraternity. The study on conclusion noted that demotivated teachers would lead to dissatisfaction at work place. This was exhibited through withdrawal behavior, high rates of turnover and absenteeism. Motivated workers can carry out any roles and responsibilities assigned to them by the management (Scarborough, 2017). The kind of duties and responsibilities they are assigned can make employees inspired to work better. The jobs done by the employees will dictate the direction of the organization and hence in the long run accomplish the set objectives. Gathachi report of 1976 are quoted by Chepyator (2017), brought into light the gaps of employment procedures in Kenya. The education system needs to be reorganized to provide long lasting solutions of unemployed graduates in Kenya. It was the Mackay report of 1982 that recognized the need to change the system of education from 7-4-2-3 to 8-4-4. The consideration of having competency based graduates began that time. In addition, it was the recommendation of the report that found it necessary to solve the problems of unemployment by channeling out graduates who had the necessary skills and experiences as opposed to the former system that advocated for white collar jobs.

International Labor Organization (2017) fronts the idea that all workers to be subjected to standard procedures of compensation and reward schemes in organizations. If the organization wants to optimize productivity, they should consider aspects of having work force possess the necessary skills and competencies. In the teaching fraternity, there is need to review job groups often to encourage the teachers. This would boost their productivity. Du Pessi (2017) argues that salaries paid to workers can be used to motivate them to work better. Workers spend most of their time in the organization when they are paid well. They will use the time to improve on their productivity at individual level and hence enhance performance of the organization.

Nyakobo (2017) carried out a research in secondary institutions with specific emphasis on schools in Homa bay County and precisely in Rachuonyio South Sub County in Nyanza region. The study narrowed to motivation aspects which included regular promotions, in-service training and generally good working conditions were seen to have a constructive end product on enhancement of productivity of teachers in schools. The outcomes implied that good motivational system enhances workforce productivity in state owned secondary schools in Kenya. As noted by Malik, Muhammad et.al. (2017) reward administration can distress job consummation as well as workforces' organizational assurance. A similar finding is also shared by Menges, Tussing, Wihler & Grant (2017) as highlighted that extremely high wage intensifications does not necessarily result to increased productivity and as such how organizations frame their reward procedure defines their achievement. It is imperative to put in consideration that if employees leave the organization too fast, then that has a negative consequence on worker productivity and the organization as a whole. Shields, (2017) concurs that remuneration for performance is one of the documented practices of management. Almost all recompense policies comprise of enticement and additional benefit schemes in order to motivate productivity of workforce individually by recompensing them.

Performance of organizations is enhanced when the composition of the work force has the required competency and skills levels. The skilled and competent employees will

align themselves to the organization objectives which are expressed in the mission and vision statements. In view of this, the process of getting the right candidates through recruitment of prospective employees is critical as pointed out by Armstrong and Taylor (2018). If the process of selecting the right employees is not adhered to, the end results will be felt by the organization itself in not attaining its objectives.

The skilled and competent employees will align themselves to the organization objectives which are expressed in the mission and vision statements. In view of this, the process of getting the right candidates through recruitment of prospective employees is critical as pointed out by Armstrong and Taylor (2018). If the process of selecting the right employees is not adhered to, the end results will be felt by the organization itself in not attaining its objectives. Basically, for an organization to prosper in terms of goal attainment, the workforce plays a vital role. The organization ought to offer better compensation and rewards to the workforce a prerequisite for the business to have an economical edge over others within the same industry. If the welfare of the employees is not taken seriously, the organization might not achieve high levels of productivity from the workforce. The governments should seriously consider training, working and living conditions of teachers.

However this is not the case since the employment policies laid down by the employer about how certain issues should be undertaken have been neglected. Some of these crucial issues which have greatly demotivated teachers include the issue of upward mobility. The employer in most cases does not adhere to the laid or written policies on how many years a teacher should work or stay in one job group before s/he is moved to the next, neither do they follow clear procedures supposed to be used in doing the same. This has become more serious where some teachers stay in one job group or even retire before they become anything better than a being a teacher taking care of a class.

Reward systems and recognition have been identified by institutions of learning and employers as a pertinent tool in motivating employees in an institution. Reward systems

are the clearest ways leadership of an institution communicates to its employees regarding where the organization is and where it wants to go and how it will lead to its destination. This is very important in ensuring that all employees are moving in the same direction in the organization while they carry out their day to day duties. This should be the norm and routine of any organization that values its workforce and one that wants to achieve its objectives and goals which are clearly spelled in its mission and vision statements. The performance of personnel in an organization is subjective to the way they are evaluated and rewarded by the management (Kaufman, 2017). They farther assert that traditionally, most reward and recognition programs were not based on clear policy guidelines but they were repeatedly given as feedback from the top management on what they feel is adequate enough to motivate the employees for exceptional performance.

Separately, Masaiti (2017), noted that majority of organizations doing business in developed countries have started appreciating the need to have proper human resource management practices that can help address pertinent issues regarding cost of production, consumer tastes and preferences, job satisfaction and technological advancement at work place.

Bate and Robert (2018); point to the fact the scientific approach of managing workforce greatly affect organizations and can be used to enhance organization's ability to realize its goals. Moreover, strategies to support employee productivity, promotion of creativity and innovativeness and support for plan formulation and implementation are some of the benefits organizations can gain from a properly drafted human resources management docket. Individual effort in terms of productivity has a greater resultant influence on the goals and aspirations of the entire institution and hence managers within such institutions should aim at optimizing and realization of best results out of each of them. Fajan, Owoyemi, Elegbede and Gbajumo (2017), posits that the country has a lot to be done research wise to address the area of human resource management. Nigeria does not have the required principles and practices at work place that have been drafted by

themselves but only relies on those adopted from other players across the world especially from developed countries.

Separately, Singh, Sharma and Cheema (2017) on their study on empirical research review the consequence of performance consideration on employees as well as the organization. From these findings, it was noted that performance measurement mechanism affected both the employees as well as the entire organization. Further, it was established that performance appraisal was seen as one of the substantial tool for the organizations since the information generated from it is regarded of great importance in the process of coming up with relevant policies and frameworks with regards to compensation, reward system and the general promotion of employees in the organizations.

For business entities, profit maximization is normally the central objective of the business. Therefore, recruitment and selection has to be done well to ensure that adequate information about an employee is captured as much as possible. Armstrong (2018) advises that selection of the right employees can be done using different laid down procedures in the organizations which tests the core competency and skills levels. Through methods such as use of assessment centers, interview panels, individualized interviews and selection through the board are some of the methods the management of the organization can use to arrive at the best candidates. However, it is worth to note that the organization can have problems in implementing such a process of recruiting and selecting qualified candidates to join the organization.

Globally the reasoning behind selection and recruitment process basically lays a strong foundation for prospective employees to be known well as an important entry requirement (Prasad, 2005). Organizations can source for competent work force to help it in accomplishing its objectives. The process of selection is vital to procedures organizations use to arrive at the required employee levels and without which if it is not looked at carefully, firms might not hit the targets set in form of the vision and mission

statements (Armstrong and Taylor, 2018). Armstrong (2018) notes that prospective employees are arrived at to ensure suitable candidates handle the right assignment in the organization.

In reference to Cross (2017), for an organization to prosper in terms of goal attainment, the workforce play a vital role. The organization ought to offer better compensation and rewards to the workforce a prerequisite for the business to have an economical edge over other within the same industry. If the welfare of the employees is not taken seriously, the organization might not achieve high levels of productivity from the workforce. Despite coming up with the best strategy on human resourcing in the organization and participation of competent and up to task management team, recruitment processes put in place for implementation by different firms can meet challenges in the process of accomplishment of the plans. In a similar voice with that of Rahmat *et al.*, (2017), despite coming up with the best strategy on human resourcing in the organization and participation of competent and up to task management team, recruitment processes put in place for implementation by different firms can meet challenges in the process of accomplishment of the plans. The researchers, who concentrated on how school performance is influenced by teacher motivational factors in a survey done in institutions of learning in Mogadishu. The study, which was mediated by job satisfaction showed a statistically substantial progressive correlation when comparing school performance and motivation of the teaching fraternity. The study on conclusion noted that less motivated teachers would lead to dissatisfaction at work place.

Nyokabi (2017) carried out a study research narrowed to motivation aspects which included regular promotions, in-service training and generally good working conditions were seen to have a constructive end product on enhancement of productivity of teachers in schools. The outcomes implied that good motivational system enhances workforce productivity in state owned secondary schools in Kenya. As noted by Malik, Muhammad *et.al.* 2017) reward administration can distress job consummation as well as workforces' organizational assurance. The governments should seriously consider

training, working and living conditions of teachers. However this is not the case since the employment policies laid down by the employer about how certain issues should be undertaken have been neglected. Some of these crucial issues which have greatly lower attitudes of teachers include the issue of upward mobility.

The employer in most cases does not adhere to the laid or written policies on how many years a teacher should work or stay in one job group before he is moved to the next, neither do they follow clear procedures supposed to be used in doing the same. This has become more serious where some teachers stay in one job group or even retire before they become anything better than a being a teacher taking care of a class.

A similar findings is also shared by Menges, Tussing, Wihler & Grant (2017) as highlighted that extremely high wage intensifications does not necessarily result to increased productivity and as such how organizations frame their reward procedure defines their achievement. It is imperative to put in consideration that if employees leave the organization too fast, then that has a negative consequence on worker productivity and the organization as a whole. Shields, (2017) concurs that remuneration for performance is one of the documented practices of management. Almost all recompense policies comprise of enticement and additional benefit schemes in order to motivate productivity of workforce individually by recompensing them.

Performance of organizations is enhanced when the composition of the work force has the required competency and skills levels. The skilled and competent employees will align themselves to the organization objectives which are expressed in the mission and vision statements. In view of this, the process of getting the right candidates through recruitment of prospective employees is critical as pointed out by Armstrong and Taylor (2018). If the process of selecting the right employees is not adhered to, the end results will be felt by the organization itself in not attaining its objectives.

The skilled and competent employees will align themselves to the organization objectives which are expressed in the mission and vision statements. In view of this, the process of getting the right candidates through recruitment of prospective employees is critical as pointed out by Armstrong and Taylor (2018). If the process of selecting the right employees is not adhered to, the end results will be felt by the organization itself in not attaining its objectives. Basically, for an organization to prosper in terms of goal attainment, the workforce plays a vital role. The organization ought to offer better compensation and rewards to the workforce a prerequisite for the business to have an economical edge over others within the same industry. If the welfare of the employees is not taken seriously, the organization might not achieve high levels of productivity from the workforce.

Waiyaki (2018) views salary as money employees get in exchange of working for the organization in form of labor provision. Money motivates the employees and is regarded as one of the methods through which productivity can be optimized in the organization. Therefore organizations that pay well motivate the workforce and in return it enhances overall performance. Human capital's main objective of working is to be compensated and remunerated through money. The money paid to workers is important because through such payments, employees are in a position to satisfy their needs.

Armstrong (2018) argued in the same voice that the process of selecting qualified and suitable employees for the organization needs to be an exercise that is well handled by the human resources management wing of the entire firm. The organization can take any of the following forms to get the required employees in the organization: it can allocate duties and responsibilities afresh to its employees so that the workforce takes several tasks, allocate people within the organization in different assignments and hire new employees from the job market or other external sources. The most important thing to remember in the process of recruitment and selection is to have competent workforce that can easily multi-task through a combination of various skills they possess to meet the day to day changing challenges in the corporations.



Johnson, Scholes and Whittington (2012), pointed out that staffing being one of the processes an organization can use to enhance performance. Competent skilled labor force needs to be assigned tasks they can perform better for optimal productivity (Hitt, Ireland and Hoskin, 2001). If the organization does not pay attention on getting the right candidates, for the job, the end results would be dismal performance which will negatively affect the objectives of the entire organization.

Bate and Robert (2018) noted the applicability of work fulfillment as well as motivation being critical aspects globally for an education system. They are rated together with professionalism, resourcing of education as well as creation of key competencies as inseparable determining factor of performance and success in education system. Organizations that wish to succeed must take into consideration the education system for its workforce.

Namusonge, Kabare and Kagwiria (2014) while carrying out empirical survey in construction industry in Kenya held the fact that the appropriate way to manage talents of the workforce is by ensuring best standards are carried out to ensure competent members of the organization are retained for optimal productivity levels. The study emphasized the need for firms to take a leading role in employing appropriate avenues to preserve its best workforce. If this is not observed, the organization will face greater challenges in the days ahead with regards to attaining its objectives.

The study of Namusonge, Kabare and Kagwira evaluated the variables under study in seclusion, hence the motivation for the current study. In addition, Odunga (2011) while highlighting the importance of enthused workforce pointed out that globally, firms are on toes to get the best work force in terms of capabilities and competencies. He further eluded that the work force is in a similar pool and hence organizations that have not laid down plans for its workforce are finding it an uphill task to attract competent and motivated workers. It's therefore a central motivating factor for the research findings

from the study being carried out that will shade more light on the importance of a motivated work force.

Waiyaki (2017) indicated that occupation consummation is a satisfying and or affirmative emotive position ensuing from the evaluation of workers' work familiarity. Profession contentment among teachers is very decisive to the long lasting progression of any educational structure from a global view. There is need for the Teachers Service Commission to try to find for ways and modalities of appealing and maintaining teachers in the teaching profession.

Cross (2017), pointed out that enormous political interference in the appointment of school managers adversely affects the teacher's satisfaction since the right procedures are not followed and hence hindering qualified teachers from being promoted to the managerial positions. This may lead to lack of upward mobility in the profession and leads to job dissatisfaction.

Nyaboga, Bosire & Ajowi, (2016) observed that workers' demands are ever changing given that the business dynamics are not static. The workforce is on demand for better payment of salaries due to the services they offer institutions of learning and other organizations they rent their services to. In addition, the population in the world is changing as time goes by. Organizations need to be informed about the emerging issues in the demographic conditions of the people. For an organization to work better, it should recognize the emerging issues in the society. The welfare of the workers has to be handled well for them to optimize their performance levels. The roles they play will determine the direction of the whole organization.

As noted by Nyakongo (2015), for policy formulation, the study endorsed that the administration of public schools should formulate internal motivation policies for enhancing commitment to task performance, the government to formulate policies that

are geared towards improving the general working conditions in public schools to facilitate superior job performance.

Nyagaya (2015) carried out an empirical research on the issues effecting teacher's status of assignment and satisfaction in state owned primary schools in Kayole, Kenya. The research showed that reward and compensation influenced positively teaching fraternity with regards to responsibility fulfillment. From the empirical findings, working conditions alongside lack of adequate school materials and equipment to aid in learning, which resulted to teaching fraternity not happy with their roles and responsibilities whilst in school. The weekly workload was also found to affect teach and compliment while on duty.

Empirically, George, Louw and Badenhorst (2016) while surveying on consummation at work place among teachers in South Africa of black origin, resolved that factors like security of workforce and that of learners were rated as important on matters to do with job satisfaction. Teachers would want to seek for safety while on duty. On the list of priorities of the teachers according to the research findings was the element of collegiality at work place and issues surrounding personal life of the teachers while at place of work. The study highlighted the importance of having a suitable environment at work place. Teachers prefer a favorable work environment which primarily takes care of their security.

Michailova and Husted (2017) noted that even though teachers are motivated by the fact that the students have excelled in their exams, reward and compensation system is key. Past studies show that teacher characteristics and how they behave is significantly affected by decisions regarding compensation and reward systems including the decision to generally either train as a teacher or the decision to stay in a school as well as and the resolution to remain in or leave the teaching profession (Baird, 2013).

In a study of Clardy, A. (2013) stated that without an organized controlling system, there is little chance of ensuring that the decisions made will be legitimate, fair, unassailable and precise. Rahmat *et al.*, (2017), who did a study on how school performance is influenced by teacher motivational factors in a survey done in state owned schools in Ethiopia. The study, which was mediated by means of job satisfaction showed a statistically substantial progressive correlation between motivation of teachers, satisfied jobs and productivity of institutions of learning. The study on conclusion noted that demotivated teachers would lead to dissatisfaction at work place. This was exhibited through withdrawal behavior, high rates of turnover and absenteeism.

As noted earlier, Nyakobo (2017) skewed the mind towards things that inspire learning in state owned schools in Kisumu County which included regular promotions, job-related training and generally good working conditions were seen to have affirmative consequence on enhancement of productivity of teachers in schools. The outcomes implied that good motivational system enhances teaching fraternity productivity in Kenya. As noted by Malik, Muhammad *et.al.* 2017) reward administration can affect job consummation and employees administrative assurance.

The same view was held by Menges, Tussing, Wihler & Grant (2017) as highlighted that extremely high wage intensifications does not necessarily result to improvement in performance per se and as such how organizations frame their reward procedure defines their achievement. It is imperative to put in consideration that a high employee rate of leaving the organization has a deleterious consequence on their productivity and to speak the least, it has a bearing on the organization as a whole. Shields, (2017) concurs that remuneration for performance is one of the documented practices of management. Almost all recompense policies comprise of enticement and additional benefit schemes in order to motivate employees' performance of individuals by recompensing them.

If the organization does not give better compensation and reward scheme and other due benefits to its employees, such an institution will not be able to reach the anticipated

status in optimal productivity desired by firms arising from the performing workforce. The process of selection is vital to procedures organizations use to arrive at the required employee levels and without which if it's not looked at carefully, firms might not hit the targets set in form of the vision and mission statements (Armstrong & Taylor, 2018). Shields, (2017) concurs that remuneration for performance is one of the documented practices of management. Almost all recompense policies comprise of enticement and additional benefit schemes in order to motivate productivity of workforce individually by recompensing them.

Performance of organizations is enhanced when the composition of the work force has the required competency and skills levels. The skilled and competent employees will align themselves to the organization objectives which are expressed in the mission and vision statements. In view of this, the process of getting the right candidates through recruitment of prospective employees is critical. The employer in most cases does not adhere to the laid or written policies on how many years a teacher should work or stay in one job group before he is moved to the next, neither do they follow clear procedures supposed to be used in doing the same. This has become more serious where some teachers stay in one job group or even retire before they become anything better than a being a teacher taking care of a class. Profession contentment among teachers is very decisive to the long-lasting progression of any educational structure from a global view. There is need for the Teachers Service Commission to try to find for ways and modalities of appealing and maintaining teachers in the teaching profession Cross (2017) and Lee *et al.*, (2017), pointed out that it is absurd to maintain within mass education the objectives of a system designed for the education of the elite. A few years ago, holding a University degree or secondary education qualifications assured students a certain social status, with the corresponding remuneration. One of the effects of present-day mass education is the impossibility of guaranteeing all students a job commensurate with their qualifications. The change also affects levels of motivation the teacher can expect and utilized in his/her students. Nowadays employment would make nonsense of this kind of reasoning. Many of those who teach have to cope with this uncertainty by pointing out

that circumstances have indeed changed, thus making redundant their desire to work objectives, which no longer correspond to the circumstances existing in the society today.

#### **2.4.2 Leadership Practices**

According to Ear, (2017), Leadership is a situation where the management interact with lower cadre employees freely in which the person in charge uses different mechanisms to have the followers do what is to be accomplished in the ever-changing demands of the organization that is basically expressed in the mission and vision statements. The leadership parameters showcased in the empirical study is that the leader ought to carry a mantle of encouragement, make proper decisions and equally be responsible. Therefore, leadership is merely where the one in charge puts the followers in the right path in attainment of the desires of the institutions expressed in form of vision and mission statements. To begin with, a leader provides direction in which the organization should take and puts in place things that an organization has to accomplish in a bid to realization of its dreams. Secondly, in the words of Kishton and Widaman (2017), team spirit embracement and sharing of duties in organizations stirs up performance in the required direction and in itself is the noble responsibility of the one who is in charge.

Numerous empirical findings have pointed out that a leader provides direction in which the organization should take and puts in place things that an organization has to accomplish in a bid to realization of its dreams. Secondly, in the words of Kishton and Widaman (2017), team spirit embracement and sharing of duties in organizations stirs up performance in the required direction and in itself is the noble responsibility of the one who is in charge.

Russel (2018), all policies are a matter of group discussion, decision and leader participation. Every team member's participation counts and the fundamental aim of workers being part and parcel in coming up with the required policies and programs that

can guide the school in the required direction as far as deciding on the fate of the goals is concerned.

Russell, (2018) debates that through proper engagement of work force in the organization; the productivity will be up scaled. It is one of the best methods for a leader to engage the followers in the required direction which is a dream of any given organization. When employees are working as a team, the end result is not just to maximize productivity but it also shows the coordination in the shared values which is a dream on oneness and togetherness, normally a desire for any business.

In the recent past years, leaders have involved themselves in another emerging form of management as an aspect of workforce direction in the establishment. There is need for an up to task leadership that embraces the ideas and aspirations of the firm in realization of its existence. As highlighted by Rosenbach, being in charge is vital to offer the required direction to meet the concerns of the firm given the emerging business environment from a global perspective. A leader has to be repeatedly in touch with subordinates to realize the dreams of firms. The relationships with the followers have to be handled with the required attention to avoid conflicts and other hindering blocks in the realization of the dreams of organizational existence. Numerous discussions and debates word over on the vital role leadership does on performance has gained a lot of ground from a global scene.

It is a sole responsibility of those in charge to offer direction as far as organizations vision and mission are concerned. The leaders need to proactively engage the normal employees in decision making and be in front to offer solutions in times of grievances and misunderstanding in the organization. When one is delegated a responsibility, they tend to engage their best competencies in accomplishing it and thus leading to achievement of organizational goals. The ideas will be freely shared across different cadres in the organization, which is basically one of the best approaches to realize the dreams of firms. Plainly speaking, this now implies that leaders who have been

bestowed with authority from the owners of the organizations are better placed to decide the direction their firms will take whether in the right route or in the wrong one (Rosebach, 2018).

An organization is an open system which has human capital that is entrusted with entrepreneurial responsibility in organizing the factors of production to have the required resources and materials in place in the process of production. In the words of Chua, Basti and Hassan (2018), it is the obligation of those bestowed with the management of the establishments to coordinate the work force and ensure followers have what it takes towards achievement of the dreams of the organization.

Rahmat, Ramly, Mallongi and Kalla (2019), point out that the organization require the standards that are ethical all round and observation of the procedures and regulations put in place by the governing bodies. For an organization to function well, leaders have a key role to ensure the dreams of the firms are accomplished. As already mentioned initially, past research show that motivation aspects which included regular promotions, in-service training and generally good working conditions were seen to have a constructive end product on enhancement of productivity of teachers in schools. The outcomes implied that good motivational system enhances workforce productivity in state owned secondary schools in Kenya.

As noted by Malik, Muhammad *et.al*, (2017) reward administration can distress job consummation as well as workforces' organizational assurance. A similar mawkishness is also shared by Menges, Tussing, Wihler & Grant (2017) as highlighted that extremely high wage intensifications does not necessarily result to increased productivity and as such how organizations frame their reward procedure defines their achievement. It is imperative to put in consideration that an enhancement in employee figures leaving the organization at any given point leads to an undesirable concern on worker productivity and the organization as a whole. Shields, (2017) concurs that remuneration for performance is one of the documented practices of management. Almost all recompense



policies comprise of enticement and additional benefit schemes in order to motivate productivity of workforce individually by recompensing them. Maina and Waithaka (2017) indicate that delegation of duties and responsibilities is one of the best practices of leadership.

Good leaders in an organization must be able to handle a wide variant of issues that can in essence become the wound that contributes to the collapse of the organization. For a leader to be prepared, they must have a strong stance of what the core values of leadership entail as well as be able to use those values in not only to envision a successful future but to equally set the proper tone to follow an appropriate path to that future. Along the way, leadership will be encountered by a multitude of obstacles that will have to be properly dealt with in order to achieve success (Chua, Basti & Hassan,2018).

Rahmat, Ramly, Mallongi and Kalla (2019), posit that by the fact that one is a leader, they are bestowed with the responsibility of ensuring that the members of the organization have taken the best direction in the achievement of the set goals. The management need to proactively participate in enhancing the norms and believes of the workforce. The world is experiencing changes in the social behavior of people and therefore the leaders have to be ready with solutions required to address any changes that might arise. The organization is fully dependent on how the management will exercise their leadership competences. The workforce depends on the direction they receive from their superiors. The same ideology was from by Goddey (2017) who noted that the management needs to engage different kinds of administration styles when handling encounters that may cause friction to the welfare of the workforce. The study was done in Nigeria and specifically in schools. The researcher noted further that school heads have problems that were administrative in nature in the course of their work. The study put a recommendation to the management to engage the best approach of handling problems and grievances from time to time. The study noted that there is no single way of handling issues within the organization.

Mazaki (2017), quotes Abraham Maslow's theory of motivation and personality which provides guidelines to which extent subordinates accept delegated responsibility. According to the theory, all people have a self-esteem need which encompasses a aim to have an organization with stability and strong base. All policies are a matter of group discussion, decision and leader participation. Every team member's participation counts and the fundamental aim of staff or work force participating in making decisions amount to the achievement of democratic input into an organizations decision making.

Jonathan (2016), argues that worker's participation in making decisions is the result of a interlink of various issues concerning the organization, the nature of decisions and the desirables and preferences of those involved in deciding the kind of route to take. The two definitions agree that the opinions, attributes, preferences and interests of all the company stakeholders are important to a manager in a bid to achieve organization goals.

The workers in the organization need to take an active role in the implementation of what the management has assigned them. By assigning responsibility and granting authority, managers incur certain management obligations as follows; they encourage delegated workers to present their ideas and plans on how to achieve desired results. Moreover, they provide continuous guidance and support to achieve results. Consequently, when granted authority, workers ought to accept the granted authority. Each and every worker in the organization has to fulfill the obligations they are owed to carry out in the organizations.

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is clearly understood; secondly, providing sufficient freedom of action to the teacher and means of carrying out the responsibility. Thirdly, establishing sound communication procedures between the head teacher and the teacher for consultation and coordination and lastly, correcting mistakes and praising progress.

Numerous empirical findings have pointed at the connection of human capital management and democratic leadership as the best ways to achieve optimal productivity in firms (Hatford, Carey & Mendonca, 2017). Bordia, Irmer and Abusah (2017) noted that where there is decentralization of authority, the teams have affirmative outcome on time management and suppleness. According to Makhamara (2017), all policies are a matter of group discussion, decision and leader participation. Every team member's participation counts and the fundamental aim of workers being part and parcel in coming up with the required policies and programs that can guide the school in the required direction as far as deciding on the fate of the goals is concerned.

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It is a sole responsibility of those in charge to offer direction as far as organizations vision and mission are concerned. The leaders need to proactively engage the normal employees in decision making and be in front to offer solutions in times of grievances and misunderstanding in the organization. An organization is an open system which has human capital act as a link in providing the required entrepreneurial competencies in organizing the factors of production to have the required resources and materials in place in the process of production. In the words of Chua, Basti and Hassan (2018), leaders need to engage workers in doing what they are expected to do to meet the expectations of the entire organization.

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Maina and Waithaka (2017) indicate that delegation of duties and responsibilities is one of the best practices of leadership. When one is delegated a responsibility, they tend to engage their best competencies in accomplishing it and thus leading to achievement of organizational goals. The ideas will be freely shared across different cadres in the organization, which is basically one of the best approaches to realize the dreams of firms. Plainly speaking, this now implies that leaders who have been bestowed with authority from the owners of the organizations are better placed to decide the direction their firms will take whether in the right route or in the wrong one (Rosebach, 2018).

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Jonathan (2016), argues that worker participation in making decisions is the result of a interlink of various issues concerning the organization, the nature of decisions and the desirables and preferences of those involved in deciding the kind of route to take. The two definitions agree that the opinions, attributes, preferences and interests of all the company stakeholders are important to a manager in a bid to achieve organization goals. The leadership in organizations have the responsibility of ensuring the subordinate workers are given necessary support to accomplish their roles and responsibilities. By assigning responsibility and granting authority, managers incur certain management obligations as follows; they encourage delegated workers to present their ideas and plans on how to achieve desired results. Moreover, they provide continuous guidance and support to achieve results. Consequently, when granted authority, workers ought to accept the granted authority. For optimal performance in organizations, the employees in junior cadres need to take an active role in finding solutions to the problems they face while working.

Karimi and Kitonga (2017), sees delegation of responsibility to involve; determining the readiness, know-how and willingness of the teacher to take up the job by ensuring the objective to be achieved is clearly understood; secondly, providing sufficient freedom of action to the teacher and means of carrying out the responsibility. Thirdly, establishing sound communication procedures between the head teacher and the teacher for consultation and coordination and lastly, correcting mistakes and praising progress. Good leaders in an organization must be able to handle a wide variant of issues that can in essence become the wound that contributes to the collapse of the organization. For a leader to be prepared, they must have a strong stance of what the core values of leadership entail as well as be able to use those values in not only to envision a successful future but to equally set the proper tone to follow an appropriate path to that

future. Along the way, leadership will be encountered by a multitude of obstacles that will have to be properly dealt with in order to achieve success.

Karimi and Kitonga (2017), gave some steps to be followed when one wants to assign duties to employees in junior position. Firstly, the junior employees need to be aware of the assignment they are given in order for them to work better. The junior officer in addition should be given the necessary support they require as they carry out the assignment. In addition, there is need for the managers to monitor what the juniors are doing and offer them the necessary support they will need while implementing the delegated responsibility. This should be done in a democratic and free engagement approach to do away with negative attitude that can cause friction in the organization.

In a study carried out by Andrews and Farris (2007) found that employees who do not participate in making policies concerning the day to day management of an institution are more productive. The study equally reinforces the fact that creativity among employees scaled upwards immediately the management started to their employees concerns and asked for their input from employees into issues concerning their work. Andrews and Gordon (2000) also pinpoints that negative feedback from the management prevents creativity among the workers. Democratic working surroundings permit work to prompt and bring forth their views regarding the issues affecting their roles and responsibilities in the organization. This will enable them to participate in policy formulation and contribute to coming up with solutions that will see the organization work as a team and hence enhance its overall performance.

Similarly, Obama, Akinyi and Aluko (2017), sort to examine secondary schools performance in KCSE exams in Homa bay County Kenya. From the empirical survey, it was proven how student's KCSE performance was affected by the style of headship of the school principals. Based on the empirical evidence arrived at, the study noted that the kind of leadership practices exercised by the school administrators in Homa bay County were not favorable to both the students and teachers and hence they were

negatively contributing to the poor performance exhibited in KCSE performance in the county. Other similar findings were observed by Goddey (2017), who observed that leadership of the principals in Emohua area of River State in Nigeria significantly affected students' performance. The study narrowed to the relationship between performances of students alongside style of leadership of the school principals. The findings showed that different styles of leadership totaling to ten were being used by the principals in managing the schools in Nigeria. Those styles of leadership generally affected how duties were being discharged in school in terms of administrative functions.

In another study, Wachira, Gitumu and Mbugua (2017), on how school administrator's headship styles affect instructors' work outcomes in state owned secondary schools in Kieni West Sub County. They concluded leaders carry out various styles of management. The researcher also highlighted compassionate leadership style playing an integral role in performance of workforce. Agreeing to Maritz (2005) and Bass (2017) past studies have showcased that if leaders do well they inspire the followers to follow their footsteps. Most organizations that do well in the emerging business circumstances, most employees copy what the leaders do as highlighted by Kouzes and Posner (2017).

Karimi and Kitonga (2017), leaders need to delegate some duties to the followers for ease of coordination of responsibilities across the organization. This needs to be done and practiced as a cultural believe for the organization to succeed. By assigning responsibility and granting authority, managers incur certain management obligations as follows; they encourage delegated workers to present their ideas and plans on how to achieve desired results. Moreover, they provide continuous guidance and support to achieve results. Consequently, when granted authority, workers ought to accept the granted authority. Lower cadre employees ought to remain loyal to their leadership for optimal productivity.



In a study carried out by Andrews and Farris (2007) found that employees who do not participate in making policies concerning the day to day management of an institution are more productive. The study equally reinforces the fact that creativity among employees scaled upwards immediately the management started to their employees concerns and asked for their input from employees into issues concerning their work. Andrews and Gordon (2000) also pinpoints that negative feedback from the management prevents creativity among the workers.

In organizations where democracy is embraced workers feel free to share issues affecting them with the management and this in return creates a culture that is favorable for the success of the organization. If sharing of challenges that works go through is not encouraged, organizations will not be in a position to meet its desired objectives. Similarly, Aluoch (2017), sort to examine secondary schools performance in KCSE exams in Siaya County Kenya. From the empirical survey, it was proven how student's KCSE performance was affected by the style of headship of the school principals. Based on the empirical evidence arrived at, the study noted that the kind of leadership practices exercised by the school administrators in Siaya County were not favorable to both the students and teachers and hence they were negatively contributing to the poor performance exhibited in KCSE performance in the county. Other similar findings were observed by Goddey (2017), who observed that leadership of the principals in Emohua area of River State in Nigeria significantly affected students' performance. The study narrowed to the relationship between performances of students alongside style of leadership of the school principals. The findings showed that different styles of leadership totaling to ten were being used by the principals in managing the schools in Nigeria. Those styles of leadership generally affected how duties were being discharged in school in terms of administrative functions.

In another study, Wachira, Gitumu and Mbugua (2017), on how school administrator's headship styles affect instructors' work outcomes in state owned secondary schools in Kieni West Sub County. They concluded leaders carry out various styles of

management. The researcher also highlighted compassionate leadership style playing an integral role in performance of workforce. Agreeing to Maritz (2005) and Bass (2017) past studies have showcased that if leaders do well they inspire the followers to follow their footsteps. Most organizations that do well in the emerging business circumstances, most employees copy what the leaders do as highlighted by Kouzes and Posner (2017).

Karimi and Kitonga (2017), assigning duties to junior employees is very healthy for a learning organization. It is important for the leadership to appreciate the importance of delegating duties and responsibilities to optimize productivity; secondly, providing sufficient freedom of action to the teacher and means of carrying out the responsibility. Thirdly, establishing sound communication procedures between the head teacher and the teacher for consultation and coordination and lastly, correcting mistakes and praising progress.

Separately, Nyamboga *et.,al* (2017) monocratic leadership style was associated with negative effect on learner's performance in KCSE exams. The research advocated for school principals to exercise democratic and all involving dispensation of roles in organizations. This would promote mutual understanding among the team members and this will act as an inspiration to heighten good performance of at Kenya's KCSE exams.

### **2.4.3 Training Practices**

Jaworski, et al., (2018), in his research noted that performance of organizations can be boosted by developing employees through training. Employees who are trained will work well and in return accomplish the goals of their organization. They will have a feeling the firm appreciate their being around the organization. The researcher postulates that motivated employees will aim at achieving their optimal productivity. In the process of developing employees through training, they appreciate and come in contact with dynamisms of business emerging changes. They will compete favorably with other players in different organizations within the industry. In addition, properly trained

employees will come in terms with changes in technology, restructuring and reengineering changes within the organization and in the end; it increases their chances of accomplishing what the organization wants to achieve (Kiruja & Mukuru, 2018).

Development of work force through relevant training strategies has remained an important factor that enhances employee performance. Pool and Pool (2017) noted that with an effective development and training policies in place, the work force will feel motivated to do better. Donate and Guadamillas (2017) argue that employee improvement is a fundamental backer to a profitable stratagem grounded on emergent academic capital. The researcher postulates that motivated employees will aim at achieving their optimal productivity. In the process of developing employees through training, they appreciate and come in contact with dynamisms of business emerging changes. They will compete favorably with other players in different organizations within the industry. This includes taking steps to ensure that the investment is done in informed risks that will not expose the entire organization. In addition, according to Billet (2018), training has a significant role in enhancing organizational objective since it takes critical consideration of employee welfare. Development of employees through training to improve their skills to accomplish current roles better and thus leading to overall improved organization performance.

As echoed by Suttorn (2017), the relationship between employees and their managers has an overall impact on the productivity of the organization. Management is expected to be in direct control of the day to day operations of the business. This includes taking steps to ensure that the investment is done in informed risks that will not expose the entire organization. The managers who are not provided by the required tools for management struggle on their way out to meet the expectations Gupta (2017), Employees who are trained will work well and in return accomplish the goals of their organization. They will have a feeling the firm appreciate their being around the organization. The researcher postulates that motivated employees will aim at achieving their optimal productivity. In the process of developing employees through training, they

appreciate and come in contact with dynamisms of business emerging changes. They will compete favorably with other players in different organizations within the industry as noted by Kiruja and Mukuru (2018). Development of work force through relevant training strategies has remained an important factor that enhances employee performance.

As noted by Baskerville and Dulipovici (2018) human resource managers have the responsibility of designing relevant programs for enhancing competency to make employees learn and achieve ability, skills, and knowledge about their responsibilities. Employees should be trained periodically with the understanding that they form the backbone of organization.

In the process of developing employees through training, they appreciate and come in contact with dynamisms of business emerging changes. They will compete favorably with other players in different organizations within the industry. In addition, properly trained employees will come in terms with changes in technology, restructuring and reengineering changes within the organization and in the end; it increases their chances of accomplishing what the organization wants to achieve (Chung & Ho, 2017).

Chung and Ho (2017) training programs that are formulated should accompany the needs of the employees in an organization. This is import and to boost their morale and hence will see them excel in their respective goals. Implementation of the training programs will improve on the productivity of the employees. Through training, employees will experience cohesiveness and bonding will be increased at the work place. Muller (2017) contributes that the relationship between employees and their managers has an overall impact on the productivity of the organization. Management is expected to be in direct control of the day to day operation of the business. This includes taking steps to ensure that the investment is done in informed risks that will not expose the entire organization as echoed by Suttorn (2017).

Empirical research pursued to conclude the effect of developing workforce through training on work force in state owned secondary schools in Kenya. Employee training is an important factor of productivity of establishment. According to Sung (2017) improvement denotes to official learning, work familiarities, associations and valuations of disposition and capabilities that aid workers carry out effectually in their present or future jobs and firm. Donate and Guadamillas (2017) argue that employee improvement is a fundamental backer to a profitable stratagem grounded on emergent academic capital.

Muller (2017) contributes that the relationship between employees and their managers has an overall impact on the productivity of the organization. Management is expected to be in direct control of the day to day operation of the business. This includes taking steps to ensure that the investment is done in informed risks that will not expose the entire organization as echoed by Suttorn (2017).

Through training, employees feel a sense of belonging since they see themselves as being inseparable part the entire organization and hence it enhances organizational performance (Colwell, 2016). In addition, training has a significant role in enhancing organizational objective since it takes critical consideration of employee welfare. Cross (2018) affirms that, for the workforce to achieve attain their full potential and deliver the results, institutions of learning is expected to create stratagems that will enable them compete favorably at the national examination level. Some schools recognize and hence regard personnel as an important human capital and asset to the organization to succeed. People in an organization therefore can either make it to succeed or fail. If the employees are not contended, through structured plans of how to ensure they are motivated, the organization might be leading to failure. Therefore, the organization has to design formulae of how to ensure personalized achievements are realized and in return help the firms to attain its long term desires. Sang (2018), noted that employees lose control of their roles and responsibilities and when the organization stops to take into consideration their contributions to the overall objectives. The study further reveals

that any organization that creates a culture of appreciating the role played by the employees will attract them and retain them and thus will have an opportunity of keeping motivated and best performers in the organization.

Kiruja & Mukuru, (2018) observes that despite employing already experienced employees, it is important for the organization to continuously engage workers in programs aimed at enhancing their hands on experiences. The employees will appreciate the steps taken in terms of being developed and hence in the end, it promotes productivity. Baskerville and Dulipovici (2018) reported that the objectives of the 8.4.4 system were put in place adequate intellectual and practical abilities as a propelling factor in coping with the challenges of life in rural as well as urban areas.

However, the system was rushed for implementation before proper groundwork and preparations were done. The teachers who were expected to implement it were not trained and the necessary facilities like the workshops for technical subjects, home Science rooms, laboratories for science oriented subjects and libraries were not either build or poorly equipped. This made it very difficult for the teachers to teach without these facilities while others were forced to improvise them. This made the teaching very challenging resulting to low morale among the teachers. As a result the system failed to achieve its objectives.

Abdulrasheed and Bello (2016), noted that under-management is one of the reasons why organizations do not meet its expectations and is common where institutions perform below their expectations. The managers who are not provided by the required tools for management struggle on their way out to meet the expectations. Gupta (2017), pointed out that cohesiveness statistically and significantly affect performance of the entire organization.

They noted from their findings that work environment and team cohesiveness directly influence the expected levels of performance in organizations. Their study further

highlighted the importance of performance assessment as being part of science of managing workforce that enhances employee productivity in general. Training of employees on the other hand will ensure that the workforce has the required skills. Through training, employees feel a sense of belonging since they see themselves as being inseparable part the entire organization and hence it enhances organizational performance (Colwell, 2016). In addition, training has a significant role in enhancing organizational objective since it takes critical consideration of employee welfare. According to Billet (2018), development of employees through training to improve their skills to accomplish current roles better and thus leading to overall improved organization performance.

One important tool that has been developed by the Teachers Service Commission is the appraisal system that is well tailored to monitor the performance of teachers both in curricular as well as co-curriculum levels. The Teacher Appraisal Performance Development (TPAD) tool aims to ensure that students experience effective teaching. The appraisal system incorporates both accountability as well as performance targets that are supposed to be realized by all teachers. The outcomes that are received from teacher appraisal systems serve various purposes. These purposes include salary progression as well as improvement of the professional services. The academic results that a student gets in class either motivates or demotivates the employees in tremendous ways. Good performance in national examinations by students has the tendency to boost self-esteem of the teacher and this translates to better delivery. It is undeniable that good performance at the school level enhances teamwork among employees as well as teacher and student discipline (Teachers service Commission, 2017).

#### **2.4.4 Work Environment Practices**

According to Rahmat, Ramly, Mallongi & Kalla, (2019) work environment is the actions in form of interactions that affect the management of the organization. The surrounding in organizations keeps on shifting because of emerging changes in the global business

world. In the field of teaching, general working conditions can be quite ideal. In fact, the working conditions of teachers, including the convenience of most school hours and living environment have always contributed to the appeal of the teaching profession. However, there are myriad pitfalls to the working conditions which prospective teachers must consider (Buford, 2018).

According to Ahmed and Schroeder (2018), work environment denotes to the existence of a link between the organization and the general workforce in which they carry out their duties. Conditions at work place therefore are key intrinsic and extrinsic factors that have a greater impact on how employees get motivated and perform. The workers need the required skills through training and development to efficiently and competently execute their duties (Donate & Guadamillas, 2017). The environment at work place is important because majority of the employees spend over fifty percent of their time working as noted by HartFord (2017). Generally, enhanced organization performance is contributed by better working environment. If the office and general sitting environment is good, the workforce feels wanted and in the end, it boosts their performance (Bate and Robert, 2018).

When workers carry out their roles and responsibility in an environment that appreciates their views, they tend to perform better and at the end the performance of the organization is enhanced. Workers who regard the organization as one that takes care of their needs will eventually be productive. In a study of Clardy (2013) stated that without an organized controlling system, there is little chance of ensuring that the decisions made will be legitimate, fair, unassailable and precise.

According to Valentine, (2017), reward systems and recognition have been identified by institutions of learning and employers as a pertinent tool in motivating employees in an institution. Kaufman (2017) noted that reward systems are the clearest ways leadership of an institution communicates to its employees regarding where the organization is and where it wants to go and how it will lead to its destination. Teachers need to be



motivated and reinforced in their career if they are to execute a quality job in schools. Hardford (2018) pointed out that educational administrators in schools should apply administrative theories in carrying out their administrative tasks. When the application of these theories is neglected, the results may be made manifest through strained relationships between the head, inefficiency in the pre-current and use of resources and consequently poor academic performance are likely to occur and thus may affect teachers' motivation.

This is very important in ensuring that all employees are moving in the same direction in the organization while they carry out their day to day duties. This should be the norm and routine of any organization that values its workforce and one that wants to achieve its objectives and goals which are clearly spelled in its mission and vision statements. The performance of personnel in an organization is subjective to the way they are evaluated and rewarded by the management.

Andrews (2017), debates the issue of delegation of responsibility to involve; determining the readiness, capability to carry out designated assignments and being and the general willingness of the teacher to take up the job by ensuring the objective to be achieved is clearly understood; secondly, providing sufficient freedom of action to the teacher and means of carrying out the responsibility. Thirdly, establishing sound communication procedures between the head teacher and the teacher for consultation and coordination and lastly, correcting mistakes and praising progress.

Andrews and Farris (2007) established that workers taking part in making the required resolution concerning the day to day management of an institution are more productive. The study equally reinforces the fact that creativity among employees was higher when managers puts in consideration the views raised by the juniors in the organization and working together to establish long lasting decisions that are required for proper working Andrews and Gordon (2000) also pinpoints that negative feedback from the management prevents creativity among the workers.

Democratic working surroundings permit work to prompt their views while at the same time contributing to both formulation and implementation of different strategies necessary for the organization to perform which creates a sense of ownership to work and process decisions. This enables individual employee and the organization at large to improve performance. When workers carry out their roles and responsibility in an environment that appreciates their views, they tend to perform better and at the end the performance of the organization is enhanced. The individuals feel wanted in the firm and thus they will feel they are part of the team and their individual contribution is recognized.

Maritz (2005) and Bass (2017) point out that a leadership that appreciates other players in the organization is encouraged. The organizations that meet their predetermined goals do well in instilling positive values to the employees. As pointed out by Kouzes and Posner (2017) leadership will attain the status of efficiency if they encourage the followers to accomplish their goals from an individual perspective. According to Bock (2017) leadership is the most central trait for defining organizational productivity.

In addition, Odunga (2011) while highlighting the importance of enthused workforce pointed out that globally, firms are on toes to get the best work force in terms of capabilities and competencies. He further eluded that the work force is in a similar pool and hence organizations that have not laid down plans for its workforce are finding it an uphill task to attract competent and motivated workers. It is therefore a central motivating factor for the research findings from the study being carried out that will shade more light on the importance of a motivated work force. Dynamics in the operation of the organizations provides direction on how organizations need to engage the workforce differently to acquire the desired ambitions. This will provide an upper hand for the organizations to know what inspires the workers and in the process be in a position to improve their productivity. In summary, identifying and having knowledge about these could help improve performance of workforce at the place of work to enable the organization acquire a competitive edge in the industry. In a study of Clardy, A.

(2013) stated that without an organized controlling system, there is little chance of ensuring that the decisions made will be legitimate, fair, unassailable and precise.

According to Valentine, (2017), reward systems and recognition have been identified by institutions of learning and employers as a pertinent tool in motivating employees in an institution. Reward systems are the clearest ways leadership of an institution communicates to its employees regarding where the organization is and where it wants to go and how it will lead to its destination. This is very important in ensuring that all employees are moving in the same direction in the organization while they carry out their day to day duties. This should be the norm and routine of any organization that values its workforce and one that wants to achieve its objectives and goals which are clearly spelled in its mission and vision statements. The performance of personnel in an organization is subjective to the way they are evaluated and rewarded by the management (Kaufman, 2017). They farther assert that traditionally, most reward and recognition programs were not based on clear policy guidelines but they were repeatedly given as feedback from the top management on what they feel is adequate enough to motivate the employees for exceptional performance.

In a separate study, Masinde, Kwasira and Cheruiyot (2017), did a research on how employee retention affected by the scientific approach to the management of people in learning institutions in Nakuru town. From the data analyzed, the study noted some schools experienced high employee turnover due to recruitment and placement done by the Kenya Teachers service commission which is done annually. Working environment, employee development, guidance and counseling and style of leadership were variables under research. The teaching fraternity in private secondary schools in Nakuru town totaling to 400 were the study population. Empirically, the study used questionnaires as primary tool that aided in the information generation. The process of analyzing data was done using scientific software of modeling constructs and the conclusions were précised in cross tabulations and figures. The study revealed that remuneration topped on the list as having an uppermost influence on employee retention with an  $r$  of 0.61. In other

words from the findings, 61 percent of employee commitment was influenced by remuneration. Other variables under study namely working environment and employee commitment were also found to influence positively on employee commitment.

In conclusion, it was recommended that private schools ought to proactively engage in creating relevant employee development systems of work to enhance performance of schools. Moreover, the study noted the need to improve on the working conditions of the workplace namely the offices, structures and general classroom environment as well as compensation and reward system. The study further recommended the need to have an open and interactive leadership in place to attract and retain employees.

Mazaki (2017), the affairs of workers have a direct connection to the productivity. In institutions of learning, teachers have to be allowed to form unions and participate in activities that will address their issues. This was as a result of the empirical survey done in Uganda and more precisely at Bugisu location. If teachers are offered additional benefits to their work like for example food in schools or housing, they tend to concentrate on their roles well. They stop worrying about what they will eat at lunch time or where they will sleep in the evening. The rest of their energy will solely be dedicated to improve on the levels of student scores and better their results. Those in charge of school administration should consider giving the employees in learning institutions conducive working environment to enhance performance.

According to Chua, Basti, and Hassan (2018) giving workers meals and accommodation is an important factor in enhancing productivity. It is the prerogative of the Management to devise for ways and means of how the establishment will have a favorable environment which will act as an inspiration for the workforce better their performance and in return make the institution acquire a competitive edge over other organizations offering the same services. This will make the organization to remain competitive. Working conditions are important in the organizational realization of the set goals.

Mbunya (2016) noted that if members of staff are inspired, they will definitely work well. They will feel they are part of the entire great team. These are some of the reasons why firms have gone in to improve the welfare of workers. These were some of the findings generated from field in an empirical research in Kenya specifically in Machakos.

Yet in another study, Mbogo (2015) investigated the influence of working conditions and noted how workers are encouraged in fulfilling surrounding among members of the teaching fraternity in Nembure Division, Embu West District. The study concluded that rewards motivate the teacher to perform better as indicated by 72.7 % of respondents.

Jones (2017) sought to establish how classroom composition affected learning outcomes in Ugandan primary schools. The study revealed that a classroom compositional factor such as class size had little influence on learning outcomes to justify stand-alone policy interventions. But this study focused on pupil learning outcomes using test score data for over 250,000 children. The present research was more focused on scientific approach of managing people in organizations and how it enhances their productivity.

Bate and Roberts (2018) school environment has to inspire teaches to accomplish their duties. Teachers need to be motivated and reinforced in their career if they are to execute quality job in schools. Hardford (2018) pointed out that educational administrators in schools should apply administrative theories in carrying out their administrative tasks. When the application of these theories is neglected, the results may be made manifest through strained relationships between the head, inefficiency in the pre-current and use of resources and consequently poor academic performance are likely to occur and thus may affect teachers' motivation.

Carribbean Community Secretariat (2017) observed that if the workers are given the required teaching materials, it can result into increased motivation and thus the required attitude is enhanced. Learning institutions need to be properly equipped to enable

teachers work better. In such cases the teacher is left to teach without essential facilities and where possible forced to improvise in order to make learning effective. This becomes more difficult especially in the teaching of technical subjects and science subjects, which are even compulsory in the Kenyan education system. This affects performance of the students and also demoralizes the teacher.

Okonkwo and Obineli (2011) job satisfaction is very important and is one of the aims human beings desire to fulfill while still alive. Hence working environment is critical for all workers. Workers spent most of their time in organizations. The organization need to take a leading role in establishing best approaches and go out of its way to ensure the surrounding is conducive and encouraging them to work there. If the organization is not keen on employee affairs, it will be a tall order to realize its dreams in totality. Teachers need to be paid well otherwise they will lose the meaning of working hard to accomplish the objectives of the organization yet their personal life is not taken care of. On teacher motivation Matoke, Okibo and Nyamongo (2015) established that the environment of teaching stands in as one of the basic factor in enhancing productivity of teachers in schools.

Baskerville and Dulipovici (2018) reported that the objectives of the 8.4.4 system provide learners with the required learning equipment for hands own experiences to be in a better place to handle the ever changing emerging issues in the business world. However, the system was rushed for implementation before proper groundwork and preparations were done. The teachers who were expected to implement it were not trained and the necessary facilities like the workshops for technical subjects, home Science rooms, laboratories for science oriented subjects and libraries were not either build or poorly equipped. This made it very difficult for the teachers to teach without these facilities while others were forced to improvise them. This made the teaching very challenging resulting to low morale among the teachers. As a result the system failed to achieve its objectives.

Hallet et al., (2018) further found that teachers did not enter the profession for the money, but rather the intrinsic satisfaction of working with children. Yet, when they left the profession, teachers reported low pay as the second reason for leaving following the lack of efficacy. The combination of discovering teaching both in terms of difficult and financially unrewarding discourages longevity in the profession, citing reasons of job dissatisfaction. They further found that high beginning salary levels attracted more able individual into teaching and that higher average salaries reduced teacher turnout rates. Cross and Baird (2018), note that if a job is motivating the employee, it leads to happiness and hence the worker feels life is complete since they will have accomplished they needs.

Hardford (2018), noted that the management style that encourages employees to form teams and have group cohesiveness need to be encouraged in organizations given the emerging issues around firms. If participative discussions in establishing sources of group conflicts are not appreciated, the work force may end up performing poorly. There is need to encourage workers to perform better through application of existing philosophies and schools of thought that advocate for team cohesiveness and togetherness.

Lope-Cabrales and Valley (2017), workers spend most of their time in the organizations. It is evident that over seventy percent of the time in a day of a normal worker is within the organization. There is need to have sufficient working space and conducive environment for all employees in the organization. Matters related to office space, availability of chairs, tables and general cleanliness of the employee offices need to be observed. This will motivate employees to spent more time in the organization and at the end optimize performance.

University of Arizona Life Work Connections (2017) treating workforce with dignity is expected from management. Employees who are satisfied will work well hence improve their delivery levels. In case there are issues affecting their roles and responsibilities,

those in superior positions need to act as fast as possible to ensure the solutions are established in a collaborative manner. Employees working in organizations need to be aware of the challenges the firms are facing and be in a position to know how they will participate in finding best solutions to the problems they encounter. The employees need to be reminded what they are expected to do from time to time. Superiors who are open with their subordinates will encourage the junior ones for smooth running of the institution.

#### **2.4.5 Employee Performance**

Different researchers agree to the fact that there is no one definition of the term performance. In view of this, in general terms, performance of organizations is seen in terms of efficiency of machinery, levels of work force productivity accomplish the set aspirations better than other players in the same industry. According to Bohlander and Snell (2017) performance of entities involves processes ranging from identification of employees who have the required competencies, motivating workers, having employees who are committed, development of employees through training, compensation schemes, capital investments, technological know-how, capital intensity, culture, and employee relations strategies. In the words of Armstrong (2018), performance is regarded as the overall development of individuals in the organizations with a view of optimizing the firm's productivity.

From time immemorial, organizations had not set any standardized measures of optimal performance and thus performance could have meant anything from consistent punctuality, assisting other departments, recording exemplary performance in national examinations or even having a good attitude. According to Edvardsjon (2018), things have changed in current Institutions. In the contemporary world, institutions of learning now understand the great benefits that can be realized by incorporating rewards, conducive working conditions, motivation, school culture and performance in their educational objectives. For organizations to meet the objective that are desired,



compensation and reward system is critical and thus should be employed as one of the firm's strategies (Edwardsjon, 2017). Some organizations regard performance in terms of profits generated annually, shares in the market, flexibility in operations among other views.

## **2.5 Critique of Existing Literature**

Empirically, employee Performance is perceived as an ongoing process of making employees to understand how important they are in meeting the objectives of the organization. It answers question on how the workforce will be involved in meeting the demands of the organization that is normally set as the aspirations and pronounced in mission and vision statements.

Aminuzzaman (2017) in Bangladesh noted that if workers are not given the required attention, it becomes difficult for organizations to meet its demands because the work force is the engine in the whole process of production. Organizations therefore need to balance all aspects concerning the employees. Those in leadership have a greater responsibility to ensure that the management encourages junior employees in lower cadres to improve on their individual productivity levels.

Organizations had not set any standardized measures of optimal performance and thus performance could have meant anything from consistent punctuality, assisting other departments, recording exemplary performance in national examinations or even having a good attitude. According to Edwardsjon (2018), things have changed in current Institutions. In the contemporary world, institutions of learning now understand the great benefits that can be realized by incorporating rewards, conducive working conditions, motivation, school culture and performance in their educational objectives.

## 2.6 Research Gaps

Sang (2018) notes that public secondary schools are operating in an ever changing environment which affects the overall performance of the schools and even is seen as a threat to their existence. In Kenya, the infrastructure of public secondary schools is poor and underdeveloped and there is an acute shortage of teachers. As a result, the schools have not subsequently provided the necessary education services to the students. The number of studies and empirical research findings has been growing since late last century. Despite this increase in documented empirical findings, however, our knowledge on what really influences employees to work effectively in the elementary institutions or secondary schools is still not adequate. Majorly this is occasioned due to the fact research on schools and workers is very little and documented (Collings, Mellahi & Cascio, 2017). Some evidence has started coming up from the last century on the issues affecting workers and how motivation can be used to enhance productivity though most of them have focused on primary schools and County Governments (Hall et al., 2017). Furthermore, the issues of the effects of employee performance were hardly addressed in earlier research. It is evident that the attitude of employees towards work can make them work better. How workers relate with each other at the work place and in relation to other employees as well as leadership styles inherent in an institution and motivation can either motivate or less motivate teachers in performance of the their teaching responsibilities.

Recent empirical studies for instance Rahmat, (2017); Hardford (2018); Kilika et al. (2017) & Thiriku & Were (2017) showed that motivation of school workers had a direct connection to the improvement in the general performance of Schools in their KCSE examinations. Separately, KIPPRA (2017) also proved not sufficiently connected to issues regarding qualifications, compensation and reward schemes and responsibilities performed. In addition, an empirical researches by Maina, Namusonge and Karanja (2017); Maina (2017); Sang (2017); Waiyaki, (2017); Obama and Aluko (2017); Ondieki and Mbura (2017); Ngari (2017);Nyamboga, Gwiyo and Waweru (2017);

Makokha and Namusonge (2017); have unsuccessfully examined variables of this study in higher institutions of learning for instance colleges and universities.

Makhamara (2017), posit all policies are a matter of group discussion, decision and leader participation. Every team member's participation counts and the fundamental aim of staff or work force participating in making decisions amount to the achievement of democratic input into an organizations decision making. Jonathan (2016), argues that worker participation in making decisions is the result of an interlink of various issues concerning the organization, the nature of decisions and the desirables and preferences of those involved in deciding the kind of route to take. The two definitions agree that the opinions, attributes, preferences and interests of all the company stakeholders are important to a manager in a bid to achieve organization goals.

Karimi and Kitonga (2017), by assigning responsibility and granting authority, managers incur certain management obligations as follows; they encourage delegated workers to present their ideas and plans on how to achieve desired results. Moreover, they provide continuous guidance and support to achieve results. Consequently, when granted authority, workers ought to accept the granted authority. Work force have to maintain a high level of responsibility and be made aware that they need to report to their seniors about the progress of the assignments they are undertaking. This will ensure a direct line of authority that is important for the organization to accomplish its aspirations. Karimi and Kitonga (2017), assigning duties to junior employees is very healthy for a learning organization. It is important for the leadership to appreciate the importance of delegating duties and responsibilities to optimize productivity; secondly, providing sufficient freedom of action to the teacher and means of carrying out the responsibility. Thirdly, establishing sound communication procedures between the head teacher and the teacher for consultation and coordination and lastly, correcting mistakes and praising progress.

Separately, Nyamboga *et.,al* (2017) monocratic leadership style was associated with negative effect on learner's performance in KCSE exams. The study advocated the

school heads to proactively engage the workers through transformative methods to heighten and better results at Kenya's KCSE exams.

## **2.7 Summary**

This chapter reviews the relevant literature and the considerable discussion on human resource management practices. In the reviewed literature, a conceptual framework has been proposed to conceptualize or represents the relationships among variables in the study and shows the relationship diagrammatically. Independent variables such as motivational, leadership, training and work environment practices used in the study are deemed to be the key human resource management practices because they are the most reviewed by scholars in the literature.

On the other hand, the study has adopted employee performance in public secondary schools in Kenya as dependent variable. Equally, the study has reviewed literature relating to the independent variables and how it influences employee performance in public secondary schools. For example, the views and empirical positions from surveys carried out denotes the underlying importance of motivation of the work force with regards to overall attainment of goals of the organization. It has been mentioned that such factors that make an employee motivated are as follows though not conclusive enough; development of workers through training, compensation and reward standards among other factors have been highlighted to perform a key role in making an employee to be motivated and the end result being optimal performance.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

Under this section, we have a detailed approach of how the research was undertaken. Given that the nature of the study was empirical in nature, the section provides detailed summary of how it was done. The details are as show cased in the successive subdivisions. The summary of how the study participants were arrived at is also provided. The methodology employed in carrying out the inquiry is explained in the later section.

#### **3.2 Research philosophy**

The purpose of research philosophy is the creation of knowledge (Sefotho, 2015). On the other hand, research philosophy assists the study to build knowledge on what he believes in (Saunders, Lewis & Thornhill, 2009). There are three forms of epistemological philosophy namely; realism, positivism and interpretivism (Scotland, 2012). However, this study adopted positivism by believing on theories already reviewed in the literature before research justification findings of testable hypothesis (Cooper & Schindler, 2014). This is because the entire study focused on objectivity and restricted to the gathering and analysis of data to ensure that conclusions are measurable and identifiable. Also, the philosophy used to examine the relationship between human resource management practices and employee performance in public secondary schools in Kenya. The choice of philosophy is based on the fact that it hypothesises the study and made it possible to generalize the study findings.

### **3.3 Research Design**

This study made use of a mixed approach in collecting the required information for the study. The mixed research design is a type of research carried out with the aim of relating characteristics of variables in its position. Mixed research design employs various design approaches to obtain statistics that labels existing occurrences (Kothari, 2017). It involves gathering, analyzing and assimilating of both numerical and non numeric data. The integration of qualitative and quantitative methods provides an enhanced having an informed opinion about the research problem than either of each alone. The method endeavors to highlight attitudes, values, preferences, exact perceptions and the way of reasoning to establish and denote how information is arrived at and enable the survey process to describe characteristics concomitant with population under study. The use of the approaches in a collective style enabled the survey to discover associating characteristics using diverse constructs in one study. Therefore the two approaches are important to understand association of performance of the entire organization with regard to motivation of the work force.

This research espoused measurable method since data was captured once questionnaires were received from the respondents. The instruments were analyzed using the standard arithmetical tools. This approach was used to measure the affiliation the science of managing people and their productivity levels.

### **3.4 Target Population**

As quoted by Kothari (2017), it refers to whole group of items, people and things under study from which the researcher makes generalization of the results. It is an all-inclusive collection of personages, measures or bits and pieces with similarities. The study targeted the management and teachers of state owned secondary schools in the 5 counties namely Bungoma, Trans-Nzoia, Kakamega, Vihiga and Busia. These are the persons in the institutions who provided the information required for the empirical

exercise. The study population in public secondary schools encompassed Education county director’s office and Principals. Table 3.1 show target a total of 23,147 teachers from all the 5 counties in western Kenya.

**Table 3.1: Target Population**

County	Public institutions	Target Population
Bungoma	365	5900
Tranzoia	283	4751
Kakamega	397	6851
Busia	185	3365
Vihiga	175	2750
Total	1380	23147

### **3.5 Sampling Frame**

The selected secondary schools that took part in the survey formed the sample frame. The sampling frame for the teachers took part in the study was provided by their school principals from each school using written permission to carry out research. The devised method empowered the investigator to come up with a realistically adequate stratified arbitrary sample, where each participant from the teaching fraternity had an equal probability of being part of the sample.

### **3.6 Sampling Technique and Sample Size**

As noted by Mugenda and Mugenda (2003), it is practical and time saving to get a fewer research participants to be involved as participants in the research as a sample which is predetermined part of a numerical populace where characteristics are studied to achieve an inquiry into the large group. The study sought data from the Public Secondary Schools pertaining to the science of managing populace.

The study used data from the research participants in each of the mentioned levels of management and employees within the state-owned secondary schools in the region. In addition, pursued raw information from all the subdivisions within the state-owned secondary schools was acquired. This study adopted stratification sampling method by classifying respondents in group's method. The population was divided into standardized subcategories and a sample randomly taken from each category. The sub group included the County director's office, Principal and Teachers of the public secondary schools. Kombo and Tromp (2006) recommend a range in size of 10 percent to 30 percent of the group is satisfactory for survey.

Therefore the sample sizes of 5 counties were identified to take part in research. Therefore the study used 393 employees who were randomly designated from all the partaking schools and spread proportionally within the five counties namely Bungoma, Kakamega, Tranzoia, Vihiga and Busia. The counties were selected owing to the proximity of the investigator to carry out the survey. This reduced the cost of carrying out the research and saved time.

### **3.6.1 Sampling Technique**

The research utilized both purposive and putting respondents in group's procedures in selection of the sample size. The school principals were single-minded in choosing the sample to participate in the study. The teaching fraternity Public secondary Schools in the five Counties remained clustered according to their counties.

### **3.6.2 Sample Size**

The study used recommendations made by Yamane and Krejcie and Morgan who suggested their methods in 1967 and 1970 respectively to arrive at the smaller group that represented the whole. The sample was randomly selected from the entire teaching fraternity.



$$n = \frac{N}{1 + N(e)^2}$$

given

n –Size of representation

N – Total populace

e - error limit( 5% or 0.05)

$$n = \frac{23147}{1 + 23147(0.05)(0.05)}$$

$$n = \frac{23147}{1 + 57.8675}$$

$$n = 393$$

Table 3.2 shows the respondents for this study from five counties

**Table 3.2 Study Sample**

County	Public Secondary schools	Target Population	Sample Size
Bungoma	365	5900	100
Tranzoia	283	4751	80
Kakamega	397	6851	116
Busia	185	3365	54
Vihiga	175	2750	43
Total	1380	23147	393

Table 3.2 shows a sample size of 393 respondents which comprised of 393 teachers of secondary schools in the five counties.

### **3.7 Data Collection Instruments**

Research instruments refer to the techniques, materials and resources used to collect information (Zikmund, et al., 2013). In this study questionnaire were used to collect data of both independent, moderating and dependent variables. The questionnaires were preferred because it enabled to collect a large sample data and was friendly to the respondents.

#### **3.7.1 Primary Data**

Empirical information was gathered through questionnaires and interviews, (Kothari, 2017). Questionnaire helped arrive at classified information from research participants. They are regarded as best in gathering information from situ and first hand. Questionnaires helped in gathering information from many respondents who were in nature busy for instance administrators, superintendents, staffs are preoccupied with activities in the school setting. Therefore, the teachers were able to walk through the questionnaires at self-expediency. This helped the study to get the facts about the topic under study in the shortest time possible. The instrument was distributed into

subdivisions A, B, C, D, E and F. Subdivision A covered information on background characteristics of respondents, section B covered motivational practices, section C had leadership practices, section D, training practices, E had information on work environment practices while section F had information on employee performance.

### **3.7.2 Secondary Data**

Existing records in schools aided in arriving at how schools performed in the period of the study. This was collected through analysis of past school KCSE exams for the last 8 years (from 2011 to 2018).

### **3.8 Data Collection Procedure**

Empirically, statistics, which is merely data collected for the first time was used. According to Kothari (2010), primary information is statistics which is poised a new and has never been in existence hence happens to be unique in composition. First the study sought permission from the university, where an introductory letter by the Jomo Kenyatta University and the approval of NACOST. Structured and semi regulated questionnaires were used. The questionnaire was formatted to contain information regarding the matters under discussion. It was meant to answer the specific objectives of the survey.

### **3.9 Pilot Study**

Pilot study is also referred to as testing on a small size of a similar group. It is a process involving issuance of the questionnaires to a smaller number collection of standardized respondents to fill. The reasons behind piloting are to check whether the survey is able to get the feedback required regarding the issues raised in the research. In this study, 30 respondents in the teaching fraternity from secondary schools in Kisumu County were used. The central aim of doing this was to check areas that required some improvement

on the questionnaire for instance order of questions and so on. They were issued the second time after carrying out the required corrections.

### **3.9.1 Validity**

This is the magnitude to which the survey tools perform what they are required or purported to measure (Kishton & Widaman, 2017). Validity concerns tolerability of the tools in this case, the study ought to have enough questions to arrive at a conclusive end. In this study, the questionnaires were checked for validity and included the expert's opinion that is supervisors and other experts from school of human resources management to ensure they are going to cover the required information and that the statements they contained addressed the study intentions.

### **3.9.2 Reliability**

Tools are deemed reliable if the degree of consistency is derived from subsequent tests (Mugenda & Mugenda, 2017). In an empirical inquiry, reliability constant is normally calculated to ascertain the percentage of consistency. Cronbach Alpha test of 0.7 and beyond depicts consistency in the research instruments (Mugenda & Mugenda, 2017).

Cronbach's alpha is a degree of within itemized evenness, in other words, it refers to how close the connected portions are to the entire group. It is well-thought-out to be a degree of scale consistency. If the value of alpha is high, it depicts proper consistency and the reverse is true. Cronbach's alpha is a subject derived from the population as shown below:

$$\alpha = \frac{N \cdot \bar{c}}{\bar{v} + (N - 1) \cdot \bar{c}}$$

Given that

N – Meant quantity of subjects under study,

C-bar is the normal inter-itemized variance among constructs

V-bar matches the normal inconsistency.

The study used Cronbach Alpha of measurement value to ascertain the steadfastness of research instrument. For the research instruments to be reliable, the Cronbach Alpha of coefficient attained was to be above the recommended 0.7 in social sciences (Cronbach, 1951). The results of piloting gave out the value of the Cronbach Alpha coefficient as 0.832 for all the questionnaire items. This meant the instruments were reliable given that the value attained was above the recommended in social sciences.

### **3.10 Data Analysis and Presentation.**

Scrutiny of information gathered enabled investigation to summarize the key essential features and relationship of data to make assumptions and establish patterns of correlates and specific resultants. The completed questionnaires were checked for consistency to ensure they capture the right information before feedback could be processed. qualitative and quantitative techniques aided in analyzing data. The data unruffled from interviews and questionnaires was analyzed descriptively to infer meaningfully dispersal of dimensions of the phenomena under research. This involved using percentages and frequency distribution. The presentation of findings assumed the American Psychology of Association (APA) style in tabulating the findings. Multiple regression models form fitted the study to statistically ascertain whether the independent construct (motivation, training, and leadership style as well as work environment) affect the dependent variable (employee performance) as represented in the regression equation below.

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

Where

$Y$  = Indicator of Performance of employees

$\beta_0, \beta_1, \beta_2, \beta_3, \beta_4$  – are regression coefficients to be estimated

$x_1$  = Motivational Practices

$x_2$  = Training Practices

$x_3$  = Leadership Practices

$x_4$  = Work Environment Practices

$\varepsilon$  = Disturbance term

Measurement of variable and definitions, as noted in Table 3.3 was vital for the research.

**Table 3.3: Definition of variables and how they were measured.**

Variable	Indicator	Measurement Test	Measurement Tool
<p>Motivational Practices</p> <p>Refers to interior and exterior factors that arouse aspiration and dynamism in people to be repeatedly fascinated and dedicated to a job and will continuously be determined to attain that goal (Chung &amp; Ong, 2017).</p>	- Promotions	Numeric scale	Simple regression
	-Staff welfare	Parametric	$A = \beta_0 + \beta_1 X_1 + \epsilon$ Where A=Employee performance $X_1 =$ Motivational practices $\beta_0 =$ y intercept $\beta_1 =$ Beta coefficient value for motivational practices
	-Rewards		
	-Remuneration		
	-Achievement oriented	Numeric scale	Reject $H_0$ if $\beta_1 \neq 0$ at $p \leq 0.05$ Simple regression
<p>Leadership Practices</p> <p>A superintendent's way of giving bearing to the team they oversee, instigating plans and choice making procedures in their daily undertakings (Park &amp; Shaw, 2017).</p>	-Participative	Parametric	$A = \beta_0 + \beta_2 X_2 + \epsilon$ Where A=Employee performance $X_2 =$ Leadership practices $\beta_0 =$ y intercept $\beta_2 =$ Beta coefficient value for leadership practices Reject $H_0$ if $\beta_2 \neq 0$ at $p \leq 0.05$
	-Supportive		
	-Directive		

Variable	Indicator	Measurement Test	Measurement Tool
Training Practices Institutions' activity aimed at refining employee competency levels to heighten their proficiency and efficacy. Also referred to as learning (Dessler & Tan, 2017).	<ul style="list-style-type: none"> <li>-Conducting training need analysis</li> <li>-Personal and career Development</li> <li>-In-service training</li> </ul>	Numeric scale	Simple regression
		Parametric	$A = \beta_0 + \beta_3 X_3 + \varepsilon$ Where A=Employee performance X <sub>3</sub> = Training practices β <sub>0</sub> = y intercept β <sub>3</sub> = Beta coefficient value for Training practices
		Numeric scale	Reject Ho3 if β <sub>3</sub> ≠0 at p≤0.05 Simple regression
		Parametric	$A = \beta_0 + \beta_4 X_4 + \varepsilon$ Where A=Employee performance X <sub>4</sub> = Work Environment β <sub>0</sub> = y intercept β <sub>4</sub> = Beta coefficient value for work environment Reject Ho4 if β <sub>4</sub> ≠0 at p≤0.05
Work Environment: Refers to circumstances in which a worker or employee in the organization works including but not limited to such things as conveniences, physical conditions, degree of well-being of danger, anxiety and clamor levels (Dessler & Tan, 2017).	<ul style="list-style-type: none"> <li>-Teaching and Learning resources</li> <li>-Working conditions</li> <li>-Work load</li> </ul>		



### **3.10 Diagnostic Tests**

In most statistical analysis, there are several variables that relate to each other in a single study. Diagnostic tests are therefore critical in establishing the association that occurs among the constructs. In this study, the researcher undertook various tests including; sampling normalcy and adequacy, heteroscedasticity, multicollinearity, autocorrelation and linearity tests as discussed below;

#### **3.10.1 Normality**

In the words of Kothari (2001), Bartlett's and Kaiser-Meyer-Olkin tests normalcy in data distribution and spread. The range of values for the KMO test is between 0 and 1. If the values are close to 1, say they are above 0.5, the information is deemed to be generally strewn. In addition, if the values are less than 0.5, then such data is categorized as being skewed which means it is not normally distributed. For analysis to involve the use of regression, data ought to be normally distributed.

#### **3.10.2 Heteroscedasticity**

When interpreting gathered information for empirical evidence over a certain phenomenon, the test is important to point at the predictability of the constructs under study. The test is critical to establish out how the variables coexist with each other.

#### **3.10.3 Multicollinearity**

The study tested for several connections in a linear existence by checking on the variance in the model. Good tests should not be multicollinear.

#### **3.10.4 Autocorrelation**

The study used Watson statistic to test for association in the research. The test is important since it helps test for the existence of a series of association of residues from

an investigation that appreciates the use of modeling like in the case of regression. The Durbin- Watson has values from 0 to 4. A good sample should not be auto correlated.

### **3.10.5 Linearity**

The study tested for linearity of data using univariate analysis to identify the determinants of effective disposal, the bivariate to establish the relationships among the determinants and multivariate to derive a model and validate it. The variables under study ought to be linearly related in order for the research to qualify the use of regression model.

### **3.11 Testing of Hypotheses**

Given in Table 3.4, the null hypotheses of the study were verified and decision rule done as described.

**Table 3.4: Testing of Hypotheses**

Hypothesis	Hypothesis test	Decision rule
H <sub>01</sub> : Motivational practices does not have a statistically significant effect on worker productivity in Public secondary schools in Kenya.	Pearson zero order coefficient (Beta test) H <sub>0</sub> : $\beta = 0$ H <sub>A</sub> : $\beta \neq 0$	Rejected H <sub>01</sub> was rejected because p-value $\leq 5\%$
H <sub>02</sub> : Leadership practices do not have a statistically significant effect on employee performance in Public secondary schools in Kenya.	Pearson Constant (Beta test) H <sub>0</sub> : $\beta = 0$ H <sub>A</sub> : $\beta \neq 0$	Rejected H <sub>02</sub> was rejected because p-value $\leq 5\%$
H <sub>03</sub> : Training practices does not have a statistically significant effect on employee performance in Public secondary schools.	Karl Pearson's zero order constant (Beta test) H <sub>0</sub> : $\beta = 0$ H <sub>A</sub> : $\beta \neq 0$	Rejected H <sub>03</sub> was rejected because p-value $\leq 5\%$
H <sub>04</sub> : Work environment practices doesn't have a statistically significant effect on employee performance in state owned secondary schools.	Pearson Constant (Beta test) H <sub>0</sub> : $\beta = 0$ H <sub>A</sub> : $\beta \neq 0$	Rejected H <sub>04</sub> was rejected because p-value $\leq 5\%$
	Reject H <sub>0</sub> if p-value $\geq 5\%$	
	Reject H <sub>0</sub> if p-value $\geq 0.05$	
	Reject H <sub>0</sub> if p-value $\geq 5\%$	
	Reject H <sub>0</sub> if p-value $\geq 5\%$	

## CHAPTER FOUR

### RESEARCH FINDINGS AND DISCUSSION

#### 4.1 Introduction

This chapter presents the findings of the study and makes reference to relevant research to support the findings of the study. The findings include demographic information about the sample, results obtained from the descriptive statistics for the human resource management practices, correlations between the human resource management practices and significant statistical differences between the performances in public secondary schools in Kenya. In general, analysis was conducted using regression model. Lastly, an overview of the results obtained in the study are presented and discussed in this chapter.

#### 4.2 Response Rate

In the survey carried out 393 questionnaires were supplied to the respondents, 360 questionnaires were correctly filled and surrendered back. This converted to a return value of 91.6 percent. This was well thought-out to be a very consistent rate for generalization of the study discoveries from the time when conferring to Zikmund *et al.*, (2010), who opined that having at least seventy percent of the research instruments being returned is good enough and stands the test for empirical statistics.

**Table 4.1: Response rate**

Response rate	Sample size	Percentage (%)
Returned questionnaires	360	91.6
Un-returned questionnaires	33	8.4
Total	393	100

### 4.3 Pilot Results

To regulate the consistency of the outcomes, Cronbach's alpha association constant was generated at 5% significant intermission for each and every constructs under the research. Total association constant was computed as 0.752, which specified that the consistency level for the items was 75.2 %. In the words of Fraenkel and Wallen (2000), an empirical inquiry with at least 70% is suitable for further analysis. Therefore, Table 4.2 depicts how the study showed the actualized and permitted level of consistency among constructs.

**Table 4.2: Reliability analysis**

<b>Construct</b>	<b>Items</b>	<b>Alpha constant (<math>\alpha</math>)</b>
Motivation practices	7	0.760
Leadership practices	6	0.800
Training practices	5	0.780
Work Environment practices	9	0.750
Overall	27	0.7725

### 4.4 Demographic Information

The study had several questions regarding the background information from the respondents namely; gender, time of life bracket, maximum education level and working know-how of the respondents. The analysis was as offered in the succeeding subcategories.

#### 4.3.1 Gender of the Respondents

Empirically, a sizeable number of 56.4 percent were male whereas 43.6 percent of research participants were female. From Table 4.3, the research finding depicted a good representation of both gender at schools with each gender having at least 30% representation which is in line with the new Constitution of Kenya.

**Table 4.3: Gender Representation**

<b>Gender</b>	<b>Frequencies</b>	<b>Percentage</b>
Female	203	43.6
Male	257	56.4
	360	100

#### **4.4.2 Age bracket of the Respondents**

The respondent age bracket in years as summarized in Table 4.2, 25.9 % of the research participants were between ages 21-30 years, 28.1% were between 31-40 years. Moreover, 25.2% of the respondents were aged between age 41-50 years while 20.8 % of research participants were aged 51 and over years of age. From Table 4.4, there is a clear indication that majority of the respondent were between age 31-40 years as shown.

**Table 4.4: Age of the Respondents**

<b>Age</b>	<b>Rate</b>	<b>Percentage</b>
21- 30	93	25.9
31-40	102	28.1
41 –50	90	25.2
50 and over years	75	20.8
Total	360	100

#### **4.4.3 Highest Level of Education**

Summary of results on level of education was summarized in Table 4.5. From the results, 25 percent had diploma, 64.2 percent had degree and the remaining 10.8 percent had masters' degree. None of the research participant had PhD education status.

**Table 4.5: Education level**

<b>Qualification</b>	<b>Frequency</b>	<b>Percentage</b>
Diploma	90	25.0
Degree	231	64.2
Masters	39	10.8
Total	360	100.0

#### **4.4.4 Respondent's experience**

The outcome of the research on experience of research participants was summarized in Table 4.6. From the findings, 26 research participants had involvement of 1 to 5 years, 75 had worked for 6 to 10 years, and 211 respondents had worked for 11 to 20 years while the remaining 48 had experience exceeding 20 years. Majority of the research participants worked exceeding 10 years as teachers in public secondary schools.

**Table 4.6 Work Expertise of Respondents**

<b>Years of Experience</b>	<b>Frequency</b>	<b>Percent</b>
1 to 5	26	7.2
6 to 10	75	20.8
11 to 20	211	58.6
Over 20	48	13.4
	360	100

#### **4.5 Descriptive Results**

The section presents descriptive data findings on motivational, leadership, training and work environment practices and frequencies from the response generated from the field

in state owned secondary schools in Kenya. Table presentations highlight important facts about the research.

#### **4.5.1 Descriptive Statistics Results of Employee Motivation Practice**

The study pursued to determine the effect motivation on productivity of teaching fraternity in state owned secondary schools. The outcomes are obtainable in a 5 point numeric scale where, S.A was an abbreviation for strongly agree, agree abbreviated A, unbiased abbreviated as N, disagree (D,) while strongly disagree abbreviated as S.D while and T meant total. All these statements were highly rated by respondents with a mean above 4 as indicated in figure 4.6.

The respondents were similarly enquired to respond whether employee reward systems in place have enhanced overall employees' performance. The distribution of the outcome disclosed that 45.5% of the participants approved the question, 44.7 percent of them agreed, and 0.0% of the participants were neutral, 1.8 percent of them disagreed while 7.6% of the participants strongly disagreed to the question. Mean of the response was 4.4127 and standard deviation was 0.4531. These findings inferred that the employee reward systems in place have enhanced overall employees' performance.

The respondents were asked just in case motivation from the management has enhanced the performance of employees. The spreading of the outcome showed that 51.3% of the participants strongly approved, 45.8% of the participants agreed, and 0.0% of the participants were not sure, and 0.0 % of the participants disagreed while 2.9% of the participants strongly approved the question. Having an average of 4.4838 and a normal deviation from the mean of 0.3815, these findings meant that the Motivation from by the management has enhanced my employee performance.

The participants in research were further asked whether annual targets are always achieved by workers. The distribution of the responses indicated that 7.0 % of the participants strongly approved the question, 14.0 % of the participants approved, 38.0



percent of them were not sure while 19.0 % of the participants and 22.0 % of the participants disapproved strongly and disagreed to the question correspondingly. Given an average of 3.2933 and deviation from the mean of 0.8807 inferred that most of the participants in research were undecided whether the annual targets are always achieved by employees.

The respondents were further asked whether the management focuses on worker enablement at least once in a year. The spread of the responses showed that 33.4% highly approved the statement, 55.5% agreed, 9.2% were not sure, 0.0% of the respondents disagreed while 1.8% of the participants highly disapproved to the question correspondingly. Given an average of 4.4204 with a deviation from the mean of 0.9024 implied that the management does not focus on employee enablement once in a year.

The participants in the research were asked if the management of the establishments encourages employee recognition. The spread of the outcome indicated 21.0 % strongly approved the question, zero percent of them approved, 16.0 % were undecided; another 18.0 % disapproved the question while 45.0 % of the participants in the research strongly disapproved to the statement separately. These findings revealed that management of organizations does not appreciate recognition.

In reference to Cross (2017), for an organization to prosper in terms of goal attainment, the workforce play a vital role. The organization ought to offer better compensation and rewards to the workforce as a prerequisite for the business to have an economical edge over other within the same industry. If the welfare of the employees is not taken seriously, the organization might not achieve high levels of productivity from the workforce.

Wihler & Grant (2017) highlighted that extremely high wage intensifications does not necessarily result to increased productivity and as such, how organizations frame their reward procedure defines their achievement. It is imperative to put in consideration that

if employees leave the organization too fast, then that has a negative consequence on worker productivity and the organization as a whole. Shields, (2017) concurs that remuneration for performance is one of the documented practices of management. Almost all recompense policies comprise of enticement and additional benefit schemes in order to motivate productivity of workforce individually by recompensing them.

Motivated workers can carry out any roles and responsibilities assigned to them by the management (Scarborough, 2017). The kind of duties and responsibilities they are assigned can make employees inspired to work better. The jobs done by the employees will dictate the direction of the organization and hence in the long run accomplish the set objectives.

The respondents were further asked if the management emphasises achieving set targets. The spread of the outcome indicated 7.0 % highly approved the question, 43.0% of them agreed, 26.0 % were not sure, 12.0 % of the participants disagreed while another 12.0 % of participants highly disregarded to the question singly. Given the average value of 3.2933 with deviation from the mean of 0.8807 meant that management emphasises on achieving set targets.

The current research findings are expressed in a similar voice with that of Rahmat et al., (2017), who empirically did a study on how school performance is influenced by teacher motivational factors in a survey done in secondary institutions of learning in Mogadishu. The study, which was mediated by job satisfaction showed a statistically substantial progressive correlation between teachers who are motivated, satisfied jobs and academic performance of schools. The study on conclusion noted that less motivated teachers would lead to dissatisfaction at work place. This was exhibited through withdrawal behavior, high rates of turnover and absenteeism. Motivation and organizational productivity are very important factors that greatly influence the organization achievement and realizations. If alterations happen in external surrounding, it therefore becomes crucial for an institution to embrace emerging issues because it might motivate

it to gain an edge over other institutions. Therefore, skilled and competent employees are assets that are needed most in a school (Chung, 2017). A good compensation and reward system need to consider those practices. Okonkwo and Obineli (2011) noted that teaching fraternity in schools are not motivated due to poor compensation and reward schemes. If employees in any organization are paid well, they will in return work better since they will be motivated. The case is not different for teachers in schools given that if the salaries are good, they will improve on the content delivery. On teacher motivation Matoke, Okibo and Nyamongo (2015) established that for productivity of the teachers to be enhanced, the conditions of the teachers are subject for consideration.

Unless the organization gives better salary, rewards and due benefits to its employees, such an institution will not be able to reach the anticipated status in optimal productivity desired by firms arising from the performing workforce. The process of selection is vital to procedures organizations use to arrive at the required employee levels and without which if it is not looked at carefully, firms might not hit the targets set in form of the vision and mission statements (Armstrong and Taylor, 2018). Shields, (2017) concurs that remuneration for performance is one of the documented practices of management. Almost all recompense policies comprise of enticement and additional benefit schemes in order to motivate productivity of workforce individually by recompensing them.

Performance of organizations is enhanced when the composition of the work force has the required competency and skills levels. The skilled and competent employees will align themselves to the organization objectives which are expressed in the mission and vision statements. In view of this, the process of getting the right candidates through recruitment of prospective employees is critical. The employer in most cases does not adhere to the laid or written policies on how many years a teacher should work or stay in one job group before he is moved to the next, neither do they follow clear procedures supposed to be used in doing the same. This has become more serious where some teachers stay in one job group or even retire before they become anything better than a being a teacher taking care of a class. Profession contentment among teachers is very

decisive to the long lasting progression of any educational structure from a global view. There is need for the Teachers Service Commission to try to find for ways and modalities of appealing and maintaining teachers in the teaching profession (Cross, 2017).

Another similar research finding was done by Nyakobo (2017), who carried out a research in Homa Bay County in Kenya specifically in schools within Rachuonyio Sub County. The research narrowed to motivation aspects which included regular promotions, in-service training and generally good working conditions were seen to have a constructive end product on enhancement of productivity of teachers in schools. The outcomes implied that good motivational system enhances workforce productivity in state owned secondary schools in Kenya. As noted by Malik, Muhammad et.al. (2017) reward administration can distress job consummation as well as workforces' organizational assurance. A similar finding is also shared by Menges, Tussing, Wihler & Grant (2017) as highlighted that extremely high wage intensifications does not necessarily result to increased productivity and as such how organizations frame their reward procedure defines their achievement. It is imperative to put in consideration that most workers who have the preference of leaving the organization for any given reason have a negative consequence on worker productivity and the organization as a whole. Shields, (2017) concurs that remuneration for performance is one of the documented practices of management. Almost all recompense policies comprise of enticement and additional benefit schemes in order to motivate productivity of workforce individually by recompensing them.

International Labor Organization (2017) fronts the idea that all workers to be subjected to standard procedures of compensation and reward schemes in organizations. If the organization wants to optimize productivity, they should consider aspects of having the employees being in possession of the necessary skills and competencies. In the teaching fraternity, there is need to review job groups often to encourage the teachers. This would boost their productivity. Du Pessi (2017) posits that salaries paid to workers can be used

to motivate them to work better. Workers spend most of their time in the organization when they are paid well. They will use the time to sharpen their personalized productivity levels and hence enhance performance of the organization.

In line with Cross (2017) who notes that people working as employees in the organization are the components that an organization cannot do away with easily. As long as the firms do not consider giving good pay to the workers, and other general accruing benefits to its employees, such an institution will not be able to reach the anticipated status in optimal productivity desired by firms arising from the performing workforce. If good strategies are put in place, organizations can source for competent work force to help it in accomplishing its objectives. The process of selection is vital to procedures organizations use to arrive at the required employee levels and without which if it is not looked at carefully, firms might not hit the targets set in form of the vision and mission statements (Armstrong and Taylor, 2018). The reasoning behind selection and recruitment process basically lays a strong foundation for prospective employees to be known well as an important entry requirement (Prasad, 2005). Armstrong (2018) notes that prospective employees are arrived at to ensure suitable candidates handle the right assignment in the organization. Despite coming up with the best strategy on human resourcing in the organization and participation of competent and up to task management team, recruitment processes put in place for implementation by different firms can meet challenges in the process of accomplishment of the plans.

**Table 4.7: Effect of Motivation Practices on worker productivity in schools**

<b>Statements</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>	<b>Mean</b>	<b>Std deviation</b>
Motivation has enhanced my service delivery	% 54.7	39.7	0	1.8	3.7	4.5209	0.61734
Employee reward systems in place has enhanced overall employees performance	% 45.8	44.7	0	1.8	7.6	4.4127	0.4531
Motivation from by the management has enhanced my employee performance	% 51.3	45.8	0	0	2.9	4.4838	0.3815
Academic performance of my students is satisfactorily	% 26.8	40.0	11.1	3.7	18.4	4.0802	0.7595
I always achieve my annual targets	% 7.0	14.0	38.0	19.0	22.0	3.2933	0.8807
The management motivates us Quarterly a year	% 33.4	55.5	9.2	0	1.8	4.4204	0.9024
The management motivates employees once a year	% 57.4	33.4	0	1.8	7.4	4.6015	0.5133

#### **4.5.2 Descriptive Statistics Results of Leadership Practice**

The participants in the research were also asked whether the headship of the establishment is continuously apt in making verdicts or responding to matters thus bringing fairness that enhances good employee performance. The distribution of the responses indicated that 3.0 % highly approved to the question, 31.0 % agreed, and 32.0 % were not sure, 23.0 % disregarded while 11.0% strongly disapproved to the question. Given the average value of 3.8712 with a deviation from the mean of 0.3791 implied that the headship of the establishment do not at all times speedy in making pronouncements or countering to concerns thus bringing fairness that enhances good employee performance.

Andrews and Farris (2007) established that employees who take part in making policies affecting the normal operations and management of an organization are more

productive. The research equally reinforces the fact that creativity among employees was higher when managers listened to their employees concerns and asked for their input from employees into issues regarding their duties and responsibilities. Andrews and Gordon (2000) also pinpoints that unenthusiastic response from the management prevents creativity among the workers. Democratic working surroundings permit workers to promptly air their views at work place, feel encouraged and in return are more productive as compared to those who are only given orders from those in superior positions.

The participants in the research were also asked whether the headship of the establishment offers good performance monitoring that enhances worker productivity. The spreading of the responses indicated that 11.0 % highly approved the question, 47.0 % approved, and 29.0 % were not decided, 3.0 % disapproved while 10.0 % strongly disagreed to the question. Given an average of 3.7912 with deviation from the mean of 0.7121 inferred that the headship of the organisation offers good performance monitoring that enhances employee performance. Agreeing to Maritz (2005) and Bass (2017) puts it clear that promising leadership is the best practice that should be observed always in organizations. This will inspire workers to optimize productivity. Organizations that do well copy what the leaders do as pointed out by Kouzes and Posner (2017). They further insisted that if the management is done well, the subordinates will also emulate and hence perform optimally. According to Kouzes & Posner (2017), the managers will be deemed successful if they can convince the junior cadre employees to accomplish organizational objectives using any management strategies.

In the voice of Bock (2017) leadership is the most central trait for defining organizational productivity. Clement and Croome (2017) noted that organizations should encourage the leaders to involve all the workers in setting up policies that affect their duties and responsibilities. This will encourage workers to do better and even transfer some work to their homes hence improving on their productivity. In the words of Russel

(2018), in the recent past years, leaders have involved themselves in another emerging form of management as an aspect of workforce direction in the establishment. There is need for an up to task leadership that embraces the ideas and aspirations of the firm in realization of its existence.

As highlighted by Rosenbach, being in charge is vital to offer the required direction to meet the concerns of the firm given the emerging business environment from a global perspective. A leader has to be repeatedly in touch with subordinates to realize the dreams of firms. The relationships with the followers have to be handled with the required attention to avoid conflicts and other hindering blocks in the realization of the dreams of organizational existence. Numerous discussions and debates world over on the vital role leadership does on performance have gained a lot of ground from a global scene. Russel (2018), all policies are a matter of group discussion, decision and leader participation. Every team member's participation counts and the fundamental aim of workers being part and parcel in coming up with the required policies and programs that can guide the school in the required direction as far as deciding on the fate of the goals is concerned.

Jonathan (2016), argues that worker participation in making decisions is the result of a interlink of various issues concerning the organization, the nature of decisions and the desirables and preferences of those involved in deciding the kind of route to take. The two definitions agree that the opinions, attributes, preferences and interests of all the company stakeholders are important to a manager in a bid to achieve organization goals.

Good leaders in an institution must be able to handle a wide variant of issues that can in essence become the wound that contributes to the collapse of the organization. For a leader to be prepared, they must have a strong stance of what the core values of leadership entail as well as be able to use those values in not only to envision a successful future but to equally set the proper tone to follow an appropriate path to that future. Along the way, leadership will be encountered by a multitude of obstacles that



will have to be properly dealt with in order to achieve success (Chua, Basti and Hassan, 2018).

It is a sole responsibility of those in charge to offer direction as far as organizations vision and mission are concerned. The leaders need to proactively engage the normal employees in decision making and be in front to offer solutions in times of grievances and misunderstanding in the organization. Shields, (2017) concurs that remuneration for performance is one of the documented practices of management. Almost all recompense policies comprise of enticement and additional benefit schemes in order to motivate productivity of workforce individually by recompensing them.

An organization is an open system which has human capital that is tasked with the provision of entrepreneurial skills in organizing the factors of production to have the required resources and materials in place in the process of production. In the words of Chua, Basti and Hassan (2018), it is the responsibility of the leader to coordinate the work force and ensure followers have what it takes towards achievement of the dreams of the organization.

For an organization to function well, leaders have a key role to ensure the dreams of the firms are accomplished. As already mentioned initially, past research show that motivation aspects which included regular promotions, in-service training and generally good working conditions were seen to have a constructive end product on enhancement of productivity of teachers in schools. As pointed out earlier, Shields, (2017) agrees to the fact that remuneration for performance is one of the documented practices of management. Almost all recompense policies comprise of enticement and additional benefit schemes in order to motivate productivity of workforce individually by recompensing them.

Maina and Waithaka (2017) indicate that delegation of duties and responsibilities is one of the best practices of leadership. By assigning responsibility and granting authority,

managers incur certain management obligations as follows; they encourage delegated workers to present their ideas and plans on how to achieve desired results. Moreover, they provide continuous guidance and support to achieve results. Consequently, when granted authority, workers ought to accept the granted authority. Lastly accountability is expected from all workers in different levels to ensure that the assignments they are given is done as expected by their superiors (Andrews and Farris, 2007).

The research participants further asked whether the headship of the establishment gives work to staff members. The spreading of the responses indicated that 5.0 % highly approved the question, 40 % approved, and 16.0 % were not decided, 14.0 % disapproved while 10.0 % strongly disagreed to the question simultaneously. Given the average value Mean of 3.3212 with a deviation from the mean of 0.8312 inferred that most respondents were neutral on whether the leadership of the organisation delegates works to staff members.

The research participants further asked whether the headship of the establishment focuses on employee empowerment thus providing employee autonomy to objectively express their opinion about work. The spreading of the responses indicated that 13.0 % highly approved the question, 18.0 % approved, and 10.0 % were not decided, 32.0 % disapproved while 27.0 % strongly disagreed to the question respectively. Given the average of 2.9871 with a mean deviation of 0.7671 implicit that the respondents were not sure whether the headship of the establishment do not focuses on employee empowerment thus providing employee autonomy to objectively express their opinion about work. Chua, Basti and Hassan (2018), it is the concern of the leader to coordinate the workforce and ensure followers have what it takes towards achievement of the dreams of the organization. This is the basis of having leadership in the organization.

The research participants asked whether the leadership of the organisation encouraged accountability. The spreading of the responses indicated that 19 % highly approved the question, 46 % approved, and 17 % were not decided, 18 % disapproved while 0.0 %

strongly disagreed to the question respectively. Given an average of 3.7102 with mean deviation of 0.6195 implied that the headship of the establishment reinvigorated accountability.

The research participants further asked whether the leadership of the organisation emphasised on customer satisfaction. The spreading of the responses indicated that 7 % highly approved the question, 42 % approved, and 24 % were not decided, 19 % disapproved while 8 % strongly disagreed to the question respectively. Mean of 3.5611 with mean deviation of 0.8312 inferred that headship of the establishment emphasised on customer consumption.

Lastly the research participants were asked just in case there is a well-structured set of procedures and conventions in my institution. The spreading of the responses indicated that 11.0 % highly approved the question, 35 % approved, and 35 % were not decided, 16 % disapproved while 12 % strongly disagreed to the question respectively. Given an average value of 4.1731 with mean deviation of 0.3755 implicit that there is a well-structured set of rules and regulations in my institution.

Muller (2017) contributes that the relationship between employees and their managers has an overall impact on the productivity of the organization. Management is expected to be in direct control of the day to day operation of the business. This includes taking steps to ensure that the investment is done in informed risks that will not expose the entire organization as echoed by Suttorn (2017).

Similarly, Obama, Akinyi and Aluko (2017), sort to examine secondary schools performance in KCSE exams in Homa Bay County Kenya. From the empirical survey, it was proven how student's KCSE performance was affected by the style of headship of the school principals. Based on the empirical evidence, the study noted that the kind of leadership practices exercised by the school administrators in Homa bay County were not favorable to both the students and teachers and hence they were negatively

contributing to the poor performance exhibited in KCSE performance in the county. Another similar finding were observed by Goddey (2017), who observed that leadership of the principals in Emohua area of River State in Nigeria significantly affected students' performance. The study narrowed to the relationship between performances of students alongside style of leadership of the school principals. The findings showed that different styles of leadership totaling to ten were being used by the principals in managing the schools in Nigeria. Those styles of leadership generally affected how duties were being discharged in school in terms of administrative functions. In another study, Wachira, Gitumu and Mbugua (2017), on how school administrator's headship styles affect instructors' work outcomes in state owned secondary schools in Kieni West Sub County. They concluded leaders carry out various styles of management. The researcher also highlighted compassionate leadership style playing an integral role in performance of workforce.

Russell, (2018) debates that through proper engagement of work force in the organization; the productivity will be up scaled. It is one of the best methods for a leader to engage the followers in the required direction which is a dream of any given organization. When employees are working as a team, the end result is not just to maximize productivity but it also shows the coordination in the shared values which is a dream on oneness and togetherness, normally a desire for any business.

Makhamara (2017), posit all policies are a matter of group discussion, decision and leader participation. Every team member's participation counts and the fundamental aim of staff or work force participating in making decisions amount to the achievement of democratic input into an organizations decision making. Jonathan (2016), argues that worker participation in making decisions is the result of a interlink of various issues concerning the organization, the nature of decisions and the desirables and preferences of those involved in deciding the kind of route to take. The two definitions agree that the opinions, attributes, preferences and interests of all the company stakeholders are important to a manager in a bid to achieve organization goals.

The same view was held by Menges, Tussing, Wihler & Grant (2017) as highlighted that extremely high wage intensifications does not necessarily result to improvement in performance par say and as such how organizations frame their reward procedure defines their achievement. It is imperative to put in consideration that a high employee rate of leaving the organization has a deleterious consequence on their productivity and to speak the least it has a bearing on the organization as a whole. Shields, (2017) concurs that remuneration for performance is one of the documented practices of management. Almost all recompense policies comprise of enticement and additional benefit schemes in order to motivate employees' performance of individuals by recompensing them.

If the organization does not give better compensation and reward scheme and other due benefits to its employees, such an institution will not be able to reach the anticipated status in optimal productivity desired by firms arising from the performing workforce. The process of selection is vital to procedures organizations use to arrive at the required employee levels and without which if it's not looked at carefully, firms might not hit the targets set in form of the vision and mission statements (Armstrong and Taylor, 2018). Shields, (2017) concurs that remuneration for performance is one of the documented practices of management. Almost all recompense policies comprise of enticement and additional benefit schemes in order to motivate productivity of workforce individually by recompensing them

**Table 4.8: Effect of Leadership practices on employee performance**

Statements	SA	A	N	D	SD	Mean	Std deviation
Ethical standards enhances good employee performance with proper and effective leadership	% 9.0	48.0	24.0	13.0	6.0	3.6091	0.7812
The leadership of the organisation are always prompt in making decisions or responding to issues thus bringing fairness that promotes employee productivity	% 3.0	30.0	32.0	22.0	12.0	3.8712	0.3791
The leadership of the organisation offers good performance monitoring that promotes employee productivity	% 11.0	47.0	29.0	3.0	10.0	3.7912	0.7121
The leadership of the organisation delegates work to staff members	% 5.0	25.0	40.0	16.0	14.0	3.3212	0.8312
The leadership of the organisation focuses on employee empowerment thus providing employee autonomy to objectively express their opinion about work	% 13.0	18.0	40.0	30.0	27.0	2.9871	0.7671
The leadership of the organisation encourages accountability	% 19.0	46.0	17.0	18.0	0	3.7102	0.6195
The leadership of the organisation emphasises on customer satisfaction	% 7.0	42.0	24.0	19.0	8.0	3.5611	0.8312
There is a well-structured set of rules and regulations in my institution	% 35.0	37.0	16.0	12.0	0	4.1731	0.3755

### **4.5.3 Descriptive Statistics Results of Training Practice**

The findings are attainable in a numerical scale range of 1 to 5 where, strongly agree abbreviated as S.A, agree abbreviated A, neutral abbreviated as N, disagree (D,) and strongly disagree abbreviated as SD while and T meant total. From Table 4.8, the research participants were inquired to whether training makes workers more effective in their performance. The spreading of the responses indicated that 32 % highly approved the question, 41 % approved, and 21.0 % were not decided, 6.0 % disapproved while 0.0 % strongly disagreed to the question. Given the average value of 4.3251 with deviation from mean of 0.4315, these findings inferred that training makes employees more effective in their performance. In the voice of Baykara, *et.al.* (2017), when carrying out formulated plans; training staff need to be considered since it can be used to boost the overall management of workforce in the organization.

According to Chua, Basti, & Hassan (2018) giving workers meals and accommodation is one of the factors that schools neglect but it can be used in enhancing productivity. It is the prerogative of the Management to devise for mechanism of ensuring that the surrounding at the work place is favorable for all the employees. Working conditions are important in the organizational realization of the set goals.

Cook and Klein (2006) acknowledge that investing in individuals is a practice of human resources which drives vicissitudes in the organization. Like other practices of work force, applied abilities can be increased through education and development of workforce through training. Good leaders in an institution must be able to handle a wide variant of issues that can in essence become the wound that contributes to the collapse of the organization. For a leader to be prepared, they must have a strong stance of what the core values of leadership entail as well as be able to use those values in not only to envision a successful future but to equally set the proper tone to follow an appropriate path to that future. Along the way, leadership will be encountered by a multitude of

obstacles that will have to be properly dealt with in order to achieve success (Chua, Basti and Hassan,2018).

The skilled and competent employees will align themselves to the organization objectives which are expressed in the mission and vision statements. In view of this, the process of getting the right candidates through recruitment of prospective employees is critical as pointed out by Armstrong and Taylor (2018). If the process of selecting the right employees is not adhered to, the end results will be felt by the organization itself in not attaining its objectives. Basically, for an organization to prosper in terms of goal attainment, the workforce plays a vital role. The organization ought to offer better compensation and rewards to the workforce a prerequisite for the business to have an economical edge over other within the same industry.

From the research, when respondents were asked to indicate if training is relevant to the needs of employee's performance. The spreading of the responses noted 33 % highly approved the question, 18 % approved, and 10 % were not decided, 17 % disapproved while 12 % strongly disagreed to the question. Given that an average of 3.5013 and mean deviation of 0.7123, the findings oblique that most of the research participants indicated that training is pertinent to the needs of employee productivity.

The research participants were also asked whether training equips employees with requisite knowledge on performance. The spreading of the responses indicated that 19 % highly approved the question, 30% approved, and 18 % were not decided, 35 % disapproved while 18 % strongly disagreed to the question. Mean of 3.5712 and mean deviation of 0.5013, the outcomes implied training equips employees with requisite knowledge on performance.

Donate and Guadamillas (2017) argue that employee improvement is a fundamental backer to a profitable stratagem grounded on emergent academic capital. The researcher postulates that motivated employees will aim at achieving their optimal productivity. In



the process of developing employees through training, they appreciate and come in contact with dynamisms of business emerging changes. They will compete favorably with other players in different organizations within the industry. This includes taking steps to ensure that the investment is done in informed risks that will not expose the entire organization.

Through training, employees feel a sense of belonging since they see themselves as being inseparable part the entire organization and hence it enhances organizational performance (Colwell, 2016). In addition, training has a significant role in enhancing organizational objective since it takes critical consideration of employee welfare. Cross (2018) affirms that, for the workforce to meet set obligations, institutions of learning are expected at the minimum to create stratagemms that will enable them compete favorably at the national examination level. Some schools recognize and hence regard personnel as an important human capital and asset to the organization to succeed. People in an organization therefore can either make it to succeed or fail. If the employees are not contended, through structured plans of how to ensure they are motivated, the organization might be leading to failure. Therefore, the organization has to design a formula of how to ensure personalized achievements are realized and in return help the firms to attain its long term desires.

Sang (2018), noted that employees lose control of their roles and responsibilities if the organization stops to take into consideration their contributions to the overall objectives. The study further reveals that any organization that creates a culture of appreciating the role played by the employees will attract and retain them therefore will have an opportunity of keeping them motivated and best performers in the organization.

Research participants were further asked whether level of skills acquired will dictate the chances of promotion. The spreading of the responses indicated that 14 % highly approved the question, 10 % approved, and 23 % were not decided, 35 % disapproved while 18 % strongly disagreed to the question. Given an average value of 3.0123 with

deviation from the mean of 0.3412, these outcomes inferred that most of the research participants disagreed on the fact that the level of skills acquired does not influence the chances of promotion.

Hallet *et al.*, (2018), looks at human capital as the required knowledge and skills an employee has to possess to increase their individualized capabilities to optimize performance and in return attain the goals and aspirations of the entire organization.

Globalization has complicated the way of doing business and thus enforcing most organizations to invest in human resources as driving force for a competitive gain. Globally, organizations are undergoing changes in technology and generally innovativeness which is driving the emergence of the knowledge-based economy (Chan, 2002). The accretion of human resource as a capital component enhances labor productivity, expedites technological improvements, increases proceeds on capital and makes growth more sustainable in any organization (Chan, 2002).

Finally, the respondents were asked whether the institution has a regulation pertaining promotion after acquiring certain qualifications and certification. The spreading of the responses indicated that 36 % highly approved the question, 40 % approved, and 21 % were not decided, 3.0 % disapproved while 0 % strongly disagreed to the question respectively. Given an average value of 4.5591 with mean deviation of 0.4561, these findings implied that the institution has a policy that acts as a guideline to reward employees after a certain qualification is attained.

Donate and Guadamillas (2017) argue that employee improvement is a fundamental backer to a profitable stratagem grounded on emergent academic capital. The researcher noted that under management is one of the reasons why organizations do not meet its expectations and is common where institutions perform below their expectations. The managers who are not provided by the required tools for management struggle on their way out to meet the expectations. Chenza (2017) argue that employee improvement is a

fundamental backer to a profitable stratagem grounded on emergent academic capital. The researcher postulates that motivated employees will aim at achieving their optimal productivity. In the process of developing employees through training, they appreciate and come in contact with dynamisms of business emerging changes. They will compete favorably with other players in different organizations within the industry. This includes taking steps to ensure that the investment is done in informed risks that will not expose the entire organization.

Hallet *et al.*, (2018), looks at human capital as the required knowledge and skills an employee has to possess to increase their individualized capabilities to optimize performance and in return attain the goals and aspirations of the entire organization.

Globalization has complicated the way of doing business and thus enforcing most organizations to invest in human resources as driving force for a competitive gain. Globally, organizations are undergoing changes in technology and generally innovativeness which is driving the emergence of the knowledge-based economy (Chan, 2002). The accretion of human resource as a capital component enhances labor productivity, expedites technological improvements, increases proceeds on capital and makes growth more sustainable in any organization.

In addition according to Billet (2018), training has a significant role in enhancing organizational objective since it takes critical consideration of employee welfare. Development of employees through training to improve their skills to accomplish current roles better and thus leading to overall improved organization performance.

As noted by Baskerville and Dulipovici (2018) human resource managers have the responsibility of designing of programs specifically for development of work force to make employees learn and achieve ability, competencies and knowledge about their responsibilities. Employees should be trained periodically with the understanding that they form the backbone of organization. In the process of developing employees through

training, they appreciate and come in contact with dynamisms of business emerging changes. They will compete favorably with other players in different organizations within the industry. In addition, properly trained employees will come in terms with changes in technology, restructuring and reengineering changes within the organization and in the end; it increases their chances of accomplishing what the organization wants to achieve Chung and Ho (2017)

Chung and Ho (2017) debates that with the right training programs, employees will maintain a competitive edge over other players in the industry in similar organizations offering the same services in terms of communication with other job related employees. Muller (2017) contributes that the relationship between employees and their managers has an overall impact on the productivity of the organization. Management is expected to be in direct control of the day to day operation of the business. This includes taking steps to ensure that the investment is done in informed risks that will not expose the entire organization as echoed by Suttorn (2017).

Empirical research pursued to conclude the effect of developing workforce through training on work force in state owned secondary schools in Kenya. Employee training is an important factor of productivity of establishment. According to Sung (2017) improvement denotes to official learning, work familiarities, associations and valuations of disposition and capabilities that aid workers carry out effectually in their present or future jobs and firm. Donate and Guadamillas (2017) argue that employee improvement is a fundamental backer to a profitable stratagem grounded on emergent academic capital.

Muller (2017) contributes that the relationship between employees and their managers has an overall impact on the productivity of the organization. Management is expected to be in direct control of the day to day operation of the business. This includes taking steps to ensure that the investment is done in informed risks that will not expose the entire organization as echoed by Suttorn (2017).

Kiruja & Mukuru, (2018) observes that despite employing already experienced employees, human resource managers need to take leading initiative in the implementation of the training programs that are formulated by organizations. Employees should be trained periodically with the understanding that they form the backbone of organization. Baskerville and Dulipovici (2018) reported that the objectives of the 8.4.4 system were put in place adequate intellectual and practical abilities as a propelling factor in coping with the challenges of life in rural as well as urban areas.

However, the system was rushed for implementation before proper groundwork and preparations were done. The teachers who were expected to implement it were not trained and the necessary facilities like the workshops for technical subjects, home Science rooms, laboratories for science oriented subjects and libraries were not either build or poorly equipped. This made it very difficult for the teachers to teach without these facilities while others were forced to improvise them. This made the teaching very challenging resulting to low morale among the teachers. As a result the system failed to achieve its objectives.

Abdulrasheed and Bello (2016), noted that under management is one of the reasons why organizations do not meet its expectations and is common where institutions perform below their expectations. The managers who are not provided by the required tools for management struggle on their way out to meet the expectations. Gupta (2017), pointed out that cohesiveness statistically and significantly affect performance of the entire organization.

**Table 4.9: Effect of training on employee performance in Public secondary schools in Kenya**

Statements		SA	A	N	D	SD	Mean	Std deviation
Training makes employees more effective in their performance	%	32.0	41.0	21.0	6.0	0	4.3251	0.4315
Training is relevant to the needs of employee's performance	%	33.0	18.0	20.0	17.0	12.0	3.5013	0.7123
Training equips employees with requisite knowledge on performance	%	19.0	30.0	18.0	26.0	7.0	3.5712	0.5013
Competencies and skills acquired are considered when promoting employees	%	14.0	10.0	23.0	35.0	12.0	3.0123	0.3412
We have a policy guideline in place that guides on promotions	%	36.0	40.0	21.0	3.0	0	4.5591	0.4501

#### **4.5.4 Descriptive Statistics Results of Work Environment practices**

The study aimed to establish the effect of work environment practices on employee Performance. The outcomes are obtainable in a five scale from 1 to 5 where, strongly agree abbreviated as SA, agree abbreviated A, neutral abbreviated as N, disagree (D,) and strongly disagree abbreviated as SD while and T meant total.

From Table 4.9, the research participants were asked just in case flexible work environment have enhanced good performance. The spreading of the responses indicated that 7 % highly approved the question, 33 % approved, and 31 % were not decided, 12 % disapproved while 17 % strongly disagreed to the question. Given the average of 3.5421 and deviation from the mean of 0.7431 inferred that flexible work environment has enhanced good performance of employees. The respondents were also asked whether teamwork is encouraged in my institution. The spreading of the responses

indicated that 11.0 % highly approved the question, 37.0 % approved, and 16.0 % were not decided, 25.0 % disapproved while 11.0 % strongly disagreed to the question. The mean of 3.6712 with mean deviation of 0.6543 inferred that teamwork is encouraged in many institutions.

Hardford (2018), noted that the management style that encourages employees to form teams and have group cohesiveness need to be encouraged in organizations given the emerging issues around firms. If participative discussions in establishing sources of group conflicts are not appreciated, the work force may end up performing poorly. There is need to encourage workers to perform better through application of existing philosophies and schools of thought that advocate for team cohesiveness and togetherness.

The respondents were also asked whether working after normal hours affect the employee concentration on work and thus affect productivity. The spreading of the responses indicated that 13.0 % highly approved the question, 42.0 % approved, and 14.0 % were not decided, 21.0 % disapproved while 10.0 % strongly disagreed to the question. The average value of 3.5015 and deviation from mean of 0.7319 implied that working beyond the recommended normal duty hours affects the employee ability to remain alert on work and thus affects performance.

The research participants were further asked just in case there is provision of cleanliness in the office with decorative and well ventilated offices. The spreading of the responses indicated that 6.0 % highly approved the question, 47.0 % approved, and 18.0 % were not decided, 7.0 % disapproved while 22.0 % strongly disagreed to the question respectively. Given that the average value of 3.6533 and deviation from the mean of 0.6091 implied that there's provision of cleanliness in the office with decorative and well ventilated offices.

Results on the statement of whether the institution provides necessary instruments for work and provision of good work plan layout, the responses indicated that the spreading of the responses indicated that 29.0 % highly approved the question, 36.0 % approved, and 16.0 % were not decided, 12.0 % disapproved while 7.0 % strongly disagreed to the question to the statement respectively. Given the average value of 4.0135 and mean deviation of 0.4301 implied that the institution provides necessary instruments for work and provision of good work plan layout.

Lope-Cabrales and Valley (2017), workers spend most of their time in the organizations. It is evident that over seventy percent of the time in a day of a normal worker is within the organization. There is need to have sufficing working space and conducive environment for all employees in the organization. Matters related to office space, availability of chairs, tables and general cleanliness of the employee offices need to be observed. This will motivate employees to spend more time in the organization and at the end optimize performance.

Finally, the research participants were asked whether there is a clear job description in well spelt out policies and practices are by management. The spreading of the responses indicated that 30 % highly approved the question, 26 % approved, and 14 % were not decided, 20 % disapproved while 10.0 % strongly disagreed to the question. Give the average value of 4.0981 and mean deviation of 0.5412 implied that there is a clear job description in well spelt out policies and practices are by management.

Carribbean Community Secretariat (2017) observed that the organizations should have enough materials and equipment for effective teaching to take place. If institutions have enough learning equipment, it will motivate teaches to work better and deliver on their set targets.. In such cases the teacher is left to teach without essential facilities and where possible forced to improvise in order to make learning effective. This becomes more difficult especially in the teaching of technical subjects and science subjects, which are



even compulsory in the Kenyan education system. This affects performance of the students and also demoralizes the teacher.

Baskerville and Dulipovici (2018) reported that the objectives of the 8.4.4 system were put in place adequate intellectual and practical abilities as a propelling factor in coping with the challenges of life in rural as well as urban areas. However, the system was rushed for implementation before proper groundwork and preparations were done. The teachers who were expected to implement it were not trained and the necessary facilities like the workshops for technical subjects, home Science rooms, laboratories for science oriented subjects and libraries were not either build or poorly equipped. This made it very difficult for the teachers to teach without these facilities while others were forced to improvise them. This made the teaching very challenging resulting to low morale among the teachers. As a result the system failed to achieve its objectives.

Hardford (2018) pointed out that educational administrators in schools should apply administrative theories in carrying out their administrative tasks. When the application of these theories is neglected, the results may be made manifest through strained relationships between the head, inefficiency in the pre-current and use of resources and consequently poor academic performance are likely to occur and thus may affect teachers' motivation.

According to Ahmed and Schroeder (2018), work environment denotes to the existence of a link between the organization and the general workforce in which they carry out their duties. Conditions at work place therefore are key intrinsic and extrinsic factors that have a greater impact on how employees get motivated and perform. The workers need the required skills through training and development to efficiently and competently execute their duties (Donate & Guadamillas, 2017). The environment at work place is important because majority of the employees spend over fifty percent of their time working as noted by HartFord (2017). Generally, enhanced organization performance is contributed by better working environment. If the office and general sitting environment

is good, the workforce feels wanted and in the end, it boosts their performance (Bate and Robert, 2018).

When workers carry out their roles and responsibility in an environment that appreciates their views, they tend to perform better and at the end the performance of the organization is enhanced. The individuals feel wanted in the firm and thus they will have an inspiration in that they will feel they are part and parcel to that organization. Identifying and having knowledge about these could be one of the ways of enhancing productivity of workforce at the place of work to enable the organization acquire a competitive edge in the industry. In a study of Clardy (2013) stated that without an organized controlling system, there is little chance of ensuring that the decisions made will be legitimate, fair, unassailable and precise.

This is very important in ensuring that all employees are moving in the same direction in the organization while they carry out their day to day duties. This should be the norm and routine of any organization that values its workforce and one that wants to achieve its objectives and goals which are clearly spelled in its mission and vision statements. The performance of personnel in an organization is subjective to the way they are evaluated and rewarded by the management.

Karimi and Kitonga (2017), good working conditions can motivate workers to do their duties well. In some cases, work can be extended to their homes if they feel the organization is keen on their working conditions. This in return will see employees in organizations picking up delegation of responsibility to involve determining the readiness, always being ready for assignments and the capability of the teacher to take up the job by ensuring the objective to be achieved is clearly understood. Good working space will see to it that the organization is providing sufficient freedom of action to the teacher and means of carrying out the responsibility. Sufficient office space will aid in establishing sound communication procedures between the head teacher and the teacher for consultation and coordination and even correcting mistakes and praising progress.

According to Valentine, (2017), reward systems and recognition have been identified by institutions of learning and employers as a pertinent tool in motivating employees in an institution. Kaufman (2017) noted that reward systems are the clearest ways leadership of an institution communicates to its employees regarding where the organization is and where it wants to go and how it will lead to its destination. Teachers need to be motivated and reinforced in their career if they are to execute a quality job in schools. Hardford (2018) pointed out that educational administrators in schools should apply administrative theories in carrying out their administrative tasks. When the application of these theories is neglected, the results may be made manifest through strained relationships between the head, inefficiency in the pre-current and use of resources and consequently poor academic performance are likely to occur and thus may affect teachers' motivation.

University of Arizona Life Work Connections (2017) treating workforce with dignity is expected from management. Employees who are satisfied will work well hence improve their delivery levels. In case there are issues affecting their roles and responsibilities, those in superior positions need to act as fast as possible to ensure the solutions are established in a collaborative manner. It does not pay anything for the work force to know the problems they encounter. The employees need to be reminded what they are expected to do from time to time. Superiors who are open with their subordinates will encourage the junior ones for smooth running of the institution.

**Table 4.10: Effect of Work Environment on employee performance**

Statements		SA	A	N	D	SD	mean	Std deviation
Flexible working conditions has enhanced good performance	%	7.0	33.0	31.0	12.0	17.0	3.5421	0.7431
Teamwork is encouraged in my institution.	%	11.0	37.0	16.0	25.0	11.0	3.6712	0.6543
Overtime duty affects the employee concentration on work and thus affects performance	%	13.0	42.0	14.0	21.0	10.0	3.5015	0.7319
Provision of cleanliness in the office with decorative and well ventilated	%	6.0	47.0	18.0	7.0	22.0	3.6533	0.6091
The institution provides necessary instruments for work and provision of good work plan layout	%	29.0	36.0	16.0	12.0	7.0	4.0135	0.4301
There is a clear job description in well spelt out policies and practices by management	%	30.0	26.0	14.0	20.0	10.0	4.0981	0.5412

#### 4.5.5 Descriptive Statistics Employee Performance

The research participants were asked just in case set targets are realistic. The results of the outcomes were as briefed in Table 4.10. The spreading of the responses indicated that 62 % highly approved the question, 25.0 % approved, and 0.0 % were not decided, 0.5 % disapproved while 11.6 % strongly disagreed to the question respectively. These findings implied that the employees have realistic presentation goals.

The respondents were asked whether they exceed their performance targets always The spreading of the responses indicated that 51.1 % highly approved the question, 39.7 % approved, and 0.0 % were not decided, 1.8 % disapproved while 7.4 % strongly disagreed to the question. These findings implied that employees exceed the

performance targets always. The statement there is a clear management policy guideline of work force productivity in my school. The spreading of the responses indicated that 53.4 % highly approved the question, 40.8 % approved and 0.0 % were not decided, 5.0 % disapproved while 8.0 % strongly disagreed to the question. These findings implied there is a clear management policy guideline of employee performance in my school.

Reward systems and recognition have been identified by institutions of learning and employers as a pertinent tool in motivating employees in an institution. Reward systems are the clearest ways leadership of an institution communicates to its employees regarding where the organization is and where it wants to go and how it will lead to its destination. This is very important in ensuring that all employees are moving in the same direction in the organization while they perform daily activities. This should be the norm and routine of any organization that values its workforce and one that wants to achieve its objectives and goals which are clearly spelled in its mission and vision statements. The performance of personnel in an organization is subjective to the way they are evaluated and rewarded by the management (Kaufman, 2017). They farther assert that traditionally, most reward and recognition programs were not based on clear policy guidelines but they were repeatedly given as feedback from the top management on what they feel is adequate enough to motivate the employees for exceptional performance.

The statement 'I cover the annual syllabus timely'. The spreading of the responses indicated that 25.3 % highly approved the question, 70.0 % approved, and 0.0 % were not decided, 1.8 % disapproved while 2.9 % strongly disagreed to the question The findings implied the respondents cover the annual syllabus timely. The respondents were asked whether there is team work among colleagues The spreading of the responses indicated that 67.6 % highly approved the question, 6.6 % approved, and 0.0 % were not decided, 5.5 % disapproved while 1.8 % strongly disagreed to the question The participants were asked to just in case there is continuous improvement in academic performance. The spreading of the responses indicated that 58.4 % highly approved the question, 34.2 % approved and 0.0 % were not decided, 5.5 % disapproved while 1.8 %

strongly disagreed to the question. The findings implied there is continuous improvement in academic performance.

The other statement there is professionalism among teachers in my school. The spreading of the responses indicated that 57.4 % highly approved the question, 30.3 % approved, and 10.0 % were not decided, 0.0 % disapproved while 5.8 % strongly disagreed to the question respectively. The findings indicated that there is professionalism among teachers in my school. Finally, the respondents were asked whether they attend to their duties promptly. The spreading of the responses indicated that 26.1 % highly approved the question, 46.3 % approved, and 20.3 % were not decided, 5.5 % disapproved while 1.8 % strongly disagreed to the question. The findings implied that employees attend to their duties promptly.

**Table 4.11: Employee performance in public secondary schools**

Statements		SA	A	N	D	SD
The institutional performance targets are realistic	%	30.0	37.0	18.0	10.0	5.0
Employees' performance should exceed targets always	%	32.0	16.0	29.0	16.0	8.0
There is a clear management policy guidelines of employee performance in my school	%	20.0	42.0	34.0	4.0	0
There is continuous improvement in academic performance as covering annual syllabus timely by the employees	%	5.0	52.0	28.0	7.0	8.0
There is teamwork and professionalism among colleagues in school	%	26.0	53.0	21.0	0	0
Duties are attended promptly in an efficient manner	%	20	41.0	10.0	10.0	20.0

From the findings presented in Table 4.12., secondary data from ten schools namely; Friends School Kamusinga, Lugulu Girls, St. Mary's Kibabii Boys, St. Lukes Kimilili,

Chesamisi Boys, Mbakalo Boys, Kakamwe Secondary, Naitiri Boys, Kibuk Girls and Moi Girls Kamusinga was collected. The KCSE results ranging from the year 2011 to 2018 were analyzed.

**Table 4.12: Secondary Data Collection Sheet**

School	KCSE Results between 2011 to 2018							
Year	2011	2012	2013	2014	2015	2016	2017	2018
FRIENDS SCHOOL KAMUSINGA	10.250	9.576	9.958	10.064	10.283	9.632	9.010	8.335
LUGULU GIRLS	9.050	8.574	8.758	9.285	9.286	8.465	7.830	7.517
ST.MARY'S KIBABII BOYS	10.180	8.549	8.500	8.596	9.041	7.664	6.640	6.710
ST.LUKES KIMILILILI	8.030	7.869	7.866	8.944	9.655	6.922	6.370	6.275
CHEAMISI BOYS	7.440	7.870	7.908	8.250	8.185	7.320	5.840	5.715
MTAKALO BOYS	6.444	6.463	6.470	7.100	7.168	5.192	5.60	5.350
BTASSKAKAMWE	5.810	5.983	5.660	7.155	6.904	4.938	4.400	4.935
NAITIRI BOYS	5.121	5.200	4.720	5.930	6.760	4.535	4.960	5.343
KIBUK GIRLS	5.980	6.425	5.890	6.080	6.232	4.370	4.170	4.881
MOI GIRLS KAMUSINGA	6.780	7.180	6.820	7.410	7.564	6.250	5.540	5.729

The analysis of the results from the schools showed that management of human capital play a key role in productivity of employees. The research identified areas that are making some schools perform better than others.

From the findings, schools that were motivating teachers are performing better than schools that are not. The schools that were performing better were; Friends School Kamusinga, Lugulu Girls, St. Marys' Kibabii Boys and St. Luke's Kimilili Boys. The study established that the school management motivates the teachers through the school boards of management. The well performing teachers are identified and motivated. In addition, those who do not perform well are asked how they can be assisted to ensure their subjects do better. The schools that do well teachers whose subject record higher mean scores are motivated by the school management. This motivates them to aim at producing better results.

Bock and Kim (2017) argue that style of leadership, team work, training, development as well as reward and compensation system is in various ways related to schools general performance. The researchers have pointed out that institutions cannot prosper unless team work is encouraged across where each individualized support is recognized in totality. Chua and Hassan (2018) noted that schools and institutions of learning view performance as an interlinked concept intended to accomplish outcomes and has a bearing towards the achievement of goals in a school (Chua & Hassan, 2018). Employee performance will definitely influence school's performance. The exceptional work performed by the employees at all levels in the school has an upshot on the productivity of the school as an organization. As a result, individual effort in terms of productivity has a greater resultant influence on the goals and aspirations of the entire institution and hence managers within such institutions should aim at optimizing and realization of best results out of each of them.

In general, human resource management as a science has a vital role in dictating worker commitment and it generally influences the duration of employment within the organization. In view of this, the aforementioned is critical in establishing the kind of science of managing people in the organization. This is vital and affect operations of the organization on daily basis and the manner in which they affect employee retention,



commitment and morale boosting which in the end promote satisfaction at the work place ( Edvardson, 2017).

Good performance in national examinations by students has the tendency to boost self-esteem of the teacher and this translates to better delivery. It is undeniable that good performance at the school level enhances teamwork among employees as well as teacher and student discipline (Teachers service Commission, 2017).

Good leadership was also seen to have played noble role in enhancing performance in schools. It was observed that schools that were doing well, there was a clear chain of command right from the principal to the class room teacher. Principals in schools that perform well delegate duties to the teachers and let them exploit their management potential. The heads of department also gave other teachers the opportunity to lead the departments from time to time. This instills in the teachers a sense of responsibility. The rules in the departments were clear and every teacher observed them to the latter.

The human capital includes attributes, competences; skills, knowledge, and individual experience that employees have to enable the organization achieve its set goals. This theory deduces that education or development of workforce through training has the potential to stimulate growth in economies, progression in technology advancement and performance because it changes into useful understanding and expertise for better life time remunerations (Ladipo *et al.*, 2013). Hartford and Mendonca (2018), asserts that workforce will be upbeat to do and carry out their duties and responsibilities well if they are paid well, the leadership that appreciates their involvement towards the achievement of the overall goal of the business, employees who are trained to improve their skills and the work environment that is conducive. The indicators used to measure the concept were determined by the inter-connection amongst independent variables and dependent variables in relation to employee productivity

On the other hand, Cook and Klein (2006) acknowledge that investing in individuals is a practice of human resources which drives vicissitudes in the organization. Like other practices of work force, applied abilities can be increased through education and development of workforce through training. Changes in business have complicated the way of carrying out roles in organization and thus enforcing most organizations to invest in human resources as a driving force for a competitive gain. The world that has come into contact with an insurrection in general know-how which in the long run makes growth more sustainable in any organization. This theory supports the independent, moderating and intervening variables as it contains the elements that form the variables.

On the other hand, Kishton and Widaman (2017) are in agreement with the fact that investing in people is a form of employee competency which causes changes in the society. Taking employees for programs aimed at enhancing their competency needs to be encouraged in institutions of learning.

In addition, on job training of teachers is important to boost their performance. It was observed that teachers who were doing well had been taken to training and had requisite knowledge required to boost their performance. The schools that were performing well were rewarding teachers who had acquired on job training with promotions after attainment of professional certification. On job training in the schools that perform well was encouraged. Teachers are sponsored to attend academic workshops from time to time to gain more skills that help them to perform better.

Work environment is vital in the performance of any organization. It was observed that schools that were performing well, the institution provides necessary instruments for work. The offices of teachers were well ventilated and they were clean and attractive. Team work is encouraged in such institutions. The working conditions are also flexible hence enhancing good performance of the teachers. Security and general safety of employees is critical in improving the productivity of employees. The general school

environment that is conducive is a positive indicator to performance of teachers in schools.

In summary, central goal of being in existence of any education process is to equip learners with the required competencies and technological knowhow. The outcome of the education process is therefore reflected in performance during countrywide examinations such as KCSE. These findings gives discoveries that we have difference reasons that amount to the explanation as to why and what in reality are the factors that influence productivity in every school. It is evident that from the sampled schools, there is variation in KCSE performance mean scores for the last eight (8) years. Motivation practices, leadership practices, training practices and work environment practices have been singled out to have played a substantial impact in the productivity levels of teachers which is reflected in KCSE performance of the schools within the stipulated period. This reinforces the fact that productivity of employees is affected by factors which includes: motivation, leadership, training and work environment practices. Schools that have embraced these practices perform comparatively better.

#### **4.6 Diagnostic Test**

The study used regression model to establish the effect of human resource management practices on employee performance in Public Secondary Schools in Kenya. Primary tests commonly referred to as diagnostic tests were performed prior to further analysis to qualify the use of regression model in the study. The tests were; normality and sample adequacy, heteroscedasticity, multicollinearity, autocorrelation and linearity tests. They are discussed in the following subsections.

##### **4.6.1 Normality**

Regression models appreciate the use of constructs that assume the philosophies behind a straight line in geometry. The study proved if the constructs under study are normally

distributed or not. In an empirical inquiry that appreciates the use of regression, data assumes the thinking behind the constructs having a direct link to each other. In view of this, in order to measure sampling normalcy and adequacy of data, this empirical inquiry used Kaiser-Meyer-Olkin (KMO) and Bartlett's test whose statistics range from 0 to 1. Top statistics ranging from 0.5 to 1 are normally preferred. From the results in Table 4.13, values less than 0.5 are not appropriate. Data that is not distributed normally is not suitable for regression modelling (Kaisen, 1974).

**Table 4.13: Normality Test**

Normality test		
Normality value		.891
	Chi-square value	2252.707
Degree of freedom		10
	Significance	.000

From the research findings on normality of data, the Kaiser- Meyer-Olkin (KMO) figure was 0.891, which implied the data was normally distributed since the value is above 0.5.

#### **4.6.2 Heteroscedasticity**

When interpreting gathered information for empirical evidence over a certain phenomenon, the test is important to point at the predictability of the constructs under research. The findings were as shown in Table 4.14 and the test is critical to establish out how the variables coexist with each other.

**Table 4.14: Heteroscedasticity test**

ANOVA						
		Squares total	Degree freedom	ofSquare means	F	P value
	Regression	7718.822	4	1929.706	376.073	.000 <sup>b</sup>
1	Residual	1821.578	355	5.131		
	Total	9540.400	359			

a. Predicted Variable: Employee Performance  
b. Predictors: (Constant), Work environment, Motivation, Leadership, Training

From the results, the F statistic value 376.073 is above 0.5 and it is substantial ( $p \leq 0.05$ ). The outcome therefore showed that the study summary in a modelled give a value which is above 0.5 and that the variables were able to explain the co-existence with each other hence there was no heteroscedasticity.

#### 4.6.3 Multicollinearity

The test is used to ascertain if there is likelihood in variance amongst constructs in a study. This is tested using the inflation of variance factor. For purposes of qualifying to use regression model, data should not be affected by multicollinearity.

**Table 4.15: Multicollinearity Test**

Coefficients <sup>a</sup>		
Model	Values of collinearity	
	Variance Inflation Factor	
	(Constant)	
	Motivation	4.042
1	Leadership	5.096
	Training	8.521
	Work environment	6.101

a. Predicted Variable: Employee Performance

Going by empirical findings, the variance inflation factor (VIF) for motivation was 4.042, leadership was 5.096, training was 8.521 and work environment was 6.101. This

meant all the VIF were between 1 and 10. Hence the data was not suffering from multicollinearity.

#### 4.6.4 Autocorrelation

The study used Durbin Watson statistic to test for serial association in the study. Table 4.16 illustrates the empirical findings of the study.

**Table 3.16: Autocorrelation Test**

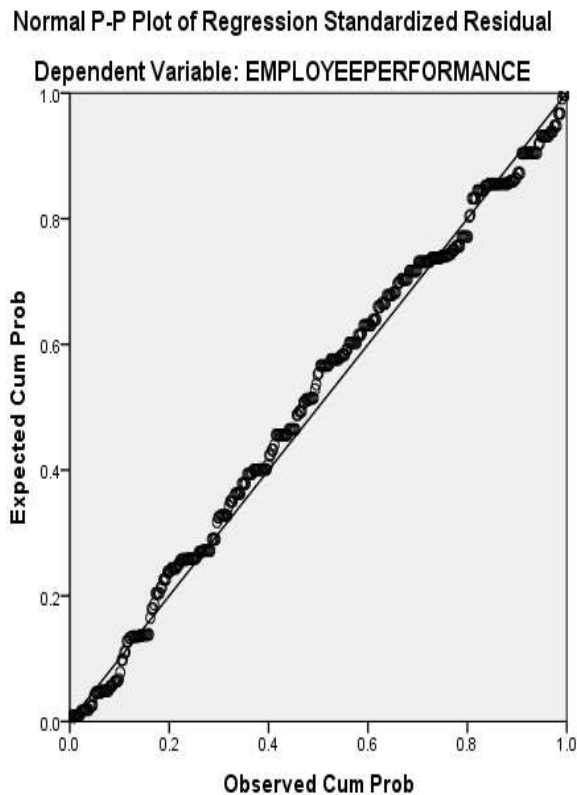
Summary <sup>b</sup>					
Model	R	R <sup>2</sup>	R <sup>2</sup>	Disturbance term	Durbin-Watson
1	.897 <sup>a</sup>	.804	.802	2.25651	2.126

a. Predictors: (Constant), Work Environment, Motivation, Leadership, Training  
b. Predicted Variable: Employee Performance

From the findings, Durbin Watson test value of 2.126. This meant that the sample was not auto correlated and hence fit for further analysis.

#### 4.6.5 Linearity

The study tested for linearity of data using univariate analysis to identify the determinants of effective disposal, the bivariate to establish the relationships among the determinants and multivariate to derive a model and validate it. The variables under study ought to be linearly related in order for the study to qualify the use of regression model.. Figure 4.1 show the probability plot (PP) showing the data was linear.



**Figure 4.1 Linearity Test**

Inferential statistics was done in the quest of ascertaining the relationship amongst constructs of the study (motivation, leadership, training and work environment practices) and the dependent variable (employee performance). These were carried out while testing the hypotheses as guided by the study variables.

#### **4.7 Correlation Results of Study Variables**

The research established interconnectivity of the four variables under study namely; motivation practices, leadership practices, training practices and work environment practices against employee performance. Table 4.17 shows the summary of correlation matrix of the variables under study.

**Table 4.17: Correlation matrix of variables under study**

<b>Factor</b>	<b>R value</b>	<b>P value</b>
Motivation	0.485	0.000
leadership	0.598	0.000
Training	0.509	0.000
Work Environment	0.611	0.000

Results in Table 4.17 show that there is weak positive correlation between motivation and employee performance of public secondary schools in Kenya. The study, also showed that there was a moderate positive association between leadership, training, work environment and employee performance in public secondary schools. The highest correlation was between working environment practices and employee performance ( $r=0.611$ ,  $p=0.000$ ). On the other hand, the lowest correlation was between motivation practices and employee performance ( $r=0.485$ ,  $p=0.000$ ).

#### 4.7.1 Simple Linear Regression Findings of Motivation Practice

Simple regression was conducted to determine the effect of motivation practice on employee performance in public secondary schools in Kenya. The null hypothesis was:

**H<sub>01</sub>:** Motivational practices does not have a significant effect on employee performance in Public secondary schools in Kenya.

The objective was tested by regressing motivational practice on the employee performance of public secondary schools was guided by the equation  $Y = \beta_0 + \beta_1 X_1 + \varepsilon$ . From the results in Table 4.17,  $R^2$  for the regression model between motivation practices on employee performance of public secondary schools in Kenya was 0.201 meaning that motivation explain 20.1% variation in employee performance of public secondary schools in Kenya while the remaining variation is explained by the other factors which are not covered in the study.



**Table 4.17: Model Summary**

Model	VI	R <sup>2</sup>	Adjusted R <sup>2</sup>	Disturbance term	Durbin-Watson
1		.485 <sup>a</sup>	.235	.201	3.25498

a. Predictors: (Constant), Motivation  
b. Predicted Variable: Employee Performance

Additional test ANOVA showed that the F test value was 542.472 and it was substantial at  $p \leq 0.000$ . That implied that the model nicely fitted and there was a probability of 0.0 and therefore the null hypothesis is rejected that is motivational practices does not have a significant effect on employee performance in Public secondary schools in Kenya. From the study it was found that motivational practices significantly affect employee performance in Public secondary schools in Kenya as summary outcomes were presented in Table 4.18.

**Table 4.18: Analysis of Variance**

VARIANCE						
Model		$\Sigma$	df	(Mean) <sup>2</sup>	F	P-value
	Regression	5747.429	1	5747.429	542.472	.000 <sup>b</sup>
1	Residual	3792.971	358	10.595		
	Total	9540.400	359			

a. Predicted Variable: Employee Performance  
b. Predictors: (Constant), Motivation

Equally, the student t test summary was as made known in Table 4.19

**Table 4.19: Coefficients of Motivation Practices**

Coefficients <sup>a</sup>		Irregular constants		Standardized constants	t	P value
Model		B	Disturbance term	Beta		
1	(Constant)	2.972	1.199		4.983	.000
	Motivation	.752	.041	.485	23.291	.000

a. Predicted Variable: Employee Performance

From the results in Table 4.19, the student t test increased from 4.983 at p=0.000 to 23.291 at p=0.000. In other words, every single unit of motivation practices account for additional 23.291 units' positive change in employee performance. Thus the summary of the model was expressed in the equation;

$$Y = 0.752 + 0.485 x_1 + \varepsilon$$

Where Y = Employee performance,  $\beta_0 = 0.752$ ,  $\beta_1 = 0.485$ ,  $x_1 =$  Motivation Practices and  $\varepsilon$  is the error term.

#### 4.7.2 Simple Linear Regression Findings Effect of Leadership Practices

Simple regression was conducted to determine the effect of leadership practice on employee performance in public secondary schools in Kenya. The null hypothesis was:

**H<sub>02</sub>:** Leadership practice does not have a significant effect on employee performance in Public secondary schools in Kenya.

The objective was tested by regressing leadership practice on the employee performance of public secondary schools was guided by the equation  $Y = \beta_0 + \beta_2 X_2 + \varepsilon$ . From the results in Table 4.20,  $R^2$  for the regression model between leadership practices on employee performance of public secondary schools in western Kenya was 0.347

meaning that leadership explain 34.7% variation in employee performance of public secondary schools in Kenya while the remaining variation is explained by the other factors which are not covered in the study.

**Table 4.20 Model summary of leadership Practices**

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Disturbance term	Durbin-Watson
1	.598 <sup>a</sup>	.357	.347	2.59176	1.229

a. Predictors: (Constant), Leadership  
b. Dependent Variable: Employee Performance

Additional test ANOVA showed that the F statistics of 1062.294 from the outcomes in Table 4.21 was significant since the value of p= 0.000. The outcome therefore insinuated that leadership explained the variance change in employee performance. Table 4.21 show coefficients of leadership and employee motivation

**Table 4.21: ANOVA results of Leadership and Employee Performance**

VARIANCE						
Model		$\Sigma$	df	(Mean) <sup>2</sup>	F	P-value
	Regression	7135.643	1	7135.643	1062.294	.000 <sup>b</sup>
1	Residual	2404.757	358	6.717		
	Total	9540.400	359			

a. Dependent Variable: Employee Performance  
b. Predictors: (Constant), Leadership

From the results in Table 4.22, the student t test increased from 13.813 at p=0.000 to 32.593 at p=0.000. This meant that every single unit of leadership practices account for additional 32.593 units' positive change in employee performance. Thus the summary of the model was expressed in the equation;

$$Y = 0.953 + 0.598 x_2 + \varepsilon$$

Where Y = Employee performance,  $\beta_0 = 0.953$ ,  $\beta_2 = 0.598$ ,  $x_2 =$  Leadership Practices and  $\varepsilon$  is the error term.

**Table 4.22: Coefficients of Leadership and Employee Performance**

Coefficients <sup>a</sup>					
Model		irregular constant	Standardized constant	t	P value
	B	White nose	Beta		
1	(Constant)	10.126	.733	13.813	.000
	Leadership	.953	.029	.598	32.593 .000

a. Dependent Variable: Employee Performance

### 4.7.3 Simple Linear Regression Findings Effect of Training Practices

Simple regression was conducted to determine the effect of training practice on employee performance in public secondary schools in Kenya. The null hypothesis was:

**H<sub>03</sub>:** Training practice does not have a significant effect on employee performance in Public secondary schools in Kenya.

The objective was tested by regressing training practice on the employee performance of public secondary schools was guided by the equation  $Y = \beta_0 + \beta_3 X_3 + \epsilon$ . From the results in Table 4.23,  $R^2$  for the regression model between training practices on employee performance of public secondary schools in Kenya was 0.247 meaning that leadership explain 24.7% variation in employee performance of public secondary schools in we Kenya while the remaining variation is explained by the other factors which are not covered in the study.

**Table 4.23: Model summary**

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Disturbance term	Durbin-Watson
1	.509 <sup>a</sup>	.259	.247	1.4311	2.3451

a. Predictors: (Constant), Training  
b. Predicted Variable: Employee Performance

From Table 4.24 results, the value of R was 0.509 while  $R^2$  was 0.259. This meant that 25.9 percent variation in employee performance was attributed to training practices. The hypothesis was therefore rejected.

The ANOVA results between training practices and employee performance was highlighted in Table 4.24.

**Table 4.24: ANOVA summary**

<b>ANOVA<sup>a</sup></b>						
<b>Model</b>		<b>Summation ofdf Squares</b>		<b>Mean SquareF</b>	<b>P value</b>	
1	Regression	5261.074	1	5261.074	74.767	.000 <sup>b</sup>
	Residual	23854.152	358	70.366		
	Total	29115.226	359			

a. Dependent Variable: Employee Performance  
b. Predictors: (Constant), Training

The F statistics of 74.767 from the findings in Table 4.27 was significant since the value of  $p=0.000$ . The findings thus indicated that training practices explained the variance change in productivity of employees. Table 4.25 shows the constants of training practices and employee motivation were highlighted.

**Table 4.25: Coefficients of Training Practices and Employee Performance**

<b>CONSTANTS</b>						
<b>Model</b>		<b>Unstandardized constants</b>		<b>Standardized constants</b>	<b>t</b>	<b>P value</b>
		<b>B</b>	<b>White nose</b>	<b>Beta</b>		
1	(Constant)	7.607	3.064		9.011	.000
	Training	.963	.111	.509	18.647	.000

a. Dependent Variable: Employee Performance

From the results in Table 4.25, the student t test increased from 9.011 at  $p=0.000$  to 18.647 at  $p=0.000$ . This meant that every single unit of training practices account for

additional 18.647 units' positive change in employee performance. Thus the summary of the model was expressed in the equation;

$$Y = 0.963 + 0.509 x_3 + \varepsilon$$

Where Y = Employee performance,  $\beta_0 = 0.963$ ,  $\beta_3 = 0.509$ ,  $x_3 =$  Training Practices and  $\varepsilon$  is the error term.

#### 4.7.4 Simple Linear regression Findings of Effect of Work Environment Practices

Simple regression was conducted to determine the effect of environment practice on employee performance in public secondary schools in Kenya. The null hypothesis was:

**H<sub>04</sub>:** Environment practice does not have a significant effect on employee performance in Public secondary schools in Kenya.

The objective was tested by regressing environment practice on the employee performance of public secondary schools was guided by the equation  $Y = \beta_0 + \beta_4 X_4 + \varepsilon$ . From the results in Table 4.23,  $R^2$  for the regression model between environment practices on employee performance of public secondary schools in Kenya was 0.341 meaning that leadership explain 34.1% variation in employee performance of public secondary schools in western Kenya while the remaining variation is explained by the other factors which are not covered in the study.

**Table 4.26: Model summary of work environment Practices**

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Disturbance term	Durbin-Watson
1	.611 <sup>a</sup>	.373	.341	1.4871	3.6722

a. Predictors: (Constant), Work Environment  
b. Dependent Variable: Employee Performance

The ANOVA outcomes between work environment practices and employee performance were summarized in Table 4.27. The F statistics of 139.484 from the summary in Table 4.27 was substantial given value of  $p= 0.000$ . The findings thus indicated that work surroundings practices explained the variance change in employee performance. The coefficients of work environment practices and employee motivation were summarized in Table 4.27. The study used Karl Pearson’s test to denote the connection.

**Table 4.27: Analysis of Variance results of Work Environment practices and Employee Performance**

<b>VARIANCE</b>						
<b>Model</b>	$\Sigma$	<b>df</b>	<b>(Mean)<sup>2</sup></b>	<b>F</b>	<b>P-value</b>	
1	Regression	8487.440	1	8487.440	139.484	.000 <sup>b</sup>
	Residual	20627.786	358	60.849		
	Total	29115.226	359			

a. Predicted Variable: Employee Performance  
b. Predictors: (Constant), Work Environment

From the results in Table 4.28, the student t test increased from 9.661 at  $p=0.000$  to 19.810 at  $p=0.000$ . This meant that every single unit of work environment practices account for additional 19.810 units’ positive change in employee performance. Thus the summary of the model was expressed in the equation;

$$Y = 0.825 + 0.611 x_4 + \varepsilon$$

Where Y = Employee performance,  $\beta_0 = 0.825$ ,  $\beta_2 = 0.611$ ,  $x_2 =$  Work environment Practices and  $\varepsilon$  is the white noise.

**Table 4.28: Coefficients of work environment and Employee Performance**

<b>CONSTANTS</b>					
<b>Model</b>	<b>Unstandardized constant</b>		<b>Standardized constant t</b>		<b>P value</b>
	<b>B</b>	<b>Disturbance term</b>	<b>Beta</b>		
(Constant)	4.667	.882			9.661 .000
1 Work environment	.825	.290	.611		19.810 .000

b. Predicted Variable: Employee Performance

**4.8 Overall Multiple Regression Model**

Determination of the association of variables under study was assessed using regression. The constructs namely; motivation, training, work environment and employee Performance were regressed in this study. Table 4.29 depicts summary of the findings.

**Table 4.29: Overall Regression Summary model**

<b>Model</b>	<b>R</b>	<b>R<sup>2</sup></b>	<b>Adjusted R<sup>2</sup></b>	<b>White nose</b>
1	.806 <sup>a</sup>	.723	.523	1.080

a. Predictors: (Constant), motivation, leadership, training, work environment,

b. Predicted Variable: Employee Performance

The beta value (Adjusted R<sup>2</sup>) statistic denoted a value 0.523 which indicates that the selected predictor variables (motivation practices, leadership practices, training practices, work environment practices) is the reason behind the 52.3% of the disparity in the employee Performance in leaning institutions. This means that the selected predictor variables are significant in determination of the predicted variable. However, empirically it means we have other elements that influence teacher productivity that are not captured in this particular model and which account for the remaining 47.7% in variation of the



employee Performance. The analysis of variance results were as shown in Table 4.34. DF denote the degree of freedom of the questions on the inquiry form.

**Table 4.30: Overall ANOVA**

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	207.623	6	72.541	34.356	.000 <sup>a</sup>
Residual	650.807	354	1.166		
Total	857.430	360			

a. Predictors: (Constant), motivation, leadership, training and work environment.

b. Predicted Variable: Employee Performance

The regression results for the independent variables using employee performance were as summarized in Table 4.31.

**Table 4.31: Overall Determination of coefficients**

Model	Unstandardized values B	beta Standardized values Beta	beta T	Sig.
(Constant)	2.630		10.956	.000
Motivation Practices	.450	.455	6.039	.000
Leadership practices	.543	.244	3.123	.000
Training Practices	.365	.287	.881	.378
Work environment Practices	.331	.381	.993	.000

a. Predicted Variable: Employee Performance

The estimated model is shown as;

$$Y = 2.630 + .455X_1 + .244X_2 + .287X_3 + .381X_4 + \epsilon$$

Where:

$Y$  = Employee Performance (Dependent Variable)

$X_1$  = Motivation practices,

$X_2$  = Leadership practices,

$X_3$  = Training practices

$X_4$  = Work Environment Practices

$\varepsilon$  = white noise

The ANOVA test showed an F value of 34.356 at  $p=0.05$ . Given that the F-test from the findings summarized in Table 4.31 was statistically significant, the study therefore fail to reject the model generated for determining employee Performance using employee motivation practices, leadership practices, training practices and work environment practices, are critical to employee Performance.

#### **4.9 Tests of Hypotheses**

The hypotheses were generated from the goals of the study. The outcomes of the testes hypotheses were established. The results were as summarized shown in Table 4.32. The decision rule used was also indicated in the summary.

**Table 4.32: Hypotheses Test**

Hypotheses	Hypotheses tests	Decision
H <sub>01</sub> : Motivational practices does not have a significant effect on employee performance in Public secondary schools in Kenya.	<p>Simple regression  <math>Y = \beta_0 + \beta_1 X_1 + \varepsilon</math>            Where            Y=Employee performance            X<sub>1</sub>= Motivational practices            β<sub>0</sub>= y intercept            β<sub>1</sub>= Beta coefficient value for motivational practices</p>	The hypothesis was rejected given that β <sub>1</sub> ≠ 0 since β <sub>1</sub> = 0.485 at p ≤ 5%
H <sub>02</sub> : Leadership practices do not have a significant effect on employee performance in Public secondary schools in Kenya.	<p>Simple regression  <math>Y = \beta_0 + \beta_2 X_2 + \varepsilon</math>            Where            Y=Employee performance            X<sub>2</sub>= Leadership practices            β<sub>0</sub>= y intercept            β<sub>2</sub>= Beta coefficient value for leadership practices</p>	The hypothesis was rejected given that β <sub>2</sub> ≠ 0 since β <sub>2</sub> = 0.598 at p ≤ 5%
H <sub>03</sub> : Training practices does not have a significant effect on employee performance in Public secondary schools in Kenya.	<p>Simple Regression  <math>Y = \beta_0 + \beta_3 X_3 + \varepsilon</math>            Where            Y=Employee performance            X<sub>3</sub>= Training practices            β<sub>0</sub>= y intercept            β<sub>3</sub>= Beta coefficient value for Training practices</p>	The hypothesis was rejected given that β <sub>3</sub> ≠ 0 since β <sub>3</sub> = 0.509 at p ≤ 5%
H <sub>04</sub> : Work environment practices do not have a significant effect on employee in public secondary schools in Kenya.	<p>Simple regression  <math>Y = \beta_0 + \beta_4 X_4 + \varepsilon</math>            Where            Y=Employee performance            X<sub>4</sub>= Work Environment            β<sub>0</sub>= y intercept            β<sub>4</sub>= Beta coefficient value for work environment</p>	The hypothesis was rejected given that β <sub>4</sub> ≠ 0 since β <sub>4</sub> = 0.611 at p ≤ 5%

## **CHAPTER FIVE**

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

#### **5.1 Introduction**

This chapter provides a summary of the major findings of this study and also sets to draw conclusions and make recommendations for practice and suggestions for further research based on the results of this study.

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

The general objective of the study was to assess the effect of human resource management practices on employee performance in secondary schools in Kenya. The study was guided by the following specific objectives: determine the effect of motivation practices on employee performance, identify effects of training practices on employee productivity in schools, assess effects of leadership practices on employee performance in Public secondary schools and evaluate effects of work environment practices on employee performance in public secondary schools.

##### **5.2.1 Effect of motivation practices on Employee Performance**

The study pursued to conclude the effects of motivational practices on performance of the teaching fraternity in state owned secondary schools. The findings meant the institutions do not have proper and effective system that exposes employees to full exertion of their effort to work. Most of the research participants also approved that the academic performance of the students is satisfactorily and that were not sure whether the annual targets are always achieved by employees. Most respondents agreed that the management does not focus on employee empowerment and that the management of the institutions do not encourage employee recognition. On the statement whether the management emphasises on employee satisfaction, the findings implied that

management emphasises on employee satisfaction and that good motivational system enhances performance of the teaching fraternity in state owned secondary schools in the country.

### **5.2.2 Effect of leadership practices on Employee Performance**

The study pursued to assess the end product of leadership practices on employee performance in state owned secondary institutions. The findings implied that ethical standards enhance good employee performance with proper and effective leadership and that the leadership of the organisation does not always swift in creating pronouncements or retorting to issues thus bringing fairness that enhances good work force productivity. The findings highlighted that the leadership of the organisation offers good performance monitoring that enhances employee performance. The outcomes implied that most of the research participants who took part in the study were neutral on whether the administrators of the establishments delegates work to staff members and that the participants in the research are not sure whether the headship of the establishment do not focus on worker empowerment thus providing employee autonomy to objectively express their opinion about work. They also revealed that the administrators of the organisation exhilarated culpability and that leadership of the organisation accentuated on customer contentment together with an indication that there is a well-structured set of rules and regulations in my institution.

### **5.2.3 Effect of training practices on Employee Performance in Public Secondary Schools in Kenya.**

The findings indicated that development of workers through training is relevant to the needs of employee's performance and that training equips employees with requisite knowledge on performance together disagreed that probabilities of advancement in job depends on the skills and competences of the workforce that one attains while on duty.

The schools have put in place documented guidelines and framework for recompensing workers succeeding accomplishment of work related qualifications and certification.

#### **5.2.4 Effect of work Environment practices on Employee Performance .**

Empirical findings pursued to ascertain the effects of work environment practices on staff performance. The outcomes revealed implied that flexible work environment practices have enhanced good performance and that teamwork is encouraged in my institution. The findings on how working beyond normal recognized hours affects the ability of workers to keep alert on work and thus affects performance revealed that working beyond the recognized normal duty hours affects the employee concentration on work and performance. There is provision of cleanliness and decorative as well as ventilated offices. On a statement on whether the institution provides necessary instruments for work and provision of good work plan layout implied that the institution provides necessary instruments for work and provision of good work plan layout and that there is a clear job description in well spelt out policies and practices are by management.

### **5.3 Conclusions**

In conclusion basing on the findings, as summarized in the following subsections.

#### **5.3.1 Motivation Practices and Employee Performance**

The study pursued to conclude the effects of motivational practices on performance of the teaching fraternity in state owned secondary schools. The findings meant the institutions do not have proper and effective system that exposes employees to full exertion of their effort to work. Most of the research participants also approved that the academic performance of the students is satisfactorily and that were not sure whether the annual targets are always achieved by employees. The correlation between motivation practices on employee performance in public secondary schools in Kenya is 0.485 ( $p =$

0.001). The empirical findings concluded that there was a statistical connection that was moderate between motivation practices and employee performance. The research established progressive relationship of science of managing people and the levels of their productivity. We consequently fail to agree to take the null hypothesis and state that there is a substantial connection between headship style and worker productivity.

### **5.3.2 Leadership Practices and Employee Performance**

Empirical findings denoted that leadership practices and employee performance were statistically connected. The correlation between leadership practices and employee performance is 0.298 ( $p = 0.01$ ). The research therefore concluded that there was a frail constructive connection between employee performance and leadership style. We consequently fail to agree to take the null hypothesis and state that there is a substantial connection between headship style and worker productivity.

The leadership in institutions has the responsibility of ensuring the subordinate workers are given necessary support to accomplish their roles and responsibilities. By assigning responsibility and granting authority, managers incur certain management obligations as follows; they encourage delegated workers to present their ideas and plans on how to achieve desired results. Moreover, they provide continuous guidance and support to achieve results. Consequently, when granted authority, workers ought to accept the granted authority. For optimal performance in organizations, the employees in junior cadres need to take an active role in finding solutions to the problems they face while working.

When one is delegated a responsibility, they tend to engage their best competencies in accomplishing it and thus leading to achievement of organizational goals. The ideas will be freely shared across different cadres in the organization, which is basically one of the best approaches to realize the dreams of the organization. Democratic working surroundings permit workers to promptly bring forth their views regarding the issues

affecting their roles and responsibilities in the organization. This will enable them to participate in policy formulation and contribute to coming up with solutions that will see the organization work as a team and hence enhance its overall performance.

### **5.3.3 Training Practices and Employee Performance**

The study concludes that development of workers through training is relevant to the needs of employee's performance and that training equips employees with requisite knowledge on performance together disagreed that probabilities of advancement in job depends on the skills and competences of the workforce that one attains while on duty. Also, the study concludes that schools have put in place documented guidelines and framework for recompensing workers succeeding accomplishment of work related qualifications and certification.

Equally, the study concludes that there is a moderate positive correlation between employee performance and training practices. Hence the study concludes that the findings have proven that training practices and employee performance are connected and the connection between them is substantial. The null hypothesis of the study was not true given that the statistics have shown a positive connection between the variables.

### **5.3.4 Work Environment Practices and Employee Performance**

The study concludes that flexible work environment has enhanced good performance and that teamwork is encouraged in my institution. The study also concludes that working beyond normal recognized hours affects the ability of workers to keep alert on work and therefore affects performance. It was also revealed that working beyond the recognized normal duty hours affects the employee concentration on work and therefore affects performance. Similarly, there is provision of cleanliness in the offices with decorative as well as well-ventilated settings. Further, the study concludes that there is moderate positive relationship between work environment practices and employees



performance in public secondary schools. The null hypothesis of the study was not true given that the statistics have shown a positive connection between the variables.

#### **5.4. Recommendations**

Grounded on the survey carried out, the following endorsements were made from the research findings.

##### **5.4.1 Motivation Practice**

The study applauds that the management of state owned schools should come up with a good motivational system which enhances employee outcomes in state owned secondary schools in Kenya. They should narrow on employee empowerment and encourage employee recognition to exert their efforts towards achievement of their objectives.

The study observed that workers' demands are ever changing given that the business dynamics are not static. The workforce is on demand for better payment of salaries due to the services they offer institutions of learning and other organizations they rent their services to. In addition, the population in the world is changing as time goes by. Organizations need to come to terms with regards to the unpredictability of the changes in the demographic conditions of the people. For the establishment to work better, it should recognize the emerging issues in the society. The welfare of the workers has to be handled well for them to optimize their performance levels. The roles they play will determine the direction of the whole organization.

Further, the study observed that in today's dynamic business environment, employees' priorities and needs have continued to change among diverse generations and demographics. These changes highlight the importance of understanding important roles employees play in the organization, what is important to them and how to motivate them today more than ever. Identifying and having knowledge about these could help improve

performance of workforce at the place of work to enable the organization acquire a competitive edge in the industry.

#### **5.4.2 Leadership Practice**

They should also observe ethical standards and involve their employees in decision making to enhance good employee performance. They should provide good leadership that should empower employees and encourage accountability thus providing employee with autonomy to objectively express their opinion about work. The management should offer sufficient and prompt salary payment which is accompanied with salary review through clear policy guidelines in commensuration of the employee qualification. Further, it should also reward employees depending on the duty productivity.

The principals of schools are bestowed with the responsibility of ensuring that the members of the organization have taken the best direction in the achievement of the set goals. The management need to come in handy in enhancing the norms and believes of the workforce. The world is experiencing changes in the social behavior of people and therefore the leaders have to be ready with solutions required to address any changes that might arise. The organization is fully dependent on how the management will exercise their leadership competences. The workforce depends on the direction they receive from their superiors.

The management needs to engage different kinds of administration styles when solving problems associated to the welfare of the workforce. The research recommends to the management to engage the best approach of handling problems and grievances from time to time. The study noted that there is no single way of handling issues within the organization.

### **5.4.3 Training Practice**

The management should offer regular trainings and capacity building to increase employees' occupation development of competencies and their perception towards proficiency and efficacy in carrying their tasks for this will cause employees to demonstrate higher feelings of satisfaction, inspiration and as a result increase in production. The management should provide flexible work atmosphere regularly and encourage teamwork to heighten good performance in the institution.

Employees who are trained will work well and in return accomplish the goals of their organization. They will have a feeling that the firm appreciates their being around the organization. The researcher postulates that motivated employees will aim at achieving their optimal productivity. In the process of developing employees through training, they appreciate and come in contact with dynamisms of business emerging changes. They will compete favorably with other players in different organizations within the industry.

Properly trained employees will come in terms with changes in technology, restructuring and reengineering changes within the organization and in the end; it increases their chances of accomplishing what the organization wants to achieve. Through training, employees will experience cohesiveness and bonding will be increased at the work place. Management is expected to be in direct control of the day to day operation of the business. This includes taking steps to ensure that the investment is done in informed risks that will not expose the entire organization.

Through training, employees feel a sense of belonging since they see themselves as being inseparable part the entire organization and hence it enhances organizational performance. Training of employees on the other hand will ensure that the workforce has the required skills. Through training, employees feel a sense of belonging since they see themselves as being inseparable part the entire organization and hence it enhances organizational performance.

#### **5.4.4 Work Environment Practice**

The management should provide flexible work environment practices and encourage teamwork to enhance good performance in the institution. The school should ensure that its employees are safe. Overtime duties should be discouraged since it affects overall performance of the teachers. The schools should also provide clean and decorate offices to the teachers that are well ventilated.

Enhanced organization performance is contributed by better working environment. If the office and general sitting environment is good, the workforce feels wanted and in the end, it boosts their performance. Democratic working surroundings permit workers to promptly share their views while at the same time contributing to both formulation and implementation of different strategies necessary for the organization to perform which creates a sense of ownership to work and decision making. This enables individual employees and the organization at large to improve performance. When workers carry out their roles and responsibility in an environment that appreciates their views, they tend to perform better and at the end, the performance of the organization is enhanced. The individuals feel wanted in the firm and they will feel they are part of the team and their individual contribution is recognized. Improved working conditions at the workplace namely the offices, structures and general classroom environment, compensation and reward system as well as an open and interactive leadership in place will guarantee, attract and retain competent employees.

If teachers are offered additional benefits to their work for example food in schools or housing, they tend to concentrate on their roles well. They stop worrying about what they will eat at lunch time or where they will sleep in the evening. The rest of their energy will solely be dedicated to improve on the levels of student scores and better their results. Those in charge of school administration should consider giving the employees in learning institutions conducive working environment to enhance productivity.

## **5.5 Areas for Further Research**

Empirically, the study aimed at analyzing the effect of human resource management practices in public secondary schools in Kenya. This research recommends that another study should be done to augment findings in this study; it therefore suggests another study be done on assessing the effect of leadership style on worker productivity in private owned secondary schools in Kenya. Furthermore, conducting replication of another research in another region is necessary so that there are sufficient and conclusive results in relation to effect of human resource management practices in public secondary schools in Kenya. Also a similar study can be conducted by incorporating a moderating or intervening variable.

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## **APPENDICES**

### **Appendix I Introductory Letter**

JKUAT-KITALE CAMPUS, KENYA

Dear Sir/ Madam,

RE: PARTICIPATION IN THE STUDY

I have completed my course work for a PhD degree program offered at JKUAT Kenya. Before I complete my studies, it is expected that I carry out an empirical research on *“how employee performance is influenced by Human resource Management Practices.”*

This letter is meant to humbly request you to allow me carry out the process of data collection from your organizations. Kindly be rest assured that the empirical findings that will be generated out of this research shall remain in the field of academia. Furthermore, I want to assure the participants in the research about their confidentiality. In view of this, if I am allowed to proceed with the study, I promise to abide by your rules. Attached are copies of my questionnaires. Thank you for your continued support towards my studies.

Yours faithfully,

BUKHUNI CHEBUKATI EVERLYNE

0721 410 554

### **Appendix II Questionnaire**

This research instrument aims to collect facts for the empirical findings. Data collected will remain private and is for academia utilization only.

Your effort at answering this questionnaire will be highly appreciated.

Tick (✓) as Appropriate.

## SECTION A TO BE FILLED BY STAFF AT ALL LEVELS

### Personal Particulars

1. Tick the best bracket o define your gender

2.  Female  Male

1 Age bracket:

21-30  31-40  41-50  51-60

2 Kindly indicate your top most education you have acquired

Diploma  Degree  Masters  PhD and Above

3 Work Experience with institution

From 1 year to 5 years  6 years to 10 years  11years to20 years  Over 20 years

Reaction	Acronym	Frequency
Strongly agree	SA	5
Agree	A	4
Not Sure	NS	3
Disagree	D	2
Strongly disagree	SD	1

SECTION B: MOTIVATIONAL PRACTICES

No	Questions	SA	A	NS	D	SD
1	Motivation has enhanced my service delivery					
2	Employee reward systems in place has enhanced overall employees performance					
3	Motivation from by the management has enhanced my employee performance					
4	Academic performance of my students is satisfactorily					
5	I always achieve my annual targets					
6	The management motivates us Quarterly a year					
7	The management motivates employees once a year					

SECTION C: LEADERSHIP PRACTICES

Kindly select the reply that is preeminent to your reactions.

No.	Questions	SA	A	NS	D	SD
1	Ethical standards has enhanced good employee performance					
2	Fairness has enhanced good employee performance					
3	Good performance monitoring has enhanced good employee performance.					
4	My principal delegates work to staff members					
5	I have the autonomy to objectively express my opinion about work to the principal.					

6	There is a well-structured set of rules and regulations in my institution					
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**SECTION D: TRAINING PRACTICES**

Kindly select the reply that is preeminent to your reactions.

No	Questions	SA	A	NS	D	SD
1	Training makes employees more effective in their performance					
2	Training is relevant to the needs of employee's performance					
3	Training equips employees with requisite knowledge on performance					
4	The level of my skills enhances the chances of being promoted					
5	Our school has put in place documented guidelines that direct how rewarding of employees is done once one has acquired certain professional qualifications while working					

**SECTION E: WORK ENVIRONMENT PRACTICES**

Kindly select the reply that is preeminent to your reactions.

No	Questions	SA	A	NS	D	SD
1	Flexible working conditions has enhanced good performance					
2	Teamwork is encouraged in my institution.					



3	Working beyond normal hours affect my work					
4	My office is clean and decorative					
5	My office is well ventilated					
6	There is provision of good work plan layout					
7	The institution provides necessary instruments for work					
8	There is a clear job description in my institution					
9	The policies and practices are well spelt out by management					

#### SECTION F: EMPLOYEE PERFORMANCE

Kindly select the reply that is preeminent to your reactions.

No.	Questions	SA	A	NS	D	SD
1	I take realistic performance Targets					
2	I exceed my performance Targets always					
3	There is a clear management policy guidelines of employee Performance in my school					
4	I cover the annual syllabus timely					
5	There is teamwork among colleagues					
6	There is continuous improvement in Academic performance					
7	There is professionalism among teachers in my school					
8	I attend to my duty promptly					

THANK YOU FOR YOUR RESPONSE

### Appendix III secondary data

Summary of KCSE results per school for the last ten years (2008 to 2018)

SCHOOL	KCSE RESULTS BETWEEN 2011 TO 2018							
	2011	2012	2013	2014	2015	2016	2017	2018
FRIENDS SCHOOL KAMUSINGA	10.250	9.576	9.958	10.064	10.283	9.632	9.010	8.335
LUGULU GIRLS	9.050	8.574	8.758	9.285	9.286	8.465	7.830	7.517
ST. MARY'S KIBABII BOYS	10.180	8.549	8.500	8.596	9.041	7.664	6.640	6.710
ST.LUKES KIMILILILI	8.030	7.869	7.866	8.944	9.655	6.922	6.370	6.275
CHESAMISI BOYS	7.440	7.870	7.908	8.250	8.185	7.320	5.840	5.715
MBAKALO BOYS	6.444	6.463	6.470	7.100	7.168	5.192	5.60	5.350
BPASS KAKAMWE	5.810	5.983	5.660	7.155	6.904	4.938	4.400	4.935
NAITIRI BOYS	5.121	5.200	4.720	5.930	6.760	4.535	4.960	5.343
KIBUK GIRLS	5.980	6.425	5.890	6.080	6.232	4.370	4.170	4.881
MOIGIRLS KAMUSINGA	6.780	7.180	6.820	7.410	7.564	6.250	5.540	5.729

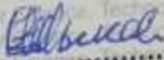
**Appendix IV Research Permit**



**THIS IS TO CERTIFY THAT:**  
**MS. EVERLYNE CHEBUKATI BUKHUNI**  
**of JOMO KENYATTA UNIVERSITY OF**  
**AGRICULTURE AND TECHNOLOGY,**  
**4321-30200 KITALE,has been permitted**  
**to conduct research in All Counties**

**Permit No : NACOSTI/P/19/46639/29870**  
**Date Of issue : 23rd May,2019**  
**Fee Received :Ksh 2000**

**on the topic: DETERMINANTS OF**  
**EFFECTIVE EMPLOYEE PERFORMANCE IN**  
**PUBLIC SECONDARY SCHOOLS IN KENYA**

**for the period ending:**  
**23rd May,2020**

  
**Applicant's**  
**Signature**

  
  
**Director General**  
**National Commission for Science,**  
**Technology & Innovation**