

**ASSESSMENT OF HUMAN RESOURCE MANAGEMENT PRACTICES AND
PERFORMANCE OF PRIVATE PRIMARY SCHOOLS IN HOMA BAY COUNTY,
KENYA**

BY

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DECLARATION

Declaration by the Candidate

This proposal is my original work and has not been presented for any degree award in any University.

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Finally, I owe much gratitude to my wife who always gave me the much needed support in all spheres and also to thank a great pool of people who in one way or another contributed towards completion of this project. To all of you, I say a big THANK YOU.

DEDICATION

This research project is dedicated to my beloved husband Christopher Lesso, my loving children Brian, Reuben and Nicole. I LOVE YOU ALL AND TO GOD BE THE GLORY.

ABSTRACT

There has been a trend in Homa-Bay County that private primary schools which are expected to perform much higher than their public counterparts continue to register dismal performances in national examinations yet their pupil-teacher ratio is more favorable, 1:45 compared to public primary schools' 1:79. Data from ministry of education has shown that private primary schools mean score in Homa Bay has declined from 201.37 in 2010 to 198.24 in 2014, which is also below average. The reasons behind this declining performance has been hypothesized by stakeholders to be attributed to human resource practices mainly teacher selection and recruitment, teacher appraisal strategies, teacher training and remuneration. While studies have shown that effective human resource management practices enhances good performance, the effective application of these practices and how they can affect performance in Homa-Bay County has not been investigated. The study sought to determine the role of human resource management practices on performance of private primary schools in Homa Bay County, Kenya. Specifically, the objectives were to establish the effect of teacher selection strategies on performance of private primary schools, determine the effect of performance appraisal on performance of private schools, determine the role of teacher training on performance of private primary schools and establish the effect of teachers remuneration on performance of primary schools in Homa -Bay County, Kenya. The study adopted Ex-post facto research design. The target population was 85 private primary school heads in schools that enrolled pupils for KCPE in 2014. Both primary and secondary data were used for the study whereby Primary data was collected using structured questionnaires to the head teachers while secondary data was obtained from the records at the private primary schools and at the county ministry of education's office. Data validity was tested by using the Content validity index, which was attained while reliability was achieved above the recommended value of 0.7. Data was analyzed using descriptive statistics to give output in form of mean, standard deviation and frequencies, and results presented in form of tables. Inferential statistics was used to generate simple linear regression model. The study found that teacher selection strategies had a significant influence on performance ($\beta=0.549$, $p=.000$) and explained 30.2% variance, performance appraisal had a significant effect ($\beta=0.623$, $p=.000$) and explained 38.8% variance in performance, teacher training had a significant effect ($\beta=0.453$, $p=.000$) and accounted for 20.5% variance in performance and finally, reward system had a significant effect ($\beta=0.447$, $p=.000$) and accounted for 20.0% variance in performance. These findings imply that all the selected variable had an effect on performance. The study therefore concluded teacher selection strategies, performance appraisal, reward system and teacher training have an effect on performance and recommended that private schools should work with education stakeholders to improve these practices. The findings of this study may contribute valuable information on the human resource practices influencing academic performance in Kenya Certificate of Primary Education. Finally, the study would increase the body of knowledge on Human Resource Management it would be a useful point of reference for further studies to other scholars, managers, policy makers and researchers.

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ABBREVIATIONS AND ACRONYMS

BOM:	Board of Management
CDE:	County Director of Education
FPE:	Free Primary Education
HRM:	Human Resource Management
HRMP:	Human Resource Management Practices
KCPE:	Kenya Certificate of Primary Education
KESI:	Kenya Education Staff Institute
MOE:	Ministry of Education
PEP:	Primary Education Policy
SPSS:	Statistical Program for Social Scientists

OPERATIONAL DEFINITION OF TERMS

Academic performance:	The scores attained by candidates or a learning institution in an examination, measured in terms of mean grades.
Performance Appraisal:	The assessment, recognition and appreciation of worker's effort.
Human resource management:	The process of organizing and reorganizing the human resources of an organization so as to achieve maximum level of output.
Human resource management practices:	These are a set of human resource management features that enhance performance of organizations.
Management:	Planning, organizing, staffing, coordinating and communicating so as to achieve organizational objectives.
Private school:	A learning institution that is owned by an individual or a group of individuals or organizations.
Reward:	A token or a motivating appreciation given to an employee.
Teacher selection strategy:	This is a process of choosing a qualified work force for the organization.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the study

The practice of human resource management is concerned with all aspects of how people are employed and managed in organizations. It covers activities such as strategic human resource management, human capital management, corporate social responsibility, knowledge management, organization development, resourcing (human resource planning, recruitment and selection, and talent management) performance management, learning and development, reward management, employee relations, employee well-being and health and safety and the provision of employee services (Ashok & Renuka, 2013). Human resource management practice has a strong conceptual basis drawn from the behavioral sciences and from strategic management, human capital and industrial relations theories (Armstrong, 2010).

Armstrong (2010) also observed that the today's organizations operating environment is characterized by constant change. The accelerated pace of advances in technology, increase in competition, widespread and growing unemployment create serious adjustment problems. Diminishing resource supplies have also affected the way business is conducted; education institutions have not been spared and private schools have to adapt more prudent management systems. This complex and unstable environment is a way of life, which will continue way into the future. Armstrong (2002) asserts that all private schools exist to achieve a purpose and they must ensure that they have resources required to do so and they use them effectively. Any school has to align its human resource function with its overall strategic goals and objectives. School's culture, people and processes rather than capital or technology can form the base of sustained competitive advantage (Miner, 2005). It is important that a private school adopts strategic Human Resource practices that make best use of its employees. People have been reported to hold the key to more productive and efficient organizations, the way in which they are managed at work has major effects upon product quality, pupils' performance, and organizational flexibility (Harrison, 2010)

Education is an element in stimulation of social economic development as advanced by several government policy documents and various scholars (ROK, 2007; World Bank, 2005; Selina 2012). According to Todaro (2004) a country, which is unable to invest in education to develop

knowledge and skills of her, people and utilize them effectively in national economy will be unable to develop anything else. Hallack (1990) states that education has been identified worldwide as an important component that determines character and social economic development of any nation.

Developed countries like USA and Japan have a large pool of highly skilled human resources. This has enabled them to not only exploit local natural resources but also to identify and negotiate for other countries resources. Primary school education is fundamental ingredient for creating economic development. In the United States, it has been more important than increased capital in accounting for worker productivity and US economic growth (Smith, 2003).

According to Nakpodia (2010), the success of every educational system depends on the quality and the quantity of its factors of production. These are the human and material resources. Out of all factors, human resource factor is the most important because without human efforts, all others are inept. This is why proper human resource management should be effected if performance is to improve. This point to teacher recruitment, training, appraisal and rewarding.

The teaching force in most districts in Kenya is not promising. Teachers complain of increased pupil teacher ratios, many primary schools are understaffed. Many school management committees are of the opinion that as a result on the ban of levies, they are unable to recruit extra teachers through the PTAs. In addition, these problems are contributing significantly to high school drop-out rates and have seriously affected the inflow of pupils in primary education (Sifuna, 2009).

The performance in education is evaluated based on examinations given -and attainments of students in such examinations. Educationists and other stakeholders have accepted examinations as an important aspect of any education system (Mbatia, 2004). The importance placed on examination has seen stakeholders come up with strategies aimed at improving students' performance in examinations (Juma, 2011).

In Kenya, teachers motivation and job satisfaction is not any better. For payand allowances to the teachers is comparatively low than in the otherprofessions. Teaching profession is considered as 'profession of the lastresort' where individuals find themselves there after they fail to secure betterprofessional courses. In some schools, teachers are not involved in decisionmaking as staff

meetings are merely used as directive forums. There is poor housing and working conditions. Provision of teaching and learning materials and equipment to the teachers is sometimes not prioritized (Nyantika, 1996)

According to a study carried out in Malaysia by Huselid (1995), on matching the capabilities and interests of prospective candidates with the demands and rewards given by the private institutions against the job, it is observed that in the employment sector, various private schools use different recruitment and selection strategies. It is also proved that selection of teachers for vacant teaching positions in the private schools depend mainly on academic qualifications and competence.

Mac Duffie (2005) from Tanzania also did a study on human resource bundles and manufacturing. His findings stated that it is logical to conceive that private school institutions can use selection to increase their generic human capital while focusing on training to develop a private school's specific human capital. According to the study carried out by Jepsen (2005) in Thika, teacher's selection strategies are highly considered in recruiting teachers based on the teachers skills since beginning teachers are rarely totally prepared to meet core classroom requirements, including classroom management.

Another study carried in Kenya by Kilonzi (2008) on recruitment methods shows that in the school institutions, different private schools use different recruitment and selection methods; however, advertisement of vacancies and promotion from within are the most preferred. None of these studies delved into establishing the influence that teacher recruitment strategies have on learner performance. This remains unknown in Homa Bay county private schools.

On performance appraisal, where as Duckett, (1991) and Chow *et al.*, (2002) looked at the relationship between appraiser and appraisee, and concluded that this relationship is central and crucial to successful outcome of appraisal, Another study by Scherer and Segal (2006) in London only acknowledged the values of performance appraisal in both administration decisions and in motivating teachers. The only study, which was done in Kenya on performance appraisal, was conducted by Ouko (2008) who did a study on Extent of Adoption of 360 Degrees employee Performance Appraisal Process in Private Schools in Nairobi. He recommended that Private Schools should use 360 degrees of performance appraisal because it creates a mutually beneficial

relationship between the teachers and pupils. It should fit in the strategic mission of the Private Primary Schools and be used as a means not as an end in itself. Duflo (2005) also did a study on the influence of performance appraisal and career advancement process among private primary schools' teachers in Ghana. He observed that private primary teachers progress through a series of stages, each characterized by a different set of developmental tasks, activities and relationships. None of the studies looked at the influence of performance appraisal on academic performance of private schools. This is unknown in the context of Homa-Bay county private primary schools.

Studies on teacher training included the works of Nannyonjo (2007) who did an analysis of factors influencing learning achievement in Uganda and found that teachers characteristics that may improve students' performance were; teachers' qualifications, in-service training of teachers, age, teachers' experience, tenure of leadership, teaching strategies and evaluation systems in a school. This finding concurred with Twoli (2006) study in students' performance who found that students' performance is correlated to academic qualifications and competence of the teacher in the teaching process. Welsh (2010) and Gurskey (2003) in their studies maintained that teachers who are well trained are able to have a strong knowledge and understanding of the subject content they are teaching their students.

In addition, Morgan (2010), in his study on benefits of professional development, found out that teachers acquire more knowledge, which can help them deliver more while in the class. This is supported by a study done by Ferguson and Ladd, (1996). Haycock (1998) did a study in Washington DC where the majority of the students are enlightened and found out that teachers with little training have too little knowledge of the subjects they teach thus denying their students the most basic learning resources. The highlighted studies above on teacher training fell short of linking teacher training to student performance in private primary schools. They focused on various outcomes of teacher training like effective content delivery. The studies of that linked teacher training to student academic achievement included the works of Twoli (2006) and Nannyonjo (2007) but they failed to focus on private primary schools. Therefore, the effect of teacher training on student performance in Homa Bay County remains unclear that warrants further investigation.

Hanushek (2009) postulated that people join organizations like schools to satisfy their varied

needs. Teachers, for example, join the teaching profession to meet their financial and social needs because in turn they are paid salaries and given other incentives to improve their livelihoods. However due to poor remuneration in schools under the universal primary education system, teachers have not been able to satisfy their needs and this directly affects performance.

Willamson (2006) conducted a study on the compensation, reward system in the United Kingdom, and observed that compensation should be schemed in such a way that it provides for the recognition and reward of high performing teachers. Reichardt, *et al* (2013) did a study in South Africa on Merit Pay, “Pay for performance” or “Performance pay”, adjusts salaries upward or provides compensation for higher levels of performance.

In India, Gupta and Singhal (2013) did a descriptive study on reward system and discovered that reward system provides financial reward, promotion and other recognition to teachers in order to motivate private primary teachers to take risk and develop good teaching strategies. Reward system encourages teachers to become motivated, thereby increase their participation in contributing innovation ideas, which lead to good performance of the private primary school

It is clear from the above review that no study has been done that tended to examine the effect of teacher’s remuneration on pupil performance. Whereas Willamson (2006) conducted a study on the compensation and reward system in the United Kingdom and observed that compensation should be schemed in such a way that it provides for the recognition and reward of high performing teachers. Reichardt, *et al* (2013) did a study in South Africa on Merit Pay, “Pay for performance” or “Performance pay”, adjusts salaries upward or provides compensation for higher levels of performance. Gupta and Singhal (2013) on the other hand did a descriptive study on reward system and discovered that reward system provides financial reward, promotion and other recognition to teachers in order to motivate private primary teachers. It can therefore be concluded that the effect of teacher remuneration on learner performance is unknown particularly for private primary schools in Homa –Bay County.

1.1.1 Private schools in Homa Bay County

According to Bauer, Brust and Hubbert (2002), the quality of private schools in Kenya varies greatly despite government efforts to license and inspect them. The Since their inception, private schools, especially in urban areas, have dominated their public counterparts in performance on

national examinations. Bauer, Brust and Hubbert noted that private primary schools have turned out to be the shrines of quality education in Kenya, churning out top achievers year after year and all indications are that private schools will continue to play an important role in the near future.

Nishimura and Yamano (2013) conducted a study in Kenya to find out the determinant of the high emergence of private schools, where the private primary schools increased from 4.6 % to 11.5% in the year 2004 to 2007. The study discovered that the introduction of free primary education policy (FPE) by the Kenyan government in 2003 resulted into congestion in the existing public primary schools. Nishimura & Yamano (2013) noted that pupil-teacher ratio increased in public schools, the parents reacted by transferring their children to private schools. High teacher –pupil ratio in public schools is the probability of the emergence of private schools.

In private schools in Kenya, the Board of Management is responsible for the management of human and other resources to facilitate operations, structure development and provision of teaching and learning materials. Management of people in the basic school context involves the skillful control and guidance of students, teachers and other stakeholders in order to achieve the schools desired outcomes. The head teacher plays an important role in this respect. The Basic Education Act (2013) shows that the nature and quality of leadership and management that the head teacher provides should determine the effectiveness of the school. Private schools do not have clear defined customers like in other businesses. Their customers include students, communities, religious organizations and other government institutions, development partners and the private sector. In private schools, the school head teacher is the immediate human resource manager and is answerable to the Board of Management.

According to the Ministry of Education (2015), private primary schools in Homa Bay County have not performed well in National examinations since the year 2003. They noted that this has not gone down well with the key stakeholders in the County's education sector including the parents, sponsors, student and the community at large. There has been a lot of pressure from the stakeholders on the private schools to improve their performance in the national examinations; unfortunately, this has not come to fruition. The ministry says that the head teachers of private schools in Homa Bay can link the possible underlying factors that may have negatively affected

private schools' performance to the non-adoption of the appropriate human resource management practices. Nonetheless, this remains unknown.

Table 1.1: Average Performance in private primary schools in Homa Bay County

Year	2010	2011	2012	2013	2014
Mean score	201.37	185.31	197.45	181.20	198.24

Source: Ministry of Education, 2015

The information on Table 1.1 shows that private primary schools in Homa Bay County have performed poorly over the past four years. According to the Ministry of Education (2015), the poor performance of private schools in Homa Bay has been because of poor teacher selection strategies, teacher training, poor performance appraisal methods and weak reward systems. There has not been a single study to ascertain these speculations.

1.2 Statement of the Problem

The issue of teacher motivation, training, appraisal and selection for a sustained high academic performance in Kenyan schools cannot be underrated. There has been a trend in Homa-Bay county that private primary schools which are expected to perform much higher than their public counterparts continue to register dismal performances in national examinations yet their pupil-teacher ratio is more favorable. The reasons behind this declining performance has been hypothesized by stakeholders to be attributed to human resource practices mainly teacher selection and recruitment, teacher appraisal strategies, teacher training and remuneration. Despite the application of appraisal, critics argue that it does not live up to its expectations of adding impetus to the quality of teaching which ultimately manifest in terms of improved educational standards because of how it is carried out. Nonetheless, the performance and the general academic achievement in schools is the main concern of school administrators and other stakeholders. While studies have shown that good human resource management practices enhances good performance particularly good selection of employees, performance appraisal, training and remuneration , the effective application of these human resource practices and how they can influence performance in Homa-Bay county has not been studied before. It is therefore

not clear how these human resource practices may influence learner performance in private schools in Homa Bay County.

1.3 Objectives of the Study

The main objective of the study was to Assess of human resource management practices and performance of private primary schools in Homa Bay County, Kenya.

The study specific objectives are to:

- i) Establish the effect of teacher selection strategies on performance of private primary schools in Homa Bay County, Kenya.
- ii) Determine the effect of performance appraisal on performance of private schools in Homa Bay County, Kenya.
- iii) Determine the effect of teacher training on performance of private primary schools in Homa Bay County, Kenya.
- iv) Establish the effect of teachers' remuneration on performance of primary schools in Homa Bay County, Kenya.

1.4 Research Questions

The study was guided by the following research questions:

- i) What is the effect of teacher selection strategies on performance of private primary schools in Homa Bay County, Kenya?
- ii) What is the effect of performance appraisal on performance of private schools in Homa Bay County, Kenya?
- iii) What is the effect of teacher training on performance of private primary schools in Homa-Bay County, Kenya?
- iv) What is the effect of teachers' remuneration on performance of primary schools in Homa Bay County, Kenya?

1.5 Scope of the Study

The study was carried out in all the 85 private primary schools which had a KCPE examination class in 2014 in Homa Bay County. It investigated the relationship between human resource factors such as teacher selection, appraisal, training, and remuneration and performance of private primary schools in Homa-Bay County. The study was carried out at one point in time, within a period of one month.

1.6 Significance of the Study

First, this study might enable human resource practitioners like head teachers who are tasked with the responsibility of managing other teaching and non-teaching staff. It particularly investigated the human resource management practices commonly used by private primary schools in Homa -Bay County, compare them to the perceived best practices, and give those in private academic institutions a chance to adopt what is suitable for them. Secondly, the study assisted in enhancing awareness of human resource management practices among private schools, make them employers of choice, and enhance their competitive advantage in terms of yearly pupil enrollment. Thirdly, the study may enable scholars to understand the nature of human resource management practices used in private primary schools. Fourthly, this study would contribute valuable information on the human resource factors influencing academic performance in Kenya Certificate of Primary Education. Finally, the study would increase the body of knowledge on Human Resource factors influencing academic performance and therefore it would be a useful point of reference for further studies to other scholars, managers, policy makers and researchers.

1.7 Conceptual Framework

A conceptual framework refers to a group of concepts that are systematically organized in providing a focus, rationale and a tool for interpretation and integration of information (Balachander & Soy, 2003). The conceptual framework adopted for this study was based on the international human resource management practices (Ashok and Renuka, 2013). They clearly depicted how staffing; performance appraisal and compensation impact on organizational performance. It is on this foundation that the independent variables of this study was selected to

be Teacher selection strategies, Performance appraisal and Reward/remunerations systems and training with the dependent variable being performance of private primary schools in Homa Bay County. Methods of selecting teachers determines performance especially if unqualified teachers are recruited for teaching purposes can in one way or the other affects performance of the students. Proper schedules of performance appraisals are expected to enhance performance; this is found to be true especially in learning institutions. Finally, reward system in these schools can also determine the retention rate of the teachers in private primary schools and as a result affect performance of private primary schools. School performance was measured via the mean score in the last Kenya Certificate of Primary Education (KCPE). The intervening variables include institution’s infrastructure, institution’s culture, learning materials and support staff factors and government policy.

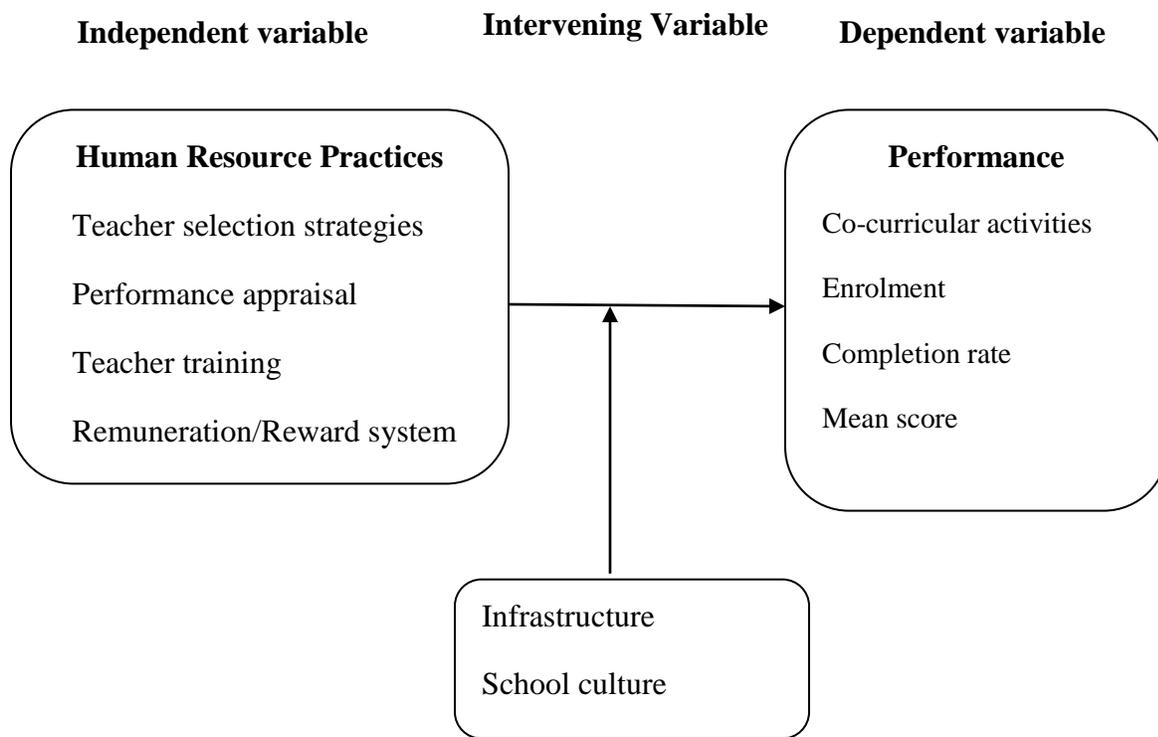


Figure 1.1: Relationship between human resource management practices and performance of private primary schools.

Source: Adapted from (Ashok & Renuka,2013)

CHAPTER TWO

LITERATURE REVIEW

In this section, a review of the literature is presented in order to provide both theoretical and empirical overview of the subject. The subsection provides a theoretical and empirical overviews underpinning human resource management factors.

2.1 Theoretical Review of Literature

This study was anchored on theory of motivation, education production function and best fit theory.

2.1.1 Theory of Motivation

Maslow (1970) need-based theory of motivation is the most widely recognized theory of motivation. According to this theory, a person has five fundamental needs: physiological, security, belonging, esteem and self-actualization. The physiological needs include pay, food, shelter, clothing, education and comfortable work conditions. Maslow's opinion is that until these needs are satisfied to a degree to maintain life, no other motivating factors can work.

According to Okumbe (1998), "Motivation is a process that starts with a physiological deficiency or need that activates behavior or a drive that is aimed at a goal or incentive." Motivation therefore consists of needs (deficiencies) which set up drives (motives) which help in acquiring the incentives (goals). Drives or motives are action-oriented while incentives/goals are those things, which alienate a need. According to Joan M (2010), motivation is what people need to perform better and can only work if the right person with the right skills has been placed in charge of the task (Luthans, 1998).

The productivity in any organization is a function of how well employees perform their various tasks. This productivity is very much dependent upon other factors, job analysis, job recruitment, selection and job placement of the employees. However, a greater performance of an organization does not depend upon only these variables. The individual performance is a function of the ability and the willingness of the worker to perform the job (Ngumi, 2003).

Motivation constitutes one dimension for the purposes of understanding the individual worker and his/ her working environment (Wofford, 1971). It is then notable that when employees are highly satisfied, the production in the organization will always increase. Motivation is said to result when the sum total of the various job facets give rise to feelings of satisfaction; and when the sum total

gives rise to feelings of dissatisfaction, job dissatisfaction results. Improving anyone of the facets leads to the direction of job satisfaction and eliminating anyone of them leads to job dissatisfaction (Mutie, 1993).

The source of motivation is both intrinsic and extrinsic. Intrinsic motivation occurs when people engage in an activity without external incentives. They get motivated when they can control the amount of effort they put in an activity since they know the results they will get, will not be by luck. Extrinsic motivation has to do with incentives. Incentives are external to a person and are provided by the management in order to encourage workers to perform tasks (Hacket, 1998).

2.1.2 Best-fit theory

The best-fit or contingency school of human resource management explores the close link between strategic management and human resource by assessing the extent to which there is a link between an organization's business strategy and its human resource management practices. The notion of a link between business strategy and the performance of every individual in the organization is central of 'fit' or vertical integration. Vertical integration can be explicitly demonstrated through the linking of a business goal to individual objective setting, to the measurement and rewarding of attainment of business goal. Inherent in most treatments of fit is the premise that organizations are more efficient and/or effective when they achieve fit relative to when a lack of fit exists (Wright and Snell, 1998). This vertical integration or 'fit' where 'leverage' is gained through procedures, policies and process is widely acknowledged a crucial part of any strategic approach to the management of people. (Dyer, 1984; Mahoney & Deckop, 1986), vertical integration therefore ensures an external market or business strategy, and thereby ensures that competences are created which have a potential to be a key source of competitive advantage (Wright, McMahan and McWilliam 1994).

Tyson (1997) identified the move towards greater vertical integration (between human resource management and business strategy) and horizontal integration (between human resource policies themselves and with line managers) as a sign of human resource management coming to age. In recognizing certain shifts in the human resource management paradigm, Tyson identified 'vertical integration as the essential ingredient that enables the human resource paradigm to become strategic. This requires in practice, not only a statement of strategic intent, but planning ensuring an integrated human resource system that can support the policies and processes in line with the business strategy.

A number of critics, notably Legge (1995) have questioned the applicability of the classical –rational models because there is a dearth of empirical evidence to support their credibility. Legge (1995) tends to prefer the procession framework (Whittington, 1993), which is grounded in empirical work and recognized that ‘integrating human resource management and business strategy is a highly complex and iterative process, much dependent on the interplay and resources of different stakeholders.

However, best-fit theory tends to over simplify organizational reality. In attempting to relate one dominant variable external to the organization such as competition on innovation, infrastructure or cost to another internal variable such as human resource management, they tend to assume a linear, non-problematic relationship. It is unlikely, however, that an organization is following one strategy alone, as organizations have to compete in ever-changing external environment where new strategies are constantly evolving and emerging. The best-fit theory closely links with this study because it looks at close link between strategic management and human resource. It recognizes that strategic management is an ongoing practice in every organization and has considerable influence of human resource practices such as recruitment, reward, and appraisals. The human resource practices adopted in turn affects the achievement of strategic goals. Again, the theory underpins the importance of the link between business strategy and the performance of every individual in the organization and its role in enhancing the ‘fit’. Integration for employees is enhanced through objective setting and performance appraisal.

2.2 Teacher Performance Appraisal and student performance

Teacher appraisal is defined as the process of evaluating the performance of teachers in service delivery (Dictionary of Human Resources Management, 2001). Appraisal is judgmental in nature, meaning that the staff's performance is measured against certain standards. Jackson and Schuler (2003) viewed performance appraisal as a method by which the job performance of an employee is evaluated. It is seen as a key contributor to successful human resource management (Erdogan 2002, Ahmed 2010). According to Partington and Stainton (2003) there are three main purposes of performance appraisal: it shows and furnishes aspects of staff member performance, it alerts the staff member to the degrees of improvement needed in any weaker aspect of his/her performance, and it prioritizes the aspects of performance in which improvement is needed. Asghar (1996) and Groeschl,

(2003) added other purposes and functions such as appraising performance for institutional development, for self-development which is the most important purpose of appraisal, for increased pay and for promotion. They added to say that development-oriented staff appraisal provides the means by which enhanced communication between staff and senior colleagues can determine systematic identification of roles, tasks, targets and training plans for individuals, which support developmental and institutional goals. Further, an effective teacher appraisal can be used as reinforcement for teacher learning and development.

An effective appraisal provides an opportunity for appraisees to reflect on their performance, accomplishment and achievements. In addition, the best indicator of effectiveness of a developmental appraisal must lead to staff development (James, 1995). Further, (Cardno, 2005, Murphy, 2012) asserted that to ensure the system or appraisal is effective and successful; a balance between accountability and developmental purposes must be achieved and maintained. Appraisal also helps to develop and reinforce the line of management control. It does this by developing the managerial skills of the appraiser and enhancing their power over appraisees" (Barlett, 1998).

Performance appraisal can be powerful and influential if it is used for reinforcement and disciplinary decisions, such as staff promotion, crossing of efficiency bar and pay raises as well as termination of contract. Byars and Pynes (2004) asserted that in order to overcome errors and problems associated with performance appraisal; the appraiser should be trained on how to improve his or her skills such as documentation and counseling skills. Appraisers should be trained to be open minded, honest, positive and skillful in addressing staff member's capabilities and competencies. Appraisers should be competent, fair, credible, report appraisee's strengths and weaknesses and be able to make logical and fair recommendation for assisting and improving appraisee's future performance (Too, 2007).

James (1995) added that the capacity of appraisers to create a climate for effective discussion becomes critical for an effective and successful appraisal. Appraisees would be in difficult position if they mistrust their appraisers; therefore, trust and respect are very important in an effective appraisal.

Increased participation in the appraisal process is positively related to appraisees' satisfaction and their acceptance to the appraisal system (Cawley *et al.*, 1998, Kelly *et al.*, 2008). Teachers who participate in developing the appraisal system are more likely to be aware and accepting of

performance expectations, better understand the appraisal process and outcomes, and be more committed to the appraisal system (Kelly *et al.*, 2008). Further, Piggott-Irvine (2003) advocated that transparency and confidentiality are important and should be considered and assured by appraiser and appraisee. The appraiser should maintain absolute confidentiality in dealing with information, whether it is from respondents providing feedback, or documentary evidence, or information from the principal. The information must not be tampered with or altered: clear guidelines, accountability, mutual respect and trust should be maintained. According to (Duckett 1991, Chow *et al.*, 2002) the relationship between appraiser and appraisee is central and crucial to successful outcome of appraisal.

Therefore, it is important that the appraiser be credible, respected and skillful in appraising staff. The appraiser must be viewed as competent, capable of evaluating the teachers and unbiased for evaluation outcomes to be perceived as reliable and useful for providing feedback to improve teacher performance. All these issues contribute to an effective appraisal that helps increase productivity and provides opportunities to staff members in building a learning organization and improve their performance. Turk and Roolah (2007) pointed out that appraisal of academic staff helps to fulfill the target and goals of an institution, gives an overview of the quality of teaching, enables teachers to have a better understanding of what is expected of them, rises motivation and disciplines and stimulates training and development. An effective performance appraisal acts as a reminder for the teachers of what they expected to do (accountability), identifies the staff areas of strengths and weaknesses and it encourages effective teaching which leads to improved performance quality education (Odhiambo, 2005).

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In Taiwan, Chang and Chen (2002) conducted a comprehensive study to evaluate the relationship between teachers' appraisal and private school performance using correlation study design. The study used cross sectional study design. Teachers and head teachers were the focus of the study and 87 respondents were sampled randomly. Their study reveals that human resource management performance appraisal practices have significant effect on teachers' productivity. The study also found that benefits and human resource planning have negative relationship with teachers' turnover.

According to Scherer and Segal (2006) study in London, private schools have long acknowledged the values of performance appraisal in both administration decisions and in motivating teachers. This study utilized descriptive study design where schools were chosen through stratified random sampling technique. From their study, it was discovered that the reluctance to implement the appraisal systems with lower level and base grade teachers may be due to several factors, including teachers and union resistance to compulsory system of appraisal. Scherer and Segal also noted that some of the best practices of performance appraisal were to ensure that private schools make

performance appraisal to be part of the culture, link performance appraisal to school objectives, invest in training and education, design the system for the unique needs of the schools; use performance appraisal to build relationships between teachers and pupils; use flexible, customized appraisal forms and finally separates the compensation from performance.

Duflo (2005) also did a study on the influence of performance appraisal and career advancement process among private primary schools' teachers in Ghana. He observed that private primary teachers progress through a series of stages, each characterized by a different set of developmental tasks, activities and relationships. In the contrary, lack of teachers' appraisal, promotion and recognition for work performed as well as lack of chances for advancement among teachers caused dissatisfaction among some of them to resign. It was also argued that the frustrations of having reached one's career ceiling or having been over promoted can result to extreme stress. On the other hand, private primary teachers suffering from "career stress" often show high job dissatisfaction, job mobility, burn out, poor work performance, less effective interpersonal relationships at work and so on. It is thus necessary to provide the schoolteachers with good performance appraisal.

Torrington (2005) also did a study in Zimbabwe and observed that teachers generally tend to leave teaching jobs for various reasons. Many of the reasons are wholly outside the power of the school institution to influence. The argument against staff turnover is equally persuasive. First, the absolute cost of replacing teachers who have been hired ranging from the cost of placing a recruitment advertisement through the time spent administering and conducting the selection, to other expenses required in inducting and appreciating teachers. There are other explicit losses to the private schools arising because of poor school performance because of lack of teachers' appraisal. This is a common norm to public schools as opposed to private primary school teachers.

Ouko (2008) also did a study on Extent of Adoption of 360 Degrees employee Performance Appraisal Process in Private Schools in Nairobi. He recommended that Private Schools should use 360 degrees of performance appraisal because it creates a mutually beneficial relationship between the teachers and pupils. It should fit in the strategic mission of the Private Primary Schools and be used as a means not as an end in itself.

From the above review, it is clear that no study has been done in the Kenyan context relating teachers' performance appraisal to pupil performance. Whereas Duckett, (1991) and Chow *et al.*,

(2002) looked at the relationship between appraiser and appraisee and concluded that this relationship is central and crucial to successful outcome of appraisal, their study fell short of relating the constructs of performance appraisal and performance. In the study of Chang and Chen (2002) carried out in Taiwan that evaluated the relationship between teachers' appraisal and private school performance using correlation study design, their study did not consider performance in the national examination but just looked at other measures of school performance such as growth and financial sustainability. Another study by Scherer and Segal (2006) in London only acknowledged the values of performance appraisal in both administration decisions and in motivating teachers but did not try to relate teachers' performance appraisal to student performance. Other studies, which were done elsewhere in the world but which did not cover the content of performance appraisal and performance, included the works of Duflo (2005) who did a study on the influence of performance appraisal and career advancement process among private primary schools' teachers in Ghana.

The only study, which was carried out in Kenya, on performance appraisal, was conducted by Ouko (2008) who did a study on Extent of Adoption of 360 Degrees employee Performance Appraisal Process in Private Schools in Nairobi. He recommended that Private Schools should use 360 degrees of performance appraisal because it creates a mutually beneficial relationship between the teachers and pupils. This study deviated from the current study in the sense that it generally looked at the extent of adoption of an aspect of performance appraisal and related this to employee performance. This study also fell short of relating teachers' performance appraisal to learner performance. It is therefore clear from the above review that none of the reviewed studies either locally or globally has ventured to establish the relationship that exists between teachers performance appraisal and learner performance in private primary schools. This therefore remains unknown in the context of private primary schools in Homa Bay County.

2.3 Teacher Training and Student performance

As a subjective measure of teacher quality, teacher preparedness incorporates what the teacher brings to the classroom from pre-service learning and on-the-job learning. To the extent that professional development is geared to provide on-the-job-learning in key areas of classroom teaching, recent participation in professional development programs should contribute to teachers being better prepared for the requirements of classroom teaching. Performance of teachers as

reflected by level of training and teaching experience will determine the quality of grades attained in an examination (Harbison and Mayer, 1964; Husenet *al*, 1978 and Heinemann; 1981). A trained teacher will have necessary pedagogical skills, which will promote students' understanding, motivating a student to learn, thereby promoting academic performance.

According to Cheptoeck (2000), teachers appreciate the opportunity to follow a professional career path that allows them to grow and receive recognition as professionals. The career development is only possible through continuous learning, According to Ololube (2005), in Uganda, the continuous workshops and seminars held by teachers are very tedious and demeaning. In addition, teachers were not permitted to give input in the type and content of the courses to cover. According to Cheptoeck(2000), the excessive amount of time devoted to administrative and non-curriculum tasks as well as coping with constant changing syllabuses means that teachers' do not have adequate time to study, and so chances of promotion becomes fewer.

Several studies have shown that teacher training affects the content delivery of the teacher in classroom. A study by Gamoran (2006) in the University of Wisconsin, indicated that teacher training enhanced student learning through its effects on teaching practices like content delivery. In addition, a study by Jackson and Davis (2000), on educating adolescents in New York, reported that teacher training improved teaching skills and knowledge thus enhancing their content delivery. This study was done in high performing middle grade schools.

The study of Nannyonjo (2007) on analysis of factors influencing learning achievement in Uganda found that teachers characteristics that may improve students' performance were; teachers' qualifications, in-service training of teachers, age, teachers' experience, tenure of leadership, teaching strategies and evaluation systems in a school. This finding concurs with Twoli (2006) study in students' performance who found that, students' performance is correlated to academic qualifications and competence of the teacher in the teaching process.

Welsh (2010) and Gurskey (2003) maintained that well trained teachers are able to have a strong knowledge and understanding of the subject content they are teaching their students. Such teachers incorporate various teaching methods thus improving their content delivery in the classroom. Recent studies in Dallas, Texas, have also found that differential teacher effectiveness is a strong determinant of differences in the student academic achievement (Sanders and Rivers, 1996; Wright,

Horn and Sanders, 1997; Jordan, Mendero and Weerasinghe, 1997). Students who are assigned to several untrained and ineffective teachers in a row have significantly lower achievement and gains in achievement than those who are assigned to several highly trained and effective teachers in sequence.

Clotfelter (2006) also found out that effective teacher management practices including staff development programmes related positively with pupil academic achievement. Staff development programmes aimed at improving teachers' knowledge on human resource management will therefore impact on pupils' academic achievement. Another study by National Staff Development Council (2003) indicated that teacher training improves instructional techniques and ideologies that enhance content delivery. In addition, Morgan (2010), in his study on benefits of professional development, found out that teachers acquire more knowledge that can help them deliver more while in the class. This is supported by a study done by Ferguson and Ladd, (1996). Haycock (1998) which indicated that teachers with little training have too little knowledge of the subjects they teach thus denying their students the most basic learning resources. This study was done in Washington D.C where the majority of the students are enlightened.

Studies done by Brewer and Goldhaber (2000), Monk and King (1994) and Rowan, Chiang and Miller (1997) concur that the effects of teacher training on academic achievement become clearer when the focus becomes subject matter knowledge as opposed to certification. These researches are generally consistent in indication that high school mathematics and science teachers with a major in their field of instruction have higher achieving students than teachers who are teaching out-of-field. These influences become stronger in advanced mathematics and science courses in which the teachers' content knowledge is presumably more critical (Monk, 1994; Chiang, 1996).

Rowan(2002) using a different data set found no relationship in elementary school between certification in mathematics and content delivery in the teaching and learning process. His findings suggested that subject matter knowledge in this area can only be enhanced by teacher training. The research study looked in depth the relationship between the influence of the training skills acquired and the service delivery towards students' performance considering the three compulsory subjects; English, Kiswahili and Mathematics.

Studies by Pate & Thomson (2003), Richardson (2003), Shulman (1987) and Sparks & Hirsh (1997) discovered that teacher training provides teachers with opportunities for hands-on work, is integrated into the daily life of the school, and has a positive influence on student achievement. In a separate study in the Virginia state, USA, Wenglinsky (1998) assessed the effects of teacher professional development on the use of new technologies in teaching. He found out a greater influence of teacher training on the use of technological equipment like computers and projectors.

Another study by Wekesa (1993) on the influence of teacher leadership on student academic achievement in Columbia, recommended that there was need for more staff training programs to enhance effective use of resources. According to Ngala (1997), other factors held constant, there exists a positive correlation between teacher training and student academic achievement in final examinations. Rivers and Sanders (1996) carried out a study on influence of trained teachers on future student academic achievement and they discovered that a trained teacher receiving students from untrained teacher can facilitate excellent academic gain for his/her students during the school year.

Studies done in the US by Little & Harrison (1994), Darling-Hammond (1998), Smylie, Allensworth, Greenberg, Harris & Luppescu (2001) and National Staff development Council (2001) both agreed that training had visible influence in student academic achievement. Wested, Ashton & Crocker (2000) noted that training had a positive influence on the accountability and student results. Porter *et al* (2000) also agreed that teacher training was a key factor in performing schools. In addition, Wenglinsky (2000) worked with special populations of students and discovered that there was a positive relationship between higher students test scores in Mathematics and Science and teacher training. Nyangarora (1996) concurred that mastery of content area facilitated effective teaching and therefore enhances student academic achievement.

In Kenya, Wanzare and Ward (2000) did a study on staff training and development and they noted that to improve teacher effectiveness and student learning, there was need to improve the in-service programs for all teachers. Ngala and Odebero (2010) carried out a study on teachers' perception of staff training as it relates to teachers effectiveness in rural primary schools in Kenya. It was discovered that among many other reasons, many teachers always participated in training programs to improve on teaching effectiveness. In this study, the schools were categorized as high and average performing. The respondents were 100 primary school teachers drawn from 100 public primary

schools from Nyanza and Rift Valley provinces. Nyangarora (1996) concurred that mastery of content area facilitated effective teaching. This study focused on factors affecting teaching of economics in Nyamira District, Kenya.

Ngala and Odebero (2010) also did a study in Rift Valley and Nyanza provinces on staff development programs and its relationship with teacher effectiveness, it was discovered that teachers in high performing schools took more interest in staff training programs compared to their colleagues in the average and low performing schools. Atsenga (2002) in his study of the English language revealed that effective teaching methods have high influence on learning. Teacher training programs, which promote knowledge on choice and use of effective teaching methods, influence the teachers' effectiveness thus high student academic achievement. Morgan (2010) revealed that training provide knowledge and skills to improve and encourages better performance and quality output.

In summary, the works above examined diversified areas of teacher training. Recent studies by Sanders and Rivers, (1996); Wright, Horn and Sanders, (1997); Jordan, Mendero and Weerasinghe, (1997) in Dallas, Texas, looked at differential teacher effectiveness in relation to student academic achievement. Clotfelter (2006) also examined effective teacher management practices including staff development programmes in relation to pupil academic achievement. Another study by National Staff Development Council (2003) investigated the role of teacher training on content delivery. Similar studies include the works of Rowan (2002). In addition, Morgan (2010), studied the benefits of professional development on content delivery and found out that trained teachers deliver more while in the class. This was supported by a study done by Ferguson and Ladd, (1996). Haycock (1998) which indicated that teachers with little training have too little knowledge of the subjects they teach thus denying their students the most basic learning resources.

Brewer and Goldhaber (2000), Monk and King (1994) and Rowan, Chiang and Miller (1997) looked at the effects of teacher training on academic achievement. Other similar studies on the same subject but with different conclusions included the works of Pate & Thomson (2003), Richardson (2003), Shulman (1987) and Sparks & Hirsh (1997) that discovered that teacher training provides teachers with opportunities for hands-on work, is integrated into the daily life of the school, and has a positive influence on student achievement. In a separate study in the Virginia state, USA, Wenglinisky (1998) assessed the effects of teacher professional development on the use of new

technologies in teaching. He found out a greater influence of teacher training on the use of technological equipment like computers and projectors. The studies concentrated on the relationship between teacher training and teacher effectiveness in content rather than investigating the influence it has on pupil academic achievement. This therefore remains unknown in the case of private schools in Homa- Bay County.

2.4 Teacher's Remuneration/ Reward system and student performance

School performance is directly linked to quality and quantity of teachers' remuneration. This means that there is a close link between teachers' remuneration and performance. The most provided incentives by schools include housing, transport allowances and salaries. In order to improve performance, school administrators try to motivate teachers using job amenities like wage increment, housing allowances, transport allowances and promotions (UNESCO, 2006). However, in schools where remuneration is on equitable grounds based on performance indicators of individuals, derive attraction, participation, commitment and improved performance (Mingat, 2002).

Goldhaber (2001) argues that, since teachers sort themselves based on non-pecuniary factors, increasing salaries will not have an effect on the distribution of teachers and, therefore, will leave some students without access to high quality teachers, hence affecting the performance of the school. Bennel, (2004) asserts that a reward in form of pay has a strong impact on the employees' performance. This is in agreement with Wayne when they state that pay is one of the most powerful motivating tools. Similarly, Meir (1992) emphasized the value of extrinsic motivation when he says that money provides the means to achieve a number of different ends. Above all, he asserts that money in form of pay is the most obvious extrinsic reward.

Hanushek (2009) postulated that people join organizations like schools to satisfy their varied needs. Teachers for example join the teaching profession to meet their financial and social needs because in turn they are paid salaries and other incentives to improve their livelihoods. However due to poor remuneration in schools under the UPE system, teachers have not been able to satisfy their needs and this directly affects performance. Although the relationship may not be causal, Hanushek and Rivkin (2007) found that teacher quality, as measured by teachers' scores on standardized tests and the selectivity of their undergraduate institutions, also declined during the same time. Thus, the renewed

emphasis on teacher quality forces policymakers, researchers and school administrators to focus on whether increasing teacher wages improves teacher quality and student performance or not.

Some research suggests that increasing teacher pay, whether it is through salary increases, performance bonuses, or recruitment incentives, results in better student achievement on end-of-grade tests (Ferguson and Gilpin, 2009; Hanushek, Kain, and Rivkin, 1999; Lazear, 2003). In addition, Loeb and Page (2000) found that increasing wages reduces the dropout rate. Hanushek, Kain, and Rivkin (1999) hypothesized that higher pay may improve student achievement by encouraging teachers to exert more effort in an attempt to compensate for their higher salaries. Despite the evidence that higher salaries have a positive impact on student achievement, some researchers contend that increasing teacher salaries may not be worth the investment. For example, there is some evidence that the impact of salary changes is nominal compared to the impact of non-pecuniary factors e.g., teacher working conditions or the percentage of students who receive free or reduced-price lunches (Ferguson and Gilpin, 2009; Hanushek, Kain, and Rivkin, 1999).

In India, Gupta and Singhal (2013) did a descriptive study on reward system and discovered that reward system provides financial reward, promotion and other recognition to teachers in order to motivate private primary teachers to take risk and develop good teaching strategies. Reward system encourages teachers to become motivated, thereby increase their participation in contributing innovation ideas, which lead to good performance of the private primary schools. Moreover, it is argued that in order to bring lasting and better results, and to significantly contribute to the success of their private schools, teachers must be motivated, remain committed, and be satisfied. Additionally, it is accepted that unless the Private Primary schools are able to retain their teachers, they will not be able to capitalize on the human assets developed within the institution.

Willamson (2006) conducted a study on the compensation, reward system in the United Kingdom, and observed that compensation should be schemed in such a way that it provides for the recognition and reward of high performing teachers. This can be done in the form of employee share ownership programs to increase employee awareness of the implication of their actions for the financial performance of the private primary schools. The terms should be clearly harmonized. Furthermore, compensation systems have been regarded as influential to elicit teachers' contribution, for example, high-powered incentives may be used to induce contributions through providing good remunerations to teachers. Every worker requires some form of feedback on his or her performance. Performance

measurement enables the worker to get feedback from the job itself, which is the extent to which carrying out the work activities result in incumbent receiving clear and direct knowledge about how they are performing.

Reichardt, *et el* (2013) did a study in South Africa on Merit Pay, “Pay for performance” or “Performance pay”, adjusts salaries upward or provides compensation for higher levels of performance. A standard for individual performance is set, such as increased student achievement. They discovered that if a teacher meets or exceeds the set standard, they receive a bonus or a salary increase. Merit pay is frequently used in the private primary schools as a management tool to achieve the schools’ goals. The main argument in favor of merit pay is that it can foster individual motivation by recognizing effort, achievement and rewarding it in a concrete way. This study had not been done in Homa Bay County thus it creates a research gap which will be filled by carrying out a study on Human Resource Management practices and performance of private primary schools in Homa Bay County.

Odden (2012) did a study in Uganda on the link between the quality of teaching and the level of student outcomes and found out that the most fundamental goal of performance-based rewards is to increase student performance. The study was a cross sectional survey. He introducing objective standards that can be used to determine whether teachers have skills to increase the performance of students, the quality of teachers could be established, and improved. Some argue this occurs when evaluation focuses on the knowledge and skills of teachers, which provides an incentive for all teachers to improve, and an intrinsic reward through professional development. Moreover, performance-based pay can target educators to key objectives and important subjects as a means of increasing student performance Odden (2012).

Bett (2006) observed that well rewarded teachers are performing teachers. Teachers are occasionally motivated and encouraged to stay longer in the private schools because of the good rewarding systems. Research has shown that the length of a teachers’ stay in a specific private primary school is associated to the good rewards he/she receives. He also noted that the number of years of a teacher in a school was the most consistently positive and significant contributor to learners’ academic achievement. Veenman (as quoted in Bett 2006) noted that unsupported environment, most beginning teachers experience wide range of problems in learning to teach, problems with classroom

management, motivating students, dealing with individual learning needs and differences and instructional strategies.

According to a study in western Kenya by the International Child Support Fund, on average 6% of private primary school teachers are always absent in schools compared to 20% of their counterparts in public schools (ICSF, 2014). They do not rationalize their absence from school with claims that they were away trying to supplement their income. The salary from teaching cannot sustain their livelihood. The private school management has tuition programs and many teachers get motivated to attend classes because of an incentive. Teachers' presence in class encourage student, especially those in private primary schools who continue to perform extremely well in national examination thus they outcompete with their counterparts in public schools.

Odden (2012) did a study in Uganda and found out that the most fundamental goal of performance-based rewards is to increase student performance. He argues that this occurs when evaluation focuses on the knowledge and skills of teachers, which provides an incentive for all teachers to improve, and also an intrinsic reward through professional development. Gupta and Singhal (2013) in a study in India revealed that reward system encourages teachers to become motivated, thereby increase their participation in contributing innovation ideas, which lead to good performance of the private primary schools.

Cheptoek (2000), in her study about job satisfaction of workers recommended that salaries of workers should be paid promptly and that promotion of workers should be accompanied by a corresponding increase in the salary they earn. She observed that salary was a strong force that kept teachers at their jobs. Nambasa (2003) who observed that rewards such as sickness payment, contributory pension schemes, free life insurance and medical and house allowances are equally important for the motivation of teachers researched a study on difference among levels of employees in terms of rewards.

A study by Spear (2000) in UK revealed that teachers' motivation and job satisfaction were low due to work overload, poor pay and low perception of teachers by the society. He went further to support conclusions by Herzberg's two-factor model. Findings by Sylvia and Hutchinson (1985) from their study carried in developed countries confirmed presence of low teachers' motivation and job

satisfaction that were attributed to intrinsic factors such as pay incentives were ineffective in increasing the motivation.

According to study by Bannell and Akyeampong (2007), in Sub-Saharan Africa and South-Asia, many primary schools faced "a teacher motivation crisis" because of low accountability, ineffective policy environment and management, low pay, low vocational and occupational status, poor working and living conditions. Further, a study carried out by Yantika (1996) on factors leading to poor performance in KCSE in Magombo Zone of Manga Division, Nyarnira District", concluded that lack of teachers' commitment because of absenteeism, neglect of professional duties, lack of rewards for teachers and students to boost their morale and clan politics was to blame for poor KCSE performance.

Studies conducted by Marnane and Olson (1990), using data from Michigan and North Carolina, demonstrated that teacher salary is an important determinant of the length of time that teachers stay in teaching. The results indicated that teachers who are paid more stay longer in teaching and teachers with higher opportunity costs, as measured by test scores or degree subject, stay in teaching less than other teachers.

It is clear from the above review that no study has been done that tended to examine the relationship between teacher's remuneration and pupil performance. Whereas Ferguson and Gilpin, (2009); Hanushek, Kain, and Rivkin, (1999); Lazear, (2003) did a study to establish whether it is through salary increases, performance bonuses, or recruitment incentives, results in better student achievement on end-of-grade tests, their study did not narrow down on teachers in private primary schools that have a different pay structure from public schools. In addition, Loeb and Page (2000) found that increasing wages reduces the dropout rate. This study also fell short of relating teachers pay with student performance. Whereas Cheptoek (2000) did a study about job satisfaction of workers and recommended that salaries of workers should be paid promptly and that promotion of workers should be accompanied by a corresponding increase in the salary they earn, her study did not focus on teacher's pay. Nambasa (2003) who observed that rewards such as sickness payment, contributory pension schemes, free life insurance and medical and house allowances are equally important for the motivation of teachers researched another study on difference among levels of employees in terms of rewards. However, this study fell short of establishing how such rewards contribute to learner performance. Moreover, studies by Spear (2000) in UK, Sylvia and Hutchinson

(1985), Bannell and Akyeampong (2007) merely looked at teachers' motivation and job satisfaction. Studies conducted by Marnane and Olson (1990), using data from Michigan and North Carolina, only demonstrated that teacher salary is an important determinant of the length of time that teachers stay in teaching. This study also fell short of linking teachers' salary with learner performance. It can therefore be concluded that the influence of teachers' remuneration on learner performance is unknown particularly for private primary schools in Homa –Bay County.

2.5 Teacher selection strategies and private primary school performance

According to a study carried out in Malaysia by Huselid (1995), on matching the capabilities and interests of prospective candidates with the demands and rewards given by the private institutions against the job. This study used descriptive survey design. The study targeted teachers in private secondary schools, which were sampled through random sampling technique. In this study, it is observed that in the employment sector, various private schools use different recruitment and selection strategies. It is also proved that selection of teachers for vacant teaching positions in the private schools depend mainly on academic qualifications and competence. Furthermore, it is concluded that flexibility is not considered a selection strategy for filling for vacant teaching positions.

Musllims (2005) also carried out a research on the management and organizational behavior among teachers in American Institute of Personnel. His study was based in America where 20 teachers within private primary schools were chosen through saturated sampling techniques. This study adopted descriptive survey design. It was observed that the hiring processes for private primary teachers vary between the types of school institutions and each has its own ultimate impact on schoolteachers' perceptions. He also noted in the study that the procedures should take into account the teachers' vision, mission and objectives. In addition, the qualification of the teachers selected should match the teaching job description otherwise the cost of attracting and retaining a wrong person on the job may be massive.

Mac Duffie (2005) from Tanzania also did a study on human resource bundles and manufacturing, he targeted head teachers, teachers and students selected through random sampling technique. He applied a descriptive study design. His findings stated that it is logical to conceive that private school

institutions can use selection to increase their generic human capital while focusing on training to develop a private school's specific human capital. Moreover, he discovered that for a school to sustain its competitive advantage, the human resources must also be unique and non-substitutable to prevent rivals from replicating the value of the human resources and competing away their benefits. It was also observed in the same study that the duration of a private schools' competitive advantage is directly related to the strength of isolating mechanisms. However, given the ease with which human resources can move between private schools to a rival school, it seems on the surface that it will be difficult to prevent and protect the human resource (teachers) from expropriation by rivals.

Barret (2001) used multiple case designs to conduct a study on Building a Value-driven organization in South Africa. His study was focusing on teachers in both private and public schools where random sampling technique was used to choose 200 teachers. According to his findings, best practices in recruitment require that the human side of the business should always be addressed. This means meeting the needs of potential new employees, for instance teachers who are choosing to work for the schools, cultures that align with their personal professional growth. Generally, the relationship between the teachers and the schools is made by contract in which the employee commits himself/herself to use his/her knowledge, learning and skills for the benefits of the Private Schools. In return, the private schools offer a reasonable compensation.

According to the study carried out by Jepsen (2005) in Thika, teacher's selection strategies are highly considered in recruiting teachers based on the teachers skills since beginning teachers are rarely totally prepared to meet core classroom requirements, including classroom management. This study was conducted among 60 teachers in private secondary schools whom were chosen through stratified sampling technique with the help of descriptive design was used. In the context of education reform, experience necessarily translates into better teacher preparedness for certain classroom activities.

Another study carried in Kenya by Kilonzi (2008) where descriptive study design was used shows that in the school institutions, different private schools use different recruitment and selection methods; however, advertisement of vacancies and promotion from within are the most preferred. Teachers and students in private institutions were targeted after chosen through random sampling technique. The findings further assert that in selecting employees for example teachers for vacant

positions in the private schools, academic qualifications and competence emerge as the most used. Individual flexibility is least considered as a method of selecting teachers for vacant positions. The most common method is interview and selection tests. But whichever criteria of selection that is used in selection it should be controllable, measurable, reliable and relevant to the private schools.

In summary, whereas Barret (2001) merely compared best recruitment practices in both public and private schools but failed to link it with learner performance, Jepsen (2005) study in Thika, only concluded that teacher's selection strategies are highly considered in recruiting teachers based on the teachers skills since beginning teachers are rarely totally prepared to meet core classroom requirements. However another study carried in Kenya by Kilonzi (2008) shows that in the school institutions, different private schools use different recruitment and selection methods; and it concluded that advertisement of vacancies and promotion from within are the most preferred. None of the studies delved into establishing the influence that teacher recruitment strategies have on learner performance. This remains unknown in Homa Bay county private schools.

CHAPTER THREE

RESEARCH METHODOLOGY

This section covers the methods the researcher used to collect and analyze the data for the study. It also covers the research design, description of the study area, population and sample size, reliability and validity of the data collection instrument.

3.1 Research Design

The study adopted Ex-post facto research design, this is one of the several well-established quantitative design methods to establish the direction and strength of relationships among variables under study. Therefore, this design was most suitable for the study this since the study assessed the relationship between human resource management practices and performance of private primary schools in Homa Bay County Kenya. Also known as correlational research or causal comparative design, ex post facto research usually involves a single administration of a questionnaire. In the present study, the researcher gathered data at one point in time.

3.2 Study Area

The study was conducted in Homa- Bay County. Homa Bay County lies between latitude 0°15' South and 0°52' South, and between longitudes 34° East and 35° East. The county is located in South Western Kenya along Lake Victoria where it borders Kisumu and Siaya counties to the North, Kisii and Nyamira counties to the East, Migori County to the South and Lake Victoria and the Republic of Uganda to the West. Administratively, Homa Bay County is divided into 8 sub-counties, 19 divisions, 116 locations and 226 sub locations. Ndhiwa Sub-county has the highest number of divisions (6) and locations while Rachuonyo North has the highest number of sub-locations (58). Suba sub-county has the lowest number of locations (9) and sub-locations (24) owing to its low population density (Homa Bay County Government, 2013).

3.3 Target Population

Mbwesa (2008) defined target population as the entire group of people or events that the researcher wishes to investigate. Target population for this study comprised head teachers of all

the 85 private primary schools that enrolled pupils for KCPE in 2014. Head teachers were chosen in the study because they were considered to be better placed to provide information related to human resource factors like teacher selection; appraisal; training and remuneration and how the same may affect performance. Additionally, the choice of head teachers was also due to fact that they often directly participate in teacher selection and appraisal.

3.4 Sample Size and Sampling Procedures

Sampling is a procedure, process or technique of choosing a sub-group from a population to participate in the study. It is the process of selecting a number of individuals for a study in such a way that the individuals selected represent the large group from which they were selected (Kombo, 2006).

A sample is a smaller group or sub-group obtained from the accessible population (Mugenda & Mugenda, 2005). This subgroup is carefully selected to be representative of the whole population with the relevant characteristics. Each member or case in the sample is referred to as respondent or participant. There are several approaches to determining the sample size. These include using a census for small populations, imitating a sample size of similar studies, using published tables, and applying formulas to calculate a sample size. The researcher conducted a census of all the 85 private primary schools in Homa Bay County; this is because the target population was relatively small.

3.5 Data Collection Methods

3.5.1 Data type and sources

Both primary and secondary data were used. Primary data was sourced by getting direct and first-hand information from the respondent while the secondary data was got from the records at the private primary schools and at the county ministry of education's office.

3.5.2 Data collection instruments

This study used structured questionnaires to collect data from schools' head teachers. Questionnaires are cheap to administer to respondents who are scattered over a large area. It is convenient for collecting information from a large population within a short span of time. The questionnaire had both open and closed ended questions and enabled the researcher collect primary data. Secondary data was obtained through review of schools' records.

3.5.3 Validity of the instruments

Validity indicates the degree to which results obtained from the analysis of the data actually represent the phenomena under study (Mugenda & Mugenda, 2008). Data validity was tested by using the Content Validity Index (CVI). To achieve this, the total number of items were divided by the relevant items in relation to the research objectives in the questionnaire. (Fisher, 2004). Validity was tested as follows:

$$\text{CVI} = \frac{\text{Relevant Items}}{\text{Total Number of Items}} = 0.78$$

Fisher (2004) indicates that for a research instrument to be valid, the CVI should be more than or equal to 0.7. The value obtained was far above the recommended value and therefore the instruments were deemed valid.

3.5.4 Reliability test for data collection instrument

Reliability is a measure of the degree to which a research instrument yields consistent results after repeated trials. A research instrument is reliable only when it has the consistency in results of the measurements; Mugenda and Mugenda, (2003). A pilot study is often conducted to pre-test or try out a research instrument. To achieve this, test retest was carried out during a pilot study that involved eight private school head teachers in the neighboring Kisumu County. Baker (1994) noted that a sample size of 10-20% of the sample size for the actual study is a reasonable number of participants to consider enrolment in a pilot.

The instrument was administered on these selected respondents twice, after which data from the two tests was cleaned, and analysed with the aid of Statistical Package for Social Science (SPSS)

to determine whether they (instruments) yield reliability index of 0.7 and above. Table 3.1 presents reliability test.

Table 3.2: Reliability Test

Variables	Cronbach's Alpha	No of Items
Performance of private schools	0.71	4
Teacher selection strategies	0.73	6
Performance appraisal	0.81	9
Teacher training	0.76	6
Remuneration/reward system	0.72	5

Table 3.1 shows the results obtained from a reliability analysis test carried out using Cronbach's alpha test. Results revealed very good reliability measures for the constructs which all above 0.7 as recommended by Nunnally (1978).

3.5.5 Data collection procedure

The researcher distributed the questionnaires to the sampled head teachers of private primary schools in Homa Bay County in the process explaining to them the purpose of the study and seeks their informed consent. Those agreeing to participate in the study were given a period of three days within which to respond to the questions, the questionnaires were collected at the agreed time. Upon collection, the questionnaires was checked for completeness, clarity and consistency.

3.6 Data Analysis and Presentation

The quantitative data collected from questionnaires were edited, coded and subsequently entered into a computer package, Scientific Package for Social Sciences (SPSS) for analysis. The demographic data was analyzed using descriptive statistics and results presented in form of tables. However, objective one, two three and four, were analyzed descriptively and inferentially presenting the results in form of tables as well as regression models.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the findings from data analysis with respect to the problem statement and gaps in the study as per the objectives of the study. The first section presents the results on response return rate followed by characteristics of the private schools in terms of average marks obtained, number of teachers. The second section presents the results as per the objectives but begins with an overview of performance of private schools in the county based on the respondents' views under selected aspects. The subsequent sections are basically the objectives of the study that were tested using research questions. The objectives of the study were to: establish the effect of teacher selection strategies on performance of private primary schools; determine the effect of performance appraisal on performance of private schools; determine the effect of teacher training on performance of private primary schools; and to establish the effect of teachers remuneration on performance of primary schools in Homa Bay County, Kenya.

4.2 Response Return Rate

The questionnaire was administered on 85 respondents. The researcher ensured that all the sampled head teachers were reached and all the questionnaires were adequately filled up and returned. This resulted to 100% questionnaire return rate..

4.3 Characteristics of Private Schools in Homa Bay County

The study sought to establish the characteristics of schools under study before narrowing to the study objectives. Therefore the study assessed the years of operation of schools, number of teachers, and academic performance of schools as shown in Table 4.1.

Table 4.1: Characteristics of Private Schools in Homa Bay County

Characteristic	Category	Frequency	Percentage	Mean
years of operation	less than 5	4	4.8	
	5-10 years	17	20.5	
	11-20 years	54	65.1	
	over 20 years	8	9.6	
male teachers	1-5 teachers	12	14.5	
	6-10 teachers	60	72.3	
	11-15 teachers	11	13.3	
female teachers	1-5 teachers	32	38.6	
	6-10 teachers	47	56.6	
	11-15 teachers	4	4.8	
KCPE mean	Years			Mean score in years
	2010			221.07
	2011			231.03
	2012			243.24
	2013			284.17
	2014			274.55

Source: Ministry of Education 2015

From the findings on the characteristics of private schools in Homabay County, the findings indicate that majority of the schools have been in operation for a period of 11-20 years, 54(65.1%). The findings also indicates that majority of the schools, 60(72.3%) had 6-10 male teachers while 47(56.6%) of the schools had 6-10 females teachers. These findings show that most of the private schools are dominated by male teachers. Finally, the findings on performance of the schools shows an improvement from 221.07 mean score in 2010 to 284.17 KCPE mean score in 2013 and thereafter a drop in the mean score to 274.55 in 2014. This implies that there was a prediction of drop in the subsequent years and therefore the findings sought to address the problem.

4.3 Performance of Private Schools in Homa Bay County

The study sought to establish respondents view on performance of private schools in Homabay County before embarking on the objectives of the study. In an art to achieve this, respondents were asked to share their views on the selected aspects of performance in the study. These included such as improvement in co-curricular activities, an increase in enrolment, good completion rate among the pupils, and an improvement in the KCPE mean score over the years. The findings were measured on a five point likert scale and presented as shown in table 4.1 using frequency counts, percentages, means and standard deviations.

Table 4.2: Performance of Private Schools in Homa Bay County

Statements	SD f(%)	D f(%)	HNI f(%)	A f(%)	SA f(%)	Mean	Std. dev
The school has improvement in co-curricular activities	46(55.42)	25(30.12)	12(14.46)	8(9.64)		1.73	1.04
The school has experienced an increase in enrolment	49(41.14)	31(37.35)	0(0.00)	11(13.35)		1.77	0.99
The completion rate among the pupils in the school is good	33(39.76)	31(37.35)	0(0.00)	12(14.46)	7(8.43)	2.14	1.31
The mean score in KCPE has improved over the years	52(62.65)	15(18.05)	0(0.00)	12(14.46)	4(4.82)	1.81	1.27

Source: Ministry of Education 2015

The findings in Table 4.2 show performance of private schools in Homabay County. From the findings, majority, 46(55.42%) of the respondents indicates that school has no improvement in co-curricular activities, with a mean of 1.73. This means that in terms of co-curricular activities, performance is still very low. The findings further indicates that the schools have not experienced an increase in enrolment, as shown by majority of the respondents, 49(41.14%) of the respondents with a mean of 1.77 and a standard deviation of 0.99 that was within one standard deviation thus indicating small variations in the responses. It is also clear that completion rate among the pupils in the school is not good, 33(39.76%) and the mean score in KCPE has not improved over the years, 52(62.65%) with a mean of 1.81. These findings shows that private schools in Homabay county still have low performance in terms of the curriculum, enrolment, completion rate and KCPE performance. Therefore the hypothesized factors that have the potential to enhance this performance could have an influence.

The overall objective of the study was to establish the effect of human resource management practice on performance of private schools in Homabay County. In order to achieve this objective, specific objectives were put in place. The first objective was therefore to establish the effect of teacher selection strategies on performance. Factors underlying teacher selection strategies were therefore measured using a five point likert scale consisting views from the study participants. These factors were as the ability to adhere to the recruitment and selection process, selection of teachers with desired knowledge, skills and attitude, use of standard interviewing techniques for teacher selection, and well defined merit criterion for employee selection. The

results are presented in Table 4.3 using frequency counts, percentages, means and standard deviations.

Table 4.3: Teacher Selection Strategies

Statements	SD f(%)	D f(%)	HNI f(%)	A f(%)	SA f(%)	p75	Mean	STd. dev
The recruitment and selection process followed in the school well defined	67(80.72)	8(9.64)	4(4.82)	4(4.82)	0(0.00)	1	1.34	0.78
The school select teachers with desired knowledge, skills and attitude	68(81.93)	11(13.25)	4(4.82)	0(0.00)	0(0.00)	1	1.23	0.53
The school uses standard interviewing techniques for teacher selection?	41(49.40)	38(45.78)	0(0.00)	0(0.00)	0(0.00)	2	1.55	0.59
we advertise all vacancies	34(40.96)	35(42.17)	4(4.82)	5) 10(12.0)	0(0.00)	2	1.88	0.97
Teacher selection the performance of your school	36(43.37)	27(32.53)	8(9.64)	4(4.82)	8(9.64)	2	2.04	1.27

Source: Ministry of Education 2015

As one of the elements of teacher selection strategies, the study's findings on recruitment revealed that the recruitment process and selection followed in the school was not well defined. This is evident by majority of the response, 67(80.72%) who strongly observed this. This was also confirmed by an overall mean of 1.34 which is close to 1 thus implying that most of these respondents strongly disagreed on the hypothesized statement. A standard deviation of 0.78 also confirmed that the respondents views were not varied to an extent of large disagreement. It is therefore clear that the section process and recruitment is not well defined.

The second element under human resource management process was the ability of the school to select teachers with desired knowledge, skills and attitude. This was however found almost impractical by majority of the respondents, 68(81.93) who strongly disagreed that the school ever carried out this practice. A mean of 1.23 close to one confirmed these findings, and was also supported by a standard deviation of 0.53 which indicated small variation in the findings. This

means that the most important aspects are not considered during teacher selection by schools. Knowledge and skills are very important for effective teaching, while attitude determines the mode of delivery during class lessons. If these aspects are not considered during selection then it becomes a bias process and therefore the school may not achieve their goals.

The findings further revealed that the school did not embrace standard interviewing techniques for the teachers selections as indicated by 41(49.40%) and 38(45.78%) of the respondents. The mean on this statement was 1.55, indicating very strong evidence of lack of standard interview, while the standard deviation of 0.59 indicates very small variation in the response meaning respondents had the same verdict on this problem. Another surprising finding was that not all vacancies were advertised by the schools as revealed by 34(40.96%), with a mean of 1.88 and a standard deviation of 0.97. This could be associated with the immediate finding that teacher selection strategies did not affect the performance of school, 36(43.37%), with a mean of 2.04 and a standard deviation of 1.27. In order to ascertain the main objective under this section, which was to establish the effect of teacher selection strategies on performance of private schools, simple linear regression model was carried out. Regression model $Y = \beta_0 + \beta_1 X_1 + e$ was tested and the results are provided in Table 4.4.

Table 4.4: Coefficients on the Effect of Teacher Selection Strategies Practices on Performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.594	.229		2.596	.011
Teacher selection	.754	.127	.549	5.919	.000

a. Dependent Variable: Performance

Source: Ministry of Education 2015

The findings in Table 4.4 indicate that teacher selection strategies have an influence on performance of private schools in Homabay County. This is indicated by the standardized coefficient valued that shows the unique contribution on performance ($\beta=0.549$, $t(83)=5.919$,

p=.011). The alpha (β) value is significant at 0.05 set value and therefore confirms that teacher selection strategies have an influence on performance of private schools in Homabay County. The summary findings on the percentage change in performance as results of teacher selection strategies were also presented as shown in Table 4.5.

Table 4.5 Percentage Change in Performance due to Teacher Selection Strategies

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.549 ^a	.302	.293	.72231	.302	35.033	1	81	.000

a. Predictors: (Constant), Teacher selection strategies

Source: Ministry of Education 2015

The findings in Table 4.5 indicate that teacher selection strategies have a significant influence on performance. From the results, teacher selection strategies account for 30.2% change in performance (R square =0.302, p=.000). This means that out of the 100% of performance expected, teacher selection strategies have the potential to predict 30.2% leaving out 69.2% that is explained by other factors. Teacher selection strategies are therefore considered a potential predictor of performance of private schools and therefore have an effect on performance.

These findings are not up to the expectations of previous studies, for instance, According to the study carried out by Jepsen (2005) in Thika, teacher’s selection strategies are highly considered in recruiting teachers based on the teachers skills since beginning teachers are rarely totally prepared to meet core classroom requirements, including classroom management. This study was conducted on 85 head teachers in private secondary schools whom were chosen through stratified sampling technique with the help of descriptive design was used. In the context of education reform, experience necessarily translates into better teacher preparedness for certain classroom activities. Kilonzi (2008) also found that in the school institutions, different private schools use different recruitment and selection methods; and it concluded that advertisement of vacancies and promotion from within are the most preferred, these studies were slightly short of the effect of teacher selection on performance and therefore from the present study, there is an effect of teacher selection on performance of private schools.

4.3 Performance Appraisal and Performance of schools

The second objective of the study sought to determine the effect of performance appraisal on performance of private schools in Homa Bay County, Kenya. At first, respondents were asked to share their measurement on various elements selected to reflect performance appraisal in schools. These elements were performance appraisal mechanism, frequency of conducting, basis of measurement, involvement of students and parents, feedback mechanism, penalization, teacher appraisal and school objectives. These were measured on a five point likert scale clearly defined to allow for varied response. The later step entailed establishing the correlations to find the relationship. The findings for the first step are presented using frequency counts, percentages, means and standard deviation in table 4.6.

Table 4.6: Performance Appraisal

Statements	SD f(%)	D f(%)	HNI f(%)	A f(%)	SA f(%)	mean	std. dev
There a formal performance appraisal mechanism	27(32.53)	26(31.33)	8(9.64)	6(7.23)	16(19.28)	2.49	1.49
The school conduct performance appraisal on a regular basis.	28(33.73)	35(42.17)	4(4.82)	8(9.64)	8(9.64)	2.19	1.27
The performance of the employees is measured based on objectives and quantifiable results.	41(49.40)	16(19.28)	8(9.64)	10(12.05)	8(9.64)	2.13	1.39
Students and parents involved in teachers' appraisal process.	22(26.51)	23(27.71)	4(4.82)	22(26.51)	12(14.46)	2.74	1.46
There is a clear feedback mechanism on staff appraisal?	32(38.55)	27(32.53)	12(14.46)	12(14.46)	0(0.00)	2.19	1.34
Do you use performance appraisal for penalization?	4(4.82)	12(14.46)	10(12.05)	37(44.58)	20(24.10)	3.68	1.13
Teachers' appraisal cause dissatisfaction among them causes some to resign.	32(38.55)	36(43.37)	11(13.25)	0(0.00)	4(4.82)	1.89	0.97
There is a clear link between performance appraisals to school objectives.	22(26.51)	41(49.40)	4(4.82)	4(4.82)	12(14.46)	2.31	1.31

Source: Ministry of Education 2015

The findings as indicated in Table 4.6 show the extent and practice of performance appraisal in private schools. Schools are expected to carry out performance appraisal mechanisms in order to improve. However, the findings reveal that it is not a common practice in these schools as indicated by majority of the respondents, 27(32.53%) and 26(31.33%) with means of (2.49) that closely relates to the approval of lack of the practice. The second element under scrutiny is the schools ability to conduct performance appraisal on regular basis, a practice that was not found practical among the schools as indicated by 28(33.73%) and 35(42.17%) of the respondents with a mean of 2.19. This means that as in the case of public schools, majority of the private schools that participated in the present study did not embrace this practice.

The third element under performance appraisal was measurement of employee performance based on the objectives and quantifiable results. Under this , the findings revealed that it was not always the case, as indicated by majority, 41(49.40%) of the respondents, with a mean of 2.13, and in addition, it was found that there was minimal involvement of students and parents in the teachers appraisal process as indicated by 23(27.1%) of the respondents with a mean of 2.74. Other aspects such as clear feedback mechanism on staff appraisal (32(38.55%), mean=2.19), teacher appraisal on satisfaction (36(43.37%), mean=1.89) and link between performance appraisal and school objectives (41(49.40%, mean=2.31) were underscored and termed as not practiced by the schools. However, it was found that performance appraisal was used for penalization as indicated by majority 37(44.58%) of the respondents with a mean of 3.68. These findings imply that in most private schools, the practice of performance appraisal is not common but only used during punitive practices such as penalization of teachers.

The second part in an art to complete the objective was to establish the effect of performance appraisal mechanism on performance of private schools. Therefore simple linear regression model was used to establish the effect. All the means of the variables (or aspects-statements) were combined and averaged to come up with one mean. The model $Y = \beta_0 + \beta_2 X_2 + e$ was thereafter tested, and results are presented in Table 4.7.

Table 4.7 Effect of Performance Appraisal on Performance of Private Schools

Model		Unstandardized		Standardized	t	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
	(Constant)	.641	.186		3.443	.001
1	Performance Appraisal	.585	.082	.623	7.166	.000

a. Dependent Variable: Performance appraisal

The results in table 4.7 show that performance appraisal has an influence on performance of private schools in Homabay county. For instance, the findings shows that performance appraisal had a unique contribution on performance ($\beta=0.623$, $t(83)=7.166$). This means that performance appraisal can predict performance in schools. In addition, a change in performance appraisal leads to a change in score in performance of the schools. The results for the percentage change in performance of the schools because of performance appraisal were therefore computed and presented as shown in Table 4.8.

Source: Ministry of Education 2015

Table 4.8 Percentage Change in Performance Accounted for by Performance Appraisal

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.623 ^a	.388	.380	.67631	.388	51.353	1	81	.000

a. Predictors: (Constant), Performance Appraisal

From the findings in Table 4.8, it is clear that performance 38.8% significant variance in performance in private schools is accounted for by performance appraisal (R Square =.388, $p=.000$). This means that performance appraisal is also a predictor of performance in private primary schools in Homabay County.

The findings also shows that the model is significant $F(1, 81)=51.353$) and therefore was fit for the analysis. It can therefore be concluded that performance appraisal has an effect on performance of private schools due to its potential ability to predict 38.8% in the absence of other variables leaving out the rest of the percentage to be explained by other variables. These findings are in line with finding of studies done In Taiwan by Chang and Chen (2002) who

conducted a comprehensive study to evaluate the relationship between teachers' appraisal and private school performance using correlation study design. Their study revealed that human resource management performance appraisal practices have significant effect on teachers' productivity. The study also found that benefits and human resource planning have negative relationship with teachers' turnover. It can therefore be concluded that performance appraisal has a significant effect on performance of private primary schools in Homa Bay County.

4.4 Teacher Training and Performance of Schools

The third objective of the study was to determine the effect of teacher training on performance of private primary schools in Homa-Bay County, Kenya. As part of the major school resources, teachers are termed important to school performance and therefore their training could affect the performance as well. In regard to this, the study respondents responded to the five point likert questionnaire on the extent to which teacher training was enhanced. The aspects of teacher training that were considered under the objective were assistance offered by employer, teacher promotion using academic qualification, recognition of more trained teachers, approval of study leaves and pay rewards to teachers for every additional qualification. The findings were presented as shown in table 4.9 using frequency counts, percentages, means and standard deviations.

Table 4.9: Teacher Training

Statements	SD f(%)	D f(%)	HNI f(%)	A f(%)	SA f(%)	mean	std. dev
The employer offers assistance to enable you participate in service courses, seminars and workshops	43(51.81)	20(24.10)	12(14.46)	8(9.64)		1.82	1.0
The employer uses academic qualifications to determine teacher promotion.	26(31.33)	26(31.33)	19(22.89)	12(14.46)		2.58	1.4
The employer offers opportunities and incentives for further studies	8(9.64)	18(21.69)	3(3.69)	23(27.71)	31(37.35)	3.61	1.4
The Board of Management recognizes and recommend more trained teachers for promotion	27(32.53)	33(39.76)	3(3.61)	4(4.82)	16(19.28)	2.39	1.4
The employer easily approves study leaves for those teachers who want to go for further studies	14(16.87)	20(24.10)	3(3.61)	14(16.87)	32(38.55)	3.36	1.5
The employer offers pay rewards to teachers for every additional qualification	35(42.17)	23(27.71)	6(7.23)	11(13.25)	8(9.64)	2.2	1.3

Source: Ministry of Education 2015

From the findings as indicated in Table 4.9, teacher training is not adequately considered except for two cases whereby the employer offers opportunities and incentives for further studies as indicated by 31(37.35%) of the respondents with a mean of 3.61. Also, the employer easily approves study leaves for those teachers who want to go for further studies as indicated by 32(38.55%) with a mean of 3.36.

The rest of the other aspects showed minimal approval of teacher training as an important aspect in the schools. For instance, the findings revealed that employers rarely offered assistance to enable teachers to participate in in-service courses, seminars and workshops as indicated by 43(51.81%) of the respondents with a mean of 1.82. This means that schools managers in these private schools do not value additional in-service teacher training within the schools as something that can improve schools performance. In addition, it is clear that use of academic qualification to determine teachers promotion was a practice rarely used by employers as indicated by 26(31.33%) of the respondents with a mean of 2.58. This implies that there is little value placed on academic qualification by employers in private schools and therefore they base

promotion on other aspects. There is also little recognition and recommendation by the board of management for promotion of trained teachers, 33(39.76%) with a mean of 2.39, and finally, there is not pay rewards by employers to teachers for every additional qualification as indicated by 35(42.17%) and a mean of 2.2. This therefore means that apart from approval of study leaves, employers have no value in teacher training and any additional training for teachers in private schools.

Simple linear regression model was carried out in order to determine the effect of teacher training on performance of private primary schools, using a model ($Y = \beta_0 + \beta_3 X_3 + e$). The findings for the model coefficients are presented as shown in table 4.10.

Table 4.10: Effect of Teacher Training on Performance

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.145	.385		.376	.708
	Teacher Training	.646	.141	.453	4.573	.000

a. Dependent Variable: Performance

Source: Ministry of Education 2015

The results in Table 4.10 shows that teacher training has an influence on performance of private schools in Homabay county although slightly less than performance appraisal. The findings shows that teacher training had a unique contribution on performance ($\beta=0.453$, $t(83)=4.573$). This means that teacher training can predict performance in schools. In addition, a change in teaching training leads to a unit change (either increase) in performance of the schools. The results for the percentage change in performance of the schools as a result of teacher training were therefore presented as shown in table 4.11.

Table 4.11: Percentage Change in Performance Explained by Teacher Training

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.453 ^a	.205	.195	.77072	.205	20.915	1	81	.000

a. Predictors: (Constant), Teacher Training

Source: Ministry of Education 2015

The findings in Table 4.11 indicate that 20.5% significant variance in performance in private schools is accounted for by teacher training (R Square =.205, p=.000). This means that teacher training is a potential predictor of performance in private primary schools in Homabay County. The findings also shows that the model is significant (F(1, 81)=20.915) and therefore was fit for the analysis. It can therefore be concluded that teacher training has an effect on performance of private schools due to its potential ability to predict 20.5% in the absence of other variables.

These findings concur with those of Clotfelter (2006) who found that effective teacher management practices including staff development programmes related positively with pupil academic achievement. However, the findings are also slightly different with those of Rowan (2002) who using a different data set, found no relationship in elementary school between certification in mathematics and content delivery in the teaching and learning process. His findings suggested that subject matter knowledge in this area can only be enhanced by teacher training. The research study looked in depth the relationship between the influence of the training skills acquired and the service delivery towards students' performance considering the three compulsory subjects; English, Kiswahili and Mathematics. It can however be concluded that teacher training has a significant influence on performance.

4.5 Reward System/ Remuneration

The last objective of the study sought to establish the effect of teachers remuneration on performance of primary schools in Homa Bay County, Kenya. This was achieved through respondent's response on the five point likert scale that sought their views on the extent to which schools embraced teacher remuneration. The notion behind this is that teacher remuneration may encourage them hence leading to better performance in schools. The aspects under this objective

were compensation offered by school, bonus opportunities by teachers, reward system, and remuneration rate. The findings are presented as shown in table 4.12.

Table 4.12: Rewards System

Statements	SD f(%)	D f(%)	HNI f(%)	A f(%)	SA f(%)	Mean	std. dev
The compensation offered by the school within the market rate	28(33.73)	10(12.05)	4(4.82)	23(27.71)	18(21.69)	2.91	1.63
teachers have the opportunity to earn bonuses for performance outcomes	46(55.42)	19(22.89)	10(12.05)	8(9.64)		1.97	1.38
the reward system motivates teachers, thereby increasing their participation in contributing innovative teaching	42(50.60)	41(49.40)	0(0.00)	0(0.00)	0(0.00)	1.49	0.5
the rate of remuneration pegged on qualification and experience of the teachers	26(31.33)	26(31.33)	0(0.00)	7(8.43)	24(28.92)	2.72	1.66
the reward system /remuneration affect the performance of our school	34(40.96)	35(42.17)	0(0.00)	7(8.43)	7(8.43)	2.01	1.23

Source: Ministry of Education 2015

The findings in Table 4.12 indicate that the compensation offered by the school is not within the market rate as indicated by majority, 28(33.73%) of the teachers. It is also clear that teachers do not have the opportunity to earn bonuses for performance outcome as revealed by 46(55.42%) with a mean of 1.97. This means that there are clearly defined work routines which do not have any additional bonus upon completion. The findings also indicate that the reward system does not motivate teachers, thereby increasing their participation in contributing innovative teaching as indicated by majority, 42(50.60%) of the respondents, with a mean of 1.49. It was also surprising to find that the rate of remuneration was not pegged on qualification and experience of the teachers, 26(31.33%) and also the reward system did not affect performance of the schools, 35 (42.17%).

These findings clearly demarcate performance from the teacher remuneration or reward system. However, poor remuneration is likely to lead to poor performance. The current findings indicate poor remuneration, therefore simple linear regression model ($Y = \beta_0 + \beta_4 X_4 + e$) was carried out to

determine the effect of remuneration on performance in schools. Table 4.13 presents result of the regression model.

Table 4.13 Effect of teacher Reward System on Performance

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.642	.285		2.255	.027
	Reward System	.576	.128	.447	4.502	.000

a. Dependent Variable: Performance

Source: Ministry of Education 2015

The findings in Table 4.13 indicate that teacher reward system has an influence on performance of private schools in Homabay County. This is indicated by the standardized coefficient valued that shows the unique contribution on performance ($\beta=0.447$, $t(83)=4.502$, $p=.000$). The value is significant at 0.05 set value and therefore confirms that reward system has an influence on performance of private schools in Homabay County. The summary findings on the percentage change in performance as results of teacher remuneration were also presented as shown in table

Table 4.14: Percentage Change in Performance Accounted for by Teacher Remuneration

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change in R Square	Change Statistics			Sig. F Change
						F Change	df1	df2	
1	.447 ^a	.200	.190	.77319	.200	20.264	1	81	.000

a. Predictors: (Constant), Reward System

Source: Ministry of Education 2015

The findings in Table 4.14 indicate that teacher remuneration has a significant influence on performance. From the results, teacher remuneration accounted for 20.0% change in performance (R square =0.200, $p=.000$). The model is also significant ($F(1,81)=20.264$, $p=.000$), thus implying that it was fit for carrying out this analysis. This means that out of the 100% of performance expected, teacher remuneration have the potential to predict 20.0% leaving out 80.0% that is explained by other factors. Teacher remuneration are therefore considered a

potential predictor of performance of private schools and therefore have an effect on performance.

To compare the relationships between teacher selection strategy, performance appraisal, teacher training, reward system and performance of private schools in Homa Bay, regression analysis was run. Table 4.15 presents regression model analysis of the study variables.

Table 4.15: Regression Analysis Model

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	8.430	1.448		5.822	.000
	Teacher selection	.754	.127	.549	5.919	.000
	Performance Appraisal	.585	.082	.623	7.166	.000
	Teacher Training	.646	.141	.453	4.573	.000
	Reward System	.576	.128	.447	4.502	.000

a. Dependent Variable: **performance**

Model Summary

Mode	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			Sig. F Change	
					R Square Change	F Change	df1		df2
1	.891 ^a	.694	.692	.60088	.694	360.831	3	281	.000

a. Predictors: (Constant), teacher selection, performance appraisal, teacher training, reward system

Source: Ministry of Education 2015

Table 4.15 indicates that with $R^2 = 0.694$ in the model summary, the coefficient of determination (predictor indicator) reveals that 1 unit change in human resource management practices under this study results in 69.4% change in performance of public primary schools in Homa Bay County. Thus, the human resource management practices: teacher selection, performance appraisal, teacher training as well as reward system all account for 69.4% of performance in private primary schools in Homa Bay County. The stability of this result is reflected by the minimum adjustment in the adjusted R^2 value of 0.692; only showing a decrease of 0.002: hence the human resource management practices explain 69.2% of performance in private schools in

the area, with a significant model fitting ($F=360.83$; $p<0.000$). This implies that 30.8% of performance is attributed to other factors outside this study.

These findings agree with those of Guptal and Singhal (2013) who did a descriptive study on reward system and discovered that reward system provides financial reward, promotion and other recognition to teachers in order to motivate private primary teachers to take risk and develop good teaching strategies. However, the current findings in the present study established the relationship using inferential statistics unlike Guptal and Singhal (2013) findings. The findings also concurs with Bett's (2006) findings that well rewarded teachers are performing teachers. Furthermore, according to an almost similar study in western Kenya by the International Child Support Fund, on average 6% of private primary school teachers are always absent in schools compared to 20% of their counterparts in public schools (ICSF, 2014). They do not rationalize their absence from school with claims that they were away trying to supplement their income. It is therefore clear that reward system has a significant effect on performance of private schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The chapter is organized into these sections: introduction; summary of the findings; conclusion; recommendations; limitations and suggestions for further research. The first section provides a brief introduction of the aim of the chapter. The second section provides a summary of the findings in relation to the objectives of the study. In the third section, the conclusion regarding the study findings is made. In the fourth section, recommendations emerging from the study are explained. The fifth section highlights limitations of the research. The final section highlights suggestions for further research

5.1 Summary of Findings

Research objective one sought to establish the effect of teacher selection strategies on the performance of private primary schools in Homabay County. There was concern that private primary schools are not performing well, an observation that was hypothesized to be associated to human resource practices in the schools. Prior studies focused developed economies and incorporated few elements of scope of human resources on performance. Contrary to previous studies this study sheds light on the effect of teacher selection strategies on performance of private primary schools in Homabay County, indicating a positive significant effect and 30.2% change in performance explained by teacher selection strategies.

Research objective two sought to establish the effect of performance appraisal practice on performance of private primary schools in Homa bay County. The main concern was that none of the reviewed studies either locally or globally had ventured to establish the relationship that exists between teachers performance appraisal and learner performance in private primary schools. The current study therefore sought to establish this relationship. The study findings reveal that performance appraisal mechanism were major determinant of performance of private primary schools in Homa Bay County. This was clear since it explained 38.8% change in performance of private primary schools.

Study objective three sought to establish the effect of teacher training on performance of private primary schools in Homa Bay County. The concern was that previous studies concentrated on the relationship between teacher training and teacher effectiveness in content rather than investigating

the influence it has on pupil academic achievement and other performance measures in schools. The studies also concentrated on public secondary schools and omitted private schools despite the continued decline in the performance of private schools with an increase in their number. The current study findings therefore revealed that teacher training was a potential but not a major predictor of performance of private primary schools in Homabay County while it explained 20.5% change in performance.

Research objective four sought to establish the effect of reward system on performance of private primary schools in Homa Bay County. The primary concern was that previous studies fell short of linking teachers' salary with learner performance. Most of the studies were also concentrated on public schools without giving attention to private schools particularly in Kenya. It can therefore be concluded that the influence of teachers remuneration on learner performance was still unknown particularly for private primary schools in Homa –Bay County. The current study findings revealed that teacher reward system is not a major determinant of performance of private primary schools but it is a potential determinant and had an effect since it accounted for 20.0% variance in performance of the private schools.

5.2 Conclusions of the Study

The following conclusions were made in relation to the findings of the study. Research objective one sought to establish the effect of teacher selection strategies on performance of private primary schools in Homa Bay County. The findings revealed poorly defined recruitment and selection process in the schools and in addition high influence of teacher selection strategies in schools thus leading to the conclusion that teacher selection strategies have an influence on performance of private primary schools in Homa Bay County.

Research objective two sought to determine the effect of performance appraisal on performance of private primary schools in Homa Bay County. The findings revealed that performance appraisal was poorly practiced even though it had a significant effect on performance of private primary schools. This led to the conclusion that performance appraisal has an effect on performance of private primary schools in Homa Bay County.

Research objective three sought to establish the effect of teacher training on the performance of private primary schools in Homa Bay County. There were rare studies on the same. The study established that teacher training explained a small though significant percentage change in

performance. This therefore led to the conclusion that teacher training has an effect on the performance of private primary schools in Homa Bay County.

Research objective four sought to establish the effect of rewards system on performance of private primary schools in Homa Bay County. The findings revealed that reward system explained a small but significant change in performance. However, the system did not satisfy the teachers since it was poorly practiced. The overall findings led to the conclusion that reward system has an effect on performance of private primary schools in Homa Bay County.

5.3 Recommendations of the Study

Based on the findings, the study has several recommendations per the objectives used in the study. First, for objective one, the study found that teacher selection strategies had a significant effect on performance but was poorly practiced. The study therefore recommends that all stakeholders including parents should be involved in audit of teacher selection process so as to attain acceptable ways of improving better performance among private schools.

On objective two, the study also found a significant effect of performance appraisal practices on performance of the schools. However, both were low: performance was low as well as performance appraisal practices. The study hence recommends that performance appraisal practices should be improved in private schools in order to enhance better performance in the schools.

From objective three, the study recommends that private schools should embrace teachers training and find more ways of ensuring that teachers improve on their skills in order to improve the general schools performance.

Finally, the study found that remuneration or reward system significantly affected performance of private schools. The study therefore recommends that private schools should work out on proper remuneration practices in order to improve performance of private schools since this will be a motivation to teachers and therefore they may work harder to improve performance.

5.4 Limitations of the Study

In this study, human resource practices were conceptualised as factor that could have an effect on performance. However, not all the aspects of human resource management were captured in the

study. The study however treated the present selected factors from the knowledge gap perspective and therefore found significant results to aid in improving the areas.

The study was limited to a small sample size and the resources available to the researcher. The results from the research conducted might not be representative of all the primary schools but could be suited particularly to private schools. However, such findings are more important to Homa Bay County private schools which have challenges lead to poor performance.

Lastly, since the questionnaire was related to the human resource practices, the respondents might not have given the correct position for fear of exposing their fundamental drivers to performance. The study however was specific on performance aspects and therefore achieved the study objectives.

5.5 Suggestions for Further Study

The following suggestions were proposed for further studies

1. A study should be carried out on the effect of selection process on performance of teachers and academic performance.
2. A study should be carried out on the influence of in-service teacher training on performance of private primary schools since the present findings are too general on the teacher training.
3. The study recommends more studies to be carried out on the performance appraisal and effectiveness of learning, which is slightly different from effectiveness of teaching as in the case of the previous studies

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Maseno University
School of Business and Economics
Department of Business Administration
Date.....20.....

To Mr. /Mrs.....

Box.....

Dear Sir / Madam,

REF: NELLY ACHIEN’G OMBURA – MBA/ BE/6021/2013

Dear Respondent!

Hallo, my name is Nelly Ombura. I am a postgraduate student from Maseno University. I am conducting a research on the “Human Resource Management Practices on Performance of Private Primary Schools in Homa Bay County”. The objective of this research survey is to identify and explain the extent of HRM Practices in primary schools operating in the country and their impact on performance. The results of this study help schools identify gaps in HRM practices that impact negatively on performance and will help to design effective HRM strategies for future goals achievement.

The questionnaire attached is designed to collect data from Primary schools operating in the Homa Bay County. The data collected will be used and reported in aggregate form; no individual responses will be referred to or quoted. The information you furnish will also be treated as confidential.

Yours Sincerely;

Nelly Achieng Ombura

APPENDIX II: QUESTIONNAIRE

Preamble:

This study is carried out in order to assess the “Effect of Human Resource Management Practices on Performance of Private Primary Schools in Homa Bay County”. The study is strictly for academic purposes, it is part of the requirements for the award of the degree of Master of Business Administration of Maseno University.

Neither you nor your organization shall be identified with the information you provide. The information provided shall be treated with utmost confidentiality.

DATE.....20...

SECTION 1: ORGANIZATIONAL CHARACTERISTICS

Name of the school.....

Number of years the schools has been operational.....

(iv.) Teachers’ gender:

a) Total Number of Male teachers

b) Total number of female teachers

(v.) The schools mean score in K.C.P.Ein2010.....

2011.....

2012.....

2013.....

2014.....

(vi.) Indicate whether anybody with the following qualification or attributes is employed as a teacher in your school – specify the number in the space provided.

Form four leavers..... No:

Individual who graduated from local TTC in the last 3 years ... No:

Retired school teachers No:

Others (specify).....No:

SECTION 2: PERFORMANCE OF PRIVATE PRIMARY SCHOOLS

Please insert the appropriate number against each statement, according to the scale given below.

Strongly Disagree (SD) 1	Disagree (D) 2	Have no idea (HNI) 3	Agree (A) 4	Strongly Agree (SA) 5
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Statements	SD	D	HNI	A	SA
The school has improvement in co-curricular activities					
The school has experienced an increase in enrolment					
The completion rate among the pupils in the school is good					
The mean score in KCPE has improved over the years					

SECTION 3: HUMAN RESOURCE MANAGEMENT PRACTICES

Please insert the appropriate number against each statement, according to the scale given below.

Strongly Disagree (SD) 1	Disagree (D) 2	Have no idea (HNI) 3	Agree (A) 4	Strongly Agree (SA) 5
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Human Resource Management Practices	(SD) 1	(D) 2	(HNI) 3	(A)4	(SA) 5
Teacher selection strategies					
The recruitment and selection process followed in the school well defined.					
The school select teachers with desired knowledge, skills and attitude					
Does the school uses standard interviewing techniques for teacher selection?					
There is a well-defined merit criterion for employee selection					
We advertise all the vacancies					

Teacher selection strategies affect the performance of your school					
Performance Appraisal					
There a formal performance appraisal mechanism					
The school conduct performance appraisal on a regular basis.					
The performance of the employees is measured based on objectives and quantifiable results.					
Students and parents involved in teachers' appraisal process.					
There a clear feedback mechanism on staff appraisal?					
Do you use performance appraisal for penalization?					
Teachers' appraisal cause dissatisfaction among them causes some to resign.					
There a clear link between performance appraisals to school objectives.					
Performance appraisal affects the school performance.					
Reward system/ Remuneration					
The compensation offered by the school within the market rate.					
Teachers have the opportunity to earn bonuses for performance outcomes.					
The reward system motivates teachers, thereby increasing their participation in contributing innovative teaching.					
The rate of remuneration pegged on qualification and experience of the teacher.					
The reward system/remuneration affect the performance of our school.					

To what extent do you agree or disagree with the following statements on teacher training

Teacher Training

	SA	A	U	SD	D
The employer offers assistance to enable you participate in service courses, seminars and workshops.					
The employer uses academic qualifications to determine teacher promotion.					
The employer offers opportunities and incentives for further studies					
The Board of Management recognizes and recommend more trained teachers for promotion					
The employer easily approves study leaves for those teachers who want to go for further studies					
The employer offers pay rewards to teachers for every additional qualification					

THANKS FOR YOUR COOPERATION

APPENDIX IV: DATA SET USED IN THE STUDY

Model	Un-standardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B	
	B	Std. Error	Beta			Lower bound	Upper bound
(Constant)	8.430	1.448		5.822	.000	5.572	11.287
Performance of Private Schools							
The school has improvement in co-curricular activities	.016	.030	.032	.517	.006	5.572	5.572
The school has experienced an increase in enrolment	-.518	.196	-.155	-2.640	.009	-.044	-.044
The completion rate among the pupils in the school is good	-.144	.112	-.079	-1.280	.002	-.906	-.906
The mean score in KCPE has improved over the years	.029	.149	.012	.192	.048	-.366	-.366
Human Resource Management Practices							
Teacher selection strategies							
The recruitment and selection process followed in the school well defined.	-.121	.169	-.044	-.715	.000	-.501	-.501
The school select teachers with desired knowledge, skills and attitude	-.095	.144	-.041	-.659	.009	-.454	-.454
The school uses standard interviewing techniques for teacher selection	.188	.209	.056	.903	.368	-.380	-.380
There is a well-defined merit criterion for employee selection	-.130	.189	-.046	-.689	.492	-.223	-.223
We advertise all the vacancies	-.475	.494	-.079	-.961	.009	-.502	-.502
Teacher selection strategies affect the performance of your school	-.010	.362	-.002	-.026	.979	-1.449	-1.449
Performance Appraisal							
There a formal performance appraisal mechanism	.177	.072	.153	2.474	.014	-.307	-.307
The school conduct performance appraisal on a regular basis.	-.371	.192	-.123	-1.931	.055	.036	.036
The performance of the employees is measured based on objectives and quantifiable results.	.074	.139	.032	.528	.009	-.750	-.750
Students and parents involved in teachers' appraisal process.	-.384	.247	-.106	-1.554	.000	-.202	-.202
There is a clear feedback mechanism on staff appraisal?	-.750	.188	-.275	-3.986	.000	-.871	-.871
Do you use performance appraisal for penalization?	-.332	.196	-.105	-1.695	.092	-1.122	-1.122
Teachers' appraisal cause dissatisfaction among them causes some to resign.	-.727	.180	-.275	-4.025	.000	-.719	-.719

There is a clear link between performance appraisals to school objectives.	.455	.174	.165	2.614	.015	-1.083	-1.083
Performance appraisal affects the school performance.	8.430	1.448		5.822	.000	.112	.112
Reward system/ Remuneration							
The compensation offered by the school within the market rate.	-.518	.196	-.155	-2.640	.009	-.044	-.044
Teachers have the opportunity to earn bonuses for performance outcomes.	-.144	.112	-.079	-1.280	.202	-.906	-.906
The reward system motivates teachers, thereby increasing their participation in contributing innovative teaching.	.029	.149	.012	.192	.848	-.366	-.366
The rate of remuneration pegged on qualification and experience of the teacher.	.000	.088	.000	-.002	.999	-.265	-.265
The reward system/remuneration affect the performance of our school.	1.445	.986	.088	1.466	.144	-.174	-.174
Teacher Training							
The employer offers assistance to enable you participate in service courses, seminars and workshops.	-.095	.144	-.041	-.659	.510	-.454	-.454
	.188	.209	.056	.903	.368	-.380	-.380
The employer uses academic qualifications to determine teacher promotion.	-.130	.189	-.046	-.689	.492	-.223	-.223
The employer offers opportunities and incentives for further studies	-.475	.494	-.079	-.961	.338	-.502	-.502
The Board of Management recognizes and recommend more trained teachers for promotion	-.010	.362	-.002	-.026	.979	1.449	-1.449
The employer easily approves study leaves for those teachers who want to go for further studies	-.054	.128	-.027	-.418	.676	-.725	-.725
The employer offers pay rewards to teachers for every additional qualification	.177	.072	.153	2.474	.014	-.307	-.307