RELATIONSHIP BETWEEN HUMAN RESOURCES AND STUDENTS' PERFORMANCE IN KISUMU COUNTY

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ABSTRACT

Primary schools exist to fulfill certain mandates that include offering quality education to learners, maximizing the stakeholders' interest, social responsibility and ethics. However, the achievement of these mandates has not been easy due to increased demand for primary education in Kenya while the resources are still minimal. Many scholars observe that the quest for provision of quality education continues to be a matter of leading concern to both consumers and providers of the education service in Kenya and the developing countries. The purpose of this study was to investigate the relationship between the human resources and pupils' performance. The conceptual framework shows the relationship between the human resources as independent variable with pupils' performance as dependent variable. Instruments of data collection were questionnaires, interview schedule, Focus Group Discussion and document analysis. Piloting of instruments was done in seven schools which were not included in the study. Validity of research instruments both face and content were presented to experts in the department of education management and foundation for evaluation and recommendation. Reliability was calculated by using the test re- test and Pearson r coefficient of 0.84 and above at a set p – value of 0.05 was considered reliable. Quantitative data was analyzed using descriptive statistics in form of frequencies and percentages. Qualitative data was transcribed and analyzed in emergent themes and sub themes. Human resources accounted for 5.9% (Adjusted R Square = .059) of the variation in the academic performance and was a significant predictor of the academic performance [$F(1,11) = 1.686$, $P < 05$, R^2 Adjusted = .059]. The findings of this study are significant to policy makers, education planners and implementers of quality assurance in primary schools.

Key words: Education for All, Free Primary Education, human resources, academic performance

INTRODUCTION

To achieve Universal Primary Education, countries in Europe have invested heavily in education. Member countries of European Union spend over 11percent of total public expenditure on financing education (EU, 2009). According to OECD (2010), central government financed over 70 percent of the expenditure in primary and secondary education in Austria, Ireland, Italy, Luxemburg, Netherlands, Slovak Republic and Slovenia. On the other hand, 70 percent of the expenditure on education of such countries like Belgium, Czech Republic, Germany, Ireland, Norway, Spain, Switzerland and United Kingdom, is drawn mainly from regional or local governments. In Britain,

for example, education up to secondary school level is fully financed by the government and parents are only required to ensure that children attend school (Young People Learning Agency, 2012).

Armstrong (2006) cited that, human resource factors may also influence pupils' performance in public primary schools. For instance, Human Resource Management (HRM) practices such as recruitment and selection, training, promotion, career development, feedback on performance, motivation and compensation can potentially affect performance along three parallel channels. The first one is a control-based channel, which refers to all practices taken by the organization in order to sustain productivity and efficiency in the service process. The second way in which HRM might affect quality is through a knowledge-based channel, in which HRM practices are adjusted to the service delivery process. By shaping practices in a service-oriented manner employee will be more aware of the service delivery process and quality (Tzafrir & Gur, 2007). The third way is via a motivational based channel, in which the organisation promotes practices that are focused on employees' wellbeing.

Tzafrir and Gur (2007) have shown that adopting Human Resource Management practices that employees perceive as positive and considerate, such as employment security or a compensation system that acknowledges employee efforts and contributions, results in more service committed employees. The current research is focused on the knowledge and motivational based channels because such practices are directed toward employees' wellbeing as well as performance. Employees in organizations that are characterized by high levels of service, view the organizational leadership as putting a strong emphasis on meeting customer needs and delivering excellence in service through clearly stated goals and objectives.

Feedback is a basic requirement for enhancing employee performance. From the knowledge aspect, employees need to know whether they are performing their job satisfactorily, and if not, how they might improve their job activities. Providing employees with structured and accurate information about their performance together with suggestions for improvement is an acceptable strategy that is likely to help them to focus on the evaluation of problematic areas, and hence, lead to better levels of performance (Kaltasso, 2014). This study, therefore, was to investigate if there is any relationship between learners' academic performance if teachers and other stakeholders in education in the school perform their duties as stipulated.

Table 1 shows the academic performance of pupils in KCPE in several counties surrounding Kisumu County.

Table 1: Academic Performance in KCPE in several counties

County	2016	2015	2014	2013	2012
Nandi	267.99	268.25	263.45	267.00	245.00
Siaya	266.01	267.30	244.43	266.99	256.32
Kisumu	265.65	258.18	262.25	258.00	240.45
Vihiga	267.82	265.11	247.00	265.00	245.00
Busia	265.31	265.00	245.11	266.12	245.68
Homa Bay	265.44	265.99	245.00	264.56	244.00

Source: KNEC annual report (2016, 2015, 2014, 2013, 2012)

From the table, Kisumu County mean marks were the lowest in 2012, 2013 and 2015 at 240.45, 258 and 258.18 respectively. In 2016 it was better than Busia and Homabay only. It was important to establish whether this performance was due to financial resources in the county.

Statement of the Problem

Right now, public primary schools in Kisumu County are experiencing below average performance compared to most schools in the Country. This study is designed to find out if there is a relationship between human resources and learners' performance. The government, as a chief ally of public primary education in Kenya, has not effectively offered interventions to primary schools as in most cases, they delay in disbursement of the funds or disbursing inadequate funds, not giving a direction on how resources are acquired, used and maintained while at the same time pushing the same institutions to admit more pupils.

The desire to provide quality education for all children was one of the major objectives of the struggle for independence. As such, the government of Kenya has been trying to implement measures to improve the quality of education in primary schools. Despite government measures such as teacher salary increment, employment of more teaching and non-teaching staff and availing of physical resources, performance in public primary schools has been persistently low, hence, there

is a need to evaluate if there is a relationship between human resources and pupils' performance in public primary schools.

Assumptions of the study

The study was based on the following assumptions:

1. That the respondents are knowledgeable and are able to fill questionnaires and respond to interview schedules.
2. There are proper school records on academic performance and human resources.
3. All public primary schools have conducive learning atmosphere.

Conceptual Framework

The conceptual diagram in Figure 1 shows the relationship between human resources and pupils' performance in primary schools.
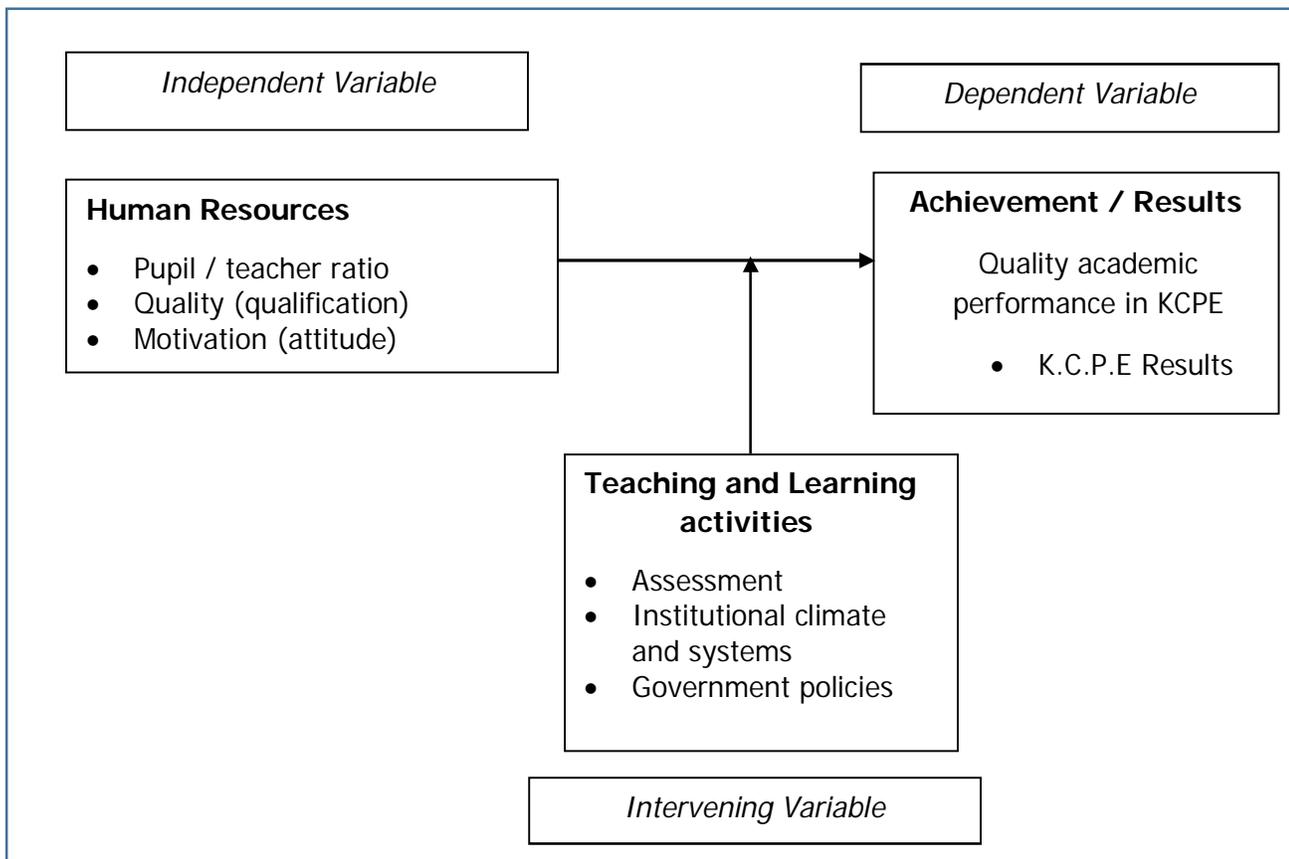
Figure 1: Conceptual Frame showing interrelationship between independent variables and academic achievement (dependent)

This study entirely used the inputs to investigate the adequacy of financial resources utilization. The study was guided by the Education Production Function Theory whose main proponents are Dewey, Husted and Kenny (1998). The theory focuses on the analysis in the administration of education whose impacts are on school resources both physical facilities, financial resources and learning resources. The theory assumes that there is substitutability of inputs to produce the same output.

METHODOLOGY

Research Design

The study employed a correlations research design to provide a statistical measure on the relationship between human resources and pupils performance. As noted by Clark (2005), a correlation study is an analytical survey which describes the statistical measures of association or a relationship between two phenomena. This study looked into the relationship between human resources and pupils' performance.

Population

The population of the study consisted of 615 public primary schools, 615 head teachers and 615 senior teachers and 23,464 Standard 8 pupils in Kisumu County, Kenya.

Sample Size and Sampling Technique

The general rule in both qualitative and quantitative research is to use as large a sample as possible since the larger the sample the more likely the subjects will be representative of the variable in the population (Gall & Borg, 2007). Purposive sampling was used to select Quality Assurance and Standards Officers because they are responsible for monitoring education quality in the county. David and Sutton (2009) acknowledge that in purposive sampling, the units are selected according to the researcher's knowledge and opinion about which respondents they think were appropriate to

the topic. Stratified random sampling technique will be used in this research work to select the sub-County of the respondents who possibly would participate in the study.

Methods of Data Analysis

Data collected was subjected to some preparation which entailed editing, coding and data entry before being summarized. Editing detected errors and omissions, that were corrected where possible and certified that maximum data quality was achieved. Coding helped the researcher reduce several replies to a few categories containing the critical information needed for analysis. The data was summarized by descriptive statistics of the mean and standard deviation while multiple regression analysis answered the research objectives.

FINDINGS

Table 2 indicates the trend of academic performance between 2013 and 2018 in Kisumu County.

Table 2: Trend in Academic performance from 2013 – 2018 in Kisumu County

YEAR	Subjects in KCPE AND THE MEAN SCORE					
	MATHS	ENGLISH	KISWAHILI	SOCIAL STUDIES	SCIENCE	MEAN
2018	51.12	54.81	48.64	52.18	52.32	259.16
2017	47.32	53.40	51.35	52.04	51.82	255.92
2016	49.76	55.21	52.72	53.61	53.62	264.91
2015	52.54	52.82	47.77	53.00	53.53	259.25
2014	54.11	54.92	47.72	54.29	54.58	265.83
2013	53.93	55.42	47.88	53.96	53.93	264.95

For the purpose of the objective to be achieved, it was important to establish the relationship between human resources and pupil's academic performance. The relationship was determined by exploring the views of headtechers', teachers' and students. Document analysis was also reviewed to ascertain some facts for the purpose of illuminating the study. The views of the respondent were collected using a four-point scale (4= strongly agree, 3 = Agree, 2 = disagree, 1 = strongly

disagree). The study tested the hypothesis and found out that there is no statistically significant relationship between human resources and pupil's performance index.

The headteachers' disagreed (63.4%) that primary schools had enough teachers. Also 25.2% strongly disagreed that there were enough teachers. Only about 10% agreed that there were enough teachers in Kisumu County primary schools. The mean rating was low at 1.8.

Teacher consultation with students is an important ingredient towards student academic performance. The headteacher indicated that most teachers' (89%) were available for consultation. However, about 11% of them were not available for consultation. The mean rating of 3.31 indicated a high opinion of headteachers' in regard to consultation. Up to 72.7% of teachers assisted the students for revision and assignment while only 17.3% disagreed. Transfer of teacher and their replacement can greatly affect academic performance; 46.6% of headteachers agreed that teachers are transferred and replaced, while 52.8% disagreed or strongly disagreed that they are replaced immediately. The mean rating was 2.5 which is moderate.

Table 3 denote the responses of teachers on the relationship between human resources and quality of education.

Table 3: Teacher response on human resources and relation to quality education

Statements	SA	A	D	SD	Mean
The working condition in this school is suitable for teaching	12(10)	1(1)	5(4)	105(85)	1.33
The remuneration of teachers is not adequate	111(90)	2(2)	2(2)	8(6)	3.75
Given opportunity, I would transfer to another school	74(60)	12(10)	12(10)	25(20)	3.10
The school has enough teachers	12(10)	12(10)	12(10)	87(70)	1.59
Parents in this school are involved in the academic performance	12(10)	25(20)	74(60)	12(10)	2.30
I am satisfied with my work	61(50)	25(20)	12(10)	25(20)	2.99
My workload is too much for me to handle	92(75)	25(20)	2(2)	4(3)	3.67

Given opportunity I would upgrade my professional qualification	111(90)	6(5)	2(2)	4(3)	3.82
I don't have time to prepare for my lessons in advance	74(60)	25(20)	12(10)	12(10)	3.40
I am motivated to do my work	64(52)	26(21)	8(7)	25(20)	3.05
I am satisfied with my current remuneration	2(2)	4(3)	2(2)	115(93)	1.13
My working environment is not conducive	74(60)	25(20)	18(15)	6(5)	3.36
Overall mean					**2.79**

Experienced teachers enhance good academic performance. Primary schools in Kisumu County had 39% experienced teachers. However, 60% of the headteachers either disagreed or strongly disagreed that they had experienced teachers with a mean rating of 2.26 which was moderate. The working environment in Kisumu County had a mean rating of 2.85. This was moderate. About 75.6% of the headtaechers' agreed or strongly agreed that the working environment inspired teachers to work perform. However, 24.4% disagreed or strongly disagreed that working environment was conducive for teachers to perform. Some parts of rural areas were in hardship areas and therefore were not conducive for learning.

Human resources accounted for 5.9% (Adjusted R Square = .059) of the variation in the academic performance in primary schools in Kisumu County. This was a sizeable effect by one independent variable on the dependable variable. Human Resource was a significant predictor of the academic performance [$F_{(1,11)}$ = 1.686, $P < 05$, R^2 Adjusted = .059]. In addition, if human resource was improved by 1 unit it would reduce fluctuations in academic performance per student by 2.054 units. This implies that if human resource percentage in increased, then academic performance index will stabilize. Improvement in the human resource affects academic performance.

CONCLUSION

In summary, the headteachers, teachers and students had mean ratings of 2.99, 2.79 and 2.86 respectively giving a moderate influence of human resource on academic performance of primary schools positively. The model summary shows that human accounted for 5.9% (Adjusted R Square = .059) of the variation in the academic performance. The human resource is a significant predictor of academic performance [F $(1,11)$ = 1.686, P < 05, R^2 Adjusted = .059]. In addition, when the human resource increases by one unit, the level of academic performance would decrease by 2.054 units.

RECOMMENDATIONS

1. Teachers' Service Commission should recruit and post more teachers in Kisumu County to ensure adequate teacher student ratio as per the Curriculum Based Establishment.
2. Teacher' Service Commission should replace teachers on time when they transfer to address the problem of teacher inadequacy.
3. Head teachers should intensify teacher performance appraisal in order to give regular feedbacks on the performance of the teachers.

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