

2015-09

The relationship between staffing norms and Kenya Certificate of Primary Education performance: a comparative study of high and low performing schools in Turbo Division, Kenya.

Koskei, Elizabeth Chepchumba

Mount Kenya University

<http://erepository.mku.ac.ke/handle/123456789/1238>

Downloaded from Mount Kenya University, Institutional repository

**THE RELATIONSHIP BETWEEN STAFFING NORMS AND KENYA
CERTIFICATE OF PRIMARY EDUCATION PERFORMANCE: A
COMPARATIVE STUDY OF HIGH AND LOW PERFORMING
SCHOOLS IN TURBO DIVISION, KENYA.**

ELIZABETH CHEPCHUMBA KOSKEI

**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF
MASTER OF EDUCATION IN EDUCATIONAL PLANNING
AND MANAGEMENT OF MOUNT
KENYA UNIVERSITY**

SEPTEMBER, 2015

ABSTRACT

Staffing norms in organizations are aimed at achieving growth, prosperity, development, competitiveness, survival and performance. However, among the causes of the differences in performance among the schools are the staffing norms in the various schools. The purpose of this study was to establish the relationship between staffing norms and performance by comparing norms between high performing and low performing primary schools in Turbo Division. The specific objectives were to compare the influence of Teacher-Pupil Ratio, teacher training levels and distribution of staff by gender in high performing and low performing schools in KCPE. The study adopted Harvard HRM Theory by Beer (1984). The study adopted cross-sectional research design and targeted teachers, and head teachers in the division totalling to 803. A total of 14 head teachers, 146 teachers were selected to participate in the study using stratified random sampling. Data was collected by use of questionnaires and interview schedules and analyzed using descriptive and inferential statistics. The study findings indicated that majority of teachers in high performing schools believed that their schools had favourable teacher-pupil ratio. In addition, it emerged that majority of teachers in both high performing and low performing schools believed that their schools had highly trained and qualified staff. Similarly, gender did not influence teachers' performance. It was recommended that Teacher-pupil ratio need to be further reduced in all schools. Further, there is need for provision of in-service courses to all teachers in order to enhance their job performance. The information generated by the study will help in the development of policies, rules and procedures in regard to employment, promotion and transfer of teachers and other professionals among the educational institutions in Kenya. The study findings will be used by the Ministry to institute its quality control programs, allocation of rewards, duties and responsibilities in regard to primary education and other levels of education.