

**ANALYSIS OF THE RELATIONSHIP BETWEEN SCHOOL MANAGEMENT  
PRACTICES AND THE IMPLEMENTATION OF HUMAN RESOURCE  
DEVELOPMENT IN PUBLIC PRIMARY SCHOOLS IN  
NYERI COUNTY, KENYA**

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## DECLARATION AND APPROVAL

### Declaration by the Student

This research thesis is my original work and has not been presented for a degree in any other University or for any other award.

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## DEDICATION

I dedicate this work to my wife Jane Wambui, my children Esther Wakori, Brian Wakori and Sarah Wakori for their support.

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## **ABSTRACT**

Practices adopted by school management play an important role in promoting human resource development dynamics of teachers. Schools ensure that teachers are comfortable while executing their duties. However, in many public primary schools in Nyeri County, the situation is quite different with implementation human resource development facing numerous challenges. There is promotion of few teachers, low teacher performance, teacher indiscipline and lack of morale among teachers for career progression. Thus, the purpose of this study was to analyze the relationship between school management practices and implementation of human resource development in public primary schools in Nyeri County, Kenya. The objectives; to establish the relationship between teachers' induction practices and the implementation of human resource development in public primary schools; to analyze the relationship between teachers' professional development practices and the implementation of human resource development in public primary schools; to assess the relationship between teacher motivation practices and implementation of human resource development in public primary schools and to find out the relationship between teacher performance appraisal practices and the implementation of human resource development in public primary schools. The human capital management theory and the human resource management theory guided this study. The study adopted mixed methodology and concurrent triangulation design was applied. The target population included 400 headteachers, 1600 teachers, 400 chairpersons of school BoMs and the eight (8) sub county TSC Human Resource Officers totaling to 2408 from which a sample of 240 respondents were obtained. Stratified sampling was applied to select a sample size of eight (8) headteachers, 216 teachers and eight (8) chairpersons of school BoMs. Eight (8) Sub County TSC Human Resource Officers were purposively selected. The questionnaires were used to collect quantitative data from headteachers and teachers whereas interviews were used to collect qualitative data from chairpersons of school BoMs and Sub-county TSC Human Resource Officers. Piloting was conducted in Nyeri County among 24 respondents to establish validity, reliability, credibility and dependability of the research instruments. Validity was enhanced by piloting of instruments prior to collecting the final data. To enhance credibility, adjustments of the tools were done according to the opinion obtained from respondents during piloting and the advice provided by supervisors. Interactive questioning was used to enhance dependability. Quantitative data were analyzed using descriptive statistics (frequencies and percentages) and inferential statistics (the Pearson's Product Moment Correlation Test Analysis) with the help of SPSS Version 24 and presented using tables. Qualitative data was analyzed thematically and presented in narrative forms. The study established that implementation of human resource development programmes has been a challenge in many public primary schools. Very few primary school teachers are promoted as a way of improving their performance, many of them absent themselves from work and fail complete syllabus in time whereas many rarely undertake career progression activities. Thus, the study recommends that headteachers of public primary schools should put in place measures to ensure effective implementation of the outlined induction processes. The Ministry of Education should formulate managerial training content for the headteachers and ensure that such materials reach and are accessible to all headteachers of public primary schools. School managers should set aside money to adequately motivate teachers. The Teachers Service Commission should simplify the process of appraising teachers.

## **TABLE OF CONTENT**

<b>DECLARATION AND APPROVAL .....</b>	
<b>ii</b>	
<b>DEDICATION .....</b>	
<b>iii</b>	
<b>ACKNOWLEDGEMENT .....</b>	
<b>iv</b>	
<b>LIST OF TABLES .....</b>	<b>xii</b>
<b>LIST OF FIGURES .....</b>	<b>xiv</b>
<b>LIST OF ABBREVIATIONS AND ACRONYMS .....</b>	
<b>xv CHAPTER ONE: INTRODUCTION</b>	
<b>..... 1</b>	
1.1 Background to the Study .....	1
1.2 Statement of the Problem .....	18
1.3 Purpose of the Study .....	19
1.4 Objectives of the Study .....	19
1.5 Research Questions .....	20
1.6 Research Hypotheses.....	20
1.7 Justification of the Study .....	20
1.9 Scope of the Study.....	22
1.10 Limitations of the Study .....	22
1.11 Delimitation of the Study .....	23
1.12 Assumptions of the Study .....	23
1.13 Operational Definition of Key Terms .....	25

<b>CHAPTER TWO: LITERATURE REVIEW .....</b>	
<b>26</b>	
2.0 Introduction .....	26
2.1.1 School Management Practices .....	26
2.1.2 Implementation of Human Resource Development in Schools .....	38
2.1.3 Human Resource Development Implementation in Schools.....	41
2.1.4 Teacher Induction Practices and the Implementation of the Human Resource Development in Schools .....	54
2.1.5 Teachers' Professional Development Practices and the Implementation of the Human Resource Development in Schools .....	61
2.1.6 Teachers Motivation Practices and the Implementation of the Human Resource Development in Schools .....	74
2.1.7 Teacher Performance Appraisal Practices and the Implementation of the Human Resource Development in Schools .....	85
2.2 Theoretical Literature Review .....	90
2.2.1 The Human Capital Management Theory .....	91
2.2.2 Human Resource Management Theory .....	93
2.3 Theoretical Framework .....	94
2.4 The Conceptual Framework .....	95
2.5 Research Gaps .....	98
2.6 Summary of Literature Review .....	99

**CHAPTER THREE: RESEARCH METHODOLOGY .....  
101**

3.0 Introduction .....	101
3.1 Research Methodology .....	101
3.2 Research Design .....	101
3.3 Location of the Study .....	103
3.4 Target Population .....	104
3.5 Sample Procedures and Sample Size .....	105
3.6.1 Questionnaires for Headteachers and Teachers .....	106
3.6.2 Interview Guide for HROs and Chairpersons of School BOM .....	107
3.7 Piloting of Research Instruments .....	107
3.7.1 Validity of the Instruments .....	108
3.7.2 Reliability of the Instruments .....	108
3.8 Data Collection Procedures .....	109
3.9 Data Analysis Procedures .....	110
3.10 Ethical Considerations.....	112
3.10.1 Access to the Site-Permissions Obtained .....	113
3.10.2 Anonymity .....	113
3.10.3 Informed Consent .....	113
3.10.4 Storage of Data Collected .....	114

**CHAPTER FOUR: RESEARCH FINDINGS AND DISCUSSIONS .....  
115**

4.0 Introduction .....	115
4.1 Response Rate .....	115
4.2 Respondents' Demographic Information .....	116
4.2.1 Gender of the Respondents .....	116
4.2.2 Level of Education of the Respondents.....	117
4.2.3 Teaching Experience of Headteachers and Teachers .....	118
4.3 Teacher Induction Practices and Implementation of Human Resource Development in Primary Schools .....	118
4.3.1 Descriptive Statistical Analysis .....	119
4.3.2 Inferential Statistics .....	124
4.3.3 Thematic Analysis .....	126
4.4 Teachers' Professional Development and Implementation of Human Resource Development in Public Primary Schools .....	131
4.4.1 Descriptive Analysis .....	131
4.4.2 Inferential Statistics .....	134
4.4.3 Thematic Analysis .....	138
4.4.4 Triangulation and Interpretation of Mixed Data .....	144
4.5 Teacher Motivation Practices and Implementation of Human Resource Development in Public Primary Schools .....	144

4.5.1 Descriptive Statistical Analysis .....	144
4.5.2 Inferential Statistics .....	150
4.5.3 Thematic Analysis .....	153
4.5.4 Triangulation and Interpretation of Mixed Data .....	156
4.6 Teacher Performance Appraisal Practices and Implementation of Human Resource Development in Public Primary Schools .....	156
4.6.1 Descriptive Analysis .....	156
4.6.2 Inferential Statistics .....	161
4.6.3 Thematic analysis .....	164
4.6.4 Triangulation and Interpretation of Mixed Data .....	170
4.7 Implementation of Human Resource Development in Public Primary Schools .....	170
4.8.3 Teacher Motivation Practices and Implementation of Human Resource Development in Public Primary Schools .....	177
4.8.5 Implementation of Human Resource Development in Public Primary Schools ..	178
<b>CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS</b>	
.....	
<b>179</b>	
5.0 Introduction .....	179
5.1 Summary of Research Findings .....	179
5.1.1 Teacher Induction Practices and Implementation of Human Resource Development in Public Primary Schools .....	179
5.1.2 Teachers' Professional Development Practices and Implementation of Human Resource Development in Public Primary Schools .....	181

5.1.3 Teacher Motivation Practices and Implementation of Human Resource	
Development in Public Primary Schools .....	183
5.1.5 Implementation of Human Resource Development in Public Primary Schools ..	185
5.2 Conclusion .....	186
5.2.2 Teachers Professional Development Practices and Implementation of Human	
Resource Development in Public Primary Schools .....	187
5.2.3 Teacher Motivation Practices and Implementation of Human Resource	
Development in Public Primary Schools .....	187
5.2.4 Teacher Performance Appraisal Practices and Implementation of Human Resource	
Development in Public Primary Schools .....	187
5.3 Recommendations for Practice.....	188
5.3.1 Recommendations for Further Study .....	189
<b>REFERENCES .....</b>	<b>190</b>
<b>APPENDICES .....</b>	<b>203</b>
Appendix I: Letter of Introduction .....	203
Appendix II: Informed Consent .....	204
Appendix III: Questionnaire for Headteachers .....	205
Appendix IV: Questionnaire for Teachers .....	209
Appendix V: Interview Guide for Chairpersons of School Board of Management .....	212
Appendix VI: Interview Guide for Human Resource Management Officers .....	214
Appendix VII: Introduction Letter from the School of Postgraduate Studies of Mount	
Kenya University .....	216
Appendix VIII: Authorization Letter from National Commission for Science,	
Technology and Innovation, NACOSTI .....	217

Appendix IX: Research Permit from NACOSTI .....	218
Appendix X: Research Authorization Letter from County Director of Education, Nyeri .....	219
Appendix XI: Research Authorization Letter from County Commissioner, Nyeri .....	220
Appendix XII: Map of Nyeri County .....	221
Appendix XIII: Turnitin Similarity Index .....	222



## LIST OF TABLES

Table 2: Target Population .....	105
Table 3: Sampling Grid .....	106
Table 4: Data Collection Procedures .....	110
Table 5: Data Analysis Procedures .....	112
Table 6: Response Rate .....	115
Table 7: Gender of the Respondents .....	116
Table 8: Levels of Education of the Respondents .....	117
Table 9: Headteachers' and Teachers' Teaching Experience .....	118
Table 10: Teacher Induction Practices and the Implementation of Human Resource Development in Primary Schools .....	119
Table 11: Frequency of Teacher Induction and Human Resource Development in Public Primary Schools .....	124
Table 12: Relationship Between Teacher Induction Practices and Human Resource Development in Public Primary Schools .....	125
Table 13: Teachers on Teachers' Professional Development Practices and the Implementation of Human Resource Development in Primary Schools .....	132
Table 14: Number of Teachers' Professional Development Trainings and Human Resource Development in Public Primary Schools .....	135
Table 15: Relationship Between Teachers' Professional Development Trainings and Human Resource Development in Public Primary Schools .....	136

Table 16: Teacher Motivation Practices and the Implementation of Human Resource Development in Public Primary Schools .....	145
Table 17: Frequency of Teacher Motivation and Human Resource Development in Public Primary Schools .....	151
Table 18: Relationship Between Teacher Motivation Practices and Human Resource Development in Public Primary Schools .....	152
Table 19: Teacher Performance Appraisal Practices and the Implementation of Human Resource Development in Public Primary Schools .....	157
Table 20: Frequency of Teacher Performance Appraisal and Human Resource Development in Public Primary Schools .....	162
Table 21: Relationship Between Teacher Performance Appraisal Practices and Human Resource Development in Public Primary Schools .....	163
Table 22: Implementation of Human Resource Development in Primary Schools .....	171

## LIST OF FIGURES

Figure 1: The Conceptual Framework .....	97
Figure 2: Research Design .....	103



## LIST OF ABBREVIATIONS AND ACRONYMS

<b>BOM</b>	:	Board of Management
<b>FPE</b>	:	Free Primary Education
<b>HR</b>	:	Human Resource
<b>HRD</b>	:	Human Resource Development
<b>HRM</b>	:	Human Resource Management
<b>ICT</b>	:	Information Communication Technology
<b>KEMI</b>	:	Kenya Education Management Institute
<b>KESSP</b>	:	Kenya Education Sector Support Programme
<b>MoE</b>	:	Ministry of Education
<b>NACOSTI</b>	:	National Commission for Science, Technology and Innovation.
<b>PTA</b>	:	Parents Teachers Relationship
<b>SAELP</b>	:	State Action for Education Leadership Programme
<b>SHRO</b>	:	Sub-county Human Resource Officer.
<b>SPSS</b>	:	Statistical Package for Social Sciences
<b>TANESCO</b>	:	Tanzania Electric Supply Company
<b>TSC</b>	:	Teachers Service Commission
<b>UPE</b>	:	Universal Primary Education
<b>UNESCO</b>	:	United Nations Educational Scientific and Cultural Organization
<b>USAID</b>	:	United States Agency for International Development

## CHAPTER ONE INTRODUCTION

The chapter highlights the background of the study, statement of the problem, the purpose of the study, the objectives of the research, research questions, the justification, significance and scope of the study. The chapter finally concludes by looking into the limitations, delimitations as well as the assumptions of the study and operational definitions of key terms.

### 1.1 Background to the Study

Education is pegged on four dimensions which include interpersonal, moral, administrative and instructional dimensions. Law and Glover (2000) assert that the latest literature of education leadership is based on areas of perspective pedagogy that focus on instructional leadership as involvement of skills that improves teaching, action research and development of curriculum. Law and Glover (2000) further posit that professional norms that require principals to be involved more actively in leading programmes of school instructions and concentrating staff attention on learner's outcome are prevalent. To realize this, schools must adopt sound and effective management practices. Southworth (2002) opines that school management practices are a set of activities undertaken by schools to ensure smooth running of schools and realization of foundational aims of education.

School management practices include teacher induction, teachers' professional development, teacher motivation and teacher performance appraisal practices. However, the extent to which such school management practices relate to human resource development in primary schools still remains fully unexplored. Crow (2006) avers that human resource development dynamics entail a set of factors which enable teachers and other staff members in a school setting to realize educational and curriculum objectives.

These entail promotion of teaching staff, discipline and career progression. According to Southworth (2002), there is occurrence of rapid developments in school settings with diverse changes in many activities taken by human beings which depends largely on several development dynamics. Crow (2006) also avers that economical, technological, immigrations, globalization and scientific advancements are just few areas bringing into existence of uncertainty and complexity in the new world. These few aspects which are societal and inevitable have brought change that have transformed the school setting into more complex and dynamic as compared to the past.

In this vein of school setting of dynamic changes and where different challenges and other problems being found, many people recognize the benefit of school leadership that is focusing on efficiency and thus provision of quality education. Voluminous researches mention school leadership as a vital element in providing effective school management (Waters & McNulty, 2005, Brauckmann & Pashiardis, 2009; Kythreotis, Pashiardis & Kyriakides, 2010 & Kythreotis & Pashiardis, 2006;). Due to these roles of school leaders, school administrators and managers in western nations are required to deal with changes in education, opportunities and challenges, to respond and anticipate to new initiatives and to adjust to the environment of market-like education (Foskett & Hemsley-Brown, 2002).

The school managers work as a —glue because they successfully modify the myriads of instructional elements into effective school action whereby these effective school actions are directly manifested as more quality instructions yielding in robust levels of learners' achievements. As a result of these aspects, many stake holders have expanded their expectations towards principals, requiring them to have a good academic performance and results that are standard (Weindling & Dimmock, 2006).

The roles of the school headteachers should be reorganized and assisted to enable them to get practices and processes that largely influence the main purpose of the school's mission and consequently improve the learning of students. Managers in western nations were observed to be involved in some areas of instructional leadership (Southworth, 2002). Also, they have been noted to concentrate on instructional roles as compared to school managers in developing nations and this have been assumed to be as a result of environmental diversity at schools.

In comparison, principals in South East Asia were found to engage in a great way to instructional leadership. Principals in Singapore were also required to give instructional leadership to human resource. Further, Chinese headteachers are found to have perfect instructions as a vital tool towards school prestige and student success. It was also observed that principals from Thailand greatly exercise instructional leadership which is slightly different from Hong Kong where school managers are moderate in engaging in instructional leadership and therefore achieve greater heights of indirect engagement (Chi-Kin Lee & Dimmock, 1999). In Kuwait for example, the curriculum is not directly associated to the work of the headteacher. Studies carried out in New Guinea and also in Thailand shows that headteachers in those nations are ranked lower on the basis of instructional, leadership inventories as opposed to their counterparts in western nations (Lahui-Ako, 2001).

In Africa, Ghana is one of the nations recognized for its effective curriculum implementation processes, for its headteachers see their duties as being efforts in assisting staff to employ modern instructional means and implement curricula which is lately introduced. However, instructional leadership roles are relatively low in schools that are in the third world countries whereby headteachers are probably involved in

administration and management favoritism. Effective instruction is directly involving learners' as a means to achieving higher students' performance levels. In Ghana, Nigeria and Botswana the cases are worrying since most of the headteachers are appointed not on merit or any criteria of quality or on performance in their careers. Actually, most of them have not been in classrooms, but their appointments to their positions are tied to their political connections. Regarding these facts, it is clear that few plausible headteachers can assist teachers to upgrade their teaching roles or be in a position to judge their abilities. In addition, Oplatka (2004) pointed out that workers who concentrates with managerial roles other than instruction-oriented duty are conservative workers mainly due to lack of change initiatives.

Teaching staff in Kenya similar to other African nations indicated deplorable working conditions, poor pays, little teaching materials and accommodations. Arab and African principals, for example, in Ghana Kenya, United Arab Emirates, Botswana, Kuwait and South Africa are challenged with deprived staff drive and with lack of skilled staff.

A research conducted by Musungu & Nasongo (2008) established that in Kenya, the principals' instructional duty involved checking accounts of work covered, schemes of work, lesson books, teachers' attendance, books showing clock in clock out and class attendance records. Waweru (2003) also established that headteachers roles include approved curriculum supervision, student personnel staff personnel, relations supervision and promotion of school community and physical and material resource supervision.

According to the Republic of Kenya (2000), the headteacher is solely responsible for every matter concerning the school operations. Simply put, the buck stops with the headteacher. According to Muchiri (2008) instruction supervision ought to include the timetable-organization, and to ensure greater learning opportunities for the learners the

school timetables ought to be child-centered. The Ministry of Education in Pakistan found two major gaps being the major causes of causes of poor performance of education sector in the nation of Pakistan. The problems identified included lack of commitment required to enhance good education that is of quality to children. Additionally, the Ministry of Education identified two challenges that were the cause of the failure to implement policies with their updated and relevant educational practices. The two problems were associated with failure of commitment by managers while poor policies implementation yielded problems that resulted from lack of commitment and competence in leadership and governance.

Voluminous researches reveal that human resource development is a crucial element of any organizations in the recent decade. Most researches portray paucity of effective utilization of human resource management in the sector of education (Akbar 2009). Erdamar (2013) stated that awareness, application and knowledge of human resource management is vital to the efficient functioning of education managers, to give a base for the promotion and development of systems of education. Highly managers resource who perform better in implementing human resource development are viewed to perform better in the growth of the institutions as compared to those not qualified and the with no skills (Iqbal, Arif & Abbas 2011).

Nevertheless, Hoffman & Shrew (2013) established that the leader's skills and knowledge on human resource management assists in promoting the utilization and efficiency on human resource in an institution which led to the growth of those firms at large. The objective of human resource management in the sector of education is to achieve the aimed objective. Managers are required to be equipped with the knowledge for effective management and leadership for the growth of their schools and the wellbeing of the

human resource employed. Human resource management is said to be one of the challenging areas in the business fields and has influence in education sector in the western nations for the last three decades (Nakpodia 2010). A study by Badri and Mourad (2012) established that human resource management strategies improve effectiveness and productivity of the organizations. The managers need to improve on personal practices like internal career ladders, performance appraisal based on result, employment security, employee participation and voices and compensations-based performances to enable firms achieve their goals. The effective human resource strategies by leaders in the education sectors enables attainment of desired goals in the schools.

Dessler and Varkkey (2011) found out that the benefit of human resource management in any organization is to prosper and work. In their study, they maintain that human resource management is applicable in education like it is in the corporate world. This is as a result of globalization that is rapid in the area of education and knowledge that increase competition in market of education, reduced budgets for education sector and dynamic economic downturn. Training of workplace should be continuous process. The manager is reliable for coordination of programs that are most relevant to the working place and to the novice staff members.

Brown (2005) indicates that orientation training of the workplace amongst other aspects should involve things such as firm's overview, reviewing of department functions, roles of the new work and content of departmental procedures and policies. Induction mentoring can be conducted in activities like seminars organized together with human resource department. Based on the above definitions, the main objective is that training of induction defines the model behind the procedures and gives scheduled for work associated tasks.

A good welcome, gradual procedures, honest interests, continuous patience and touch are needed for the effective induction of novice employees. Informal induction training involves welcoming novice employees so as to give him or her confidence, giving out documentation to novice workers, organization induction prior introduction and briefing on the working area. Recommended training courses gives new employees a chance to gather in groups so that several people can be provided comprehensive and consistent information and which might not be forthcoming when reliance is solely placed by managers. Building reliable employees' induction training is essential to any firm. Therefore, any firm should be careful when planning those training in order to educate the workers about the firms' values, rules and regulations.

Human resource management plans involve aspects such as pay, rewards, benefits, policies and compensations in an institution which should be well established and implemented, to assist in promoting and developing of performance and commitment of the workers. Self-committed and self-driven employees are taken as an asset to any institution as such behaviors among workers foster the performance of the institution at large and assists in maintaining it in a longer time. The applied human resource management plans in an institution assist in founding a meaningful mean to achieve outcomes through utilization of physiological, social and psychological variables that are associated to workers development (Erdamar 2011).

Nevertheless, teachers' efficiency can be improved where educational managers understand the relevance of human resource management utilized in schools (Badri & Mourad 2011). Koc (2011) added that the overall results of the school mainly rely on both managerial strategies and workers as they require to operate in unity while taking into consideration the quantitative and qualitative aspects of institutional education

operations. If human resource management is well used in an effective and efficient manner, it is said that they acquire a twofold achievement, where one result is to achieve the planned targets through promotion of performance, production, innovations, security, and also promote the reliability of the workers. A research conducted in South Africa by McDonald & Van der Horst (2003) indicated that different ways of managing schools can be introduced in school. The researchers recommend the utilization of evaluation of whole schools being one of the mechanisms of school management which have been successful in South Africa. This policy was established to aid schools to measure the extent in fulfilling their roles and expectations and enables improvement of performances at the same time offering an external assessment of the school's work.

Davidoff and Lazarus (2002) argued that for effective school growth and success, there must be vibrant managers and leaders to make the ends meet. Through school management departments are developed and held together. Hence, effective teaching and school success can only be achieved where there is good managerial foundation. It is advisable that school management cannot be left for school heads but also other leaders should be involved including board members. Moreover, to achieve good schooling in a restructured and reformed system of education depends with the capability of the school managers.

According to Department of Education in Pretoria (2001), regular evaluation of schools should be carried out providing reports and judgment that reveals effectiveness of school management. Mothata (2000) stated that school management acts as mouthpiece of educators, parents and learners on matters that touch on school progress and management. Wanzare (2000) further stated that professional upgrading should be broaden and deepen knowledge of the content.

It also gives a robust base for the means of specific knowledge and disciplines about the learning and teaching processes. Professional development arrangements have to be well rooted in and also portrays effective available research. The materials of professional development arrangements should be done accordance with the curriculum and standards used in the institution. It gives to quantifiable improvement in learners' attainment, engage and address intellectually the teaching complexity. It also gives adequate time, resource and support to make it possible for teachers to acquire and fully understand new pedagogy and content and to use the skills and knowledge to improve their work. Professional upgrading should involve educators and other qualified personnel in the area and takes various forms. It is important for old educators to continue professional development and normal chances to learn from each other.

Continuous professional upgrading enables educators to be up-to-date on recent research on learning, dynamic technology and its tools used in classes, modern curriculum resources among others. The effective professional development is continuous, collaborative, experiential, and networked to and sourced from working together with learners and knowing their culture (Edutopia, 2008). Voluminous researchers state that professional development is a continuous process. It acts as a core part in managerial roles in teachers' performance management. Continuous development depends on the supposition that upgrading the skills and ability of educators will enhance performance by creating quality of individual teachers.

A professionally upgraded educator respects and is committed to attain the requirements of specific tasks and improves learning equality in learning. Additionally, upgrading improves teacher's creativity and thinking of ideas, accountable for their actions and respect colleagues, families, children and other experts in their working settings.

Comprehensive professional upgrading arrangements for educators have to be direct focusing on student assistance to achieve the goal of learning and assisting student towards achieving their goals. In Kenya, the Ministry of Education is responsible for educational policy formulation. However, the policy implementation is left to county directors and school managers at regional level. Mathias & Jackson, (2004) argued that human resource development is quite important for collective bargaining by teachers. The school management should ensure that teachers are properly motivated especially in their working conditions and environs. The ministry of education has enacted human resource policy as well as guidelines for implementing the policy. The Ministry of Education through TSC also handles members' grievances and complaints. The school managers hence are responsible for the school management including which include implementation of human resource development.

The Public Service Commission is conscious that human resource development is a catalyst in management and implementation of change, building learning organizations and creating a culture of performance. Effective training and development benefits both the individual and the organization through sharing of ideas and dissemination of good practices resulting in efficient and effective performance. This policy explains the commitment to promoting an environment of structured and systematic training, learning and continuous professional development of public servants to enable them deliver quality services to the citizens (Republic of Kenya, 2015).

The human resource development further outlines measures and strategies for ensuring that human resource development and practices building in the public service is guided by Articles 10, 27, 54, 55, 56, 232 and Chapter six of the Kenya Constitution. The policy also provides a framework within which decisions can be made and supported with

regard to training and development. Great emphasis is placed on the need to base Human Resource Development decisions on training and development plans. It stresses the prudent management of resources devoted to training and practices building, while recommending other approaches to mobilizing training funds as well as individual self-financed development plans (Republic of Kenya, 2015). Employees are encouraged to acquire skills, knowledge and attitude; and to develop to their full potential in order to realize their needs as well as the objectives of the ministries, departments and the agencies they work for.

Teachers are also public servants and therefore regulated by the guidelines contained in this policy. The objectives of the Policy being to ; entrench national and public service values, accord equal opportunities for relevant training at all levels, acquisition of necessary knowledge, skills, attitudes and competencies, ensure adequate funding for human resource development and practices building, ensure an effective monitoring, evaluation and audit system that is integrated in public service human resource development programmes for efficiency and effectiveness. The TSC has adapted the human resource development policy and customized it to meet the needs of teachers in regard to human resource development as stipulated in the Teachers code of regulations (2015).

Every head of institution is expected to supervise and ensure quality implementation of the curriculum, verify teachers' professional documents, avail teaching and learning materials, ensure a conducive teaching and learning environment in the institution; induct and mentor new teachers and appraise all teachers under their supervision. Further, the headteachers should identify training needs and take corrective measures in cases of unsatisfactory performance.

According to Guskey (2000), there is remarkable improvement in education sectors which cannot be realized without professional development. Quality professional development programs are beneficial to schools. Hayes (2010) revealed that novice teachers find it difficult handling unfamiliar issues that include classroom management, school culture and school operations, instruction, curriculum, test preparations and supervision, state standards and interactions and relations with teachers and parents. Experience and research enable teachers to gain professional development of high quality that is coherent and constantly improves knowledge among teacher in various contents and pedagogical skills, provision of opportunities for practice, reflection and research that is inclusive efforts of jobs embedded, collaborative and sustained skills that are eventually used for goals attainment and keeping teachers updated (Sparks, 2002).

School managers should reveal accountability and transparency (Wango & Gatere, 2012). School managers ought to be well versed with the Human resource development is a guidelines and formal rule enacted by an organization to assess, hire, train and reward the workforce members. In Kenya, formulation and dissemination of education policy is shallow at school level therefore creating diverse interpretation and poor implementation by school managers. To have efficient education in Kenya there must be improvement among management of teachers. Scribner et al. (2008) argued that school management is far from comprehending the implementation of the human resources development.

Human resource development bears motivation mobility to many teachers in public schools. Kervezee (2006) stated that integrated personnel management is important in school. School management practices is an approach or framework that enables school leaders to gather information and knowledge share them with other people in the institution and take appropriate actions that lead to improvement of outcomes and

services. Rebore (2007) revealed that all aspect in life will continually change. Therefore, it is beneficial for human being to understand how to perform their duties more effectively. In addition, teachers, administrators, non-teaching staff members and parents are required to acquire modern skills, information, attitudes and knowledge, which are inventible. This is a force that is driving staff for professional development. It not possible to stay constant in changing settings of schools. Professional upgrading is referred as a way of strengthening, sharpening and updating of employees' skills and creating an understanding and anxieties in various professional duties (Mohanty, 2003).

Development of professions extend the word —trainingl with impacts of learning skills. It involves a description that involves informal and formal ways of assisting educators beside acquiring new knowledge and also building modern insights into curriculum and practice of their own. Institutions system is most beneficial asset in updating the workforce. A beneficial investment an institution board managers and parents can do in a system of a school is to make sure that educators continue to upgrade their skills. According to the Republic of Kenya (2015), Training is the most cost-effective intervention for improving human resource competencies in any organization. In the public service, training plays a key role in improving performance for realizing national goals and objectives.

To enhance the outcome of training, the process should be systematic, aligned to the principles of Results Based Management (RBM) and guided by national values and principles of governance and values and principles of public service. Training should generally be provided by public service training institutions, consultants selected through the prevailing government procurement regulations and other accredited local and foreign training institutions.

The Government recognises the role of public-private partnerships in training provision and encourages this collaboration. Training may be delivered through e-learning, distance/open learning, sandwich/holiday modes, part-time, regular and parallel programmes among others. Implementation of the human resource development in schools is therefore a key component of the public service commission in executing its mandate. The actions taken by managers include implementing the human resource development at the schools. Zhao (2010) stated that school management practices enable sharing, application and acquisition of teachers' capabilities in schools to acquire better application and management of intangible and tangible knowledge assets for example experiences, competencies and professional knowledge of teachers in school.

School managers have a great role in effectively managing the human resource available at their institutions through policy implementation. Human resource management (HRM) is concerned primarily with training, recruitment, development, performances appraisal and rewarding of employees in an organization or an economic sector. Additionally, human resource development also deals with industrial relations that involve balancing of organizational policy emanating from governmental laws or collective bargaining (Collings & Wood 2009). Human resource management is also concerned with motivation of employees, formulating and implementing policy and strategies that ensure equitability, consistently, reward of employees in accordance with organization values and goals.

Human resource management is implemented through policy. In order to understand policy, an education system is considered as an enterprise or a firm. Human resource is the key to an organization success. Raftery and Tom (2015) established that human resource is the group of individuals forming a work force of a business, organization or

an economy. Synonymously, human resources is also referred to as human capital although, human capital has a narrow view to individual knowledge and their contributions to an organization, business or an economy. Similarly, other terms referring to human resource are; —labor, —talents or the —people. An activity established by an organization, business or economy sector devised to improve employees' performances and achieve employer's targets and goals is referred to as Human resource management.

Davidoff and Lazarus (2002) argued that for effective school growth and success there must be vibrant managers and leaders to make the ends meet. This is achieved through human resource policy implementation. Hence, effective teaching and school success can only be achieved where there is good managerial foundation. Hence, it is imperative for the role of the school management be shouldered by other stakeholders including board members. Moreover, to achieve good schooling in a restructured and reformed system of education depends with the capability of the school manager.

Human resource development is a progressive guideline by the management on how the organization sets to handle the employees. Human resource policy indicates guidelines on how human resource managers deals with the matters on recruiting employees and the various intentions the organizations undertake on matters regarding human resource that include employment, promotion, training, selection and compensations (Pravin, 2010). Hence, human resource development acts as management point of reference on human resource management requirements and acts as a resource point during decisions making and developments on organization's workforce. Human resource development has positively impacted on organization both externally and internally and has met the

requirements for human resource ethics, training and diversity and in the same time commitment in relation to corporate governance and regulations of the workforce.

For instance, if one wants to sack an employee in relevance with law of employment among other considerations, it is always important to align with provisions of employment, collective bargaining and contracts agreements (Aquinas, 2009). The human development clearly outlines the responsibilities, behaviors standards, discipline procedures documents is current method used by most organizations to meet these obligations. Human resource development outlines the procedures which reliable decisions that promotes equity in the manner of employees are treatment (Armstrong, 2003). Public service renders important role in ensuring national development via promotion and upkeep of an efficient political and socio-economic systems for other sectors to prosper.

Human resource development is reinforced by legal framework that includes the constitution and the vision 2030 blueprint that guide to attain accelerated development. For many years, human resource development has undergone several phases in Kenya. The initial stage was Kenyanization initiative of 1960s that was meant to prepare indigenous citizens to secure positions that were left vacant by European colonialists.

The second stage was done in 1970s that dealt with professionalizing of the services provided by human resource through addressing different challenges affecting the public sector that included few qualified professionals, managerial and technical staff that would align with institution growth.

However, there was minimal evaluation of human resource development needs to influence on job performance and also lack of consistence to functions of human resource

development (Republic of Kenya, 2015). The human resource development of Kenya has addressed deeply on recruitment and human resource development that has emphasis on employee training and career development.

Further, this policy has been a central point on creating modern workforce in public service sector to align the nation's development to make Kenya a middle-income earner. The Kenyan constitution stipulates the desire to afford all the human resource in public sector equal and adequate opportunities for selection, training and development at all sectors regardless of ethnic groups and whether marginalized groups. Every department of the Kenyan government amongst other public service organizations should oversee the training and human resource development activities through their ministerial human resource management advisory committee.

The committee should contemplate and approve training aims, employee development mechanisms, training requirement, training projections, knowledge inventory and training information (Republic of Kenya, 2015). In Nyeri County, the scenario is the same with implementation of human resource development in many public primary schools being a challenge. For example, a study undertaken by Wichenje et al (2012) noted that many teachers get promoted thus registering low performance. According to Wichenje et al (2012), many primary school teachers exhibit instances of indiscipline and lack of morale for improving their careers. To mitigate these challenges, school heads have considered it important to set policy guidelines, which are clear, involve their schools and pass the information to the learners and subordinate staff. Further, they should offer instructional leadership for human resource and be influential to every part that would account for school progress.

According to Musungu and Nasongo (2008), headteachers are tasked with an obligatory role of inspecting lessons books, schemes of work, records of work done, clock in and clock out records and inspection of class attendance records. Waweru (2003) opines that headteacher's roles include approved curriculum supervision, staff personnel promotion and maintenance school community relation and management of material and physical resources. Waweru (2003) further asserts that school heads and management play an important role in promoting human resource dynamics of teachers. Despite these observations, few empirical studies have analyzed the relationship between school management practices and the implementation of the human resource development in public primary schools in Nyeri County, Kenya.

### **1.2 Statement of the Problem**

Practices adopted by primary school management play an important role in promoting human resource dynamics of teachers. Schools ensure that teachers are comfortable while executing their duties. Such school management practices involve the ability of school managers to induct teachers, professionally develop teachers, motivate teachers and effectively conduct teacher performance appraisal. However, in many public primary schools in Nyeri County, the situation is quite different with implementation human resource facing numerous challenges. As noted earlier, there are many cases of promotion of very few teachers, low teacher performance, teacher indiscipline and lack of morale of career progression. Efforts to mitigate these challenges have not yielded much remarkable progress. Despite these observations, few empirical studies have interrogated the extent to which school management practices relate to the implementation of human resource development in public primary schools, hence the study.

### **1.3 Purpose of the Study**

The purpose of this study was to analyze the relationship between school management practices and implementation of the human resource development in public primary schools in Nyeri County, Kenya.

### **1.4 Objectives of the Study**

The research objectives were:

- i. To establish the relationship between teachers' induction practices and the implementation of human resource development in public primary schools in Nyeri County,
- ii. To analyze the relationship between teachers' professional development practices and the implementation of human resource development in public primary schools in Nyeri County.
- iii. To assess the relationship between teacher motivation practices and implementation of human resource development in public primary schools in Nyeri County.
- iv. To find out the relationship between teacher performance appraisal practices and the implementation of human resource development in public primary schools in Nyeri County.

### **1.5 Research Questions**

The research questions were:

- i. To what extent is the teacher induction practices related to implementation of human resource development in public primary schools in Nyeri County?
- ii. How are teachers' professional development practices related to implementation of human resource development in public primary schools in Nyeri County?
- iii. To what extent is the teacher motivation practices related to the implementation of the human resource

development in public primary schools in Nyeri County? iv. How do teacher performance appraisal practices relate to implementation of human resource development in public primary schools in Nyeri County?

### **1.6 Research Hypotheses**

**H<sub>01</sub>:** There is no relationship between teacher induction practices and the implementation of human resource development in public primary schools.

**H<sub>02</sub>:** There is no relationship between teachers' professional development practices and the implementation of human resource development in public primary schools.

**H<sub>03</sub>:** There is no relationship between teacher motivation practices and the implementation of human resource development in public primary schools.

**H<sub>04</sub>:** There is no relationship between teacher performance appraisal practices and the implementation of human resource development in public primary schools.

### **1.7 Justification of the Study**

The study may contribute immensely to scholarly world in understanding the concept of school management practices and its relationship with implementation of the human resource development. Educationists in Kenya and the rest of the world may gain insight on the analysis of headteachers' management practices and therefore appoint them based on their competence. Human resource development implementation, as influenced by school management practices, was fully analysed through this study. Therefore, other researchers may benefit from the findings. Additionally, this study may improve on the existing research gap on policy implementation. The research adapted a triangulated methodology that is not very common with Kenyan researchers, this may elicit an in-

depth understanding of human development implementation in Kenya. The report may add to the existing literature on educational management and administration therefore helping to merge it with human resource development implementation.

### **1.8 Significance of the Study**

The headteachers and members of boards of managements may benefit from this study by improving their human resource management skills. The school managers may improve skills of handling human resource at schools from the recommendations offered. Managers of teacher training colleges and universities may benefit from this study in enriching their curriculum by adapting the study findings. This may help to improve management skills among school administrators. Teachers' Service Commission may benefit from this study in identifying the best criteria of recruiting and selecting the best school managers and may set standards for their own job evaluation. This may reduce the cost associated with dealing with indiscipline cases and consequently better the process of delivering services to both the community and the learners. The Ministry of Education may adopt various recommendations from this study to improve on policy formulation and implementation. This may enhance continuous teacher training and development.

### **1.9 Scope of the Study**

The study covered the analysis of relationship between school management practices and the implementation of the human resource development at public primary schools in Nyeri County. School management practices has been divided in four items, teacher's induction, teacher's professional development, teacher's motivation and teacher's performance appraisal. The researcher involved headteachers, teachers, BOM chairpersons and the SHRO in Nyeri County. It took one year to collect data, and two

years to analyze and present report in seminars. This was the period between the year 2015 and 2018.

#### **1.10 Limitations of the Study**

- i. This study was conducted in a Kenyan educational context. The findings cannot be generalized to other countries because of the diversity of each country's educational system. The study was undertaken to public primary school managers in Nyeri County in Kenya and therefore the findings might not apply to the private school managers. The researcher however dwelt on policy issues that govern both public and private schools. The study focused on the school management practices and implementation of human resource development since those other variables are out of scope of this study although they may influence the research findings. This is because there could be other unique dynamics which influence implementation of human resource development other than school management practices. To mitigate this challenge, the researcher recommended that further studies be undertaken on implementation of human resource development in primary schools, but with focus on other variables other than those under investigation.
- ii. Some of the respondents were unwilling to provide honest information for fear of victimization. In this case, the researcher explained to them that study aimed at complementing their efforts to improve human resource development among teachers and staff in primary schools.
- iii. The study areas had poor road network which hampered accessibility using motor vehicles. To mitigate this, the researcher used motorbikes to access the sampled primary schools in remote areas.

### **1.11 Delimitation of the Study**

- i. The study was limited to public Primary Schools in Nyeri County, Kenya. The geographical diversity of the study area did not allow the research to be conducted in all the public primary schools in the county.
- ii. The number of sampled schools in the county therefore formed the basis for representation. The study also restricted itself to public primary school headteachers and chairpersons of BoMs from the sampled schools.
- iii. The sampling procedure ensured that the schools sampled had the characteristics of the whole population of public primary schools in Nyeri County.

### **1.12 Assumptions of the Study**

The study was carried out under the following assumptions:

- i. That there are myriad management practices which are adopted by public primary schools as strategies for implementing human resource development.
- ii. That teachers' induction, teachers' professional development, teacher motivation and teacher performance appraisal practices contribute to the implementation of human resource development in public primary schools.
- iii. That the respondents would be cooperative during the study and provided correct and valid information.
- iv. That the information the respondents provided would form useful feedback that would help the researcher give answers to the research questions.

### 1.13 Operational Definition of Key Terms

**Human Resource Development:** refers to the process of taking of the interests and needs of teachers as a way of improving their ability to implement educational and curriculum aims. It entails teacher promotion, teacher discipline and career progression.

**Induction:** All the support and guidance provided to novice teachers and school administrators in the early stages of their careers so that they can execute their responsibilities according to laid down procedures

**Motivation Practices:** These are actions, rewards, compensation or compliments directed to a teacher in order to enhance productivity.

**Performance Appraisal:** Teacher's quality assessment which includes reviews of qualifications, testing of teacher's knowledge, observations of practice, and measurements of what students gain in the learning process, for the possibility of recommending promotion.

**Professional development:** formal and informal continuous teacher's training to enhance teaching skills and overall performance at school.

**Relationship:** The relationship between the school management practices and the implementation of human resource development.

**School Management Practices:** are a set of activities undertaken by primary schools to implement human resource development. These include teacher induction, professional development, motivation and performance appraisal practices.

**Training:** Deliberate and systematic learning experience designed to provide skills, knowledge and appropriate attitudes to a teacher for performance of the teaching job.

## **CHAPTER TWO LITERATURE REVIEW**

### **2.0 Introduction**

This chapter presents the relevant and empirical literature on implementation of human resource development and school management practices. The school manager's practices has been broken down into four variables which include; school manager's induction ability, school manager's professional development ability, school manager's motivation ability, school manager's performance appraisal ability. Additionally, the two theories that guided this study appear in this chapter. The theories are school management practices theory and policy formulation and implementation theory. The conceptual framework has also been presented in this chapter. Finally, the research gap and the research recap appear towards the end of this chapter.

### **2.1 Empirical Literature Review**

An empirical literature review exposes research work that has been conducted by other scholars. In the empirical literature of this study, implementation of human resource development and school management practices literature have been reviewed. The literature provides an insight on school management practices and policy implementation at public primary schools in Kenya.

#### **2.1.1 School Management Practices**

Deslandes (2014) stated that management practices is ability to coordinate all the institutional function, coordinate employees' efforts to achieve the institution goals and mission by efficient and effective use of available resources. Hence, management practices involve organizing, staffing, planning, controlling and leading an institution to achieve a set target or mission. Further, resourcing practices include manipulation and deployment of financial, human, natural, technical and academic discipline.

All over the world, headteachers exercise strong instructional mode of leadership in their institutions. According to Prabbal (2006) the management of schools and other educational institutions involves the process of identification, laying down procedures, objectives, rules and regulations and human capital manipulation that will contribute to goal achieving of that organization. Schools, like any other institution require effective managers to accomplish goals and set targets of the institution. Effective management in organizations has been largely identified as a key aspect that will bring difference between performers and non-performers. In numerous ways, the headteacher is the most influential and important individual in an institution.

Leadership involves the achievement of task, as a requirement of an organization and the employees' satisfaction which is a key aspect of human resource development. Maicibi (2005) postulates that headteachers have the practices of effective use and utilization of financial and materials in the schools when they are properly trained and inducted in the process. According to Nginda (2003), school managers worldwide face management problems due to lack of skills. In addition, Burns (2005) indicates that headteachers in Spain must possess a certificate in management skills from ministry of education and a similar case in Easter Europe where headteachers should undergone leadership-training course.

According to Anderson et al. (2010) leadership should be based on a common shared purpose or objective. It is imperative therefore for identification of those managers who are effective be done according to their practices and ability to makes social dynamics. He further postulates that the work of leaders and juniors be conceptually harmonized and the exercise of leadership is the use of power and conflict. Naidoo (2006) postulates that transformation of education sector in South Africa became a major take by the

government after South Africa attain independence in 1994. South Africa Government has prioritized school managers training through upgrading and standardization of academic qualifications, administrative improvement and support provision to enhance education in South Africa. A seminar held in South Africa December 2002 attended by African school principals emphasized on managerial skills enhancement. Further, the seminar revealed the importance of good resources allocation, forward planning and budgeting by school managers (Kagotho, 2007). Mutakyawa (1999) stated in his study that there is school management crisis emanating from poor accountability, poor management and lack of transparency in managing available resources.

In Kenyan context, management of education involves discreet use of personnel, equipment and financial utilization that enhances quality education delivery. According to Republic of Kenya (2003), education is indicated as the most unaffordable and expensive service in Kenya. Further the report indicated that teachers training and especially school managers become the main factor to successful management. Okumbe (2001) stated that management should be concerned with school preparation, identifying sources of revenue, monitoring and budget expenditure of the school. Barnet (2000) stated that school managers need to be adequately trained, attend seminars, workshop to improve their knowledge skills in management in their school settings.

According to Ole Kiyapi (2011), Children highly need efficient resources and quality services that are efficiently and effectively managed to achieve their desired goal. He further argues that managers in education sector should be in the forefront to promote effective leadership and efficient governing in public schools. However, managing finances among Kenya public schools revealed challenges among headteachers. According Swash (2008), the impoverished area and communities are characterized by

poor infrastructures of sanitation systems. Adams (2009) claims that school going children are afflicted by poor health emanating from lack of clean water and poor sanitation blocks. Disadvantaged children and female children tend to drop from school due to poor sanitation and hygiene, inadequate provision of funds to cater for these essentials in public primary schools. This has directly affected the Kenya UPE goal and millennium development goal to achieve gender equality and child mortality reduction. Kenyan public primary schools have faced influx of pupils due to introduction of FPE that have resulted to inadequate and poor sanitation systems to cater for the increasing rate of pupils in schools.

Gallo (2004) elucidated this point when he said that health and school hygiene have been supported greatly by NGOs through financial assistance. Hence, the fund provision by FPE project is inadequate to cater for the schools' hygiene in Kenya. Additionally, Gallo (2004) added that the ministry of education has been advised to disburse more funds to cater for school hygiene but this fund has remained unreliable. Murphy et al. (2007) revealed that school management capability is practices that is purposely defined. School leaders in Kenya public schools set their goals and concentrate on the realization of set goals. Zepeda (2007) stated that leadership components are characterized by vision development mainly because vision represents ideas and beliefs the school management embraces about teaching, learning and relationship.

Marzano et al. (2005) stated that the leaders who want to be effective must keep on tracking school's goals, mission and vision of a school. Goldring et al. (2006) identified that school heads have the role in maintaining and establishing positive school culture

that results to learning process improvement. School heads in Kenya public primary schools are critical people in schools and institutions.

They are expected to provide skills, energies and knowledge required for school prosperity. Similarly, Bush and Middlewood (2004) indicated that although we are in an era encompassed by technology, the difference for success and unsuccessful institutions is commitment and quality of people working there. Education personnel are quite critical to realize and develop children potential and the youth. According to Matthew and Barbara (2007), the responsibilities for school headteachers and overall school management has now gradually increased. This is mainly because school management has an aim of improving student learning status and the teaching mode.

In global perspective, countries such as U.S. A. have implemented the act, No Child Left Behind (NCLB) in 2001. Due to introduction of NCLB, school managers have shown great concern of teaching mode and student learning process thus building accountability on their respective schools. Chen and Edgington (2005) indicate that school leaders as a result of NCLB have shown great focus on school improvement in learning and teaching. Consequently, school managers are now finding themselves with increasing responsibilities of ensuring teachers and students' success is achieved, thus imposing great concern on school leaders' management practices. Management practices can be viewed in terms of local, national and state standards. Therefore, management capacities are taken as responsibilities and roles for educational leaders.

Becerra and Stevenson (2001) summarized modern school management practices of being affected by a challenge that there is need to raise achievement and test levels and scores in many states worldwide. They recommend the use of principals and educational managers that concentrate on learning activities and generation of knowledge through

examination of current processes and systems within school environment. This would involve activities such as management and leadership skills. According to Yuki (2006), school managers use much time in the communication processes. School heads that are used to communication and use adept form of communication were more effective and efficient compared to those struggling in communication processes. On the other hand, school managers should acquire coaches to improve their managerial skills and knowledge. Sanchez (2001) posits that knowledge is as critical as the ancient factors, labor, land and capital are to production. Acquiring modern knowledge has been viewed as critical process that enables organization to remain competitive in the knowledge economy. Managers with knowledge practices and relevant skills lead their organizations to competitive advantages.

According to Wenger and Snyder (2000), effective managers pull together the right people, provision of effective infrastructure that community thrive on and finally measures values of the community in nontraditional means. However, it is not an easy task to achieve success though a worthwhile task. Leaders should invest money and time in acquiring knowledge and managerial skills to enable communities reach to their potentials. According to the statement by SAELP (2001), the job of school management involves teachers' leaders, school heads and members of the school boards. However, it emerged that neither have there been developed professional programs nor formal based preparation for school managers to refer to.

For instance, in higher learning institutions the organizations have adequately prepared the managerial people in order to meet priority demand required by 21<sup>st</sup> century (SAELP 2001). The knowledge given to them involves the school leadership and management, regulations and policies implementations in schools. The need to improve managerial

frameworks among many schools is being scrutinized globally to meet 21<sup>st</sup> century demands.

For almost twenty years educational leaders have made efforts to enhance programs that improve administrators of schools but have yielded little results (Farkas et al 2001). It is quite clear that the existing managerial programs in most schools are in need of improvement to meet current standards of 21<sup>st</sup> century. McCabe (2002) observed that failure of robust working relationship between district educational administrators and school heads have resulted to poor performances of schools. The need of school managers' preparation is not the matter of concern rather than approaches needed to improve this subject of matter. McCabe (2002) states that schools have been afflicted by disconnection between in service, pre-service training, the modern realities in education field and practices of school managers as instructional leaders. School heads should be aware of academic contents and especially in pedagogical technique. This can be in terms of the way they collect data, analyze and utilize for excellence purposes.

Training manual for teachers' proficiency (2007) revealed that school heads are responsible for skills improvement and development among school-based teachers. Additionally, school heads are also expected to improve and maintain teachers and pupils' welfare and moreover provide counseling and guidance among teachers on practice. Therefore, it is school head's role to mentor and motivate new teachers in their respective schools. According to Owojor and Asauri (2010), headteachers are responsible in inducting new teachers and also allocating duties and tasks to them.

Although the task of job allocation by school heads in Kenya public schools can be delegated to head of department, who assign duties and tasks to the accountable staff, school heads should be in the forefront for human resource development (HRD). Harrison

and Kessels (2004) stated that HRD enables employees and staff acquire the necessary competencies, knowledge, skills and experience desired for institution success.

Swanson (2009) defines HRD as an activity of unleashing expertise and skill development for the objective of upgrading system in an organization, individual, team performance and work process. For ideal education systems school management must focus on staff development to improve the desired goal of education. Chemisto (2007) stated that school management lacks staff training initiation among public school in Kenya. The study revealed that headteachers found themselves in difficult situation to establish the staff that will attend for training without being biased and tribal. Another challenge is that the training and seminars among the selected teachers and heads of departments does not adequately equip them with curriculum changes and new roles of administration.

According to Oyetunji (2006) the parents are not involved in school management. The research indicated that school heads are core personnel to create and enhance parents' involvement in school management among public primary schools. Furthermore, the study established that the type of school heads in leadership position contributes largely for parents not having interests about school affairs. In their study, Lydia and Nasongo (2009) revealed that schools that involve pupils, parents and teachers in school management have revealed positive results academically. Similarly, Awuah-Baffour (2011) stated that instructional supervisory concentrates on teachers monitoring on instructed duties to be carried out, teaching resources provision to the school teachers, lessons observation when teaching is progressing, provision of support and assistance to teachers that enables them work effectively.

Ayeni (2012) identified that instructional supervision by school heads involves monitoring of teaching and ensuring that teachers have teaching notes which adequately

prepared. However, according to Sibanda, Mutopa and Maphosa (2011), this mode of supervision has problems that include delay of reports of teachers' observation, failure of lesson discussion between teachers and school heads, laxity among teachers on record keeping and preparation, unstructured and untimed school notes and schemes which are incomprehensive. Bell (2007) revealed that instructional leadership provides a base of school academic establishment, provision of required resources in learning and teaching and keep track of policies designed to promote learning in schools. Onyango (2001) stated that school facilities and learning skills should be regularly inspected and managed to prevent possible hazards. For good governance and smooth running of Kenya public primary schools, there is high need for school managers to have relevant skills to manage those institutions.

School managers should work on behalf of central government either in financial management and human resource management to achieve the core aim of education in Kenya. According to UNESCO (2006), the essence of professional development and training among the school management is to enable them adapt to the frequently changing environments which range from political, cultural and economic perspective. Through this training, the school managers are able to adapt the rapid changes of education environments through degrees of knowledge, attitudes and skills acquired from these training. It was reported that the professional development and skills enable headteachers to achieve requisite attitude and knowledge.

Lack of school managers training has led to inadequate range of alternatives among school managers, which can result to non-conformity to policies in Kenyan primary public schools. Norman (2010) indicates that school heads are highly expected to intervene on the regularly conflicting parents, teachers, unions, education officials, state

agencies and pupils' interest and they are expected to be sensitive in increasing range of stake holders and learners.

Although this task of intervening role seems to be overloading, this management role must rise to recognition of conflicting parties. UNESCO-IICBA (2006) revealed that school headteachers and principals are and should be the first to create enabling environment for learning in their respective schools. The report also established that school heads and principal should be armed with managing skills and ability to effectively deploy resources in the schools, ensure smooth curriculum development, school facilities maintenance and cleanliness, organize and manage staff duties effectively and involvement of promotion of staff in school management decision making.

Harris (2005) stated that quality of institutions in any given nation is influenced by how it processes work internally to eventually enhance its performance. The processes require all those concerned to become aware of leadership as a behavior to practice in order to give leadership the effect that fits it. Kenya has not been left aside in the journey of trying to attain its objectives and goals to align with vision 2030 and education for all (World Competitiveness Report, 2009). The way school managers got developed, recruited and retained were said to improve aspects such as school effectiveness, improvement, teachers' satisfaction, teacher leadership, distributive leadership, organizational development and learning. A well-supported and skilled leadership in institutions can assists to increase ownership sense and mission in a way that educators can appreciate their work.

According to Hoy and Hoy (2003), school managers must show a clear vision of excellence on instructions and progressive development in line with all the aims of the enhancement in the learning and teaching process. In simpler terms, the instruction

management is referred in terms of principal behaviors that make a school to teach every pupil to maximum student achievement.

Studies have shown positive relationship between school management and environment; the two aspects are associated to institutional effectiveness. A research by Piltch and Fredericks (2005) shows that effective principals of schools utilize skills of the cultural, political and cultural dynamics of institution and communicate to enhance positive learning setting. For creation of a safe and positive environment, the effective school managers engage the institution's community that includes staff, students' community members and office personnel. According to Marzano et al. (2005), the creation of professional relationship between staff and school managers is a beneficial managerial role.

In addition, creating a trust climate is necessary in enhancing organization change (Kouzes and Posner, 2002; Tschannen, 2004). Harris and Lowery (2002) found out that, 123 teachers enrolled in the sampled schools that he conducted his study, indicated that school principal's behavior as being the most important in creating a positive institution climate, students' respect, communication with students as well to assisting of learners. Other than promoting corrective leadership, headteachers should work as staff development mentors, conducting group review of instructions and enhancing team decision making. Rechard (2008) stated that effective school managers are better at communicating with staff and learners so as to create a robust relationship since they are worth their response and notions they obtain.

Building continuous development strategies in school communities are another role of instructional school leader. School managers always enhance the chances for learning and they hold conversations with teachers concerning student learning, making necessary

changes to enhance learners' achievement. School headteachers as a manager have to continuously work with demands from others, both internally and externally. The headteachers roles include to enhance the effectiveness of the institution, enhance the learning and teaching climate, improve teacher's professionalism, motivate and create awareness of the tasks to be conducted in the institution. Teachers proficiency training manual (2007), opined that school managers have a role of developing teachers and skills upgrading in schools. Further, headteachers are responsible in promotion of the welfare of every single teacher and student in the school and counseling trainee teachers throughout their teaching practice. Further, Owojori (2010) stated that another function of school headteachers is to induct new teachers and assign them duties accordingly. However, Bosire (2003) stated that recruitment of the new staff has been afflicted by irregularities complaints during recruitment.

Sang (2005) indicated that headteachers faces difficulties in school management that emanate from BOG. Headteachers categorically state that there is poor relationship between school heads and members of BOG during new teachers' recruitment. This poses existing conflicts of opinions between the school heads and BOG members during recruitment. Further, school headteachers complaints that some BOG members dominate decision-making process and are reluctant to implement school principals' ideas. Nevertheless, BOG members are illiterate and they slower down decision making required by the school.

### **2.1.2 Implementation of Human Resource Development in Schools**

Human resource development practices are a set of activities conducted in a school setup to put in place; induction, professional development, motivation and appraisal of teachers to enhance teachers working environment. Heneman et.al (2005) define human resource

as a group of individuals giving rise to workforce in an economy, business sector or an organization.

Additionally, human capital is also used to refer human resource but contains a narrow meaning. Human capital is the knowledge an individual can contribute to an organization.

In schools, there are various human resource that include school managers, teaching staff and non-teaching staff who facilitate school goals, mission and vision. Teachers are human resource in a school setting that enables pupils to acquire skills, competencies and knowledge. Therefore, teachers contribute to the realization of education targets and goals. Teachers occupy a core role in education and as such should acquire quality training and education to carry out their duties and responsibilities effectively. Quality education forms the hallmarks of country's economy characterized by expansion, growth and job creation.

Teachers are core personnel in provision of education in schools and depend on their quality training making them reckonable force. Moreover, teachers are public human resource globally. There is a dire need for Government to create and empower training institutions for teachers with an aim of improving the quality of training. Currently, it is evident that measures of education can be implemented, conceived and planned in totality and wholesomely. According to Brunet (2004), teachers should have self confidence in various unique complex situations that will build trust in their colleagues, customers and stakeholders. Scardamalia and Bereiter (2004) stated that teachers needed to be open and acquire research-based knowledge in order to assess local based evidence.

Additionally, teachers' education is very vital aspect in a nation whereby trained teachers are usually considered as mentors of the community. Kafu (2003) is of the view that teachers training programmes are ostensibly developed, structured and administered to produce school teachers for a well-established and effective education systems. Loughran (2006) states that in -service and pre-service education of teachers are preparations for teaching student teachers to acquire knowledge of teaching and how to apply skills acquired practically. Otunga and Namunga (2012) stated that Kenyan vision 2030 have greatly recognized education as pillar to economic growth that will transform Kenya to middle income country and an industrial nation. For better education in Kenya teachers are the key personnel. Their services are indispensable towards the achievement of vision 2030. Teachers' education varies in different levels ranging from ECDE to tertiary levels. The level of teachers varies with the certificate acquired, the subject knowledge and teaching subjects.

According to Otunga et al (2011), in Kenya, teachers' education is grouped into four levels mainly; early childhood education (ECDE), primary education teachers, Diploma teachers and the undergraduate teachers. ECDE is practiced by different agencies in different ways. There are districts and national levels of training and development systems. The mostly common training is certificate and diploma in ECDE sector. All these levels are offered in district centers for early childhood education, Montessori and kindergarten administration relationship. During completion of the training the graduate of ECDE education is awarded a certificate K.N.E.C (2007). For public primary teachers in Kenya there are 19 training colleges which are public colleges and 68 privately owned to train teachers.

The teachers are also referred to as P1 teachers whereby in July 2010, 7827 teachers were enrolled involving 3932 females as an indication of gender disparity (Internet, 21 July 2010). The primary teacher undergoes a course of pre service leading to the award of the primary teacher education certificate. For one to be admitted for primary education the requirements of C must be met in K.C.S.E or an equivalent attainment of D (plain) in the Mathematic and C- in English.

Diploma teachers' education involves three years training course whereby the minimum entry of a candidate in colleges is C+ with equivalent of C+ in subjects he or she wants to specialize with. Otunga et al, (2011), stated that during the training period, candidates acquire the profession training that include physical education, entrepreneurship, practices of general workshop, ICT, communication skills among others. In Kenya there are two colleges offering diploma education for teachers namely, Kagumo Teachers Training College which mainly trains science subjects and Kibabii Teachers Training College which trains humanities. For special education, the Kenya Institute of Special Education produces trained teachers for special education.

The Kenya Technical Training College trains teachers for technical institutes across the country. Kenya has recognized the essence of technical education in order to achieve the great vision of the year 2030. Through this vision, the Kenyan government has spent 25 million for construction of technical training institutes with an aim of having one technical training institute in every region (Nganga, 2010). Bachelors' of Education teachers are trained in universities.

### **2.1.3 Human Resource Development Implementation in Schools**

According to Armstrong (2001), human resource development policies are necessary guidelines in an institution for effective management its people. Therefore, human

resource development implementation is decision making and taking actions on daily problems in an institution that involves objective identification and examining alternative means to solve the problems (McConnell 2005). Human resource management was a name that replaced personnel management which covers the personnel management that deal with administrative and clerical roles, compensation and recruitment of employees. Human resource management has been divided into sub branches that include; training, staffing, labour relations, compensation, employees' training and performance management. Scholars in the area of human resource have progressively researched on utilization of human resource management and has said that it is a vital element in institutions as it aids them meeting their mission and vision, achieving of organization objectives and goals and being competitive in the market. Green et al. (2006) results clearly show that human resource management has direct and positive significant. The researchers found out that good management of labour in an organization has an ultimate effect on individual performance, job satisfaction and organization commitment.

The results by Mello (2006) show that human resource management policies and strategies are crucial to enhance employees' recognition with their engagement to their work and the institution. It is also beneficial to establish and enact human resource policies to the attraction, motivation, retention of the employees' capacities, competencies and knowledge necessary to attain the institution strategic goals. Likewise, Kenyan government has formulated policy that aim on improving learning process in Kenyan schools. Following the demand by the constitution, policy has been implemented involving training systems and rebranding of Kenyan education. At school level, school managers implement induction of new teachers. Recruitment and

placement of staff is a critical role to make sure that the organization has quality supply of human resource.

Kleiman (2000) indicate that human resource planning in human resource practice assists managers to meet and anticipate dynamic need that is associated to acquiring, assigning jobs and rolls to employees. Noe et al (2004) also mention that planning to forecast the human resource personnel is the first step. Efforts are put to establish the demand and supply for different types of human resource in the organization where there is labor surpluses and shortages.

Suggestions by Dessler (2000) indicate that personnel strategies need three predicts: one for personnel needs and another for candidate supply. To forecast the requirement for personnel, there is a requirement to first project for the need for the service or the product. Thus, recruitment is searching for a qualified person for the anticipated and actual positions that are vacant in the organization. Statements by Noe et al. (2004), clearly indicated that recruitment start with the review of applicants' employment resumes and applications. The organization conduct tests administering to potential candidate who attain essential requirements and thus the qualified undergoes more interviews.

Human resource development (HRD) is a critical function in an organization. Lines et al (2002) pointed out that human resource is a driving force in an organization due to their competencies, knowledge, experiences and skills. In order to achieve education success in schools there is great need for teachers' development. Peretomode (2001) stated that if employees' do not undergo professional development, they might become rustic and obsolete. Nevertheless, teachers' selection is the first step towards achieving the competitive edge through realization and identification through the recruitment process that begets the best teachers' available. Beside this, it is the critical to assist novice

teachers through scheduled professional development and motivations plans. Raising salaries have potential in giving a method of retaining and attracting young quality teachers.

Human resource development has progressively given procedures in enhancing education distribution in most countries. Policies are referred to as the values and philosophies of a nation's education arrangements and shows how resources should be taken care of (Pearce & Robinson, 2003). Education arrangement is way of providing ideas, skills, attitudes, values and knowledge into livelihood of citizens of a particular nation to enable them work both today and days to come. Armstrong (2007) said that natural resources and capital resources are factors that are passive. Human beings are active aspects and that amass capital, use natural resources, create economic, political and social organization and ferry forward the agenda of national development. One critical factor of country economy is the teacher. To this far, the duty of the teacher is critical, particularly the common school educator who deals with pupils at their development years. Researchers suggest that the degree of morale and satisfaction of primary teaching staff cannot be dismissed for it enhances the quality of providing services to the learners. Therefore, to be in a position to build and maintain a quality education arrangement, there is need for better services to enhance commitment and competent teaching force.

Armstrong (2007) postulates that human resource management comprises of activities that are associated to investing on workforce, that involves evaluating the recruiting and induction, work performances, establishing the best type and level of compensation, employee's professional development and training. All these aspects of human resources need programmes and policies, to ensure that they work properly. In this vein, human resource management is vital to the development of current organizations for them to

have competitive advantage for their sustainability. Further, in order to manage human resource within an organization, leaders should be well informed about the way people carry themselves when working in a firm and hence come up with appropriate procedures to assist those norms (Armstrong, 2007).

Further, Pearce AND Robinson (2003), described policies as designed directives to assist the mode of thinking, actions and decision making by managers upon their juniors so as to attain organization objectives. Therefore, there is no existing doubt that these procedures raise managerial harmony and effectiveness at job place as such procedures standardizes most decision-making routine and make it clear the preferred ways in using these decisions. It is ultimately clear from the available definitions that policy establishment go hand in hand with workforce management exercises for they provide appropriate creation of favorable working environment in an organization (Armstrong, 2007). Armstrong (2007) continues by stating that policies are ongoing procedures on the way organization wishes to embrace how to manage its workforce. In his dimension, Armstrong (2007) posits that policies are referred as the values and philosophies of an organization on how human resource should be taken care of.

The scholar continued that, all human resource guidelines elucidate the human resource plan aimed at achieving its social roles to its human resource and enacts attitude towards them. The worth given to all policies statement in an institution may implicitly or explicitly make reference to the important of consideration, quality of working force, working conditions and equity. Mullins (2006) added that policy is a procedure for an action by the organization and the implementation of objectives and goals. This definition concurs to the view that, policies in an organization must indicate clearly the objectives and goals of that organization.

Mullins (2006) continued to state that policies are converted to rules, procedures and plans and also associated to all levels and actions in an organization; policy supports the main role of the organization and make for reduction of dependency and consistency on the individual managers. Pearce and Robinson (2003), established that policies create many functions that include creating indirect management over independent deed through clear statement on how things are to be implemented. This is done by defining decisions, control, discretion and empowering workforce to undertake their roles without direct control of managers.

These improves the coordination of job and assists in reduction of conflicts that came from discrimination, disparate taking of normal functions and favoritism. Nevertheless, policies make sure fast decisions are made through initially answered queries that could result to recurrent and pushing up the hierarchy of management repeatedly. Policies also institutionalize normal aspects of firms' performances and reduce doubts and monotonous daily decision making thus providing an effective base for organizing efforts and freeing functional workforces to act.

Mathias and Jackson (2004) stated that a policy statement is required to make sure the definition and administration of each and every statement in Collective Bargaining Agreement or workforce conditions of working are clear. Therefore, policy statement that outlines aspects such like overtime, annual leave, transfers, resignation, discipline and promotion is a requirement for all human resource managers. Armstrong (2007) further adds that the main human resource policy areas is engaging equal opportunity, development of employees', participation and involvement, reward, relations of employees, employment policies, modern technology, harassment, smoking and safety and health policies.

Still on human resource policy areas, Asare- Bediako (2008) stated that policies must involve all areas of the Collective Bargaining Documentation starting from induction, description of the job, orientation, development of human resource amongst other aspects. The other side of a policy guideline is the motivation of the employees. Motivation is described according to the extent to which a worker is willing to invest on his or her attention, efforts or resource in work (Akata, 2003). Lussier and Achua (2007) agree that no single theory shows how to motivate people, however, motivation models could be categorized into three wide area which are process motivation model, content motivation model and reinforcement model. The main reason for human beings' action is to meet their needs. Employees for instance, need satisfaction and may move from one firm to another searching for it. Indeed, satisfied employees have a higher degree of motivation and thus they are more productive as compared to dissatisfied workers. Therefore, the most significant achievements in organization field in recent years is the meeting the specific needs of a given workforce. More attention is being given to motivational perspective of the workforce, especially the requirement of selfimage, self-actualization and group belonging. This recent call of humanization and humanism globally has raised the view of using standards of workforce management in most organizations.

The professional development of employees, their skills and the mode development of the overall organization are the core aim of human resource management (Chatterjee et al, 2001). From these findings by most researchers, it shows that human resource organization is most concerned with employees in the workplace and their relationship within the organization. Moreover, daily norms also include commerce and industry and areas of human resource activities such as education. Particularly, the workforce in

education is of different categories whereby their management is viewed to be difficult because of their membership nature (Nakpodia, 2010).

The school management uses human resource to attain the institution objectives and goals while support of workforce department deals with provision of services such as advisory and technical to those in authority line. They are particularly engaged in the attainment of institution goals, but are very beneficial in the institution (Ochenge, 2007). Chemtai (2010) established that people or institution employees are vital assets in an institution therefore it is healthy to manage and utilize them efficient and effectively in an institution to achieve the desired results.

It is quite challenging to manage people working people in certain institution. School managers are faced with management challenges especially when dealing with human resource policies. Development of human resource is a continuous activity therefore there is always chances for improvement. Human resource development come with challenges that call for coping measures. School managers must take advantage of slow although profound changes affecting current practices, overall management policies affecting human resource, vision and mission of the institution.

Ogunsaju (2006) found out that management of personnel can be termed as effective human resource mobilization that can be grounded on training, selection; recruitment and placement for institution achieve set objectives and goals. Stone (2006) said that the personnel management or the personnel administration is an activity of managing people with few relationships between organization objectives and various activities. Recently human resource management has become nominal and routine among school heads. According to Nakpodia, (2010), human resource management within the education sector

is a combination of workers and students therefore management rendered difficult due to the membership nature.

Teachers' supervision is becoming complicated among school headteachers. This emanates from hard conditions that majority of teachers work and live in (Chapman, 2002). Armstrong (2004) stated that headteachers continue to face challenges emanating from education institution complexities. Ocheng (2007) established that non-teaching staff should be efficiently managed and should not be down played. The researcher stated that non-teaching staff includes secretary, bursars, watchman, librarian and assistant librarians, cooks, store keeper, clerk among others. Feritzgerald (2007) identified the increasing gap of teachers' recruitment in Minnesota and their retention crises.

The researcher found out that people in Minnesota expects and desire excellent and quality education and have a combination of top teachers, staff, administrators, high graduation rate and outstanding curriculum. The research found out that majority of Minnesotans' schools were striving to excel through sacrifice and hard work with a motivation of getting ahead of others. For that objective to be achieved, researchers found out that school management were highly mentored.

An assessment practices of education management (2008) stated that the problem facing school leadership in Kenya is lack of commitment among school managers. Therefore, school managers have to sacrifice and adequately, invest their time in re-affirming, restating and communicating their vision. School managers were seen to lack clarity when they expressed themselves verbally and also lacked clear written vision and mission statement. Kegode, Okuom, Simatwa and Wichenje (2012) established that

headteachers should enact school vision measures, sensitize this vision to teachers and students, provide instructional leadership support and resources and particularly be vibrant in every part involving pupils' academic achievement.

The Teacher Service Commission (2007) policy on managing human resource, quality management achievement among primary schools will be accomplished and achieved by having the right personnel through establishing, selecting and offering training to the best personnel in Kenyan schools. This will yield high performance in those learning institutions and also bring about reduction of unrest and discontent incidents. Lack of proper knowledge and relevant training among school heads has resulted to school under performance thus leading to education standards declining. Wichenje, et al.

(2012) said that school management is a challenging job and it is a high time for Education ministry and Teacher Service Commission to enact mechanisms and strategies to cater for teacher morale and motivation ranging from new teachers' induction, status recognition, retirement preparation among others. Sang (2005) stated that school headteachers are facing challenges emanating from board of governors. Majority of headteachers acknowledge that there was poor cooperation between school heads and the board of governors when recruiting teachers. This clearly reveals that there are existing conflicts between the two parties on their views on teachers' selection.

Most headteachers said that the board members dominate management decision leaving little room for school heads views. On the other hand, teachers also affirmed that there was poor teachers' recruitment and that the process is usually characterized by corruption, friendship, political foe and clansman. Headteachers also faced safety and social needs. For instance, managing discipline of school learners is not apparent stipulated by education ministry and school heads remain with corporal punishment as the main student

disciplinary action (Simatwa, 2010). According to Wanzare (2002), there were deficiencies among teacher programs of pre service training where some teachers were under qualified and unqualified as well as in-service training of teachers being inadequate.

According to Kisirkoi (2011), the low quality of teachers in primary school have emanated from low grade during training of pre-service. She added that teachers training colleges enroll grades as low as C plain and D plain in their (KCSE) Kenya certificate of secondary education. The researcher stated that grades C plain and D plain does not result to quality and well teaching skills among Kenyan teachers. This indicates that teachers' quality at primary level remain consistently inadequate due that this professional field attract low grade achievers at ordinary level. Bunyi et al. (2011) indicated in their study that teachers in Kenyan primary schools, teachers are highly overloaded by the school curriculum thus leaving little space for them to concentrate on their knowledge development. Additionally, the researcher found out that the teachers working at primary in Kenyan schools, concentrated on theoretical knowledge acquisition and subject context such as mathematics, reading and teaching, other than concentrating on understanding the teaching skills. The researchers revealed also that trained teachers often mistook theoretical knowledge necessary for teaching competence with the ability of teaching. Adeyemi (2010) indicated that teachers' professional qualification and teachers' experiences are major challenge on achieving learners' good performances. Wanjohi (2011) mentioned on teachers' effects on learners' performances that teacher's professional qualification is a major predictor on teacher's performance.

According to EFA Global Monitoring Report of 2005, there are three broad divisions of human resource in secondary schools which include, administrative staff (Principal,

deputy principal, senior teacher and HODs), teaching workforce (teachers) and nonteaching staff (bursar, secretary, cooks, school nurse, accountants, grounds men, messengers, drivers among others). Among all the factors in schools, human resource factors emerged to be at the top of institutional benefits whereby without human resource all other aspects are inept. This was the main reason for the importance of training and retaining the human resource in any organization.

Education Policy, Research and Improvement (2003) showed that the key factor influencing education quality of each individual teaching staff in the classroom, is the training they got at the teacher colleges. Teachers are key aspects to the processes of education. They affect both macro and micro aspects of education and are central in its successful results (EFA Global Monitoring Report, 2005). This clearly indicates that teaching staff effectiveness and ability are the top most influencer of student's achievement.

Despite the resources available in schools, the revised curriculum and rules, the basic source of student performance remains the classroom teaching staff. Schools that are effectively controlled have better principals, handle their administrative roles efficiently and effectively by engaging educators in the running of school, supervise teachers work to attain education goals. In poorly managed institutions, school managers rarely involve their teachers in their daily running of the institution. Supervision services that are indicated in the new reforms towards teachers' education have been identified as critical milestone in achieving reform program success.

According to the Ministry of Education (2013), the presence of suitably and trained inspired teachers have been considered to be an important driving force to achieve teacher reforms. Taylor and Vlastos (2009) carried out a research that developed the theory

concerning the relationship between design and environment within the school classroom. The classroom physical environment according to the researchers were referred to as —silent curriculum‖ and they had strong belief that knowing the physical environment very well is important to attain success of education among learners.

Elementary classrooms in the school provide the chief learning context and development during younger stage. According to Reggio, (2011), a spatial learning environment consists of furniture and space, desks and seating arrangements are the main factors that constitute spatial environment. The researcher said that an optimal learning setting constitutes of furniture rearrangement, classroom supplies and spaces that are designed for small group and large group activities. She summarized by stating that there are various divergent methods and styles, but the major one is pedagogy used by teachers that must agree with the space of the environment. The researcher further stated that personal presentations have been identified to raise learners' self-esteem and at the same time the academic performance. Another study by Shield and Dockrell (2003), pointed out that poor school rooms acoustics made a negative learning setting for learners and therefore decrease their performances. TSC (2007) was of the view that for a human resource development to achieve high quality on the teachers in the country, identification, selection and training of the qualified managers must be conducted thoroughly to enhance organization and running effectively of the schools.

This leads to improved performance in institutions of education and minimize incidences of unrest and discomfort.

Failure to give relevant and adequate training to schools' managers, in the previous days has resulted to performance below their ability and has led to decline of standards of education (Wanjohi 2011). This policy has an objective of giving transparent and

effective ways for selecting, recognizing, positioning and training for schools' managers and instilling for better and successful management. When this recommended guidelines on identification, choosing, deployment and mentoring of school managers is well implemented, expectations are that school managers will be more efficient and better performers of their roles. The roles are specific and include management of the institution, implementation and organization of curriculum, supervision of particular learning and teaching activities in schools as shown in the time tables, control and management of school resources, the motivation and management of school's human resource, maintenance and management of school's facilities, equipment, textbooks, materials and plants, effective serving in Board of Management and PTA as a secretary.

In third world countries, educators' motivation has to be realized and embraced positively. Sifuna and Otiende (2009) indicate that educational planners being the government and administrators of education, after independence, they focused on work force model due to increased need to fill gaps left by colonialists in education sector. Chemisto (2007) argued that majority of schools in Kenya did not initiate staff development programmes. The government did not focus on secondary education that was neglected by colonial government and left to the Africans. Therefore, they did not fill the gap left in order to fill the void left by the colonial government. Though the work of support staff is advisory and technical, their absence in an institution structure can make it hard for teaching staff to attain the goals of the curriculum implementation. Despite the critical role of the support staff plays in an institution, very little research has been conducted on them. Ministry of Education also delegates their role of management to BOM with no guideline of policies on and their utilization. This results to each school manager interpreting its human resource development differently. This study will provide

an insight on roles of school managers in implementing the human resource development for teachers.

#### **2.1.4 Teacher Induction Practices and the Implementation of the Human Resource Development in Schools**

Alvenfors (2010) stated that induction is a process that many companies use in order to welcome their novice employees in an organization for effective preparation in their new duties. Therefore, induction involves practical skills and theoretical development required by new employees including interaction need among the novice employees. Further, induction involves safety training to contractors before the beginning of their new jobs. Thus, it aims at the particular safety matters in an organization but often involves company information that is delivered to workers. Browning (2004) stipulates that the benefit of induction process is mainly for bringing new staff into an institution. The researcher also revealed that induction enables effective introduction of employees into the working environment and establish a well set up working system into an organization. Nevertheless, the induction process covers the employees and employers' rights, term and conditions of the work contract. Induction must also prioritize all compliance and legal requirements required for working at an organization and importantly, considers safety and health matters to novice employees. Induction in an organization is also gaining of knowledge of management and aims to assist new employees so as to become useful, effective integration to other job performance and how they will fit into the company. Matiku (2003) stated that induction training includes various types of orientation or training like promotional training, job training, corrective training and refreshment training which are introduced to novice workers as the familiarize with new co-employees and new situation. The novice worker is introduced

to the working rules, privileges, organization activities, working conditions, daily operations of the organization, customer service and the community involved to attain the mission of the organization.

Armstrong (2008) points out that induction is a process of welcoming incoming employees when they initially join the organization and giving them the essential data, they require to happily settle and start the job. Induction is pegged into four objectives: to make sure the preliminary stage is smooth when every aspect is looking strange and unfamiliar to the beginners; to find out quick favorable attitude to the organization in mind of the novice employees in order to retain the employees, to attain the reliable output from new employees in little time and minimize the likelihood of the worker leaving quickly. Therefore, without essential information like policies and rules, new teachers might take more time or rather make dangerous errors.

Training at workplace should be a continuous process. The manager is liable for coordination of programs that are most relevant to the working place and to the novice staff members. Brown (2005) indicated that orientation training at the workplace amongst other aspects should involve things such as firm's overview, reviewing of department functions, roles of the new workers and content of departmental procedures and policies. Induction mentoring can be conducted in activities like seminars organized together with human resource department. Based on the above definitions, the main objective is that training of induction defines the model behind the procedures and gives schedules for work associated tasks. A good welcome, gradual procedures, honest interests, continuous patience and touch are needed for the effective induction of novice employees. Informal induction training involves welcoming novice employees so as to give him or her

confidence, giving out documentation to novice workers, organization induction and briefing workers on the working area.

Recommended training courses gives new employees a chance to gather information from groups since several people can provide comprehensive and consistent information which might not be forthcoming when reliance is solely placed on managers (Armstrong 2007). Building reliable employees' induction training is essential to any firm. Therefore, any firm should be careful when planning those training in order to educate the workers about the firms' values, rules, procedures and policies. A good planned induction training regardless whether it last six months or one day, will assist not only in retaining workers but also in productivity. According to Browning (2004), a good induction processes leads to increase of company output and in turn reduces short term staff turnover. This means that induction plays an important role through the organization socialization in terms of attitudes, performance commitment of an organizational (Alvenfors, 2010).

Nevertheless, induction process significantly improves the rate of competency to novice workers therefore more production in a very short time. Wiley (2009) revealed that for an organization to enjoy effective induction, induction programs should be planned early at an organization.

Additional timetables need to be prepared in advance showing induction activities for a given period. These schedules need to be circulated to every person requiring induction processes. School like any other organization requires induction of teachers since novice teachers benefits and therefore it is a vital process in schools. According to Wong (2004), the induction of teachers is an all-inclusive, sustainable and coherent professional development activity that the school keep in place to achieve support, training and

retaining of newly employed teachers and ensure seamlessly progress of teachers into a lifelong learning activity.

School headteachers are assigned with induction roles in their schools and they should induct their newest teachers (Carver, 2002). Further, the researcher claims that school managers have the various roles to enhance induction that include recruiting, teachers hiring and placement of new teachers, teacher's orientation and resource and site assistance and management of the school environment. Further, it the sole responsibility of the school manager to build effective and productive relationships between school headteachers and teachers, provision of leadership to foster instructional development via summative and formative evaluation and facilitation of supportive school context. Wong (2004) postulates that most countries have enacted policies which are comprehensive on how to induct their new teachers during their initial years of working. The policies involve mentoring that consists of provision of professional, guidance and emotional support required by the new teachers.

Secondly, peer network is created during induction processes that involves mutual support for peer learning. Britton (2003) revealed that induction processes are essential but differs from country to country. In addition, there is increasingly acknowledgement of induction programmes that guide the induction process.

Kelley (2004) opines that teachers induction come along with effective significance and the overall well-being of teachers. It has also proven that, induction contributes to retention rate of new teachers in schools (Smith & Ingersoll, 2004). Most researches indicated induction reframes teachers' mode of thinking on various issues and significantly changes their methods of instructions and enables to redirect their full attention to individual learner. Odell (2000) states that effective principals should recruit

teachers, streamline the process of recruitment and ensures newly teachers are ready before the term begins.

Portner (2001) says that after new teachers are recruited in learning institutions, they require to be acquainted with school process and the how school does its things. Therefore, headteachers are assigned with the role of ensuring newly employed teachers are acquainted effectively. It is the role of school headteachers to ensure that newly recruited teachers acquire relevant resources and supplies. Carver (2002) also postulates that school headteachers have the role of building effective relationship between newly recruited teachers and other teachers. The researcher continued by stating that, school heads should welcome new teachers, introduce them to other teachers as a key to enhance profession relationship between the school and the novice teachers.

Ingersoll (2001) stipulates that school managers have the role facilitating supportive school context. Effective school heads have the role to assist and support teachers, sustain and build supportive culture in schools. The impact of induction programs in schools have been found to be of great value to new teachers. In the beginning induction programs have been generally importance to beginning educators in most studies (Chubbuck et al. 2001; Molner, 2004). These studies among others have shown induction programmes provide feelings of support and feeling of being part of the school by novice teachers.

Another report by Helsel et.al (2003) shows that there is a positive influence on various variables associated to well-being that includes reduction of feelings of isolation, work enthusiasm and teaching confidence. Further, induction programmes have been recognized to improve retention rates of novice teachers (Smith & Ingersoll, 2004). Norman and Feiman (2005) found out that novice teachers have their thinking reframed on various issues during teaching, instructions methods have changed, attention

redirection to individual learners, acquiring awareness of the learners' understanding and thinking. Similarly, Glazerman et al. (2008) established that there was no difference in numbers of variation between educators supported by standard induction programmes and those that are supported by comprehensive induction programmes.

Raising number of researches have shown that schools assist novice teachers with induction programme or less legalized programmes that are meant on assisting novice teachers in their new years of teaching after gaining pre-service education (Beijaard et. al 2010). However, induction contents differ across nations and schools. Stirzaker (2004) considered induction as a process of socialization into the profession of teaching, adjustments on the school procedures of the institution site and school system, and creation of effective classroom management skills and instructions.

However, in the beginning of 1980s, studies on induction processes were founded on the demands to stem new qualified teachers' attrition (Horn et. al 2002), a model shift that has changed the view on structure and contents of induction and now used as a way of retaining qualified teachers and also enhance instruction quality. with increasing identification of new qualified teachers' induction as an important component of educator development (Villani, 2002), policy makers have increased in focusing on programmes of induction as factor of broader initiatives of educational reforms (Humphrey et al., 2000). The effects globally, is the creation of policies that are meant to enhance NQT induction. for example, in Britain, NQT induction is a process funded and planned by the government and whereby principals are needed to provide by law (Earley & Weindling, 2004). Before it was announced to be a legal requirement in 1999 induction of NQT in UK was relying on professional honesty of the institution advisors and headteachers to encourage and sustain good practice. In a similar study that involved

five nations, Wong (2005) found out that policies affect practice and modeling of NQT programmes. For instance, in Switzerland, the policy of NQT induction disregards the 'deficit aspect' that provides that novice teachers are insufficient in some areas hence require guiders.

Novice teachers in nation network who practices with veteran teachers in a unified professional improvement continuum form new educators in professional learning and teaching. Further, in Shanghai, China, novice educators are involved in norms of preparing lessons and research groups of teachers whereas in Japan, the study of lessons is the principal paradigm for inducting NQTs (Wong et al., 2005). In United States of America, the government identifies quality of the teacher as an important factor of increasing standards of education and has procedures that enhances NQTs initiation as one of the techniques in achieving such standards (Berry, 2004).

In Kenya, while Teachers Service Commission (the commission that hires educators) recognizes NQT professional development and induction as among the vital areas that needs development of mechanisms and strategies to improve on educator's morale and motivation (TSC, 2007), though, research has been carried on NQTs induction and shows that there is inadequate commitment towards implementing government policy on novice teachers in Kenya by (Indoshi 2003). Efforts have been made for a long time to define programs that provide the effective first experience in teaching to novice fresh from training, an improvement that has brought to the paradigm of NQTs induction programmes around a principle known as 'best practice'. According to Horn, et al (2002) who came up with nine best practice basic factors and described them as commonly seen among new qualified teachers programme as being; release time, orientation, formal mentoring, working conditions adjustment, collegial interaction opportunities,

professional development, evaluation of programmes and induction continuum. In addition, Arends and Rigazio (2000) in their research on induction practices endorses similar elements, however, reduced them into smaller thematic parts for example time release (for example, preparation, staff development, mentoring, evaluation and collaboration), assignments that less challenging and reduced workload. Other relevant studies in this field like that of Dyal and Sewel (2002) said that the aim of induction paradigm is not only to make NQTs familiarize with institution procedures and policies but also to concentrate with basic needs for instance social amenities, health, transportation and housing.

### **2.1.5 Teachers' Professional Development Practices and the Implementation of the Human Resource Development in Schools**

Hayes (2010) states that professional development refers to as all types of educational practices and experiences acquired by particular individual related to his/her specialization. The researcher further indicates that majority of employees are required to attend in-service learning as required by the profession, to secure their jobs. School systems currently are faced with the task of addressing the increasing demands of teachers' development that adopt evidence-based habits and managing the needs. In addition, Speck (2005) indicates that professional development involves the learning to achieve or maintain professional knowledge's for instance academic degrees required for formal coursework, informal learning and conferences opportunities meant for practice. Thus, it's the intensive and collaborative ideas in an evaluative stage. There are various approaches for professional development that involves coaching, lesson study, reflective supervision and technical help. Jacob (2002) says that in education sector school leadership and teaching quality are critical factors for improving student's achievement.

Therefore, to ensure efficiency in their teaching career, teachers should continuously increase their skills and knowledge for them to offer the best in teaching practices. Webb (2007) reveals that professional development should be clearly defined, appropriately sequenced that involves a variety of processes to adequately offer the much-needed assistance to teachers in the constructing their own initial knowledge content from their own prior experiences to produce more competent teachers.

These experiences need to be provided in an environment which is comfortable for teachers in practicing, exploring and experimenting with the contents and tools. The activities mentioned ought to produce quality results and also build professional relationships that the experienced teachers should support and guide the less versed ones therefore enhancing collaborative learning among members. However, professional development can also be acquired through contexts such as discussions between colleagues, through observations and research from colleagues' work, independent reading or any other learning from peers.

Ingersoll (2003) stipulates that professional development involves formal practices that include seminars, workshops and conferences that offer schools, continuous teachers' development and has a positive impact towards students' achievements. Referring to Yoshida (2004), collaborative exercises yield more desirable results which enable experienced facilitators or teachers within the group to exercise demonstrations that are importance to teachers who are less versed to confidently integrate technology into their lessons. Further, Chang (2006) revealed that effective preparations of teachers should enable teachers to improve their knowledge in their subjects, understanding of their learners thinking and also improve various instructional practices. Borko (2004) says that vital ingredients for majority of successful teachers programmes preparation is the

community development of learners-teachers. Barab et al, (2001) revealed that there are various projects that use technology to support community of teachers. For students' performances highly depends on the quality of teachers, school managers and local politicians need to foster and sustain continuous teachers' professional development. This will enable teachers coping efficiently with the daily changes and thus improve the education quality.

In addition, strengthening internal conditions inside the school promotes teacher's professional development thus is seen as important ingredient for addressing daily changes in school environments. Dam and Blom (2006) claimed that promotion of teachers' professional development is expected to bring down the production of bureaucracy. Anderson et al, (2000) revealed that teachers learning and continuous learning is viewed as an active and very beneficial, which is problem oriented that is based in social settings. Putnam & Borko (2000) elucidate this point by indicating that ongoing teachers' professional development is a vital process that eventually improve school performances. This ongoing continuous development implies that individual teachers should take responsibilities of their own deeds and their relevant repertoire knowledge of activities within the school environment.

Onyango (2001) stated that school facilities and infrastructures should always be inspected and checked regularly to protect possible hazards towards human resource development.

School management should ensure that prevention of hazards to human resource are addressed properly and hazards eliminated with immediate effect. According to Bakhada (2004), school and school facilities maintenance should be done that includes painting of old school block to achieve long life span and also repairing the damaged facilities.

Moreover, school managers should be highly concerned with hazards like fire outbreak and enact prevention measures. According to Ayaga (2010) school managers should make sure ensure that the environment for learning is conducive for optimal learning processes and that school leaders should appoint other teachers and delegate them with safety supervision.

The researcher established that schools should have emergencies doors, doors well hanged, clearly marked of emergencies exits and also presence of alternative routes for escaping. Ubogu (2004) stated that lack or inadequate learning materials used by school children results to unconducive learning environments to Kenyan learners. Inadequate learning materials results to poor performance in national exams. Mabula (2011) said infrastructure funding and management have positive impact on quality improvement. Poor facilities status is reported to have negative effect on teachers and students access thus lowering achievement and productivity. KPMG (2008) investigated the impact of investing on infrastructure in schools. The researcher established heavy investment in public schools has led to quality attainment academically.

Kyambalesa (2010) asserts that schools that have infrastructural developed provide an enabling environment for learning and also energizes morale among teachers and pupils resulting to quality grades attainment. Ochola et al, (2007) stated that investing in public schools has increased in order to meet millennium development goal. According to Sessional Paper (2005) teachers have belief that infrastructures such as school buildings, play grounds and compounds of a school are vital for school performance. By engaging in various professional activities in school context, teachers retain their own professional development and the school development at large. For school improvement practices and as place for teachers learning, it is vital to acknowledge that not every teacher learning is

beneficial for professional development and overall school development. Organizational leaders that highly influence learning of staff have a duty of inspiration through transformational leadership.

School transformational leadership facilitates visions buildings, intellectual stimulation and provision of individual support (Geijsel et al., 2000). In school organization, teacher's collaborations and professional development is meant to improve instruction and education which is quite relevant (Zwart, 2007). The ability of teachers learning and cooperation by teachers as well as school development mainly depends on the degree to which school raises opportunities for teachers' professional learning (Clement & Vandenberghe, 2000). Ingersoll (2003) stated that children performances tend to increase when teachers involve themselves to fruitful professional development that improves their professional skills that enables them assist critical challenges affecting children learning. The relevant ministry of education has directed the use of quality assurance and standards in order to attain the requirement to reinforce mathematics and science in schools.

According to Moeini (2009), venturing in population knowledge and knowledge regulates to a large extent the future of human beings. It is obvious that little education and skills is related with unemployment, deviant behaviors and poverty. Whereas the education quality is not enhanced, learners cannot be ready for their role their adult life. The teaching quality mainly relies on teachers' quality which as a result, relies to a great extent on the excellence of teachers' profession development. Failure to train, experts and committed educators, it is difficult to give an effective functional education system. So as to solve challenges in current world, teachers are supposed to acquire relevant knowledge and skills. The educators in future classroom require to show abilities to

discover and explore modern technologies capacities that improve and enlarge experiences of learning. Rebores (2007) reveals that all aspect in life will continually change. Therefore, it is beneficial for human being to understand how to better performs in their duties. In addition, teachers, administrators, non-teaching staff members and parents are required to acquire modern skills, information, attitudes and knowledge and which is inventible. It not possible to stay constant in changing settings of schools.

Professional upgrading is referred as a way of strengthening, sharpening and updating of employees' skills and creating an understanding in various professional duties (Mohanty 2003). Development of professions explains the word —training‖ with impacts of learning skills. It involves a description that involves informal and formal ways of assisting educators beside acquiring new knowledge and also building modern insights into curriculum and practice of their own. Institutions system is most the beneficial asset in updating the workforce. The most beneficial investment an institution board managers and parents can do in a system of a school is to make sure that educators continue to upgrade their skills.

According to Guskey (2000), there is no remarkable improvement in educational sectors that has never taken place without professional development. Quality professional development programs are beneficial to schools. Hayes (2010) revealed that novice teachers find it difficult handling unfamiliar issues that include classroom management, school culture and school operations, instruction, curriculum, test preparations and supervision, state standards and interactions and relations with teachers and parents. Experience and research enable teachers to gain professional development of high quality that is coherent and constantly improves knowledge among teacher. Provision of opportunities for practice, reflection and research that is inclusive, collaborative and

sustained skills, keep teachers updated (Sparks, 2002). Nevertheless, professional development has been viewed as systematic activities that involves the development of every individual for the aim of student achievement. Thus, with extra skills teachers can be able to deal with daily challenges.

Wanzare (2000) observed that the government of Kenya, in an effort to make sure that there was quality teaching in institutions, provided large amounts of finances for inservicing the human resource. Professional upgrading is a progressing activity for an individual and for collective improvement and examination of practice. With extra, support through professional development, school managers retain their teachers and keep them in a path of being effective educators. Continuous professional development strengthens particular teacher and the society of educators to enable comprehensive decisions; to recognize and solve problems, and to relate theory with practice and learners' outcomes. Professional upgrading further should enable educators to provide pupils with the opportunities of learning that would make them ready to attain world class standards in the content given and successfully assume roles in the nation and work in their adulthood.

Wanzare (2000) further stated that professional upgrading should broaden and deepen knowledge of the content. It also gives a robust base for the means of acquiring specific knowledge and disciplines on learning and teaching processes. Professional development arrangements have to be well rooted in and also portray effectively, the available research.

The materials of professional development arrangements should be done accordance to the curriculum and standards used in the institution. Professional development helps in quantifiable improvement in learners' attainment, engagement and address intellectually the teaching complexity. It also gives adequate time, resource and support to make it

possible for teachers to acquire and fully understand new pedagogy and content and to use the skills and knowledge to improve their work. Professional upgrading should involve educators and other qualified personnel in the area. It is important for old educators to continue with professional development and take chances to learn from each other.

Continuous professional upgrading enables educators to be up-to-date on recent research on learning, dynamic technology and its tools used in classes, modern curriculum resources among others. The effective professional development is continuous, collaborative, experiential, and networked to and sourced from working together with learners and knowing their culture (Edutopia, 2008). Voluminous researchers state that professional development is a continuous a process. It an act and a core part in managerial roles in teachers' performance management. Hayes (2010) said that continuous development depends on the supposition that upgrading the skills and ability of educators will enhance performance.

Professionally upgraded educator are respected and committed to attain the requirements of subject. They improve learning quality in learning setting, personal practices assumption for students learning, and they are dedicated to their choice to teach. Nevertheless, they are good in creativity and thinking of ideas, they are accountable for their actions and respect colleagues, families, children and other experts in their working settings.

Comprehensive professional upgrading arrangements for educators have to be direct focusing on student assistance to achieve the goal of learning and assisting student towards achieving their goals. Armstrong (2004) stated that teachers who received adequate mentorship and effective development have a great impact on learners'

achievement. Teacher education has to be viewed as continuous experience sequence in professional development that start at early stage at the training schools and thereby followed by in-service training sequences. There have to be reinforcement and continuous training and development all through teachers' career. Effective professional upgrading produces individual growth that is adaptable to change. However, personal development is challenging specifically when it needs changing initial and known patterns of norms. It needs continuing support and efforts in most of the time.

Sound management and professional staff upgrading activities work together within the institution. It is therefore almost impossible for a school principal to be effective in professional staff upgrading without full support of top management. In the same vein, it is not possible that professional teacher development arrangements will succeed in instituting where there is fearful or a hostile climate in school and where transparency is discouraged and still where workforce upgrading are worthless.

Managing settings of practices like professional development needs administrative expert, analytical and clear understanding of the development and a helpful human approach to personal relationship. Sisungu (2002) maintains that headteachers are leaders, supervisor and managers reliable for successful management and building of relevant school climate. Most governments have integrated the education system with ICT and school managers have been requested to lead teachers in embracing technology. Rogers (2003) stated that people willing to adopt Information Communication Technology (ICT) have to undergo five steps to ensure ICT is well implemented. Knowledge is the first step whereby the adaptors must learn about technology and innovation. Persuasion is second, where adaptors must able to sell their idea of innovation to other people convincing them the important of innovation. Third is decision making,

enables adaptors to decide to adapt technology, fourth is implementation process whereby implementation of innovation must be carried out. Fifth is confirmation process that innovation must be reaffirmed to ensure that innovation is well implemented.

Afshari et al. (2008) argues that there are several studies indicating that school heads play pivotal role in maintaining and establishing enabling learning environments which is highly acceptable by school pupils and teachers in approaching means to embrace teaching and learning of ICT. School heads are also termed as pedagogy and curriculum leaders and are viewed by stake holders in education sector as central persons in leading activities for teaching and learning ICT skills in schools. Basing on these arguments, school heads are viewed as central personnel for integrating ICT in school curriculum. ICT skills awareness among school heads and also wide knowledge on administrative, curricula, social and financial is crucial to sustainability and effectiveness of ICT integration in the curricula.

Professional development of teachers is enhanced by use of ICT in schools. Schiller (2002) states that majority of researchers have identified that school leadership and management play critical role by showing ways through objectives and vision provision and also development of disciplines of embracing and utilizing information communication technology (ICT) for pedagogical changes. Though technology infrastructure and facilities are quite critical, ICT knowledge and skills are more needed among school leaders for good ICT implementation in Kenya public schools.

According to Davis (2003), although school management is a critical variable for determining school institution success, there is great demand for strategic leadership to sustain in long term basis required in school improvements. Brannigan (2010) asserts that school leadership is a critical component among others to achieve successful and efficient

ICT integration in education system in Kenya. The efforts of school management on ICT utilization in Kenyan schools determine the way that ICT will be entrenched and also the campaigning nature of ICT use in learning institutions in Kenya. Moyle, (2006) pointed out that failure of school managers to integrate ICT in learning institutions and imprinting them in teachers' minds is due to lack of effective leadership practices.

Nowadays, school heads should greatly concentrate on pupils' mode of learning, standards of performance, decision making with evidence and progressive improvement efforts. Practices to sustain changes, planning and implementing and inclusion of ICT technology in Kenya schools relies on leadership qualities of school management personnel. According to Gakuu and Kidombo (2010), school heads hold up use of ICT in Kenya, they seem not to have strategies and vision of ICT integration in teachers' professional development. Fullan (2003) indicated that school leaders can hinder implementation and facilitation of ICT in schools for instance when ICT integration is assigned to one teacher or teachers who embrace and values infrastructural management and value less on technology innovation and improvement during teaching, ICT facilitation and staff development is likely to suffer.

Yuen et al. (2003) emphasized on the need of creation of effective relationship in schools by school heads whereby teachers can correspond with one another about ICT experience and knowledge thus reinforcing one another. Starcher (2006) pointed out that school heads being transformational leaders, should also show they endear greatly on advocated values. School heads should be practical by implementing their deeds into actions. This will enable them transform the learning institutions. Rutledge (2009) argues that effective leadership is very critical when carrying out improvement activities. Teachers believed that ICT integration in learning and teaching is continuing to be slower among school

heads due to the fact that they rarely use internet. Other established challenges are ignorance about ICT role in teaching and learning, inadequate resources and negative attitude by school heads towards ICT integration in Kenyan schools. Bass et al., (2003) agitated for adaptive and flexible change in the institution leadership.

The researcher identified that adaptive leaders are effective and efficient to work in changing environment through problem identification that is affecting both leaders and followers. Bass and Avolio (2000) stated that leaders who are regarded as transformation are not born but they can be taught. Therefore, school heads can be transformational leaders through training to improve innovativeness and creativity. Onyango (2001) states that school facilities and infrastructures should always be inspected and checked regularly to protect possible hazards towards human resource development. School management should ensure that prevention of hazards to human resource should be addressed properly and hazards should be eliminated with immediate effect.

According to Bakhada, (2004) school and school facilities maintenance should be done that includes painting of old school block to achieve long life span and also repairing the damaged facilities. Moreover, school managers should be highly concerned with hazards like fire outbreak and enact prevention measures. According to Ayaga (2010) school managers should make sure ensure that the environment for learning is conducive for optimal learning processes and that school leaders should appoint other teachers and delegate them with safety supervision.

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#### **2.1.6 Teachers Motivation Practices and the Implementation of the Human Resource Development in Schools**

Bennell (2004) referred motivation to as psychological activities that affect person behaviors with aim of achieving work place tasks and goals. Nevertheless, Kalimullah (2010) stated that motivation come from conscious and unconscious contributors due to the intensity of individual need or desire. Motivational incentives are the fuel behind performances of every employee for they enable businesses to achieve their goals and creates a friendly working environment. Motivation has a vital role in transforming people perception, beliefs, attitudes, behaviors, feeling, commitment and confidence to achieve school missions and goals. Previous conducted researches such as Panayotopoulou et. al (2003) have established that there is a robust relationship between risk taking and incentives. This could directly lead to commitment of employees. Other

relevant studies include (Cappelli, 2008; Holtom et al, 2005) who stated that compensation systems have remained a mean to commit workers on their workplace. Ian et al (2004) stated that incentives should be used in an organization plans and taken as a mechanism which institution can use so as to attain higher productivity in line with goals. According to Noe (2000) incentive price is a pay connected to individual commitment. Dessler (2000) added that incentives are given to particular workers whose performance is beyond standard.

Employees' benefits are put in place for all workers regarding on their membership in the business. Researches shows that, rewards especially financial rewards play an important role in acquisition of qualified employees. However according to Ellis and Pennington (2004), financial rewards have short term impacts on teachers' motivation. It has also been identified that financial incentives although used by most employers as motivating tools have problems associated to them like trying to get work done quickly without considering the work quality.

Reports have been carried out to show that financial rewards, educational development and workplace childcare and other such like motivations are retaining and attracting employees (Burton, 2001). Further social rewards have been reported to be effective among employees. According to Groenewald (2004), a manager's chief focus on task achievement at the expense of things that increases positive attitudes of employees, generally create lower productivity. Consultants of management agree that business organizations that perform very well at sales and services are the one that invest huge amount of energy, resources and time in giving social rewards to their workers (Freemantle, 2004). However, Kemp (2002) stated that most leaders highlight mission statements that employees are most worthy assets in an organization, but unable to

implement this philosophy. Job designs rewards have been proved by many researchers as important tool of employees' motivation. According to Certo (2003) managers rarely rewards of job design to raise employees' productivity and efficiency. Research reports indicates that managers rarely use job rewards to raise employees' work productivity and efficiency. In a research conducted in Detroit concerning job motivation showed that 84% of respondents who took part in the research revealed that supervisors process of feedback, pay and management trust are factors that affect their job performances.

Job retention predictors included supervisors' feedback, security of the job, job titles satisfaction, development and training given to teachers. Research conducted among nations show that working in collaboration with children is key factor that determine satisfaction of teachers' job. This shows that what determine the retention of teachers in schools is the nature of rewarding but not monetary achievement, in other words the basic inspiration of being a teacher. Teachers are highly dissatisfied about poor pay, low status and work overload. Cole (2004) stated that motivation is a word used to describe the rational and instinctive drive-in human beings seeking to meet their basic perceived needs.

Bateman and Snell (2007) described motivation as a force that direct, energize and efforts that sustain a person. A highly inspired person work beyond his/her efforts in order to achieve performance goals. With adequate understanding and ability such like person will yield high production. In first world countries, incentives are said to be overall ineffective in raising teachers' motivation. According to Spear et al (2000), there is a great range of aspects that affect teachers' work satisfaction and inspirations in England.

The chief factor identified that contribute to job satisfaction among teachers was working in collaboration with children. On the other hand, job dissatisfaction was primarily

brought by poor pay, society perceptions towards teachers and work overload. A study conducted about teacher motivation in Asia and sub-Saharan Africa by Bennell and Akyeampong (2007) indicated that teachers' in most countries in Africa's subSahara were being requested to change radically whereas most of them were highly demotivated. The study pointed out that the chief problems caused by poor teachers' motivation included increased turnover which raised attrition rate and absenteeism of teachers.

Bennell and Akyeampong (2007), in their research on —What makes teachers' tickl, stated that great attrition rates, consistent teachers' turnover, various degrees of professional commitment and lack of confidence are due to teachers' poor motivation. Dai (2004) stated that teacher motivation is critical activity in learning and teaching activities, whereby majority of teachers are not relatively motivated. Teachers are the determinant of economic growth and country's future. Lambert (2006) stipulated that teachers joined teaching career because they are inspired to aid children shape and build their future. Teaching work is key in all teaching institutions. However, majority of government schools have not achieved teachers' motivation thus affecting teachers work output.

Schools, especially government schools should aim fully at motivating teachers to achieve school goals. School managers should seek to help learners develop and maximize their full potential by exploiting their hidden abilities and talents and that is why they feel an inward need to contribute deeply to the society in a positive manner. Sarkar (2000) opined that motivation plays a key role in strengthening to drive an action. Teachers requires motivation to improve their teaching profession and the economy of a particular state.

If teachers are well motivated, they tend to increase their assurance in teaching career. According to Ololube (2005) there is the need for motivation of educators as this leads to development of education sector. Basing on this argument, there is need for job motivation and satisfaction and this is crucial in teachers' lives because it forms a strong ground for teaching career. Motivation is the capability of teaching institution to achieve teachers' requirements and therefore increase teaching outputs. Ikenyiri (2007) stated that motivation is the inner arousal that directs and sustain achievement of set goal. Motivated teachers are easily identified by their agility.

Teachers with an intrinsic motivation are seen to perform their work for their own sake as the motivation provides a feeling of job self-actualization and accomplishment. Nevertheless, extrinsically motivated teachers undertake their duty in order to achieve rewards such as salaries. According to Lussier (2005) financial motivation is either associated directly or indirectly with money. The key important financial motivation are salaries, bonus, vacation pay, medical service, insurance, refinement and wages. Deci (2005) stipulated that non-financial motivation are motivation which are not affiliated with money rewards. They include praise, job rotation, practices, participation, delegation, powers and recognition. Jacob (2006) revealed that school managers' evaluation on teachers improves effectiveness of teachers.

The researcher stipulated that there is a positive relationship between school manager's assessments on performance of teachers in raising learner's achievement and that of the teacher's success. However, beside their intrinsic motivation of teaching, majority of teachers end up quitting their jobs for they become discontented in their teaching career. Teachers regularly complain of being disrespected, isolated from their workmates, powerless. lacking in support systems and mostly are not regarded as professionals.

Sometimes they are often degraded and treated in almost the similar manner as children by school leaders, parents and even by other teachers. Kassabgy (2000) postulates that the benefit of teachers' feelings being valued and having positive relationship with their workmates is an important aspect in their workplace. Positive collegiality, positive relationships among teachers, a sense of trust, caring, inter-dependence and helpfulness between them, have beneficial impact on learners and learners' achievement. Unfortunately, majority of teachers are not in a position to establish supportive and caring relationships with their working colleagues. Hall (2006) stated that this in turn leads to a sense of job dissatisfaction and isolation which is quickly sensed and picked by their learners.

Other contributors of teachers' discontent include low salaries, additional workloads, lack of enough planning of time, low salaries, large classes, behavioral problems, lack of adequate funding and lack of parental positive involvement and support. Further, teachers have limited hope for personal and professional advancement and genuinely suffers from ongoing lack of respect from learners, administrators, parents and society at large. Dessler (2005) pointed out that the perspective of educators in learning institutions, job motivation and performance vary. Job motivation is the input towards work while job performance generally refers to the outcome of this motivation. Lack of professional and low salaries have discouraged many people from joining teaching career.

Male teachers have been found to frequently have lower levels of job satisfaction as opposed to their female colleagues. Incentives are meant to encourage teachers during their workplace. They are indirect or direct benefits given to teachers as an intrinsic

motivation. In other words, they are taken given to teachers as additional inputs that shapes the education activities in order to gain outputs in a desirable manner.

There is great importance of educators' motivation so as to obtain an effective change to schools. It is crucial to enhance teachers' motivation during their work performance that will therefore improve teachers' levels of work satisfaction. To achieve this, school managers should understand the teachers' capabilities in order to ensure teachers work efforts is recognized (Sarkar, 2000). A study carried out by Kadzamira (2006) in Malawi revealed that teachers are highly dissatisfied by conditions such like of poor services, low remunerations and poor incentives which cause low morale. In Malawi attrition and absenteeism were greatly affected by factors of teachers' motivation such like deprived working conditions and low salaries.

All people involved in education sector have concurred that motivation of teachers relies on related factors like the amount of remuneration given to teachers, housing opportunities given to teachers, school location, teachers' development and service conditions, career and promotion paths, work load, community relationship, school quality aspects like the availability of learning and teaching materials (Adelabu, 2005). In a school organization, teacher's collaborations and professional development is meant to improve instruction and education (Zwart, 2007).

The ability of teachers learning and cooperation by teachers as well as school development mainly depends on the degree to which school raises opportunities for teachers' professional learning (Clement & Vandenberghe, 2000). Ingersoll, (2003), stated that children performances tend to increase when teachers involve themselves to fruitful professional development that improves their professional skills that enables them assist in critical challenges affecting children learning. The relevant ministry of education

in Kenya has directed the use of quality assurance and standards in order to attain the requirement to reinforce mathematics and science in schools.

A study by Kadzamira (2003) found out that there is existing motivation variation in Malawi in respect of the mode of teachers and qualifications of teachers. The researcher further stated that the Malawi ministry of education respondents who participated in the study indicated that, motivation and job satisfaction are higher in private schools compared to government schools. It was alleged that educators resigned from government work to private sectors due to motivation factors. Factors that were found by the researcher to influence good performance in teachers at private schools included conducive learning and teaching environment for instance small sizes of classes, close management by proprietors and supervisors and in some situations, they were offered accommodation which were well maintained.

Further, in the study government officials interviewed indicated that it is not easy to sustain teachers who teach science in secondary schools who can simply earn higher jobs with better pays in the private sectors. Generally, it is not easy to retain graduate teachers than diploma teachers due to low incentives and salaries. Location of the school is another important factor to teachers. Schools in rural areas are however disadvantaged in terms of availability of teacher accommodation within school environment. Primary teachers' distribution in primary schools by qualifications and gender is highly affected by presence of better teachers' houses within the school whereby schools with few teachers' houses suffers from shortages of teachers.

According to Tromp (2005), monetary rewards are referred as the process through which participants create the skill to control their own development and solve problems affecting them. Similarly, education as an organization, a balance should be achieved

between teachers' performance and their work commitment. According to Ali and Ahmed (2009) recognition and monetary rewards are among other tactics used by institutions which have effects on motivation and job satisfaction of teachers. In respect to statistics, there is benefit accrued after recognition and monetary rewards that enhances job satisfaction and satisfaction. In teaching career both men and women are working as teachers in Kenya like any other country. All over the world female's contribution in the workforce is raising however, there is gender differences which is also increasing in regards to working settings and monetary rewards (Okpara, 2004).

Career opportunity have remained scarce in many countries which indicates that a teachers' pay raise comparatively small over time. To be in a position to double teachers' pay over 30 years professional have remained a challenge in Africa (Vail, 2005).

Educators in some nations like Malawi complains that teachers' promotion process are considerably terrible compared to other civil servants and other comparable professions.

Promotion is done according to service years, interviews and qualifications. Harding and Mansaray (2005) stated that both good and bad teachers are promoted at once thus demoralizing the good ones. Professional development in most nations remains as main avenue of teachers' promotion. In-service have an effect on teachers' performance thus being a reason that developed nations offer good and quality in-service programmes for it has opportunity to improve further teacher skills and knowledge and overall performance.

Teachers in Pakistan have to possess additional qualification so as to get promoted and particularly female teachers working in rural areas who find it difficult to study (Harding & Atkinson 2005). In Kenya educators lament that procedures of teachers upgrading process is erratic and haphazard, because teachers who stay in rural areas have nearly no

opportunity of being inspected by government officers like District Quality Standards Officer (DQASOS).

Trials have been conducted in some nations to incorporate performance system, nonetheless, up to date they have not been successful. Appraisal variations in salary structures make educators to view little advantage in in appraisal system (Musikanga, 2005). The school's principal has the role of assisting teachers to acquire satisfaction from their career and to ensure their objectives and needs are achieved by use of motivation. Motivation may vary from word of mouth for instance —thank youll to tangible gifts which may be used. Feedback and recognition involve updating educators that what they are doing is commendable and appreciating their achievements both privately and publicly and make teachers feel treasured (Steyn, 2002).

Recognition have been referred as a form of motivation as well as praise and feedback from principal and colleagues. It creates good influence and confidence in teachers, a sense of security and self-esteem (Blasé & Blasé 2004). From this background, educators build a norm of image which can update their norms. Indeed, educators urge for recognition, feedback and praise about their accomplishments and this can motivate their career (Vail, 2005). Individuals at every department in an organization long for recognition for their accomplishment in their work. Good job done by an individual should be continuously recognized (Macharia 2002). A formal recognition process may also be utilized in an organization (Kuanzes, 2000).

Mankolo (2000) carried a study on motivation and professionalism within a teaching and learning culture among teachers in primary schools in South Africa. From the data collected through interviews, observations and questionnaires the research established that the external features in the educators' environment were identified to be the most

demotivating features for the educators. They involved unsatisfactory facilities, violence and crime in schools, poor salaries, poor management, and poor relationship with parents on related matters, removal of corporal punishment and inadequate teachers' training among other factors. Another study by Bennell and Ntagarama (2008) examined educators' incentives and motivation in Rwanda and established that primary schools' educators' motivation was low because of low salary that resulted to absenteeism of teachers. Further, Akinwumi (2000) research revealed that educators' morale and inspiration was influenced by the differences of salaries between public and private schools. The researcher added that private teachers looked more inspired and had more morale in comparison with teachers in public schools.

Muhammad's (2011) investigated aspects that are influencing motivational levels of educators at secondary school level in Rawalpindi, Pakistan. The core aim of the study was to establish the aspects reliable for high or low motivation of teachers, to assess the influence of stress, to establish the socio-economic position, classroom anxiety and the influence of peer group and stress of examination. The results were that educators were not inspired with their socio-economic position, their career choice, examination stress and students' behavior. Nevertheless, Bektas and Yesim (2011) in their study on impacts of socio-economic position and physical learning setting on motivation of students of university established that learners in private schools were highly motivated compared to students in public university.

In addition, the study showed that backgrounds of socio-economic, good physical conditions as well as equipped classrooms had a positive influence on students' motivation and use of language in private university. Wallgen (2011) carried a research on working setting and motivation of ICT consultants in Sweden. The study found out

that demands of the job were positively associated to perceived stress in the job settings. The research further revealed that job autonomy, diversity of tasks, praising of well done jobs, the will to possess new skills and sense of achievement influenced employees' motivation. Hicks (2003) in his study on relationship between educators' morale, retention and motivation established that most young teacher who at the beginning of their teaching career had high positive and enthusiasm. However, they got demotivated and frustrated by environment of the school and management and they choose to look for better working places after working for 3-5 years. Further, experienced educators suffered from their working settings, left their career or retired early.

Brian (2002) established that teachers' demands, experience and greater pressure from their principal and parents influences teachers' motivation. The researcher added that these demands and pressure can be burdensome and can result to educators having low motivation and may leave the professional due to lack of appreciation, and since they are not treated as professionals. However, teachers who showed high morale in their workplace had headteachers who are supportive or available and allowed them to carry out teaching tasks instead of doing voluminous clerical's jobs (Rhodes, Nevil & Allan, 2004).

Maina et al (2007) claimed that leadership and school environment were among the aspects that results to employees' turnover, poor co-operation picture, loose of learners and organization closure. Mwangi and Igoka (2007) who assessed the aspects influencing motivation of staff found out that aspects influencing teachers' motivation included low salary, institution environment and poor leadership.

### **2.1.7 Teacher Performance Appraisal Practices and the Implementation of the Human Resource Development in Schools**

Lawler (2012) stated that performance appraisal is the discussion and review of worker's performance of their assigned duties. The performance appraisal is grounded on the results by the employee in her/his job and not on the worker's personality characteristics. Performance appraisal can be referred to as an investment in a company which can be supported by the following promotion as the managers to develop a rigid promotion programs for productive employees. The main aim of developing human resource in any institution is to assist in realization of an organization objective. In an institution employees' performance is critical in acquiring institution goals. Management system of employees' performance is widely valued as important tool for enhancing productivity and performance of both organization and employees (Ishaq et.al, 2009). The results of any organization largely depend on how effective and how much employee's performance is evaluated and appraised. The performance contracting include creation of vision and mission of a sector or organization. In the same time, there is creation of strategic plans which apparently defines where an organization is heading to and the means to achieve targets. Performance goals are thereafter created and ways to assess the same is also established out (Kiragu & Mutahaba, 2005). It is through these goals that evaluation of the individual employees' performance is done.

Another definition was that of Fletcher (2008) who stated that performance appraisal as various activities mainly that an organization use to evaluate their employees in order to build their expertise, distribute rewards and improve performance. Researches shows that performance appraisal do provide in raising workers commitment therefore increasing productivity and organizational performance (Zupan & Kase, 2005).

According to Tromp (2005), monetary rewards are referred as the process through which participants create the skill to control their own development and solve problems affecting them. Similarly, education as an organization a balance is recognized between teachers' performance and their work commitment. According to Ali and Ahmed (2009) recognition and monetary rewards are among other tactics used by institutions which have effects on motivation and job satisfaction of teachers. In respect to statistics, there is benefit accrued after recognition and monetary rewards that enhances job satisfaction and satisfaction. In teaching career both men and women are working as teachers in Kenya like any other country.

All over the world female's contribution in the workforce is raising however, there is gender differences which is also increasing in regards to working settings and monetary

In line with this, low performers can be discarded or demoted in that matter. Compensation is another performance appraisal that can be viewed as package for workers. Through performance appraisal rating of merit is visible. Performance appraisals gives credit to particular achievement. Periodic reviews of workers job performances enable managers to acquire better understanding of every employee's capability. The aim of the work review is to acknowledge achievements, job progress evaluation and designing on-job training to improve developments of knowledge and skills.

According to Greenberg et al, (2000) there are two major methods of teachers' assessment being formative assessment and summative assessment. Summative assessment measures attainment of teachers for every performance as evaluators rate them as meeting or not meeting expectation of each division. The researcher further stated that formative

appraisals include the activities of gathering data of work performance analyzing and using the outputs to increase performance.

Latham et al (2000) stated that there is need for evaluation of performance in relation to the recommendations. While a staff have positive morale to work within systems, the performance appraisal is supposed undergo regular improvement and review. Roberts (2002) disclosed that successful appraisal should come along with change in both aspects of work and the rating of employees' job performances. In real sense the best performance appraisal includes integration of performance appraisal into formal systems. Well established performance provides enough supports to teachers and thus increase performance.

The performance appraisal measures accomplishments and skills with reasonable uniformity and accuracy. It usually gives a way that enables in identifying areas of work enhancing and to improve professional growth. Education and Manpower Bureau (2003) stated that teacher's appraisal is a strategy for improving learning and teaching. Further, the Bureau acknowledged that teachers' professional capabilities and consciousness are critical keys for efficient delivery of quality education in schools. Hence, in a well-organized staff performance appraisal, the policies and mechanism can contribute to efficiency professional development among teachers thus ease the way management assess teachers' performance.

Further, teachers' appraisal is a progressing process for evaluating, identifying and developing the work performances of teachers and the same time assisting teachers in recognizing professional development, performances and career guidance. Performance appraisal gives periodic evaluation and review of particular job performance. Performance appraisal is important because it provides workers with crucial feedback.

Girma (2012) said that in school setting, performance appraisal has many purposes. It gives formal and legal justification for educator's decision to improve outstanding performances and to erase out low performers to train, discipline enhancement and increase of merit. Further researches confirmed that appraisal should not be taken as personal practices in teaching career. Teacher's appraisal can be referred to as the progression of performance evaluation of teachers towards their service delivery (Dictionary of Human Resources Management, 2001) Appraisal is normally judgmental, this mean, teacher performance is estimated in comparison with particular standards. According to Jackson & Schuler (2003), stated that performance evaluation as a mean by which the work performance of a worker is evaluated. It is viewed a core contributor to effective human resource management (Erdogan, 2002).

Partington and Stainton (2003) stated that there are major reasons for performance appraisal; it indicates and furnishes factors of employees' performance; it keeps staff aware where improvement is needed in weak areas and prioritize the factor of performance in areas of improvement. Groeschl (2003) stated that other functions and purposes of performance appraisal is: for self-development, institutional development which is critical role of appraisal, for promotion and increased pay. The researcher continuous to state that developed oriented employees gives the methods by which improved communication between seniors and staff can establish systematic recognition of tasks, training plans and roles for individual which reinforces institutional and developmental objectives.

Further, successful appraisal provides a room for appraises to portray on their performance, achievements and accomplishment. The successful aspect of a developmental appraisal has to lead the employee development. Murphy (2012) stated

that in order to make sure appraisal is effective and efficacious, a balance between developmental and accountability roles have to be attained and sustained.

Performance tool can be influential and effective when is utilized for supporting and disciplinary choices, such as employee's promotion, efficiency bar crossing and pay increase same as good ending of contract. The core factor of effective appraisal is appraisal training which beneficial issue for they carry out staff evaluation and appraisal every year and do not be treated like a regular routine, and it is surely not formality. Byars and Pynes (2004) concurred that so as to overcome problems and errors with tools of performance appraisal, the appraiser has to be trained on means to enhance employees' skills such as counselling and documentation.

Appraisers have been trained to be honest, open minded, skillful and positive in order to address employees' competencies and capabilities. Appraisers must be fair, credible, able to make fair and logical recommendations for reinforcing and enhancing employee's performance in the days to come (To, 2007). Educators who engage him/herself in enhancing the appraisal system are most likely to be informed and accepting performance prospects. The real implementation activities include recognizing performance goals the budgetary process completion and informing the institutions about allocation of resources. This says that school managers should be efficient appraisers in appraising teachers' work performance.

However, according to Hilemariam (2013) performance appraisal have not reached at its climax in majority of organizations. This could be as a result of managers lack training in performance appraisal and therefore fails to tie the expectations with appraisal performances. The researcher, further stated that effective performance appraisal does not come easily in various organizations. Managers should not be assumed that they are

ready for performance appraisal or experienced but are supposed to go for further training (Hilemariam, 2013).

A research by Gatemi (2004) in Kenya concerning effects of appraisal in teachers' performance the study found out that educators in most secondary schools participated were not appraised and this influenced on their work performance and motivation.

## **2.2 Theoretical Literature Review**

The study adopted the human capital management theory and the human resource management theory to extract its purpose in revealing how school management practices influence the implementation human resource development.

### **2.2.1 The Human Capital Management Theory**

The study was guided by the human capital management theory which was postulated by Nafukho, Hairston and Brooks (2004) as an umbrella concept that covers talent acquisition (TA), talent management (TM) and talent optimization (TO) among staff in an organization. According to Nafukho et al (2004), human capital management (HCM) is not mere theories and rules, but rather a set of practices. As a management practice, continuous education and training as well as the rapidly changing trends of the global technology, for maintaining competitiveness of organization. Thus, human capital management theory explains the significance of labor maximization and how an organization can accumulate employees' knowledge, skill, and ability that improve employee capacity.

The well-known three-legged stools in HRD theory is a theory for improving performance by which ethics lays the foundation and groundwork that are significant for the success HRD. This theory underscores the need for improving individuals therefore improving

the efficiency of teachers and support staff. Additionally, the theory affirms that the managers who concentrate on production rather than employee's satisfaction will definitely reduce the production.

Moreover, understanding employees' satisfaction is not the only determining factor in the organization productivity, managers must aim at improving the standards of employees in conditions of difficulty. In the context of this study, an effective management is a vibrant factor of organization prosperity and success. As the study aimed to analyze relationship between school management practices and human resource policy, the theory will be effective and relevant in the study. In Kenya TSC appraisal system was established to improve teachers' performance by integration of individual goal together with those of an organization. TSC in Kenya has made some changes in policy that aimed in addressing challenges that are affecting teachers' management.

For example, period prior year 2005, policy of teachers' evaluation introduced by TSC captured the utilization of an intimate way of appraisal, whereby headteachers wrote intimate report of each educator and the report was latter forwarded to the commission. From 2005, teachers' appraisal policy changed from intimate to a system that is open, whereby individual is engaged in exercise of appraisal (TSC 2008). Voluminous studies have been carried out on teachers' appraisal in Kenya for instance that of Odhiambo (2005). The researcher found out that practices and policies among Kenya secondary school is characterized by weaknesses that require to be addressed urgently if the appraisal is to be embraced so as to bring quality of educators and thus improve education in Kenya.

Datche (2007) conducted a study on aspects influencing the teachers' performance evaluation system and established that majority of public secondary institutions in Kenya conduct performance evaluation. His results showed that standard of performance was usually a preserve of headteachers and departments' heads while educators who comprised the high percentage of staff had a low participation of creating performance standards in schools. The standards of performance were set mainly at the early stage of the year and performance was rated achievable and normal by the educators. The study further established that teachers were not involved in creating performance standards and therefore be viewed as a challenge which impacted the overall system of performance appraisal. David (2008) in his study of influence of performance appraisal on development of teachers. His results showed that performance evaluation affects teachers' development that come with motivation within teachers, teachers' procedure mode, curriculum implementation and innovative ways of teaching. However, in his study revealed that performance evaluation has been carried out regularly. Wenzare (2002) concluded that Kenya like many other nations have been influenced by numerous dubious and shortcomings effectiveness.

In the same view Odhiambo (2005) stated that within the setting of intentional and imposed changes on the system of Kenyan education, formalized policy for teachers' performance evaluation is taken by teachers as an essential and logical for best practice, accountability and quality improvement. Thus, the relevance of this theory in this study is that it holds that the practical aspect of human capital management is important because it points to the fact that in order to be practical, school systems need to stay relevant. This theory takes cognizance of the fact that, with the emergence of the knowledge-based economy, schools put a heavy emphasize scarce resources and knowledge supply in order

to increase their competitive advantage and management effectiveness. Knowledge, skills, and abilities are viewed as an invisible asset seen as a tool for effective management as a practice.

### **2.2.2 Human Resource Management Theory**

The study was also guided by the human resource management theory which was postulated by Kuo (2009). This theory addresses how managers and supervisors relate to their organizations in the knowledge of its goals, the implementation of effective means to get the goals accomplished and how to motivate employees to perform to the highest standard. The central focus of this study is that although managers in different parts of the world could have achieved managerial success without having basic theoretical knowledge in management, it has to be unequivocally emphasized that those managers who have mixed management theory in their day-to-day practice, have had better chances of managing their organizations more efficiently and effectively to achieve both employees' performance and organizational objectives.

Thus, the rationale of using this theory in this study is that to enhance teacher performance, school managers ought to appreciate the important role they play in their respective organizations if they are to achieve improved performance. The managers need to adopt human resource management practices geared towards increasing teacher productivity, improved discipline and efficiency.

### **2.3 Theoretical Framework**

The study adapted two theories to establish importance and relevance of human capital management theory by Nafukho et al (2004) and human resource management theory by Kuo (2009). Nafukho et al (2004) observed the significance of labor maximization and how an organization can accumulate employees' knowledge, skill, and ability that

improve employee capacity. The proponents of human capital management theory held the view that the practical aspect of human capital management is important because it points to the fact that in order to be practical, school systems need to stay relevant. Thus, the relevance of this theory in this study is that it takes cognizance of the fact that, with the emergence of the knowledge-based economy, schools put a heavy emphasize scarce resources and knowledge supply in order to increase their competitive advantage and management effectiveness. The second theory for this study was human resource management theory which was formulated by Kuo (2009). The main focus of this study is that although managers in different parts of the world could have achieved managerial success without having basic theoretical knowledge in management, it has to be unequivocally emphasized that those managers who have mixed management theory in their day-to-day practice, have had better chances of managing their organizations more efficiently and effectively to achieve both employees' performance and organizational objectives.

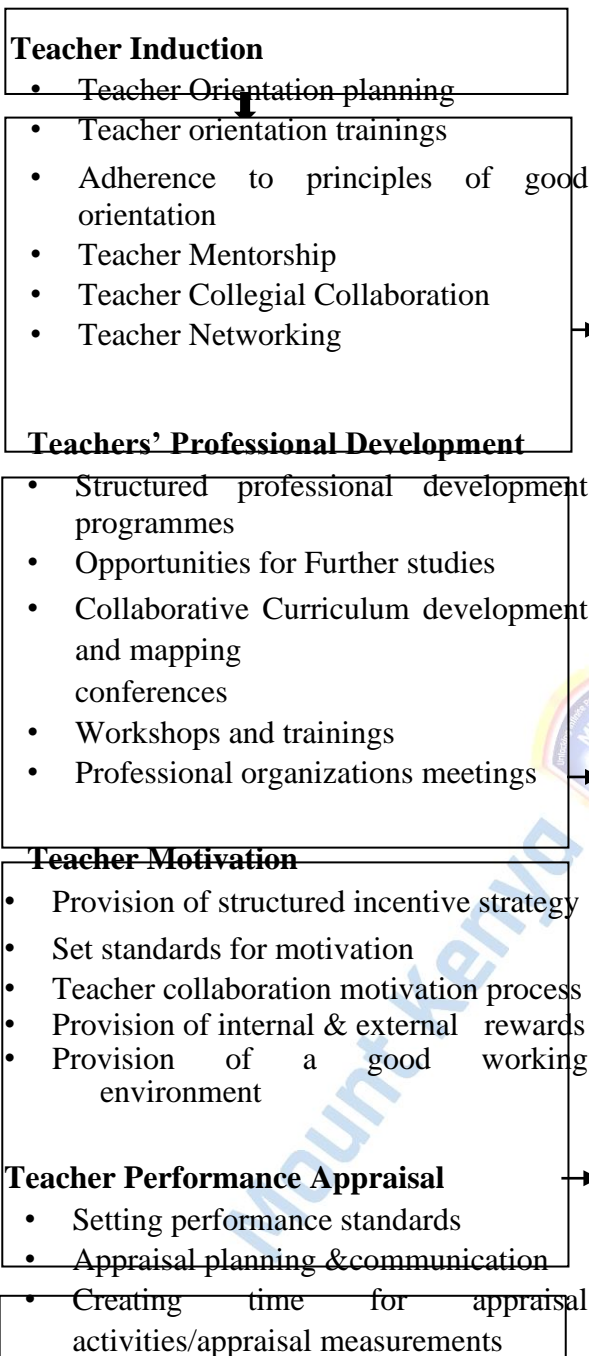
In primary school settings, learners highly need efficient resources and quality services and should be managed efficiently and in an effective manner to achieve the desired goal. Ole Keyapi (2011) argued that managers in education sector should be in the forefront to promote effective leadership and efficient governing in public schools. Nishimura (2008) pointed out that headteachers in most public schools in Kenya have received improvised training opportunities in accounting awareness and managing their respective schools therefore, they are insufficient for managing of their schools. McCabe (2002) observed that failure of robust working relationship between district educational administrators and school heads have resulted to poor performances of schools.

The need of school managers' preparation is not the matter of concern rather than approaches needed to improve this subject of matter. In other words, school managers ought to appreciate the important role they play in their respective organizations if they are to achieve improved performance. The managers need to adopt human resource management practices geared towards increasing teacher productivity, improved discipline and efficiency. Hence, these two theories therefore underscore the guidelines on how to analyze the relationship between school management practices and implementation of human resource development programmes.

#### **2.4 The Conceptual Framework**

The conceptual framework was based on school management practices reflected through teacher induction, teachers' professional development, teacher motivation and teacher performance appraisal which constituted independent variables whereas implementation of human resource development constituted the dependent variable. The intervening variable for this study included; government policies on teacher management as shown in Figure 1;

**Independent variables**  
SCHOOL MANAGEMENT PRACTICES

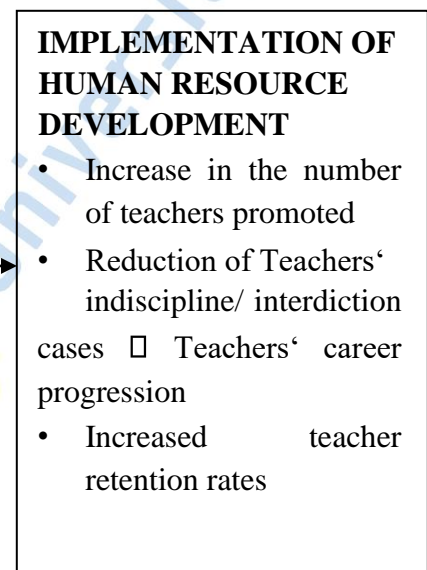


**Dependent variable**

- Teacher appraisal review meetings
- Teacher appraisal action plan implementation

**Figure 1: The Conceptual Framework**

Source: Researcher (2021)



**Intervening variables**

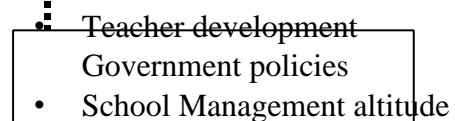


Figure 1 contains the independent variable and dependent variable. School management practices is an independent variable subdivided into school manager's induction practices, school manager's professional development practices, school manager's motivation practices and school manager's appraisal practices. Implementation of human resource

policy is the dependent variable while socio- economic constraints and political

interference are intervening variables. The framework attempts to elaborate the need for effective school management in public primary schools in Kenya. School management has to be effective and be constantly aware of emerging trends and new developments in implementation of human resource policy.

## **2.5 Research Gaps**

Wanzare (2002) revealed that there are three major reasons leading to low quality skills among primary school teachers in Kenya. The researcher disclosed that there were deficiencies among teachers that include; deficient programs of pre service training, under qualified and unqualified teachers' persistence and inadequate in-service training among primary school teachers. Chemisto (2007) stated that school management lacks staff training initiation among public school in Kenya. The study revealed that headteachers found themselves in difficult situation to establish the staff that will attend for training without being biased and tribal.

Another challenge is that the training and seminars among the selected teachers and heads of departments does not adequately equip them with curriculum changes and new roles of administration. According to Kisirkoi (2011) the low quality of teachers in primary school have emanated from low grade during training of pre-service. She added that teachers training colleges enroll grades as low as C plain and D plain in their (KCSE) Kenya certificate of secondary education.

The researcher stated that grades C plain and D plain does not result to quality and well teaching skills among Kenyan teachers. This indicates that teachers' quality at primary level remain consistently inadequate due that this professional field attract low-grade achievers at ordinary level. Gakuu and Kidombo (2010) pointed out that though school heads embrace the use of ICT in Kenya, they seem not to have strategies and vision of

ICT integration in education. Fullan (2003) indicated that school leaders can hinder implementation and facilitation of ICT in schools. For instance, when ICT integration can be assigned to one teacher or teachers who embrace and value infrastructural management and value less on technology innovation and improvement during teaching, ICT facilitation and staff development is likely to suffer.

Sang (2005) pointed out that most headteachers said that board members dominate management decision leaving little room for school heads views on issues of teachers' recruitment. On the other side, teachers also affirmed that there is poor teachers' recruitment and that corruption, friendship, political foe and clansman usually characterize the process. Headteachers also face safety and social needs. For instance, managing discipline of school learners is not apparent stipulated by education ministry and school heads remain with corporal punishment student disciplinary action (Simatwa, 2010). Additionally, Mutahi, (2008) found out that although there is introduction of training practices among headteachers, some school heads have limited financial management capability despite this training.

## **2.6 Summary of Literature Review**

This study was anchored on several research conducted on school management. The literature has been reviewed according to the study objectives. It is visible that majority of the researchers on school management practices argue that management is an integral aspect for school improvement and success Zhao (2010). The study has adapted behavioral theory of Elton Mayo (1920) to reinforce school management practices. This theory has been modified to bear Contingency theory as proposed by Donaldson 1995. He indicated that managers are responsible for overall management in organization and helping other employees. The Human resource policy is formulated to improve the

welfare and uplifting the living standard of human resource. Kenya government has made major strides to improve human resource in Kenyan education as indicated in the constitution. However, great confusion has emanated during the implementation stage. The government formulates policy through MoE, later delegate their implementation to teachers sometimes without clear understanding on how to implement them.



## **CHAPTER THREE RESEARCH METHODOLOGY**

### **3.0 Introduction**

This chapter presents the research methodology, research design, location of the study, target population, sample size and sampling procedure, research instruments, piloting of research instruments, data collection procedures, data analysis procedures and ethical considerations.

### **3.1 Research Methodology**

The study adapted the mixed research methodology with the survey design used in collecting quantitative data while descriptive research design used in collecting qualitative data. According to Kerlinger (1973), survey research is a study on large and small populations which involves selecting samples from the target population in order to find out interrelations. Additionally, descriptive qualitative research design has the ability to provide complex indepth descriptions of how people experience a given research issue. Qualitative methods are effective in identifying intangible factors, such as social norms, socioeconomic status, gender roles, ethnicity and religion (Denzin, 2000). The quantitative approach was used for descriptive and inferential information. According to Kumar (2005), this type of research corresponds to identifying the characteristics of an observed phenomenon or exploring correlations between two or more entities.

### **3.2 Research Design**

This study adapted the concurrent triangulation model with survey and descriptive research designs for quantitative and qualitative methods respectively. A concurrent design allows analysis, interpretation and comparison of both qualitative and quantitative data. The data collected for this study was both numerical and qualitative in nature.

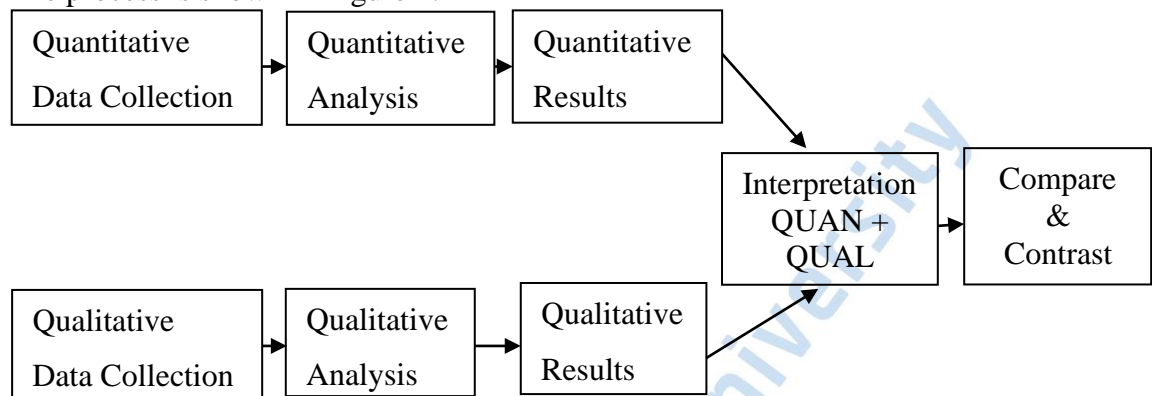
This design is usually used when a direct comparison or contrast is needed in quantitative statistical results with qualitative findings (Creswell, Plano, Clark et al, 2003). A qualitative descriptive design is used when an uncomplicated description is desired that focuses on the details of what, where, when, and why of an event or experience. The other goal of descriptive research is to describe a phenomenon and its characteristics. This research is more concerned with what rather than how or why something has happened. Qualitative research, however, is more holistic and often involves a rich collection of data from various sources to gain a deeper understanding of individual participants, including their opinions, perspectives, and attitudes. This often involves an inductive exploration of the data to identify recurring themes, patterns, or concepts and then describing and interpreting those categories (Gall & Borg, 2007).

Survey research is a quantitative approach that features the use of self-report measures on carefully selected samples. It is a flexible approach that can be used to study a wide variety of basic and applied research questions. Survey design is used for collecting data from a predefined group of respondents to gain information and insights into various topics of interest. Researchers employing survey methods to collect data enjoy a number of benefits. First, surveys are an excellent way to gather lots of information from many people. Secondly, survey research is probably the best method to use when one hopes to gain a representative picture of the attitudes and characteristics of a large group.

Related to the benefit of cost effectiveness is a survey's potential for generalizability. Because surveys allow researchers to collect data from very large samples for a relatively low cost, survey methods lend themselves to probability sampling techniques (Converse, 1987). The mixed method designs sorted out the conflicting strengths and non-overlapping shortcomings of quantitative methods (Morse, 1991).

An advantage of this model is that it ended up asserting the relationships between school management practices and implementation of human resource development with more valid and well substantiated conclusions about the research problem. Thus, the concurrent triangulation design was the most ideal for this study and therefore adapted.

The process is shown in Figure 2:



**Figure 2: Research Design**  
(Creswell, 2014)

### 3.3 Location of the Study

The study was carried out in Nyeri county with an approximate population of 759, 164 persons and covers an area of 2361 km<sup>2</sup>, that is, a population density of 322 persons per km<sup>2</sup> (KNBS, 2019). The main economic activities in Nyeri County include; subsistence agriculture and trade. However, as indicated earlier, in many public primary schools in Nyeri County, implementation human resource facing numerous challenges. As noted earlier, there are many cases of promotion of very few teachers, low teacher performance, teacher indiscipline and lack of morale of career progression.

At the same time, challenges are also evident in school management with deleterious impacts on the implementation of the human resource development. The challenges include poor infrastructure in some areas like Kieni and Mukurwe-ini while in other Sub Counties like Mathira and Nyeri town are well endowed with resources. Lack resources to enhance school management practices in the most of the regions in the county has

created challenges in implementing human resource practices. Despite this state of affairs, few empirical studies have interrogated the extent to which school management practices relate to the implementation of human resource development in primary schools. Thus, the focus on Nyeri County as the location of study.

### 3.4 Target Population

The target population for the study were headteachers, teachers and Sub County Human Resource officers and chairpersons of board of management of the targeted schools. Nyeri County consists of eight (8) sub counties. Nyeri County was randomly selected for the research. The target population was four hundred (400) headteachers and one thousand six hundred teachers (1600) as indicated in Table 1. Additionally, the study targeted, four hundred (400) chairpersons of school management boards and eight (8) TSC sub county human resource officers as shown in Table 1:

**Table 1: Target Population**

County	Human Resource Officers	Headteachers	Chairpersons of School BoM	Teachers
<b>Mathira East</b>	1	45	45	180
<b>Mathira West</b>	1	35	35	140
<b>Mukurweini</b>	1	61	61	250
<b>Kieni East</b>	1	52	52	200
<b>Kieni West</b>	1	52	52	200
<b>Nyeri Central</b>	1	45	45	210
<b>Nyeri South</b>	1	60	60	225
<b>Tetu</b>	1	50	50	195
<b>Total</b>	8	400	400	1600

## Ministry of Education (2019)

### 3.5 Sample Procedures and Sample Size

Using the Central Limit Theorem of sample size determination, a sample of eight (8) public primary schools, that is, 17.8% of the targeted 45 public primary schools, were selected. The Central Limit Theorem states that, for any sample size,  $N \geq 30$ , sampling distribution of means is approximately a normal distribution irrespective of the parent population (Kothari, 2005). It thus allowed the researcher to select,  $N \geq 30$  from the target population, which must constitute between 10-30% of the target population. Thus, based on this theorem, 240 respondents were sampled, that is, 10.0% of 2408.

The study adopted a stratified sampling technique to create eight strata based on the number of sub-counties in Nyeri County. From each sub-county, one headteacher, one Chairperson of school BOM and 27 teachers were selected using simple random sampling. According to Orodho (2004), a sample should constitute between 2-10% of the target population when the population is large and 20% when the population is small. However, purposive sampling was applied to select eight (8) TSC Human Resource Officers. This sampling procedure generated a sample size of eight (8) headteachers, two-hundred and sixteen (216) teachers, eight (8) BOM chairpersons and eight (8) Human Resource Officers as shown in Table 2.

**Table 2: Sampling Grid**

<b>Respondents</b>	<b>Target Population</b>	<b>Sample Size</b>	<b>Sampling Techniques</b>
Headteachers	400	8	Simple random sampling
Human Resource Officers	8	8	Purposive sampling
Chairpersons of School BoM	400	8	Simple random sampling
Teachers	1600	216	Simple random sampling

<b>Total</b>	<b>2408</b>	<b>240</b>
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**Source: Researcher (2019) 3.6 Research Instruments**

The researcher constructed the questionnaires and the interview schedules as the two main data collection instruments. Questionnaires were used to collect data from the headteachers and teachers while the interview schedules were used on the chairpersons of the school board of management and the human resource officers.

**3.6.1 Questionnaires for Headteachers and Teachers**

Questionnaires were administered to the headteachers and teachers of the sampled schools. The questions were structured in way to suit the specific objectives of the study. Questionnaires enable the gathering of appropriate data by the researcher from many subjects and therefore it is economical (Orodho, 2009). A questionnaire is an appropriate tool of data collection for respondents who are able to read and write. The questionnaire contained five sections. Section A covered demographic questions about the headteachers and teachers while the rest four sections addressed each of the four objectives of the research. The questionnaire adapted both closed ended questions for the numeric data and open-ended questions for the attribute data. The interval data was collected by the use of questionnaires.

**3.6.2 Interview Guide for HROs and Chairpersons of School BOM**

An interview schedule was developed for the Sub-County human resource officers and the chairpersons of the school management boards. An interview schedule enhances the collection of qualitative data for in-depth understanding of phenomena. Through the interviews, respondents develop confidence resulting to accurate and relevant data. This makes it possible to gather vital information that may not be captured by questionnaires

or through other written data collection tools. Nominal data was collected during the interview.

### **3.7 Piloting of Research Instruments**

Piloting of the research instruments helps to identify ambiguities of the items and vague questions for improvement (Murray 2003). Piloting of the instruments was carried out with the purpose of subjecting the instruments to a sample of targeted respondents of the study. Two (2) headteachers, ten (10) teachers, one (1) sub-county human resource officer and two (2) school board of management chairpersons were randomly selected for the piloting but they did not take part in the final study. This helped the researcher to find out possible deficiencies in the data-collecting instrument and make a conclusion whether the study was feasible. This process of piloting helped to ascertain the validity and reliability of the research instruments.

#### **3.7.1 Validity of the Instruments**

Validity in this research was assured by careful choice of indicators that have informed the construction of the research instruments. The items in the questionnaire were divided into two to calculate the internal validity using the split half methods. Mugenda and Mugenda (2003) define validity as the accuracy and meaningfulness of inferences that are based on the research results. Orodho (2008) adds that validity ascertains whether a research instrument is measuring what it is supposed to measure. Piloting was done twice. Both data collected were compared for consistency and credibility therefore enhancing validity. The researcher used tactics that enabled respondents freely participation in this study. Additionally, the researcher informed the study respondents to accept or refuse to participate in the study therefore making the instrument credible if respondents participate voluntarily.

### **3.7.2 Reliability of the Instruments**

To improve the reliability of the instruments, the researcher, with the help of his supervisor, critically assessed the consistency of the responses on the pilot questionnaires to make a judgment on their reliability. The researcher examined the research instruments for the appropriateness of items to identify any ambiguous and unclear items. Such items were restated to ensure that the respondents clearly understood them. Split-half technique was used to establish the reliability of the test items. In this case, the test items were administered once to a group of respondents and the results obtained were divided into two halves. From the results of the piloting, Pearson's Product Moment Correlation Method was used to obtain reliability coefficients of  $r = 0.725, 0.690, 0.75$  and  $0.795$  which yielded an average reliability index,  $r = 0.74$ , which indicated high internal reliability.

### **3.7.3 Credibility of Instruments**

To enhance credibility the researcher used random sampling and this ensured that influences that are unknown are evenly distributed during data analyses. Additionally, the researcher has used triangulation that enables usage of different methods including individual interview, questionnaires and observations.

### **3.7.4 Dependability of Instruments**

The use of interactive questioning was also used. This ensured that the data gained is genuine by use of questions that uncover deliberate lies. Finally, the researcher consulted the supervisor and other university lecturers from Mount Kenya University to evaluate the content validity with regard to the degree to which the variables are to be tested. This helped detect vague, ambiguous and faulty questions, which were rephrased or removed. The researcher did not engage those members of population who had

participated in the pilot study in the final data collection to avoid bias in the exercise.

### 3.8 Data Collection Procedures

Before proceeding to collect data the researcher first obtained introduction letter from school of post graduate, Mount Kenya University and a research permit from the National Commission for Science, Technology and Innovation. The researcher then proceeded to the county administration and informed them of the intended research. The researcher personally administered the questionnaires to the sampled respondents. The data was collected according to the research questions. There were four research questions. The research questions sought to analyze relationship between school management practices and the implementation of the human resource development in public primary schools. The questionnaires for headteachers and teachers were arranged in different sections each addressing the particular study objective. Interview schedules were used to collect data from chair persons of school management boards and the subcounty human resource officers. The study used questionnaires to collect quantitative data while the interview schedules were used to collect qualitative data as shown in Table 3;

**Table 3: Data Collection Procedures**

Research Questions	Questionnaire Questions	Interview Guides
To what extent does teacher induction relate to implementation of human resource development?	Teachers and Headteachers Section B: Q1 & 2	Human Resource Officers Chairperson of School BOM Section B: Q1 & 2
How is school manager's professional development related to implementation of the human resource development?	Teachers and Headteachers Section C: Q1 & 2	Human Resource Officers Chairperson of School BOM Section C: Q1 & 2

To what extent does the school manager's motivation practices relate to implementation of the human resource development?	Teachers and Headteachers Section D: Q1 & 2	Human Resource Officers Chairperson of School BOM Section D: Q1 & 2
How does school manager's performance appraisal practices relate to the implementation of human resource development?	Teachers and Headteachers Section E: Q1 & 2	Human Resource Officers Chairperson of School BOM Section E: Q1 & 2

### 3.9 Data Analysis Procedures

Data analysis began by identifying common themes from the respondents' description of their experiences. The relevant information was broken into phrases or sentences, which reflected a single, specific thought. The responses to the close-ended items were assigned codes and labels. Frequency counts of the responses were obtained to generate information about the respondents. Qualitative data were analyzed thematically along the study objectives and presented in narrative forms. Quantitative data were analyzed descriptively using frequencies and percentages and inferentially using Pearson's

Product Moment Correlation Analysis with the aid of Statistical Packages for Social Science (SPSS Version 24) to establish the relationship between different school management practices and implementation of human resource development in primary schools. This was applied to test and reject or accept the null hypotheses at 95.0% confidence level ( $\alpha = 0.05$ ) and quantitative findings presented using tables as illustrated in Table 4;

**Table 4: Data Analysis Procedures**

<b>Research Questions</b>	<b>Independent Variable</b>	<b>Dependent Variable</b>	<b>Quantitative Data Analysis</b>	<b>Qualitative Analysis</b>
To what extent does teacher induction relate to implementation of human resource development?	☐ Teacher induction	☐ Implementation of human resource development	☐ Descriptive statistics ☐ Pearson's Product Moment Analysis	☐ Thematic analysis
How is school manager's professional development related to implementation of the human resource development?	☐ School managers' professional development	☐ Implementation of human resource development	☐ Descriptive statistics ☐ Pearson's Product Moment Analysis	☐ Thematic analysis
To what extent does the school manager's motivation practices relate to implementation of the human resource development?	☐ School managers' motivation practices	☐ Implementation of human resource development	☐ Descriptive statistics ☐ Pearson's Product Moment Analysis	☐ Thematic analysis
How does manager's performance appraisal practices relate to the implementation of human resource development?	☐ School managers' performance appraisal practices	☐ Implementation of human resource development	☐ Descriptive statistics ☐ Pearson's Product Moment Analysis	☐ Thematic analysis

### 3.10 Ethical Considerations

It is important for study respondents to have an informed consent as they participate in a study. The researcher ensured confidentiality about any information obtained from the

respondents was maintained. It is a requirement for a researcher not to reveal the identity of the study respondents during or after conducting the study, otherwise the respondents may take legal action against the researcher. All the information obtained from the research was kept in safe custody.

### **3.10.1 Access to the Site-Permissions Obtained**

The ministry of education through the DEO Nyeri issued permission to the researcher to carry out the study, permission was also sought from the headteachers of the sampled schools. The researcher promised not to disclose any information pertaining to the lives of the respondents be it public or private data. This was done by way of assuring the respondents that no personal information would be leaked to any one else. Further, the respondents were given assurance that no information about them would be shared with a third party in written form or otherwise. This was done by ensuring the respondent duly fills and signs the form of consent. The researcher also ensured the respondents fully understood the data collection procedure.

### **3.10.2 Anonymity**

The researcher ensured and assured individual identity of the respondent was not to be revealed whatsoever. Besides, written or other form of communicated information identifying individual or the institution should never be revealed.

### **3.10.3 Informed Consent**

The researcher explained to the respondents, the purpose and the nature of the study being carried out. Additionally, the procedure of the research was explained to the respondents. The respondents were requested to participate willingly during the data collection.

### **3.10.4 Storage of Data Collected**

The original data collected was filed for future reference. The data once analyzed, printouts from the computer were filed then CDs and flash diskettes were used to store the softcopies.



## CHAPTER FOUR RESEARCH FINDINGS AND DISCUSSIONS

### 4.0 Introduction

This chapter presents the findings of the study. For clarity and chronology, it is arranged according to the four research questions that the study sought to answer. In the first section, however, background information about the respondents is presented, because it might be pertinent in interpreting the data that they provided.

### 4.1 Response Rate

The researcher administered 216 questionnaires to the primary school teachers where 201 were successfully filled and returned. At the same time seven (7) of the eight (8) questionnaires that were administered to headteachers were responded to. All the eight (8) BOM chairpersons and six (6) Human Resource Officers participated in interview as shown in the Table 5.

**Table 5: Response Rate**

<b>Respondents</b>	<b>Sampled Respondents</b>	<b>Returned Questionnaires</b>	<b>Achieved Return Rate (%)</b>
Teachers	216	201	93.1
Headteachers	8	8	100.0
School BoM	8	8	100.0
Human Resource Officers	8	6	75.0
<b>Total</b>	<b>240</b>	<b>223</b>	<b>92.9</b>

Table 5 shows that the total rate of response was 92.9%. According to Creswell (2009) a questionnaire return rate of above 75% is appropriate and is therefore suitable to enable generalization of the results to the target population.

## 4.2 Respondents' Demographic Information

The researcher analyzed the demographic characteristics of the respondents. These characteristics involved gender, professional qualifications, teaching experience, school type and working experience.

### 4.2.1 Gender of the Respondents

Information about the distribution of the respondents by gender was collected and the results are shown in Table 6;

**Table 6: Gender of the Respondents**

Gender	Headteachers		Teachers		BOM		HRO	
	F	%	F	%	F	%	F	%
<b>Male</b>	7	87.5	78	38.8	6	75.0	2	33%
<b>Female</b>	1	12.5	123	61.2	2	25.0	4	67%
<b>Total</b>	8	100	201	100	8	100	6	100

Table 6 indicates that 87.5% of school heads were male while their counterparts' female recorded 12.5%. However, almost two-thirds of teachers, 61.2% of the sampled schools were female while 38.8% were male. Three-quarters (75.0%) of BOM chairpersons were male while a quarter (25.0%) were female. Data on Table 6 shows that 33% were male while 67% were female. The data clearly reveal that there was gender disparity in every category of the study of respondents and therefore affirming the fact that there is inequality in distribution of managerial vacancies in the education sector. This does align to the constitution of Kenya which discourages discrimination in job recruitment based on gender lines. Further, Republic of Kenya (2007) states that in section 5(3) of new constitution known as —The Employment Act states that employers should not discriminate against any person in respect of employment basing on gender.

#### 4.2.2 Level of Education of the Respondents

The research instruments were also used to gather information on respondents' levels of education since this variable could greatly influence the ability of respondents to give credible and reliable information based on the research objectives. Table 7 below represents professional qualification of the respondents.

**Table 7: Levels of Education of the Respondents**

Levels of Education	Headteachers		Teachers		BOM Chair Persons		HRO	
	f	%	f	%	f	%	f	%
	—Oll Level	0	0.0	0	0	0	0	0
Certificate	3	37.5	93	46.3	6	75.0	0	0
Diploma	4	50.0	88	43.8	1	12.5	3	37.5
Degree	1	12.5	20	9.9	1	12.5	4	50.0
Postgraduate	0	0.0	0	0.0	0	0.0	1	12.5
Total	8	100	201	100	8	100	8	100

Table 7 indicates that 37.5% of headteachers were certificate holders, half (50.0%) diploma holders and 12.5% were graduates. Similarly, 46.3% of teachers were certificate holders, 43.8% Diploma holders, 9.9% were degree holders and none with post graduate qualification. In the same token, three-quarters (75.0%) of BOM chairpersons are certificate holders, 12.5% of HRO have achieved degree level of education level while 12.5% have attained post graduate level of education. This information reveals that the respondents in the study locale met the minimum qualification to be competent to answer the research questions. The respondents in the study locale were therefore found to have

met the minimum requirements making them competent enough to answer the questions of the study.

#### 4.2.3 Teaching Experience of Headteachers and Teachers

The study further examined the teaching experience of the headteachers and teachers. This was vital too as it was relevant information in conduct the study. results are shown in table 8;

**Table 8: Headteachers' and Teachers' Teaching Experience**

Experience in Years	Headteachers		Teachers	
	f	%	f	%
1-10 years	1	12.5	34	16.9
11-20 years	1	12.5	15	7.5
21-30 years	5	62.5	111	55.2
Above 30 years	1	12.5	41	20.4
<b>Total</b>	<b>8</b>	<b>100.0</b>	<b>201</b>	<b>100.0</b>

Table 8 indicates that majority of headteachers (62.5%) had a taught for a period of 21-30 years, while 12.5% had been in the teaching profession for a period between 1-10 years, 11-20 years and above 30 years respectively. The data in the Table 8 indicate that most teachers (55.2%) had a teaching experience of between 21-30 years, 16.9% had taught for a period between 1-10 years, 7.5% between 11-20 years whereas 20.4% had a teaching experience of above 30 years. This information reveals that most headteachers and teachers had an experience relevant and would provide credible information to this study.

#### 4.3 Teacher Induction Practices and Implementation of Human Resource

##### Development in Primary Schools

The study sought to establish the relationship between teacher induction practices and implementation of human resource development in public primary schools.

### 4.3.1 Descriptive Statistical Analysis

Descriptive data were collected from headteachers and teachers, summarized and results are shown in Table 9:

**Table 9: Teacher Induction Practices and the Implementation of Human Resource Development in Primary Schools**

Summary of Test Items	Headteachers									
	SA		A		N		D		SD	
	f	%	f	%	f	%	f	%	f	%
School managers have positive attitude towards planning for and conducting teachers' mentorship in primary schools	3	38	4	51	1	7	1	4	0	0
In public primary schools, there are effective coaching activities for teachers on how to handle learners	2	31	2	22	2	24	1	11	1	11
School managers have ample time to conduct successful induction in their primary schools	1	9	2	20	2	20	5	55	1	16
There are enough finances for successful induction and support to teachers	1	7	1	2	1	11	3	35	3	44
School managers are properly trained in inducting teachers on the educational policy	1	2	2	15	2	15	3	42	2	24
	Teachers									
	SA		A		N		D		SD	
	f	%	f	%	f	%	f	%	f	%
School managers have positive attitude towards planning for and conducting teachers' mentorship in primary schools	76	38	96	48	18	9	6	3	2	1
In public primary schools, there are effective coaching activities for teachers on how to handle learners	64	32	90	45	30	15	10	5	6	3
School managers have ample time to conduct successful induction in their primary schools	2	1	6	3	18	9	80	40	92	46
There are enough finances for successful induction and support to teachers	4	2	2	1	28	14	84	42	84	42

School managers are properly trained in 18 9 2 1 20 10 82 41 80 40  
inducting teachers on the educational  
policy

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Table 9 shows that school managers have positive attitude towards planning for and conducting teachers' mentorship in primary schools. This was supported by 4(51%) of headteachers agreeing, 3(38%) strongly agreeing while none of school headteacher strongly disagreed. Further, teachers responded that school managers had positive attitude towards conducting teacher's mentorship. A considerable number of teachers, 96(48%) agreed, 76(38%) strongly agreed, while only 2(1%) strongly disagreed. The findings of this study align with ACAS (2015) who found that, new workers should be inducted through use of well-established recruitment, by use of company resource to effectively conduct induction process and most importantly to provide long term benefits to workers in an organization.

The report stated that the administration should remain positive for effective preparation of new workers arrival and their effective integration to school's daily operations. These findings are similar to Lussier (2000) who stated that benefits accrued from induction processes include assisting personnel to perform in standard points, acquiring the right perception of what is required from them, good cooperation with other employees and reduction of anxiety emanating from their duties. A fair number of the headteachers revealed that, in public primary schools, there are effective coaching activities for teachers on how to handle learners where 2(31%) strongly agreed, 2(22%) agreed and 2(24%) were neutral while the least number of 1(11%) strongly disagreed and disagreed respectively.

Similarly, teachers indicated that there is effective coaching as a means of conducting induction in schools where 64(32%) strongly agreed, 90(45%) agreed while 10(5%)

disagreed and a further 6(3%) strongly disagreed. On this particular question 22(15%) of the teachers chose to remain neutral.

These findings correspond with those of Gless (2001) who stated that effective and strong induction process enables increased retention of new teachers. The researcher further stated that well inducted teachers are twice likely to stay in the profession of teaching compared to those who are never involved. Positive and well-established induction programs had been noted to be effective for teachers since they have fewer indiscipline problems compared to those teachers who do not undergo induction process. Matiku (2003) stated that induction training is among the various types of orientation or training, promotional training, job training, corrective training and refreshment training which is introduced to a novice worker into new work, introduced to his new co-employees and new situation.

The novice worker is introduced to the working rues, privileges, organization activities, working conditions, daily operations of the organization, customer service, the other particular and the community involved to attain the mission of the organization. Further, the researcher sought know whether school managers have ample time to conduct successful induction in their primary schools. A considerable number, 5(55%) of the headteachers disagreed and a further 1(16%) strongly disagreed with the opinion that there was adequate time to conduct induction, 2(20%) were neutral and only 2(9%) agreed. Majority of the teachers, 92(46%), strongly disagreed that there was enough time to conduct induction and 80(40%) disagreed, 18(9%) were neutral on the matter while 2(1%) strongly agreed and a further 6(3%) agreed.

These findings affirm to a study by Simatwa (2010) which found out that induction can be lengthy and difficult process and argued that new teachers needed assistance for both curriculum and extra curriculum activities. A similar study by Idoshi (2003) also found out that induction for newly qualified educators in Kenya is informal and haphazard. The researcher continues to state that teachers rarely benefit from induction processes in Kenya whereby Induction activities require to be funded according to newly recruited educators' unique needs. The researcher also sought the views of the respondents on the availability of adequate resources for successful induction and support of teachers. Majority, 3(44%), of the headteachers strongly disagreed that there are enough finances for successful induction and support to teachers, a further 36(35%) also disagreed, 1(11%) remained neutral while only 1(7%) and 1(2%) strongly agreed and agreed respectively. The teachers who responded echoed the same sentiments with the largest number 84(42%) disagreeing and a similar number 84(42%) strongly disagreeing. Those who remained neutral were 28(14%) a similar number 2(1%) strongly agreed while only 2(2%) agreed.

On the question of whether school managers are properly trained in inducting teachers on the educational policy, 3(42%) disagreed and 2(24%) strongly disagreed that headteachers were trained on teachers' orientation, while 1(2%) strongly agreed and 2(15%) agreed, a similar number 2(15%) remained neutral. The teachers who responded on the same shared similar views, with 80(40%) strongly disagreeing and the largest number 82(41%) disagreeing. However, 20(10%) maintained a neutral perspective while 2(9%) strongly agreed, only 18(1%) of the teachers agreed.

These findings align to that of Ajowi (2011) who found out that challenges encountered during induction activities in schools included work overload, financial constraints,

inadequate time to offer comprehensive induction processes, lack of policies that are printed regarding induction processes in schools and inadequate knowledge by mentors regarding induction processes. Lack of proper induction of teachers by school managers may lead to various offences in schools.

Teachers Service Commission Act, 2012, outlines various offences that would result into penalty in case a registered teacher committed one. The third schedule of the TSC Act, 2012 outlines broad categories of offences which disciplinary action can be taken against a teacher. The offences include matters related to immoral behavior, professional misconduct, infamous conduct, forgery and mismanagement of public funds (Teachers Image, 2013). It's important to note that school managers who are supposedly the custodian of discipline at school level were not involved during the Act formulation. This creates serious gaps between the TSC, the school headteachers and the teachers. Ironically, the school heads find themselves being perpetrators and victims of the same policies ostensibly they guard but ignorantly exercise on rest of the teaching staff.

A report by Wichenje et al (2012), established that headteachers and school managers lack management skills, for example, controlling large classrooms and multi grades and poor communication especially to parents. However, the government of Kenya has established an agency through ministry of education; Kenya Education Management Institute for practices building. Kenya Education Management Institute (KEMI) was established to improve the critical competencies that include attitudes, knowledge and skills among education managers. The Kenya management practices assessment conducted in 2007 to school managers through KEMI, observed that involvement of school managers in National Educational policy formulation and decision making is still elusive.

The Kenyan constitution (2010) has enacted guidelines on how to manage and utilize public fund and also create a room on legislations that reinforces the same. Wango (2006) indicated that school headteachers were noticeably missing in the act of education and it is quite important for them to be included when the education policies were being formulated. Mathias and Jackson (2004) argued that human resource policies are quite important for collective bargaining by teachers. The school management should ensure that teachers are properly inducted especially within their working conditions and environs. The ministry of education has enacted guidelines for implementing human resource development. The ministry of education through TSC handles members' grievances and complaints according to Kenyan constitution (2010).

#### 4.3.2 Inferential Statistics

The hypothesis number one stated that there was no significant relationship between teacher induction practices and implementation of human resource development. To verify the possibility of relationship between teacher induction practices and implementation of the human resource development, data were collected on how often (Very Often =5, Often = 4, Sometimes 3, Rarely =2 and Never = 1) teachers are inducted and the number of teachers who have been promoted, number of cases of teacher interdiction, number of teachers undertaking different courses and teacher retention rates in public primary schools. Results are shown in Table 10;

**Table 10: Frequency of Teacher Induction and Human Resource Development in Public Primary Schools**

Frequency of Teacher Induction	No. of Teachers Promoted	No. of Teacher Interdiction Cases	No. of Teachers Undertaking Courses	Teacher Retention Rates
1	0	4	2	56.7
1	1	3	2	66.9
1	2	3	3	68.3

2	3	3	4	70.5
2	2	2	4	73.4
3	5	2	3	76.2
3	4	1	6	79.8
3	3	1	7	83.1

**Source: Field Data (2019)**

Table 10 shows that public primary schools which frequently undertake teacher induction activities witness increased promotion of their teachers, reduced cases of teacher interdiction, increased number of teachers undertaking different courses for career progression and increased retention of teachers. The results in Table 10 were subjected to Pearson's Product Moment Correlation Analysis and results are shown in Table 11:

**Table 11: Relationship Between Teacher Induction Practices and Human Resource Development in Public Primary Schools**

		Teacher Induction Practices	Teachers Promoted	Teacher Interdiction Cases	Teachers Undertaking Courses	Teacher Retention Rates
Teacher Induction Practices	Pearson Correlation	1	.866**	-.873**	.768*	.880**
	Sig. (2-tailed)		.005	.005	.026	.004
	N	8	8	8	8	8
Teachers Promoted	Pearson Correlation	.866**	1	-.714*	.517	.797*
	Sig. (2-tailed)	.005		.047	.189	.018
	N	8	8	8	8	8
Teacher Interdiction Cases	Pearson Correlation	-.873**	-.714*	1	-.866**	-.966**
	Sig. (2-tailed)	.005	.047		.005	.000
	N	8	8	8	8	8
Teachers Undertaking Courses	Pearson Correlation	.768*	.517	-.866**	1	.850**
	Sig. (2-tailed)	.026	.189	.005		.007
	N	8	8	8	8	8

Teacher Retention Rates	Pearson Correlation	.880**	.797*	-.966**	.850**	1
	Sig. (2-tailed)	.004	.018	.000	.007	
	N	8	8	8	8	8

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

Table 11 shows Pearson's Product Moment Correlation Analysis which generated correlation coefficients of  $r = 0.866, -0.873, 0.768$  and  $0.880$  with corresponding significant levels (p-values) of  $0.005, 0.005, 0.026$  and  $0.004$  which were less than the predetermined level of significance,  $0.05$ , that is,  $p\text{-value} = 0.005, 0.005, 0.026, 0.004 < 0.05$ . These results indicate that there is a significant relationship between teacher induction practices and the implementation of human resource development in public primary schools. That is, there is a relationship between teacher induction practices and implementation of human resources development in public primary schools. thus, the null hypothesis,  $H_01$ , is rejected. These results confirm the findings by Reames (2016) who found that teacher induction practices adopted by school managers play a key role in the human resource development of teachers.

Similar findings by Ajowi et al. (2003) establishes that challenges that school managers are facing during induction process in public secondary school include overload of work that managers are assigned to, little or no time to offer for comprehensive induction practices, financial constraints, lack of knowledge and skills by mentors and inadequate or no blue prints policies for induction processes. Effects of informal induction practices by veteran teachers who opposes to accept new ideas, discontent between what is expected and the truth of resources in the institutions were among challenges that cited by the researchers. Similar findings were found by Chemisto (2007) who established that

when induction is assigned to managers it is not properly done due to lack of time to conduct it comprehensively.

#### **4.3.3 Thematic Analysis**

Further, to establish the relationship between teacher induction practices and implementation of human resource development, Human Resource Officers (SHRO) and Board of Management chairpersons (BOM) members were interviewed. The first question was to establish how induction of teachers is carried out in schools.

However, a majority of BOM and HRO disclosed that in school settings human resource induction is less practiced in public primary schools with 60% and 54% respectively stating that the schools they manage are not practicing human resource induction. For instance, BOM chairpersons had the common view:

*“Most public primary schools do not offer induction among their human resource however; we are enacting measures that will lead to effective induction practices in public primary schools”.*

Similar remarks were found among SCHR officers whereby six officers remarked:

*“Most schools rarely practice induction, due to lack of awareness by school managers to conduct induction in public primary schools”.*

Most interviewees echoed similar sentiments that most schools do not practice induction and if it exists, it is rarely done and that measures were being enacted that would lead to effective conduction of induction processes in public primary schools.

Through these sentiments by Board of Management Chairpersons and Human Resource Officers, the study reveals that induction is rarely done in primary schools thus impeding teachers' performances. These findings agree with those of Simatwa (2010) who stated that individuals including teachers are leaving organizations and institutions as soon as

they join them mainly because of the harsh treatment they get from employers and colleagues during their early stages of employment.

The researcher continued to state that researchers on inductions among employees indicate that, the process is lengthy and difficult, therefore educators need help for both curriculum and extra curriculum activities. Indoshi (2003) also found out that in Kenya induction on newly qualified educators is informal and haphazard. Therefore, through suggestions by interviewees that have aligned with some other research shows there is a need for inductions in public schools. This is because schools that have newly posted teachers have unique challenges pertaining to safeties, social and pedagogy.

For example, means of learners' discipline management have not been clearly stipulated by the ministry of education and the controversy surrounding the use of unlawful corporal punishment which is believed to be the core way of instilling disciplining among the learners. Secondly, the researcher further established that there were challenges faced during the induction process. Most of the Board of Management Chairpersons stated that time is inadequate since they are always entrusted with other managerial tasks in school. For instance, twenty-seven BOM chairpersons remarked;

*“Managers lack the adequate time required to conduct induction for there are other roles awaiting to play”.*

This means that time to conduct induction is limited in most primary school for mentors have other roles to play. Further, another challenge reported by interviewees was lack of adequate training for the school managers for effective induction procedures. For example, most Sub County Human Resource Officers recorded that lack of blueprints that clearly spell out induction processes and also lack of adequate skills and knowledge by

school managers hinder the induction processes in most schools. SCHR officers remarked;

*“Lack of blueprints clearly spelling out induction processes and adequate skills and knowledge by managers hinders the induction processes in most schools”.*

These sentiments from the interviewees clearly indicate that induction of human resource in public primary schools is wanting. These results concur to those of Ajowi et.al (2011) who established that challenges faced during induction in schools as indicated by schools' principals included; inadequate time necessary to provide comprehensive induction, inadequate knowledge and skills, mentors' work overload due to other their assigned duties and lack of induction documentation and blueprints like school bronchus and policy blueprints showing induction processes.

The researchers further noted other challenges that emanate from informal induction include veteran teachers going against school administrations, refusal to embrace new ways by newly recruited teachers throughout induction process and discontent between newly posted teachers' expectations and real resources in schools. Similarly, Chemisto (2007) found out that when induction duties were assigned to senior staff members, it was ineffective mainly because of lack of time by managers and lack of cooperation some staff members. Further, the interviews were to provide the reasons why lack of teachers' effective induction can be linked to the poor implementation of human resource policy by TSC.

The interviewees indicated that it would lead to poor teaching skills by newly recruited teachers. For example, Boards of management Chairpersons stated that if not inducted effectively, teachers would not acquire skills that are necessary to perform their duties that include curriculum knowledge, school resources unawareness, the poor

teachermanager relationship that will lead to poor performance in schools. For instance, five BOM chairpersons noted:

*“If not inducted effectively, teachers will not acquire skills that are necessary to perform their duties that include curriculum knowledge, school resources unawareness, poor teachers and managers” relationship and poor performance in schools”.*

This clearly indicates that lack of effective induction in schools leads to poor performance among learners. This can be attributed to lack of comprehensive induction among teachers and thus they do not possess relevant skills. These opinions align to statements by the Council for Education, Research and Improvement (2003) which indicated that structured strong induction programmes can build a safe environment for the challenged teachers through strengthening their knowledge and skills and connect them with qualified experienced teachers.

This clearly shows that newly recruited teachers have to be inducted effectively in order to enhance quality learning. Bennel (2004) stated that those programmes can only be formulated properly and met only when induction’s demands of new teachers are recognized and achieved. Webb (2007) reveals that professional development should be clearly defined and appropriately sequenced involving a variety of processes to adequately offer the much-needed assistance to teachers in constructing their own initial knowledge content from their own prior experiences to produce more competent teachers. These experiences need to be provided in an environment which is comfortable for teachers in practicing, exploring and experimenting with the contents and tools.

Therefore, to ensure efficiency in their teaching career, teachers should continuously increase their skills and knowledge for them to offer the best in teaching practices. As a result of poor performances of school managers during induction processes, majority of

interviewees indicated that it has consequently slowed down the implementation of the human resource development. School managers indicated that lack of policy for human resource induction and clear guidelines to be used by managers has been the main cause of failure in implementation of human resource development in public primary schools.

#### **4.3.4 Triangulation and Interpretation of Mixed Data**

From the mixed findings, it is evident that school managers have positive attitude towards conducting induction in their respective schools since this enables new staff to adapt easily to new environment that and rendered their services effectively. However, both mixed findings established that school managers have little time to conduct effective induction to new teachers due to other tasks. In the same token, both quantitative and qualitative findings affirm the fact that many headteachers are not trained on teacher induction practices.

In other words, lack of skills to induct teachers is an indicator that school managers are not in a practice to conduct successful induction. This implies that, despite its significance as a teacher performance tool, induction is rarely undertaken by school managers due to a number of factors ranging from attitude, lack of training and skills to lack of time to plan for the process.

#### **4.4 Teachers' Professional Development and Implementation of Human Resource Development in Public Primary Schools**

The study sought to find out the how teachers' professional development practices relate to implementation of human resource development in public primary schools.

#### 4.4.1 Descriptive Analysis

Descriptive data collected from headteachers and teachers were organized into specific thoughts and results presented in Table 12;

**Table 12: Teachers on Teachers' Professional Development Practices and the Implementation of Human Resource Development in Primary Schools**

Summary of Test Items	Headteachers									
	SA	%	A	%	N	%	D	%	SD	%
There is effective training for human resource development in schools	1	16	1	2	1	9	2	31	3	42
Teachers are regularly taken for benchmarking by school managers to improve teaching skills by integrating ICT in lesson planning	1	9	2	24	1	11	13	36	2	20
Training need assessment is regularly conducted in schools to enhance human resource development	1	2	1	4	1	9	5	58	1	20
School managers model teachers in enhancing human resource development in schools	3	33	3	33	1	16	1	13	1	4
Professional counselling of teachers is normally conducted in schools for human resource development	1	2	1	13	1	2	3	42	3	40
	Teachers									
	SA	%	A	%	N	%	D	%	SD	%
There is effective training for human resource development in schools	36	18	30	15	32	16	48	24	54	27
Teachers are regularly taken for benchmarking by school managers to improve teaching skills by integrating ICT in lesson planning	34	17	34	17	34	17	64	32	32	16
Training need assessment is regularly conducted in schools to enhance human resource development	20	10	14	7	16	8	46	23	106	52

School managers model teachers in enhancing human resource development in schools	72	36	72	36	18	9	34	17	34	17
Professional counselling of teachers is normally conducted in schools for human resource development	20	1	14	7	14	7	78	39	74	37

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Table 12 indicates that an impressive majority of the headteachers 3(42%) strongly disagreed that there is effective training for human resource development in the school and a further 2(31%) disagreed. However, 1(9%) were neutral and 1(16%) strongly agreed whereas only 1(2%) agreed. Further, a fair number of the teachers who responded 54(27%) strongly disagreed that there is effective human resource training for human resource development, 48(24%) disagreed while 32(16%) remained neutral. Further, 36(18%) strongly agreed whereas only 30(15%) agreed.

According to the data on Table 12 above, a majority of the headteachers, 56(58%), disagreed with the opinion that training need assessment is regularly conducted in their school for enhancing human resource development by school management in order to improve teaching skills as did a further 1(20%) who strongly disagreed. At the same time 1(4%) agreed, a few 1(9%) strongly agreed while 1(9%) chose to remain neutral. On the other hand, 106(52%) of the teachers strongly disagreed, a further 46(23%) strongly disagreed while 20(10%) strongly agreed, 14(7%) agreed and 16(8%) remained neutral.

The data on Table 12 reveal that the majority, 3(33%) of the headteachers strongly agreed and a similar number, 3(33%), agreed that school managers model teachers to enhance human resource development in schools. However, 1(16%) were neutral, 1(13%) disagreed while only 1(4%) strongly disagreed. On the other hand, teachers shared very similar sentiments with a large number 72(36%) strongly agreeing and a further 72(36%)

who agreed that there was positive change by school human resource after undergoing human resource development. At the same time, 34(17%) disagreed and a similar number 34(17%) strongly disagreed while 18(9%) remained neutral. Further findings, revealed that 3(42%) of the headteachers disagreed that professional counselling of teachers is normally conducted in school for human resource development, 3(40%) strongly disagreed. Only 1(2%) of headteachers who strongly agreed, a further 1(13%) agreed while 1(2%) were neutral. At the same time 74(37%) of teachers strongly disagreed that disagreed that professional counselling of teachers is normally conducted in school for human resource development and supported by a further 78(39%) who disagreed. However, 14(7%) agreed while 20(10%) strongly agreed. Those who remained neutral were 14(7%). These results align with Daily nation (2010) that stated that professional development is quite important to as it equips teachers with recent knowledge skills and attitudes that enables teachers to adopt with curricula development that includes human rights, democracy, HIV & AIDS and substance abuse and drugs. The study with the same results by K.I.E indicated that though secondary teachers have basic requirements to teach at secondary schools, they are not competent enough to deliver the right content of the modern syllabus that was introduced in 2002.

In the same view staff training and development enhances teachers with new teaching skills and methodologies required for performing other duties and for effective teaching. For teachers are implementers of education curriculums, they translate policy statements and aim into real outcomes and activities in classroom. Barasa (2005) stated that in-service courses that are meant for staff development can be implemented in various ways such as re-orienting teachers, improving their academic grades and expanding teachers'

capabilities. It is through these new capabilities that will make teaching staff to effectively perform their roles in changing education systems.

#### 4.4.2 Inferential Statistics

The hypothesis number two stated that there was no significant relationship between teachers' performance appraisal practices and implementation of human resource development. To verify whether there is relationship between teachers' professional development and implementation of human resource development, data were collected on the number of professional development trainings which teachers have attended and then number of teachers promoted, number of cases of teacher interdiction, number of teachers undertaking different courses and teacher retention rates in public primary schools. Results are shown in Table 13;

**Table 13: Number of Teachers' Professional Development Trainings and Human Resource Development in Public Primary Schools**

No. of Professional Development Trainings	No. of Teachers Promoted	No. of Teacher Interdiction Cases	No. of Teachers Undertaking Courses	Teacher Retention Rates
2	0	4	2	56.7
2	1	3	2	66.9
4	2	3	3	68.3
4	3	3	4	70.5
7	2	2	4	73.4
8	5	2	3	76.2
8	4	1	6	79.8
9	3	1	7	83.1

**Source: Field Data (2019)**

Table 13 indicates that public primary schools whose teachers have undergone several professional development trainings have witnessed an increase in promotion of such teachers, a reduction in the number of cases of teacher interdiction, increased number of

teachers undertaking different courses for career progression and increased retention of teachers. The results in Table 13 were subjected to Pearson's Product Moment Correlation Analysis and results are shown in Table 14:

**Table 14: Relationship Between Teachers' Professional Development Trainings and Human Resource Development in Public Primary Schools**

		Teachers' Professional Development	Teachers Promoted	Teacher Interdiction Cases	Teachers Undertaking Courses	Teacher Retention Rates
Teachers' Professional Development Practices	Pearson Correlation	1	.787**	-.929**	.796*	.916**
	Sig. (2-tailed)		.020	.001	.018	.001
	N	8	8	8	8	8
Teachers Promoted	Pearson Correlation	.787**	1	-.714*	.517	.797*
	Sig. (2-tailed)	.020		.047	.189	.018
	N	8	8	8	8	8
Teacher Interdiction Cases	Pearson Correlation	-.929**	-.714*	1	-.866**	-.966**
	Sig. (2-tailed)	.001	.047		.005	.000
	N	8	8	8	8	8
Teachers Undertaking Courses	Pearson Correlation	.796*	.517	-.866**	1	.850**
	Sig. (2-tailed)	.018	.189	.005		.007
	N	8	8	8	8	8
Teacher Retention Rates	Pearson Correlation	.916**	.797*	-.966**	.850**	1
	Sig. (2-tailed)	.001	.018	.000	.007	

tailed)

N                    8                    8                    8                    8                    8

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\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

Table 14 shows Pearson's Product Moment Correlation Analysis which generated correlation coefficients of  $r = 0.787$  with corresponding significant levels (p-values) of 0.020, 0.001, 0.018 and 0.001 which were less than the predetermined level of significance, 0.05, that is,  $p\text{-value} = 0.020, 0.001, 0.018, 0.001 < 0.05$ . These results indicate that there is a significant relationship between teachers' professional development training and the implementation of human resource development of teachers in public primary schools.

That is, there is a relationship between teachers' professional development training and implementation of human resources development in public primary schools. thus, the null hypothesis, **H<sub>02</sub>**, is rejected. These results confirm those of Esia and Ofosu (2014) who found that there is no relationship between the effects of supervision of teachers by educational managers and their career upgrading based on the outcomes of learners they teach. Ogembo (2005) stated that the appointment of school headteachers is usually done on basis of pre-service professional training of headteachers together with the experience that they have acquired during teaching.

Chemtai (2010) established that people or institution employees are vital assets in an institution and therefore it is imperative for the management to utilize them efficiently and effectively in order for the institutions to achieve the desired results. School managers are faced with management challenges especially when dealing with human resource policies. Development of human resource is a continuous activity and therefore there is

always chances for improvement. Human resource development come with challenges that call for coping measures to be enacted. School managers must take advantage of slow although profound changes affecting current practices, overall management policies affecting human resource, vision and mission of the institution.

Ogunsaju (2006) posits that management of personnel can be termed of effective human resource mobilization that can be grounded on training, selection; recruitment and placement for institution achieve set objectives and goals. According to Stone (2006) the personnel management or the personnel administrator is an activity of managing people with few relationships between organization activities and various activities.

According to Leach et al. (2000), school managers have very specific and critical part to play in ensuring there is change of culture of complacency and violence and create a more caring democratic and participatory school environment. Further, the duty of the school head is to ensure there is transparent and efficient management structure in their respective schools.

#### **4.4.3 Thematic Analysis**

The study further obtained data from interviewees, chairpersons of the school board of management and Human Resource Officers on teachers' professional development practices and the implementation of human resource development. Interviewees were requested to mention why having adequate teachers' professional development is associated with the implementation the of human resource development. During the interview, most BOM chairpersons and HRO indicated having teachers' professional development enables implementation of human resource in various ways. They noted;

*““For instance, “teachers” continuous learning enables staff awareness on emerging issues and act as expert delivery initiatives and thus the implementation of human resource policy is achieved”.*

Most interviewees indicated that continuous learning of teachers creates awareness campaigns in teaching careers. Workshops and expert delivery campaigns are quite essential and necessary for the implementation of human resource policy. Most BOM chairpersons and SHRO stated that teachers’ continuous learning enables staff awareness on emerging issues and act as expert delivery initiatives and thus the implementation of human resource policy is achieved. Interviewees also remarked:

*“There is positive change after teachers attend seminars that can be seen in their ability to manage teaching and materials and in adopting new teaching skills to tackle challenging issues during teaching and learning processes.”*

This indicates that comprehensive teacher’s development deepens teaching staff pedagogical and knowledge skills and also provides chances for research, reflection and practice that includes, collaborative, efforts on job-embedded and sustained and enables achieving of goals that remain updated.

By doing this professional development amongst teachers, implementation of human resource policy will be achieved. Interviewees also had an opinion that professional development will assist teachers in ensuring planning and organization of their skills. They stated that it will be the only weapon that ultimately ensures teachers give more and extra time and are efficient in ensuring they focused on learners other than paperwork. These views agree with those of Hedrick (2005) who stated that for one to become an expert in his/her field of specialization, he/she must engage in long life learning. She added that expertise development is a continuous process meaning a journey without a final destination.

Another professionalism view by Phelps, (2006) indicates that it is dealing and accepting all the challenges encountered during teaching that assists in implying a positive and right attitude in finding solutions. Further, Ur (2002) added that experts who maintain long life learning possesses standards of achieving knowledge, are dedicated to their work and maintains ethical standards with other employees in the same workplace. Richards & Farrell (2005) reinforces by mentioning that development of human resource is an indication of all factors of teaching which requires being kickstarted by teachers. Teachers' professional development should result in the longer-term goal and should be meant for enhancing the growth of educators' understanding of pedagogy, teaching skills and also understand themselves in relation their profession.

During interviews, most interviewees agreed that comprehensive professional development among teachers helps to improve learning for most teachers consequently leading to improved teaching skills and more competent teachers. Professional development was pointed out as a key factor leading to improved teachers' teaching capacities which helps them adopt new teaching pedagogical approaches of curricula and its management. Most of them reported that it is quite beneficial for them to improve in teaching skills and be in a position to adopt teaching methodologies as required by the curriculum. This was supported by most BOM chairpersons who echoed similar views. This indicates that attending seminars would equip teachers with new knowledge, understanding of the current and emerging trends in the digital world thereby making them remain competitive in their teaching careers. Murphy et al. (2007) reveal that school management practices is the capability that is purposely defined. School leaders in Kenya public schools set their goals and concentrate on the realization of set goals.

Zepeda (2007) stated that leadership components are characterized by vision development mainly because vision represents ideas and believes the school management embraces about teaching, learning and relationships. Marzano et al. (2005) stated that the leaders who want to be effective must keep on tracking school's goals, mission and vision. Goldring et al. (2006) identified that school heads have the biggest role in maintaining and establishing a positive school culture that results in learning process improvement. School heads in Kenya public primary schools are the most critical people in their institutions. They are expected to provide skills, energies and knowledge required for school prosperity.

Similarly, Bush and Middlewood, (2004) indicated that although we are in an era encompassed by technology, the difference between successful and unsuccessful institutions is commitment and quality of the human resource. Education personnel are quite critical to realize and develop children potential and the youth. These views by SHRO and BOM chairpersons align to those of Mann (2005) who stated that professional development programmes are limited in the improvement of careers.

Further, the researcher added that teachers' professional development as the word used to give more moral and personal aspects and he stated that teacher's professional development as an initiated process by teachers that concentrates teachers' opinions and is reinforced by choice. Johnson and Golombek (2002) stated that teacher's professional development as lifelong and normative built of proficiencies in social contexts. Waters (2005) also stated that teachers' training can also be viewed as a mean of presenting educators with classroom pedagogy. Further, Johnston (2002) added that a vital reason for continuous development is —understanding. Johnston (2002) stated that a large

number of teachers come across various situations during teaching and they require proper understanding rather than just having a desire to change them or see them change.

This urge for understanding is critical for teaching staff so as to perform better in their careers. Further, the researcher continues to state that this desire for understanding is also beneficial tactic to convey to the learners and can only be achieved via teachers' continuous learning programmes. In addition, SHRO officers and BOM chairpersons further indicated that seminars will enrich teachers' skills to, manage teaching materials, tackle challenging aspects during teaching and management of learning processes.

Interviewees observed:

*“Professional development will enhance implementation of human resource development in order to go in line with government requirements”.*

The respondents felt that there is positive change after teachers attend seminars, were able to manage teaching materials, refresh their teaching skills, tackle challenging issues during teaching and learning processes and most importantly, improve their teaching skills. This clearly shows that seminars and workshops attendance will enhance teachers teaching skills, be able to solve challenges they encounter during teaching and learning activities among others. Continuous development among teachers has been termed as a continuum of learning (Reimer, 2003). It is through professional development that appears three major phases; induction, preparation and professional development. Waters (2005) continues to state that another advantage of teachers' continuous development is to have practical teaching in nature. Another core reason for professional development amongst teachers is due to technological changes. A study by Davis & Osborn, (2003) indicated that teachers are required to both understand how to deal with new technologies and also able to leverage to the fullest the changing technologies during teaching.

Therefore, teachers' professional development initiatives require concentrating on dynamic changes of technologies (Jacobsen et al, 2002). Further, through the interviews, the respondents gave views on why the schools that are actively involved in teacher's development are also good in implementing human resource policy. Both SHRO officers and BOM chairpersons indicated that schools that regularly take their teaching staff for professional development consequently implement the human resource development. Most of the Interviewees agreed that professional development will enhance implementation of human resource policy in fulfilling the demands of the government. This indicates that schools that are now taking teachers for professional development programmes implement human resource development.

KESSP (2005) stated that current programmes initiated by the government regarding teachers' education are meant to give teachers in-service training, the creation of job awareness and provision of qualified teachers. The increasing need for quality services of education requires that all teachers undergo continuous learning after the initial course. This indicates that continuous professional development as a lifelong learning process that involves active participation in upgrading skills activities that help people to acquire and maintain long life learning. (MoEST 2005a) further clarify that according to sessional paper No. 1, articulated that Kenya policy design for training, research and education lays a foundation whereby Kenyan government was involved to provide training and quality education. This was enhanced by the creation of Kenya Education Sector Strategic Programme that was used as a mean whereby quality training and education among teachers was provided. KSSP Policies stipulated that continuous professional development should be regularized and institutionalized. These policies were pegged on

institutional framework in order to achieve the demand for quality assurance among Kenyan schools.

A study by Eckert (2004) highlighted that institutions must enact policies in order to create and maintain a relevant infrastructure that ensure that educators are effectively and appropriately prepared for responsibilities and duties that are now becoming demanding and complex. This needs a serious commitment of resources and time from various providers and administrative and organization agencies and that have diverse but a closer relationship for teachers' preparation, utilization and supervision. Miller (2001) highlighted that the benefit of school culture should be emphasized and systems that are micro-political in schools. The researcher found out they commonly ignored during promotion of professional development in learning institutions.

#### **4.4.4 Triangulation and Interpretation of Mixed Data**

Both quantitative and qualitative findings many public primary schools have conducive environment which ensures teachers work effectively in their careers, though many teachers are not taken for workshops and seminars to improve teaching skills. This has resulted into ineffective teaching standards in public primary schools. From the mixed findings, teachers are not competitive enough especially in integration of ICT in education, new teaching concepts and changes and updates in the syllabuses since they do not upgrade their skills. It is also evident that headteachers are not effectively trained on how to handle human resource development issues. This implies that appointment of headteachers ought to be done based on pre-service professional training of headteachers together with the experience that they have acquired during teaching.

## 4.5 Teacher Motivation Practices and Implementation of Human Resource

### Development in Public Primary Schools

The study sought to establish how to teacher motivation practices relate to implementation of human resource development in public primary schools.

#### 4.5.1 Descriptive Statistical Analysis

Descriptive data collected from headteachers and teachers were processed, and results are presented as shown in Table 15;

**Table 15: Teacher Motivation Practices and the Implementation of Human Resource Development in Public Primary Schools**

Summary of Test Items	Headteachers									
	SA	%	A	%	N	%	D	%	SD	%
Teachers are adequately compensated for extra effort they put towards learners' performance	1	2	1	2	1	16	4	53	2	27
Teachers are rewarded in public primary schools to improve their performance	0	0	1	9	2	18	3	40	2	20
Most primary schools' managers have improved working conditions for school teachers	1	2	1	11	1	11	3	40	3	36
Teachers who perform better are rarely recognized in primary schools	3	40	3	37	1	7	1	13	1	4
Most primary school managers are untrained about available options on human resource motivation	3	40	3	40	1	7	1	13	0	0
	<u>Teachers</u>									
	SA	%	A	%	N	%	D	%	SD	%
Teachers are adequately compensated for extra effort they put towards learners' performance	18	9	28	14	16	8	64	32	74	37
Teachers are rewarded in public primary schools to improve their performance	44	22	56	28	18	9	66	33	42	21

Most managers have improved working conditions for teachers	6	3	0	0	24	12	88	44	80	40
Teachers who perform better are rarely recognized in primary schools	84	42	76	38	22	11	8	4	10	5
Most school managers are untrained about available options on human resource motivation	96	48	76	38	14	7	12	6	2	1

Table 15 shows that headteachers revealed that teachers are not adequately compensated for the extra effort they put towards learner's performance where highest number 4(53%) disagreed and 2(27%) strongly disagreed while 1(16%) were neutral and only 1(2%) of the headteachers agreed, a similar number 1(2%) strongly agreed.

In the same vein, the study findings indicated that 74(37%) of teachers strongly disagreed, 64(32%) disagreed and 16(8%) were neutral on the matter. Those teachers who strongly agreed were 18(9%) and a further 28(14%) who agreed. Results in Table 14 also indicated that most headteachers disagreed that teachers were rewarded in primary schools to improve their performances where 3(40%) disagreed, 2(20%) strongly disagreed and 2(18%) chose to remain neutral. None of the headteachers strongly agreed. Teachers disagreed that they are rewarded in primary schools thus improving their performance where 42(21%) strongly disagreed, 66(33%) disagreed and 18(9%) were neutral. Further, 56(28%) agreed while 44(22%) strongly agreed.

The study also found out that most headteachers disagree with the opinion that most primary schools' managers have improved working conditions for school teachers where 3(40%) of the headteachers disagreed, 3(36%) strongly disagreed and 1(11%) remained neutral. A further 1(11%) agreed while only 1(2%) strongly agreed. The findings further indicated that 88(44%) teachers disagreed, 80(40%) strongly disagreed, 24(12%) were neutral and only 6(3%) who agreed. None of the teachers strongly agreed. Data in Table

15 reveal that 3(40%) of the headteachers agreed that teachers who perform better are rarely recognized in public primary schools whereby 3(37%) strongly agreed, 1(7%) were neutral, 1(13%) disagreed and only 1(4%) strongly disagreed. In addition, 84(42%) teachers agreed, 76(38%) strongly agreed, 22(11%) were neutral, 10(5%) disagreed while 8(4%) strongly disagreed.

The study also established that most primary school managers are untrained about available options on human resource motivation whereby 3(40%) of the headteachers strongly agreed, 3(40%) agreed while 1(7%) were neutral. Only 1(13%) who disagreed and none strongly disagreed.

In regard to the same matter, most teachers, 96(48%), strongly agreed, 76(38%) agreed while 14(7%) were neutral, 12(6%) disagreed and only 2(1%) who strongly disagreed. These findings correspond to that of Otega (2011) who identified that teachers are seldom motivated and therefore it was common to find learners abandoned in their classrooms while teachers involve themselves in other businesses. The study recommended that incentives of various forms be given to teachers in order to motivate them and love their teaching career.

Statistics in Table 15 indicate that most headteachers in public primary schools are untrained about available options on human resource motivation where 18(40%) strongly agreed and a similar number 18(40%) agreed. At the same time, 6(13%) disagreed and only 3(7%) who chose to remain neutral. Further, 72(48%) of the teachers who responded strongly agreed, 57(38%) agreed, whereas 10(7%) were neutral in their responses. Only 1(1%) strongly disagreed. These findings align to that of Wagunda (2013) in his research about implementation of strategic plans in secondary schools in Rachuonyo South in Kenya. He found out that strategic plans are not met mainly because implementers who

are school managers lack training and also have low administrative levels in hierarchies in their schools.

The study findings correspond to that of Farid et al (2011) who stated that teachers' motivation was affected by various aspects that included; professional choice, socioeconomic status, examination stress and student behaviors. The study also established social and personal influences that included self-confidence of teachers, rewards and incentives were major influence of teachers' motivation. Another study by Bennell, (2004) further indicated that incentives for teachers and schools in public institutions necessary for motivation purposes are always weak mainly because of ineffective sanctions and incentives. The educational managers have traditionally continued to give little appreciation to teaching professionals with high experience compared to novice teachers rather on annual incremental salary that they receive appreciation should be based the number of years they have been teaching. Further, Schedules on teacher's salary together with annual incremental increases, have been traditionally determined by the number of years in classroom teaching and also on certificates and course work achieved (Council for Education Policy, Research and Improvement, 2003).

Although the research did not concentrate on teachers' promotion, Zebida (2011) investigated the influences to effective employees' promotions guidelines among public servants of Tanzania Electric Supply Company (TANESCO) and found out that there are improper records for management reference, lack of transparency and openness, promotion of unqualified employees, lack of training and vacancies. Similar results were found by Wanjala (2015) who stated that teachers' motivation was a domain that needed sacrifice for most learning institutions have done little to motivate teachers and this remain as core blame for perpetual poor academic results.

Further, similar findings by Mugweru (2013) in his study on promotion of secondary schools' teaching staff revealed that school type, experience and gender were general weaknesses by principals who were noted to be corrupt. He noted that there were inadequate promotion funds, promotion slots were few, promotion of unqualified staff, lack promotion information and lack fairness in promotion exercises. Further, from Sub County TSC human resource officers, he noted that there was inadequate information making experienced teachers miss to attend promotion interviews. Chiduwoli (2007) investigated promotion in local authorities in Mbinga district and concluded that poor implementation of employees' promotion led to frequent complaints among workers.

Thus, the researcher recommended that; managers of departments should enact policy that open and clear on employees' promotion without considering positions and promoted workers should be given new wages effectively so as to make promotion exercises meaningful. Although, the researcher did not concentrate on teachers' promotion challenges in public primary schools he brought out challenges facing employees during their promotion exercises. The performance appraisal measures accomplishments and skills with reasonable uniformity and accuracy. It usually gives a way that enables in identifying areas of work enhancing and to improve professional growth.

Education and Manpower Bureau (2003) stated that teacher's appraisal is a strategy for improving learning and teaching. Further, the Bureau acknowledged that teachers' professional capabilities and consciousness are critical keys for efficient delivery of quality education in schools. Hence, in a well-organized staff performance appraisal, the policies and mechanism can contribute to efficiency professional development among teachers thus ease the way management assess teacher's performance. Adamson (2007) conducted a study on bank employees in Azikiwe branch mainly on procedures for

promotion of employees, he found out that problems of promotion involved favoritism, lack of education, ineffective records on employees' performance, limitation by merit system on number of workers to be promoted and lack of awareness of merit system.

Although the researcher did not conduct a research on teachers' promotion, it gives clear challenges facing employees' promotion. Nakera and Wesang'ula (2010) established that motivation among teachers has been a challenge hindering teachers' job satisfaction. The researchers further noted that teachers' unions have continued to raise concerns on teachers' compensation, job pension and job permanency. According to study by Nwachukwu (2006) there has been problem in teachers' motivation in Nigeria where concern is raised on teachers' compensation. The study established that Nigerian government and Nigerian teachers Union have emphasized on teachers' salaries increase, working conditions improvement and benefits to motivate teachers. Katharina (2002), stated that for a teacher to attain full satisfaction in place of work there must be good materials for instructions, effective contract conditions, adequate facilities, positive interactions with colleagues and decent salaries. This will create stability and confidence among teachers thus attainment of job satisfaction.

In other suggestions by Rosso (2010) workers who value their jobs have a positive attraction towards job they do. Bassett (2005) stated that welfares, benefits and salaries are critical outcomes of employees work. He further stated that workers cannot survive or provide their families their basic needs without an effective salary. However, Korb (2012) declared that not in all aspects of education where human resource is inherently enjoyable and interesting. This is evident because in many learning institutions, educators are not well motivated and they receive minimal motivations activities.

#### 4.5.2 Inferential Statistics

The hypothesis number three stated that there was no relationship between teacher motivation practices and implementation of human resource development. To find out the possibility of relationship between teachers' motivation practices and implementation of human resource development, data were collected on how often (Very Often =5, Often = 4, Sometimes = 3, Rarely = 2 and Never = 1) teachers are motivated and the number of teachers who have been promoted, number of cases of teacher interdiction, number of teachers undertaking different courses and teacher retention rates in public primary schools. Results are shown in Table 16;

**Table 16: Frequency of Teacher Motivation and Human Resource Development in Public Primary Schools**

Frequency of Teacher Motivation	No. of Teachers Promoted	No. of Teacher Interdiction Cases	No. of Teachers Undertaking Courses	Teacher Retention Rates
1	0	4	2	56.7
2	1	3	2	66.9
2	2	3	3	68.3
2	3	3	4	70.5
3	2	2	4	73.4
3	5	2	3	76.2
4	4	1	6	79.8
4	3	1	7	83.1

**Source: Field Data (2019)**

Table 16 indicates that public primary schools which frequently motivate their teachers witness improved performance and thus and increase in the number of teachers who get promoted, a reduction in the number of cases of teacher interdiction, increased number of teachers undertaking different courses for career progression and increased retention of teachers. The results in Table 16 were subjected to Pearson's Product Moment Correlation Analysis and results are shown in Table 17:

**Table 17: Relationship Between Teacher Motivation Practices and Human Resource Development in Public Primary Schools**

		Teacher Motivation Practices	Teachers Promoted	Teacher Interdiction Cases	Teachers Undertaking Courses	Teacher Retention Rates
Teacher Motivation Practices	Pearson Correlation	1	.714**	-.957**	.866*	.966**
	Sig. (2-tailed)		.005	.043	.005	.000
	N	8	8	8	8	8
Teachers Promoted	Pearson Correlation	.714**	1	-.714*	.517	.797*
	Sig. (2-tailed)	.047		.047	.189	.018
	N	8	8	8	8	8
Teacher Interdiction Cases	Pearson Correlation	-.957**	-.714*	1	-.866**	-.966**
	Sig. (2-tailed)	.043	.047		.005	.000
	N	8	8	8	8	8
Teachers Undertaking Courses	Pearson Correlation	.866*	.517	-.866**	1	.850**
	Sig. (2-tailed)	.005	.189	.005		.007
	N	8	8	8	8	8
Teacher Retention Rates	Pearson Correlation	.966**	.797*	-.966**	.850**	1
	Sig. (2-tailed)	.000	.018	.000	.007	
	N	8	8	8	8	8

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

Table 17 shows Pearson's Product Moment Correlation Analysis which generated correlation coefficients of  $r = 0.714, -0.957, 0.866$  and  $0.966$  with corresponding significant levels (p-values) of  $0.047, 0.043, 0.005$  and  $0.000$  which were less than the predetermined level of significance,  $0.05$ , that is,  $p\text{-values} = 0.047, 0.43, 0.005, 0.000 < 0.05$ . These results indicate that there is a significant relationship between teacher

motivation practices and the implementation of human resource development among teachers in public primary schools.

Thus, the null hypothesis, **H<sub>03</sub>**, is rejected. These results corroborate the findings of a study undertaken by Yamoah (2013) who found a relationship between rewards system that were given to teachers and teacher's performance. The researcher concluded that rewards improvement on teachers was likely to enhance teachers' performance effectively. Further, these results concurred with those of Ubom and Joshua, (2004) who obtained a relationship between teachers' rewards and job performance. These results also confirm findings by Aacha (2010) who examined whether motivation of primary educators had any influence on teachers attitudes in performing their tasks through extrinsic and intrinsic types of motivation. The study found out that there was significant positive relationship between performance and intrinsic motivation from the sampled primary schools. It was also found out that there exists positive relationship between performance and extrinsic motivation indicating that both intrinsic and extrinsic motivation influences the performance of educators.

#### **4.5.3 Thematic Analysis**

To get an in-depth finding of the study, human resource officers and Board of Management chairpersons were also interviewed. The interviewees were asked to highlight the benefits accrued from effective motivation activities among headteachers in relation to the implementation of human resource development. According to the BOM and SHRO, there are numerous benefits to schools where headteachers have motivation skills in ensuring that teachers are adequately compensated. Most of the interviewees echoed similar sentiments that if headteachers are properly trained in motivation skills

they will enact compensation policies and incorporated as well as implement them effectively in primary schools. Most interviewees remarked;

*“If headteachers are properly trained in motivation skills they will enact compensation policies and incorporated as well as implement them effectively in primary schools”.*

This was supported by most of the HRO respectively indicating that if school headteachers are trained they will ensure policies are enacted in schools. Nevertheless, the interviewees revealed that trained headteacher would ensure teachers are rewarded for the extra work they did that includes incentives to improve their teaching performance.

The incentive is critical to teaching staff to enhance teachers' positive spirit towards their teaching career. Further, the interviewees established the constraints during motivation processes at schools. Most BOM chairpersons and SHROs remarked;

*“Finance challenges have affected teachers' motivation in most public primary schools”.*

This is indicated by most of BOM chairpersons 80%, who indicated anonymously stated that finances hinder motivation in primary schools. SHROs who were interviewed, a substantial number, majority established that finances in schools are not enough to meet teachers reward initiatives. Following results from chairpersons, they are either not involved in teacher's motivation or they are not aware of teachers' motivations practices in their respective schools.

In addition, chairpersons indicated that conflicts between school headteachers and members of school management results to poor human policy implementation in public primary schools. This resulted in disagreements in matters concerning school management. Further, disagreement resulted to poor teachers' motivation practices in public primary schools supported by most of the chairpersons and SHRO respectively.

Interviewees remarked;

*“The TSC should appoint school headteachers who are capable and have the practices to implement human resource development”.*

Further, chairpersons and HRO disclosed that adequate training is beneficial for school managers to conduct human resource policy implementation. Majority of chairpersons 48% and SHRO at 52% revealed that training would enable school managers to acquire skills relevant for conducting human resource policy. Nevertheless, the chairpersons indicated that school managers should be appointed based on their ability to implement human resource. This was represented by most of the chairpersons and SHRO indicating that school managers selecting exercise should be based on policy implementation. The interviewees further observed that counselling and advising programmes were recurrent as mentioned and that they greatly enhanced teacher motivation in public primary schools. This, therefore, reveals that schools should embrace counselling programmes that will enhance teachers' motivation. Interviewees revealed that appointment of school managers should be based on ability to implement human resource policy. The TSC should appoint school headteachers who are capable and have the practices to implement human resource policy.

Further, SHRO established that the government is now promoting teachers according to merits and their abilities to implement human resource policies. This asserts the Teacher Service Commission act (2007) that stated that policy on managing the human resource, quality in managing of schools in Kenya will be achieved by recognizing, appointing and training right people as schools' heads. This will enhance better academic performance in schools and lowers down incidents of unrest and discontent. Lack to give relevant and adequate training for school headteachers, during the previous years has led to decline in education standards and under-performance.

#### 4.5.4 Triangulation and Interpretation of Mixed Data

Mixed findings have revealed that primary school teachers are not adequately motivated for any extra efforts they exert towards learners' performances and has greatly lowered teachers' performances in schools as well as their retention. This can be attributed to the fact that headteachers though being part of the BOM feel the efforts towards motivating teachers is almost negligible.

The behavioral theory of management which was adapted to guide this study affirms that the managers who concentrate on production rather than employee's satisfaction will definitely reduce the production. This implies that there is lack of enough incentives to motivate teachers and many teachers are not adequately compensated for extra effort they put towards learner's performance. In other words, teachers who perform better in primary schools are rarely recognized.

#### 4.6 Teacher Performance Appraisal Practices and Implementation of Human Resource Development in Public Primary Schools

The study also sought to examine the relationship between teacher performance appraisal practices and implementation of human resource development in public primary schools.

##### 4.6.1 Descriptive Analysis

Descriptive data were collected from headteachers and teachers, organized into specific thoughts and results are shown in Table 18;

**Table 18: Teacher Performance Appraisal Practices and the Implementation of Human Resource Development in Public Primary Schools**

Summary	Headteachers									
	SA	%	A	%	N	%	D	%	SD	%
Headteachers rarely render effective teachers' performance appraisal	3	31	3	42	1	9	1	16	1	2

Headteachers have little time for teachers' appraisals because of their many roles	3	31	4	49	1	9	1	11	0	0
Teachers' appraisals done by school managers are rarely used in promoting of teachers	4	49	3	31	1	9	1	11	0	0
Headteachers have a negative attitude towards performance contracting	3	42	3	40	1	9	1	9	0	0
Headteachers have problems on supervising syllabus coverage since they were not properly inducted	2	24	3	42	2	18	1	13	1	2
		Teac	ers							
		SA	%	A	%	N	%	D	%	SD
		%		%		%		%		%
Headteachers rarely render effective teachers' performance appraisal	117	58	54	27	0	0	20	10	10	5
Headteachers have little time for teachers' appraisals because of their many Roles	86	43	70	35	32	16	6	3	6	3
Teachers' appraisals done by school managers are rarely used in promoting of teachers	70	35	68	34	20	10	24	12	18	9
Headteachers have a negative attitude towards performance contracting	121	60	52	26	0	0	14	7	14	7
Headteachers have problems on supervising syllabus coverage since they were not properly inducted	74	37	50	25	22	11	42	21	20	10

Table 18 shows a reasonable number of the headteachers, 3(42%), agreed that headteachers rarely renders effective teachers' performance appraisal and 3(31%) strongly disagreed. Out of those who responded, 1(9%) remained neutral while 1(16%) disagreed. Only 1(2%) who strongly disagreed. The teachers who responded echoed similar sentiments through their responses, 117(58%) strongly agreed and 54(27%) agreed that headteachers rarely renders effective teachers' performance appraisal, 0(0%) were neutral while 20(10%) disagreed and 10(5%) strongly disagreed.

Additionally, headteachers revealed that they had little time for teachers' appraisals because of their many roles where 4(49%) of the them strongly agreed and 3(31%) agreed. Those who remained neutral were 1(9%). None of the responding headteachers strongly agreed but 1(11%) disagreed. At the same time 86(43%) of the teachers who responded strongly agreed that the school headteachers have little time for teachers' appraisals because of their many roles. Further, 70(35%) shared the same views by agreeing while 32(16%) were neutral. Only 6(3%) and another 6(3%) that disagreed and strongly disagreed respectively.

The data in Table 18 further indicate that 4(49%) of the headteachers agreed that the teachers' performance appraisal done by school managers is rarely used in promoting teachers while another 34(31%) strongly agreed. However, only 1(9%) of the sampled headteachers were neutral, 1(11%) disagreed whereas none strongly disagreed. Further, majority of teachers, 70(35%), strongly agreed that the performance appraisals done by school managers are rarely used in promoting teachers. At same time, 68(34%) strongly disagreed and 18(9%) strongly disagreed, 20(10%) were neutral and 24(12%) disagreed. Table 18 further shows that most headteachers, 3(42%) strongly agreed that they have negative attitude towards performance contracting and teachers' appraisals while another 3(40%) agreed whereas only 1(9%) who strongly disagreed, a similar number, 1(9%) remained neutral. Further, 121(60%) of the teachers strongly agreed that most headteachers have negative attitude towards performance contracting and teachers' appraisals, 52(26%) agreed. Further, 0(0%) of teachers were neutral, 14(7%) disagreed while 14(7%) strongly disagreed. Majority of headteachers, 3(42%) agreed that headteachers have problems on supervising syllabus coverage since they were not properly inducted. Another 2(24%) strongly agreed, 2(18%) were neutral, 1(13%)

disagreed while only 1(2%) strongly disagreed. In the same question, the responses from the teachers were almost similar with 74(37%) strongly agreeing and another 50(25%) agreeing. Those who remained neutral were 22(11%). Further, 42(21%) agreed whereas 20(10%) strongly disagreed.

These results concurred with Republic of Kenya (2001), the obligation of headteachers in Kenya includes controlling and organizing of staff both teachers and non-teaching staff and acts as intermediate controller of the institution. Particularly, headteacher should check standards of teaching among teachers through schemes of work referencing, actual class visiting, pupils' records, attend actual class teachings, inspecting exercises books of learners and also lessons notes. This clearly shows that efficiency and effectiveness of schools mainly relies on managers roles on instructional management. Further, the report maintains that school principal has to coordinate, assign work and supervise performance to ensure that the job is well done in the right time (Republic of Kenya, 2001).

This results also align with government requirements that, every headteacher must be well equipped with skills in management before he/she is deployed. This is mainly because regular teachers have become more educated than earlier years, thus today's performance contract of teachers by the government requires headmasters to possess adequate experience, skills and knowledge. Wideen, (1987), as cited by Wanjiku (2012) stated that schools managers require headteachers to upgrade their management skills through workshops, seminars and pursue refreshing courses that focusses on class management, teachers' evaluations, inspection of teachings records and results-based instruction. Further, these results affirm those of Headteacher relationship and Ministry of Education (2010) conference held at Mombasa whereby education permanent secretary stated that headteachers should monitor teaching staff. He insisted that headteachers should closely

supervise teachers' performances, ensures school has competent teaching staff and they teach relevant subjects and provide professional counselling via mentoring exercises. In addition, school principal should use ideas and views from various education stakeholders and he/she should place learners' interests first to ensure all activities are meant to improve learners' performance.

Headteachers were also reminded that the nation eyes are upon them to provide directions and guidance for else the results from learners in Kenyan schools will continue to register good grades or poor grades depending on headteachers commitment towards curriculum supervision activities in their respective schools (Kenya Secondary School Heads Relationship, 2010). Hughes (2002) asserts that principals is actually one who is accountable for all aspects of life in school, and that principal have to make sure that each duty is thoroughly covered, areas of accountability are clearly explained and communication means are established effectively so as to make sure that school principal got all information to ensure teaching staff and learners are not isolated.

Wichenje et al (2012) found out that headteachers are not able to conduct successful performance appraisal due to various factors. The researchers mention political interferences as major problem on teacher's performance appraisal, whereby politicians were found to protect teachers particularly those who came from their tribes or constituencies so as to get further miles in politics. Further, the researchers found out that principals who were serious on teachers' appraisals were threatened and could either get transferred or dismissed. It was further found out that, teachers could use politicians to revoke their transfers. This made it difficult to implement teachers' performance appraisal. Nevertheless, Wichenje et al. (2012) established out that in most schools of the study there was understaffing problem that led to lack of teachers' management. Some of

reported challenges that the researchers found was failure of teachers in attending their duties.

High number of schools under the study had inadequate teachers and this affected service delivery. It is due to this main reason that headteachers struggled in maintaining disciplines among teachers in schools. Majority of headteachers indicated that, transfers or suspension of teachers from their schools was an introduction of conflicts between principals and learners and thus they could evade it. Another challenge found was that headteachers were unable to investigate allegations among teachers in order to sustain disciplines in their schools. Headteachers were found to lack adequate training to carry out investigations alleged to his/her staff.

The study found out that in most cases, headteachers highly depended on hearsays and when presented as evidence could sometime go against headteachers who could be penalized when they are unable to provide it. For example, when a staff was interdicted wrongfully due to advices from headteachers later found that the staff is innocent the headteachers' salary were deducted to cater the period the teacher had served during interdiction.

#### **4.6.2 Inferential Statistics**

The hypothesis number four stated that there was no relationship between teacher performance appraisal practices and implementation of human resource development. To find out the possibility of relationship between teacher performance appraisal practices and implementation of human resource development, data were collected on how often (Very Often =5, Often = 4, Sometimes 3, Rarely = 2 and Never = 1) teachers are appraised and the number of teachers who have been promoted, number of cases of teacher

interdiction, number of teachers undertaking different courses and teacher retention rates in public primary schools. Results are shown in Table 19;

**Table 19: Frequency of Teacher Performance Appraisal and Human Resource Development in Public Primary Schools**

Frequency of Performance Appraisal	No. of Teachers Promoted	No. of Teacher Interdiction Cases	No. of Teachers Undertaking Courses	Teacher Retention Rates
2	0	4	2	56.7
2	1	3	2	66.9
3	2	3	3	68.3
5	3	3	4	70.5
4	2	2	4	73.4
5	5	2	3	76.2
5	4	1	6	79.8
5	3	1	7	83.1

**Source: Field Data (2019)**

Table 19 indicates that public primary schools which frequently appraise the performance of their teachers witness improved performance and thus an increase in the number of teachers who get promoted, a reduction in the number of cases of teacher interdiction, increased number of teachers undertaking different courses for career progression and increased retention of teachers. The results in Table 19 were subjected to Pearson's Product Moment Correlation Analysis and results are shown in Table 20:

**Table 20: Relationship Between Teacher Performance Appraisal Practices and Human Resource Development in Public Primary Schools**

Teacher Performance Appraisal Practices	Teachers Promoted	Teacher Interdiction Cases	Teachers Undertaking Courses	Teacher Retention Rates
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Teacher Performance Appraisal Practices	Pearson Correlation	1	.887**	-.757**	.750*	.839**
	Sig. (2-tailed)		.003	.030	.032	.009
	N	8	8	8	8	8
Teachers Promoted	Pearson Correlation	.887**	1	-.714*	.517	.797*
	Sig. (2-tailed)	.003		.047	.189	.018
	N	8	8	8	8	8
Teacher Interdiction Cases	Pearson Correlation	-.757**	-.714*	1	-.866**	-.966**
	Sig. (2-tailed)	.043	.047		.005	.000
	N	8	8	8	8	8
Teachers Undertaking Courses	Pearson Correlation	.750*	.517	-.866**	1	.850**
	Sig. (2-tailed)	.032	.189	.005		.007
	N	8	8	8	8	8
Teacher Retention Rates	Pearson Correlation	.839**	.797*	-.966**	.850**	1
	Sig. (2-tailed)	.009	.018	.000	.007	
	N	8	8	8	8	8

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

Table 20 shows Pearson's Product Moment Correlation Analysis which generated correlation coefficients of  $r = 0.887$ ,  $-0.757$ ,  $0.750$  and  $0.839$  with corresponding significant levels (p-values) of  $0.003$ ,  $0.030$ ,  $0.032$  and  $0.009$  which were less than the predetermined level of significance,  $0.05$ , that is,  $p\text{-value} = 0.003, 0.030, 0.032, 0.009 < 0.05$ . These results indicate that there is a significant relationship between teacher performance appraisal practices and the implementation of human resources development in public primary schools. thus, the null hypothesis, **H<sub>04</sub>**, is rejected.

These results lend credence to the findings of a study undertaken by Wanjala (2015) who concluded that performance appraisal can be an effective mechanism to evaluate performance of employees and is said to be fair and goal oriented. Best (2003) added that

teachers' appraisal system in Aromia region have not been in a position to get the desired goal of teaching and ensuring learning among students. The researcher pointed out that quite a number of problems that emanated from managers, school related and teachers related problems. The researcher further found out that teachers were reluctant and were not in a position to admit their failures or their lower rating and they come out in defensive and thus they were in constant conflict with the headteachers. These results further show that rarely do school managers perform teachers' appraisal thus affecting implementation of human resource policy.

According to Waweru and Orodho (2013) implementation of teachers' performance appraisal has been a challenge in the country. The negative results in most cases have been brought by specific educators to meeting their requirements in their areas as shown in the performance appraisal contract and therefore pull-down overall performance of the school. A study by Nyokabi et.al (2014) attested that there is enough resources and schools do not keep aside funds required for teachers' appraisal. Further, the researchers found out that there is no time allocated in school calendar necessary for teachers' appraisal. Bourque (2005) stated that school accountability is also a critical element of standard reforms which stresses on standards teaching methods and also brings out effort of teacher's accountability.

#### **4.6.3 Thematic analysis**

The board of management chairpersons and Sub-county Human Resource officers were also interviewed to find out the relationship between school managers' appraisal practices and implementation of human resource development. The interviewees were to state and discuss the benefits of school managers with appraisal skills in relation to the implementation of human resource policy. The BOM chairpersons mentioned that

Schools' managers with appraisal knowledge are capable of maintaining instructional materials, school equipment, check on curriculum adherence by teachers and ensures quality teachings practices. Interviewees remarked,

*Schools' managers with appraisal knowledge are capable of maintaining instructional materials, school equipment, check on curriculum adherence by teachers and ensures quality teachings practices'.*

This shows that school managers with appraisal skills are influential in enhancing quality teaching and learning is maintained Nsibande (2002) maintains that school managers' who lack curriculum skills consequently lack the practices and also the moral authority to assist teachers. Thus, teachers do not plan some aspects of curriculum requirements. Support structures involve those which promote, enhances and assist the performances of curriculum roles by school managers and enhances learning and teaching (Department of Education 2000).

Resources in schools are viewed as most crucial structures in supporting curriculum management that mainly rely on available resources in schools. These support structures include human, financial, physical resources and knowledge on curriculum (Department of Education, 2000). Researchers concur that school managers should provide an enabling environment that is supportive and responsive to the demands of teachers. This can only be achieved through developmental programmes that include in-service training, workshops together with teachers' motivation during teaching in classrooms. Further, to accomplish quality teaching and learning in schools, school headteachers should apply and understand approaches to effective curriculum management.

Headteachers should portray performance, teachers' evaluation and shows commitment to continued learning so as to enhance school performance (Department of Education, 2000). Human Resource Officers echoed that headteachers are now promoted based on

their experience, educational merits and practices to manage human resource so as to ensure quality teaching and learning. Interviewees remarked,

*Headteachers are now promoted basing on their experience, educational merits and practices to manage human resource so as to ensure quality teaching and learning”.*

This reveals that the government is concerned about headteachers skills in order to improve learning in schools. These findings agree with MoE (2014) which stated that management competency of human resource is vital for it gives headteachers practices to plan human resource which includes predicting labour demand and supply establishing vacancy gaps and also creating plans to solve gaps. A study by Lai and Janvry, (2009) found out that management of human resource proficiency of school headteachers enables to achieve well-planned school plant which improves better teaching exercises and maintains learning (Ajayi, 2007).

Quite a number of SHRO officers mentioned that Kenya Education Management Institute is training headteachers on school management and also human resource management to enhance implementation of human resource policy. These views concurred to Wekhuyi (2014) established that KEMI programme for headteachers has influenced school management positively. Training on management on headteachers has positive impacts that include; creating wisdom and confidence through empowering teachers to perform well while undertaking their duties. Samstad & Pipkin (2005) added that the main aim of human resource management is to achieve adequate development of an individual, good working relationships among teachers, non-teaching staff, and learners and to influence the structure of human resources instead of physical resources.

The interviewees were also asked to provide their views why the inadequate time to school managers may hinder implementation of human resource policy. Human

Resource Officers echoed that inadequate time on teachers' management by principals will result in poor teaching materials, poor school performances, unqualified teachers and lack of accountability by teachers. Interviewees remarked,

*Inadequate time on teachers' management by principals will result in poor teaching materials, poor school performances, unqualified teachers and lack of accountability by teachers".*

Therefore, little time by school managers limits school management to implement human resource policy. The interviewees revealed that headteachers with ample time will be able to manage the human resource in the school setting to ensure the school goals are achieved that include good teachers rating and increased learners' performance. These views align with Wichenje et al (2012) indicated that managers who are have selected require first to undergo training and thereafter attend continuous in-service training to ensure effective service delivery.

The researchers stated that when these factors are lacking, they portray problem while undertaking their daily roles such as insufficient funds, lack of enough time and insufficient of mentors and thus make management of human resource difficult in schools. The researchers further found out that lack of time by managers who are always busy resulted in poor teachers' management in the sampled schools. They pointed out that human resource requires being motivated always.

Inadequate time to support teachers' management was found to be the main problem for Ministry of education. Some staff in schools are usually released for teachers training and thus lack and the shortage of continuity in school daily routines (Wichenje et al, 2012). Concerning views that availability of school ICT policy enhances implementation of human resource policy, both SHRO and BOM members agreed that it quite important to enhance ICT policies. For example, one of BOM chairperson mentioned that ICT

policies will ensure that both teachers and learners are updated to new technology thus meets world's transition. BOM remarked,

*“ICT policies will ensure that both teachers and learners are updated to new technology thus meets world's transition”.*

Human Resource Officers who further supported use ICT in schools stated that integration of ICT in our schools will ensure smooth mode to enhance and improve curriculum and most importantly to engage students in a meaningful learning. SCHRO remarked,

*—Integration of ICT in our schools will ensure smooth mode to enhance and improve curriculum and most importantly to engage students in a meaningful learning”.*

In respect to these views, teachers require being knowledgeable not only about ICT skills acquisition but more highly on understanding means for teaching to improve pupils learning. These views aligned to those of Pelgrum and Plomp (2002) stated that ICT integration on teachers works in schools has been viewed to yield considerable results on teachers' performance, specifically ICT is believed as the influential tool to bring change in pedagogical approach. Teachers are not the only persons who requires a change in their assigned duties and organization in classes, particularly they require to invest their capabilities so as to manage their teaching styles and improves students learning. Effective use of technology in teaching and learning process has been found to be of great importance to learners' performance. Technology use in schools enhances student critical thinking and possess skills of problem-solving in their life. Further, the interviewees were requested to give their views on ways that trained members of the board of management on human resource management would assist in implementing human resource policy in school. Most BOM chairpersons echoed that there are benefits accrued when BOM members are aware of human resource development. BOM stated that training on human

resource enhances effective school management who works to induct, motivate, train and evaluate teachers.

*“Training on human resource policy will enhance effective school management whereby we will work together with headteachers to induct, motivate, train and evaluate teachers”.*

SHRO members revealed that school BOM members training will enhance effective human resource management. Most SHRO echoed that it is quite beneficial for trained BOM member will bring a change towards human resource, able to address their needs and thus assist headteachers in their managerial roles. Five officers remarked,

*„It is quite beneficial for trained BOM member will bring a change towards human resource, able to address their needs and thus assist headteachers in their managerial roles”.*

These results concur to Nakpodia (2010) who stated that most institutions are serious in need of dynamic headteachers and Board of Management. This is mainly because development of teachers is quite important and requires school managers to understand the essentials of good management of their institution’s human resource and physical resources. Therefore, training of BOM and principal is a pre-requisite for quality management and education. Further, to remain competitive in labour market, schools in developing nations requires qualified BOM and headteachers who are armed with better managerial and modern knowledge. Effectiveness by BOM in ensuring better education includes; enhancing staff and learners’ discipline, curriculum management, financial management, management of instructional programmes and enhancing school community relationship (Okumbe, 2001). These management duties to the BOM are enormous and thus requires BOM members to be aware of the management process and whose basic functions are: staffing, organizing, evaluating and budgeting.

#### 4.6.4 Triangulation and Interpretation of Mixed Data

From the mixed findings, many primary school headteachers have problems in implementing teachers' appraisals since they were not properly inducted. It is evident that lack of school managers' effectiveness in conducting teacher's performance appraisal is associated with the headteachers lack of initial formal training of the process. Headteachers also have little time for teachers' appraisals due to many other duties and tasks they have to undertake. Both quantitative and qualitative findings revealed that primary school headteachers are occupied by other roles that may include school supervision, management of school activities and in most cases, they do have lessons to teach. In cases where appraisal is undertaken, it is often done poorly, quite ineffective and rarely adopted as a tool for promoting teachers. This implies that, despite its ineffective implementation, teacher performance appraisal is an effective mechanism to evaluate performance of teachers if school managers had adequate time to devote to it.

#### 4.7 Implementation of Human Resource Development in Public Primary Schools

The study further sought to assess the extent to which human resource development has been implemented in public primary schools.

##### 4.7.1 Descriptive Statistical Analysis

Descriptive data were collected from headteachers and teachers, summarized and results are shown in Table 21:

**Table 21: Implementation of Human Resource Development in Primary Schools**

Summary of Test Items	Headteachers									
	SA		A		N		D		SD	
	f	%	f	%	f	%	f	%	f	%

In primary schools, few teachers are promoted to improve their performance	2	21.6	5	56.7	1	2.5	1	13.4	1	5.8
There have been many cases of teachers' indiscipline from ranging from absenteeism to failure to complete syllabus in time	1	12.9	3	44.3	1	4.5	2	22.1	1	16.2
Many teachers in primary schools rarely undertake career progression activities	1	10.7	3	31.8	1	6.7	3	40.1	1	10.7
In primary schools, teachers' welfare in terms of conditions of work has not improved	1	12.4	3	40.9	1	3.8	3	35.7	1	7.2
School managers have had difficulty addressing human resource challenges in public primary schools	4	53.4	1	10.3	1	4.2	2	27.7	1	4.4
	<b>Teachers</b>									
	<b>SA</b>		<b>A</b>		<b>N</b>		<b>D</b>		<b>SD</b>	
	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>
In primary schools, few teachers are promoted to improve their performance	102	50.7	27	13.6	8	4.1	50	24.8	14	6.8
There have been many cases of teachers' indiscipline from ranging from absenteeism to failure to complete syllabus	41	20.6	40	19.8	14	6.8	81	40.5	25	12.3
Many teachers in primary schools rarely undertake career progression activities	24	11.7	34	16.9	11	5.5	106	52.8	26	13.1
In primary schools, teachers' welfare in terms of conditions of work has not improved	122	60.7	25	12.4	9	4.3	32	15.8	14	6.8
School managers have had difficulty addressing human resource challenges in schools	136	67.5	21	10.4	7	3.4	18	9.1	19	9.6

Table 21 indicates that, in public primary schools, few teachers are promoted as a way of improving their performance. This was supported by 2(21.6%) of headteachers who

strongly agreed while 5(56.7%) agreed. However, 1(2.5%) remained neutral, 1(13.4%) disagreed whereas 1(5.8%) strongly disagreed. Majority, 102(50.7%) strongly agreed, 27(13.6%) agreed, 8(4.1%) were undecided, 50(24.8%) disagreed whereas 14(6.8%) strongly disagreed. These findings support the assertions of Heneman et al (2005) that teachers are human resource in a school setting that enables pupils to acquire skills, competencies and knowledge. Therefore, teachers contribute to the realization of education targets and goals. These findings thus, affirm the fact that teachers occupy a core role in education and as such should acquire quality training and education to carry out their duties and responsibilities effectively.

Only 1(12.9%) of the headteachers strongly agreed that there have been many cases of teachers' indiscipline from ranging from absenteeism to failure to complete syllabus in time, 3(44.3%) agreed and 1(4.5%) were neutral while 2(22.1%) disagreed and 1(16.2%) strongly disagreed. Similarly, 41(20.6%) of the teachers strongly agreed, 40(19.8%), 14(6.8%) were undecided, 81(40.5%) disagreed and a further 25(12.3%) strongly disagreed. These findings corroborate the assertions of Scardamalia and Bereiter (2004) who stated that teachers' discipline and training are key to the success of classroom pedagogy since they are considered as mentors of the community. This implies that inservice is critical in equipping teachers with preparedness skills such as discipline to help them offer the much-needed services to students.

A small number, 1(10.7%) of the headteachers strongly agreed with the view that many teachers in public primary schools rarely undertake career progression activities seriously, 3(31.8%) agreed, 1(6.7%) were neutral, 3(40.1%) disagreed whereas 1(10.7%) strongly agreed. A small proportion, 24(11.7%) of the teachers strongly agreed, 34(16.9%) agreed, 11(5.5%) were neutral on the matter while 106(52.8%) disagreed and a further 26(13.1%)

strongly disagreed. These findings are consistent with the assertions of Kafu (2003) that teachers training programmes are ostensibly developed, structured and administered to produce school teachers for a well-established and effective education systems. A small proportion, 1(12.4%) of the headteachers strongly agreed that, in public primary schools, teachers' welfare in terms of conditions of work has not improved while 3(40.9%) agreed. However, 1(3.8%) remained neutral while 3(35.7%) and 1(7.2%) disagreed and strongly disagreed respectively. On the contrary, majority, 122(60.17%) of the strongly agreed, 25(12.4%) agreed, 9(4.3%) were undecided, 32(15.8%) disagreed whereas 14(6.8%) strongly disagreed.

Table 21 also shows that majority, 4(53.4%) of the headteachers strongly agreed with the view that school managers have had difficulty addressing human resource challenges in public primary schools whereas 1(10.3%) agreed. However, 1(4.2%) remained neutral, 2(27.7%) disagreed while 1(4.4%) strongly disagreed. On their part, majority, 136(67.5%) of the teachers strongly agreed while 21(10.4%) agreed. On the other hand, 7(3.4%) remained neutral, 18(9.1%) disagreed whereas 19(9.6%) strongly disagreed. These findings also lend credence to the assertions of Loughran (2006) that in-service and pre-service education of teachers are preparations for teaching student teachers to acquire knowledge of teaching and how to apply skills acquired practically.

This affirms the fact that, to realize their curriculum and education objectives, schools should strive to address human resource challenges which confront teachers on a daily basis. In other words, school management should ensure that teachers are properly inducted especially within their working conditions and environs.

#### 4.7.2 Thematic Analysis

During the interviews, the chairpersons of school BoM and Human Resource Management Officers also responded in favour of the view that, despite the government policy demands that teachers be promoted on regular basis, very few primary school teachers are promoted as a way of improving their performance. When probed further, one chairperson of school BoM noted;

*“It is a government policy that teachers need to undergo upward mobility from one job group to another, but in many occasions, teachers in primary schools stagnate in one job group for long. This makes teachers to lose morale in their teaching activities”*

Just like in quantitative findings, these views further lend credence to the views held by Heneman et al (2005) that teachers are human resource in a school setting that enables pupils to acquire skills, competencies and knowledge. Therefore, teachers contribute to the realization of education targets and goals. Thus, this further affirms the fact that teachers occupy a core role in education and as such should acquire quality training and education to carry out their duties and responsibilities effectively. On the question of teachers' indiscipline, most of the interviewees also acknowledged the fact that there have been many cases of teachers' indiscipline from ranging from absenteeism to failure to complete syllabus in time. One Sub-county HRO observed;

*“In my area of jurisdiction, I have had many complaints from headteachers missing school or failure to complete their syllabus in time. Quite a number of teachers are having warning letters for skiving from their work”*

These verbatim further lend credence to the viewpoints held by Scardamalia and Bereiter (2004) that teachers' discipline and training are key to the success of classroom pedagogy since they are considered as mentors of the community. The interviewees also noted that many teachers in public primary schools rarely undertake career progression

activities. The interviewees noted that, to the teachers, whether they undertake career progression or not, there is no economic value in it since there is no promotion that accompany such progression. This contradict that views of Kafu (2003) that teachers training programmes are ostensibly developed, structured and administered to produce school teachers for a well-established and effective education systems. Teachers also claim that, despite undertaking career progression, their welfare in terms of conditions of work has not improved. These views further point to the fact that, to realize their curriculum and education objectives, schools should strive to address human resource challenges which confront teachers on a daily basis. In other words, school management should ensure that teachers are properly inducted especially within their working conditions and environs.

#### **4.7.3 Triangulation and Interpretation of Mixed Data**

Quantitative and qualitative findings established that implementation of human resource development programmes has been a challenge in many public primary schools. From the mixed findings, very few primary school teachers are promoted as a way of improving their performance. Many primary school teachers stagnate in one job group for long. It is also evident that there have been many cases of teachers' indiscipline from ranging from absenteeism to failure to complete syllabus in time. Many primary school teachers rarely undertake career progression activities since they see no economic value since there is no promotion that accompany such progression. This is because their welfare in terms of conditions of work has not improved. In summary, to achieve curriculum and education objectives, schools should strive to address human resource challenges which confront teachers on a daily basis.

## **4.8 Discussion of Research Findings**

In this section, the study presents discussions of research findings based on specific study objectives to address the research gaps.

### **4.8.1 Teacher Induction Practices and Implementation of Human Resource**

#### **Development in Public Primary Schools**

From the research findings, school managers have positive attitude towards conducting induction in their respective schools since this enables new staff to adapt easily to new environment that and rendered their services effectively. However, both research findings established that school managers have little time to conduct effective induction to new teachers due to other tasks. In the same token, both quantitative and qualitative findings affirm the fact that many headteachers are not trained on teacher induction practices. In other words, lack of skills to induct teachers is an indicator that school managers are not in a practice to conduct successful induction. This implies that, despite its significance as a teacher performance tool, induction is rarely undertaken by school managers due to a number of factors ranging from attitude, lack of training and skills to lack of time to plan for the process.

### **4.8.2 Teachers' Professional Development Practices and Implementation of Human**

#### **Resource Development in Public Primary Schools**

Both quantitative and qualitative findings many public primary schools have conducive environment which ensures teachers work effectively in their careers, though many teachers are not taken for workshops and seminars to improve teaching skills. This has resulted into ineffective teaching standards in public primary schools. From the research findings, teachers are not competitive enough especially in integration of ICT in education, new teaching concepts and changes and updates in the syllabuses since they

do not upgrade their skills. It is also evident that headteachers are not effectively trained on how to handle human resource development issues. This implies that appointment of headteachers ought to be done based on pre-service professional training of headteachers together with the experience that they have acquired during teaching.

#### **4.8.3 Teacher Motivation Practices and Implementation of Human Resource**

##### **Development in Public Primary Schools**

Research findings have revealed that primary school teachers are not adequately motivated for any extra efforts they exert towards learners' performances and has greatly lowered teachers' performances in schools as well as their retention. This can be attributed to the fact that headteachers though being part of the BOM feel the efforts towards motivating teachers is almost negligible. The behavioral theory of management which was adapted to guide this study affirms that the managers who concentrate on production rather than employee's satisfaction will definitely reduce the production. This implies that there is lack of enough incentives to motivate teachers and many teachers are not adequately compensated for extra effort they put towards learner's performance. In other words, teachers who perform better in primary schools are rarely recognized.

#### **4.8.4 Teacher Performance Appraisal Practices and Implementation of Human**

##### **Resource Development in Public Primary Schools**

From the research findings, many primary school headteachers have problems in implementing teachers' appraisals since they were not properly inducted. It is evident that lack of school managers' effectiveness in conducting teacher's performance appraisal is associated with the headteachers lack of initial formal training of the process. Headteachers also have little time for teachers' appraisals due to many other duties and tasks they have to undertake. Both quantitative and qualitative findings revealed that

primary school headteachers are occupied by other roles that may include school supervision, management of school activities and in most cases, they do have lessons to teach. In cases where appraisal is undertaken, it is often done poorly, quite ineffective and rarely adopted as a tool for promoting teachers.

#### **4.8.5 Implementation of Human Resource Development in Public Primary Schools**

Quantitative and qualitative findings established that implementation of human resource development programmes has been a challenge in many public primary schools. From the research findings, very few primary school teachers are promoted as a way of improving their performance. Many primary school teachers stagnate in one job group for long. It is also evident that there have been many cases of teachers' indiscipline from ranging from absenteeism to failure to complete syllabus in time. Many primary school teachers rarely undertake career progression activities since they see no economic value since there is no promotion that accompany such progression. This is because their welfare in terms of conditions of work has not improved. In summary, to achieve curriculum and education objectives, schools should strive to address human resource challenges which confront teachers on a daily basis.

### **CHAPTER FIVE SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter contains summary of the core research results, conclusions, recommendations and relevant suggestions for further research as conferred under the study objectives.

## **5.1 Summary of Research Findings**

This section contains detailed summary of the study findings based on the research objectives which were: to find out the relationship between teacher induction practices and the implementation of the human resource development in public primary schools, to analyze the relationship between teachers' professional development practices and the implementation of the human resource development in public primary schools, to analyze the relationship between teacher motivation practices and implementation of the human resource development in public primary schools and to find out the relationship between teacher performance appraisal practices and the implementation of the human resource development in public primary schools.

### **5.1.1 Teacher Induction Practices and Implementation of Human Resource Development in Public Primary Schools**

The researcher found out that school managers have positive attitude towards conducting induction in their respective schools. This augurs well with the fact that, a new worker should be inducted through use of well-established recruitment process, the best use of company resources to effectively conduct induction process and most importantly to provide long term benefits to workers in an organization. In regard to this necessity, this report stated that the administration should remain positive for effective preparation of new workers arrival and their effective integration into school daily operation.

The study established that there was effective policy regarding induction process in the schools. Both headteachers and teachers revealed that schools have established that there is effective policy to conduct induction. This enables induction processes to be done effectively in schools by ensuring guidelines are adhered to and new teachers are introduced in their new task successfully. This helped school managers to induct novice

teachers in their respective schools that included; introducing them to colleagues, introduction to curriculum used, introduction to learning and teaching materials, introduction to school environment, advising new teachers among others. This enabled novice teachers to adapt easily to new environment that and rendered their services effectively.

The study also found out that school managers have little time to conduct effective induction to new teachers. This indicated school managers have other roles that they play in schools that included; financial management, discipline management, community relationship enhancement and attendance to meetings among others. In addition, some headteachers have teaching lessons scheduled for them thus teachers believed novice teachers are not inducted. Similarly, teachers were of the view that headteachers do not have adequate time to induct novice teachers. This is despite the fact that it is their sole obligation to ensure teachers have been inducted in their schools.

At the same time, both headteachers and teachers revealed the headteachers were not trained in inducting new teachers. This can be the core reason of teachers not adequately being inducted in their new jobs. The behavioral theory of management concentrates on human as the most important element of an organization. The theory stresses on improved human satisfaction that increase productivity of an organization. Managers are expected to coordinate and control organization, activities and achieve set goals and missions.

The findings of the study therefore affirm the key elements of the behavioral theory of management by Elton Mayo (1920). Lack of skills to induct teachers is an indicator that school managers are not in a practice to conduct successful induction. According to the study findings, there is no significant relationship between ample time to conduct a

success induction by managers and enough resources for successful induction. The results showed that there is no relationship. This due to the reason that, managers have little time for induction processes for there are inadequate resources, they are occupied by other managerial roles assigned to them by virtual of the position they occupy. Financial constraints have been major hindrances to human resource induction.

### **5.1.2 Teachers' Professional Development Practices and Implementation of Human Resource Development in Public Primary Schools**

The study established that in schools there is conducive environment with most headteachers and teachers agreeing that there is conducive environment in public primary schools in Kenya. This ensures teachers work effectively in their teaching careers. In addition, the study found out that teachers are not taken for workshops to improve teaching skills. This can result to ineffective teaching standards in public primary schools. The study further established that teachers were not taken for seminars and workshops. This hindered teachers from delivering their services especially in current dynamic changes in education sector.

From these study findings, if teachers do not upgrade their skills, they will not be competitive enough especially in integration of ICT in education, new teaching concepts and changes and updates in the syllabuses. The study also found out that headteachers disagreed that they are trained in handling human resource development issues. Teachers shared similar views that headteachers are not properly trained in handling human resource development issues. While it was easier to think that teachers would respond that headteachers may be trained in handling human resource development, it appears that teachers have an insight into some of the managerial tasks by the headteachers. Further, the study found out that there is a positive change after teachers undergo professional

development with most teachers and headteachers agreeing. However, the study established that there is no policy regarding human development which was put in place most public primary schools.

Most headteachers and teachers disagreed that there was policy concerning human resource development. The researcher found out that there was a relationship between conducive environment and headteacher training in handling human development issues whereby the results indicated relationship. This clearly indicated that there is relationship between positive change and headteachers being properly trained on handling the human resource development issues in schools. This affirms that appointment of school headteachers is usually done on basis that pre-service professional training of headteachers together with the experience that they have acquired during teaching. School managers have specific role to play in ensuring there is change of culture of complacency and violence and create a more caring democratic and participatory school environment. Further, the duty of the school head is to ensure there is transparent and efficient management structure in their respective schools.

### **5.1.3 Teacher Motivation Practices and Implementation of Human Resource**

#### **Development in Public Primary Schools**

The study established that teachers are not adequately motivated for any extra efforts they exert towards learners' performances. Motivation in schools under study is not practiced. Teachers are not appreciated in terms of financial rewards, tokens or promotions.

This has greatly crippled teachers' performances in schools that include good performances by learners and also retention of teachers. The study also found out similar responses from headteachers and teachers in regard to the input of the BOM in the motivation of teachers. Headteachers agreed that little is done by BOM to motivate

teachers. In the same study teachers agreed that very little is done by school managers to motivate them. This can be attributed to the fact that headteachers though being part of the BOM feel the efforts towards motivating teachers is almost negligible. The behavioral theory of management which was adapted to guide this study affirms that the managers who concentrate on production rather than employee's satisfaction will definitely reduce the production.

Moreover, understanding employees' satisfaction is not the only determining factor in the organization productivity, managers must aim at improving the standards of employees in conditions of difficulty. The study also found out that there is lack of enough incentives for teachers' motivation whereby participants accepted with the view that most primary schools lack enough incentives towards teachers' motivation thus influencing motivation negatively. Headteachers and teachers revealed that headteachers are untrained about available options on human resource motivation.

Therefore, the training school managers undergoes does involve teachers' motivation courses to enhance motivation in schools.

The analysis between teachers is not adequately compensated for extra effort they put towards learner's performance and teachers who perform better in schools are rarely recognized in public primary schools indicates that even though teachers put extra effort in learners' performance, no motivation benefit is accrued from that. The researcher found out that there was significant positive relationship between inadequate compensation of teachers by school managers and lack of recognizing them when they perform better at their work.

#### **5.1.4 Teacher Performance Appraisal Practices and Implementation of Human Resource Development in Public Primary Schools**

The study established that headteachers have problems in implementing teachers' appraisals since they were not properly inducted. These findings concur with those of teachers who echoed the same sentiments that the headteachers had problems in implementing teachers' appraisals in public primary schools. Lack of school managers effectiveness in conducting teacher's performance appraisal is associated with the headteachers lack of initial formal training of the process. Further, the study found out the school headteachers had little time for teachers' appraisals because of their many roles.

Most respondents revealed that school headteachers are occupied by other roles that may include school supervision, management of school activities and in most cases, they do have lessons to teach. The study established that the teachers' appraisal done by school managers was poorly done, not effective and was rarely used in promoting teachers. This meant that the available appraisals in public primary school do not positively influence teachers' job performance. In addition, the study found out that headteachers do have negative attitude towards performance contracting and teachers' appraisals. However, the study established that there is significant relationship between school managers' teachers' appraisal and implementation of human resource development.

This confirms that performance appraisal can be an effective mechanism to evaluate performance of employees if school managers had adequate time to devote to evaluating teachers and the results used in determining teacher's promotion.

The study tested teacher's appraisal done by school managers is rarely used in promoting of teachers against the school management has little time for teachers' appraisals because of their many roles to establish managers appraisal task.

### **5.1.5 Implementation of Human Resource Development in Public Primary Schools**

The study established that implementation of human resource development programmes has been a challenge in many public primary schools. From the study findings, it is evident that very few primary school teachers are promoted as a way of improving their performance. Many primary school teachers stagnate in one job group for long. This is, despite the fact that teachers occupy a core role in education and as such should acquire quality training and education to carry out their duties and responsibilities effectively.

The study also revealed that there have been many cases of teachers' indiscipline from ranging from absenteeism to failure to complete syllabus in time. Many primary school teachers rarely undertake career progression activities since they see no economic value since there is no promotion that accompany such progression. They also claim that, despite undertaking career progression, their welfare in terms of conditions of work has not improved. In summary, to achieve curriculum and education objectives, schools should strive to address human resource challenges which confront teachers on a daily basis.

## **5.2 Conclusion**

From the study findings, it is evident that implementation of human resource development programmes has been a challenge in many public primary schools. Very few primary school teachers are promoted as a way of improving their performance, many of them absent themselves from work and fail complete syllabus in time. Further, many primary

school teachers rarely undertake career progression activities since they see no economic value since there is no promotion that accompany such progression. From the study findings, school managers are the leaders in schools, the pivot through which all aspects concerning schools revolve, core person who is in charge of every details about the school either administrative or academic.

### **5.2.1 Teacher Induction Practices and Implementation of Human Resource Development in Public Primary Schools**

The researcher found out that, school managers have positive attitude towards conducting induction in their respective schools. The study established that there was effective policy regarding induction process in the schools. However, school managers have little time to conduct effective induction to new teachers due to other tasks. Many headteachers are not trained on teacher induction practices. They lack of skills to undertake teacher induction. This implies that teacher induction is rarely undertaken by school managers due to a number of factors ranging from attitude, lack of training and skills to lack of time to plan for the process.

### **5.2.2 Teachers Professional Development Practices and Implementation of Human Resource Development in Public Primary Schools**

It is evident that many public primary schools have conducive environment which ensures teachers work effectively in their careers, though many teachers are not taken for workshops and seminars to improve teaching skills. Primary school teachers are not competitive enough especially in integration of ICT in education, new teaching concepts and changes and updates in the syllabuses since they do not upgrade their skills. Quite a number of school managers are not effectively trained on how to handle human resource development issues.

### **5.2.3 Teacher Motivation Practices and Implementation of Human Resource**

#### **Development in Public Primary Schools**

It is also evident that teachers in public primary schools are not adequately motivated for any extra efforts they exert to improve academic performance of their learners and this is due to the fact that headteachers though being part of the BOM feel the efforts towards motivating teachers is almost negligible. This further indicates that there is lack of enough incentives to motivate teachers and many teachers are not adequately compensated for extra effort they put towards learner's performance. In other words, teachers who perform better in primary schools are rarely recognized.

### **5.2.4 Teacher Performance Appraisal Practices and Implementation of Human**

#### **Resource Development in Public Primary Schools**

The study concludes that many primary school headteachers have problems in implementing teachers' appraisals since they were not properly inducted. They lack training and skills and time to effectively undertake performance appraisal among teachers. In other words, school managers are occupied by other roles that may include school supervision, management of school activities and in most cases, they do have lessons to teach. In cases where appraisal is undertaken, it is often done poorly, quite ineffective and rarely adopted as a tool for promoting teachers.

### **5.3 Recommendations for Practice**

The study was critical for it draws the following recommendations as follows;

- i. On teacher induction practices, the study recommends that headteachers of public primary schools should put in place measures to ensure effective implementation of the outlined induction processes. Further, it will assist schools to have a rigid guideline, the materials involved and facilitators required for induction.

- ii. On teachers' professional development practices, the study recommends that the Ministry of Education should formulate managerial training content for headteachers and ensure that such materials reach and are accessible to all. This will go a long way in imparting the necessary skills in regard to implementation of the human resource development. The government, the core stakeholder in Kenyan education should allocate more fund to public primary schools in order to facilitate human resource professional development implementation. The Ministry of Education should intensify training of school managers to sharpen their skills in human resource management.
- iii. On teacher motivation practices, the study recommends that school managers should set aside money to adequately motivate teachers. Incentives among other allowances contributes to increase in work performances of teachers. School managers should provide enabling working environment in public primary schools. This involves proper allocation of resources and training programmes to upgrade teachers' skills that will improve school performances.
- iv. On teacher performance appraisal practices, the study recommends that Teachers' Service Commission should simplify the process of appraising teachers as headteachers rarely implements it.

### **5.3.1 Recommendations for Further Study**

The study concentrated on the relationship between school management practices and the implementation of the human resource development. However, the study recommends that studies should be undertake to analyze the relationship between:

- i. Headteachers' management practices and implementation of human resource development in public primary schools.
- ii. Headteachers' management training and implementation of human resource development in public primary schools.
- iii. Role of government in improving human resource in public primary schools.
- iv. An analysis of available resources in Kenyan public primary schools on the implementation human resource development in public primary schools.

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## APPENDICES

### Appendix I: Letter of Introduction

Dear Sir/Madam,

RE: PERMISSION TO CARRY OUT A RESEARCH

My name is Kaniaru Samuel Wakori. I am a Ph.D. candidate in the School of Education at Mount Kenya University. I am conducting a study on the **An Analysis of Relationship Between School Management Practices and the Implementation of Human Resource Development in Public Primary Schools in Nyeri County, Kenya.**

Please take a few minutes and answer the questions in the questionnaire. I assure you that the information you provide will be used for academic purposes only, however the source of the information will be kept completely confidential. Findings of the study, shall upon request, be availed to you.

Your participation in facilitating this study is highly appreciated.

Thank you

Yours faithfully

Kaniaru Samuel Wakori

### Appendix II: Informed Consent

**School of Postgraduate**

To the Study Respondent

**CONSENT FOR PARTICIPATION IN RESEARCH I,**

....., volunteer to participate in a research entitled, —**An Analysis of Relationship Between School Management Practices and the Implementation of Human Resource Development in Public Primary Schools in Nyeri County, Kenya** by Mr. Samuel Wakori Kaniaru from Mount Kenya University.

- i. I understand the study is designed to gather relevant information so as to achieve an academic goal.
- ii. I understand that if I decide to discontinue or withdraw my participation in the study no charge or penalty will be levied against me. The participation in this study is voluntary and therefore I will not be paid for it.
- iii. I understand that I may decline to answer any question or terminate any interview conducted by the researcher if it is uncomfortable to me at any stage of participation. I understand the interview will take the shortest time possible that may not inconvenience my schedule or my daily activities
- iv. I understand the researcher will not reveal my identity or information corrected by the question or during the interview now or after the research and the data obtained will be protected to maintain the confidentiality of individuals.
- v. I understand that in case of any problem resulting from my participation in this research, I can contact the Dean school of education of Mount Kenya University.

The content of this consent has been read and explained to me and I have made a voluntary consent to participate in this study.

Signature \_\_\_\_\_ Date: \_\_\_\_\_

**Appendix III: Questionnaire for Headteachers**

I am a postgraduate student at Mount Kenya University pursuing a PhD degree in Education management. I am collecting data to enable me to conduct a study entitled **an analysis of the relationship between school management practices and implementation of the human resource development in public primary schools**. Kindly respond to the items provided as accurately as you can. The data collected will be used for research only. Your identity will remain anonymous. Thank you.

**Section A: Demographic Information**

*Instruction: Please tick against your most appropriate answer and fill the spaces provided.*

1. Indicate your gender: Male  Female
2. Please indicate your level of education  
 =O' level  Certificate  Diploma  Degree   
 Masters  Others (Specify).....
3. What is your teaching experience in years?  
 1-10 years  11-12years  21-30 years  Above 30 years

**Section B: Teacher Induction Practices in Public Primary Schools**

1. In a scale of 1-5, please rate how often you undertake induction for teachers in your school  
 Very Often (5)   
 Often (4)   
 Sometimes (3)   
 Rarely (2)   
 Never (1)
2. Rate the extent to which you agree with the following statements on teacher induction practices in your primary school

Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree

No	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	I have positive attitude towards planning for and conducting teachers' mentorship in my school					
2	In my school, there are effective coaching activities for teachers on how to handle learners					
3	I have ample time to conduct successful induction in my school					
4	There are enough finances for successful induction and support to teachers					
5	I am properly trained in inducting teachers on the educational policy					

**Section C: Teachers' Professional Development Practices in Public Primary Schools**

1. State the number of professional development trainings teachers in your school have undergone.....
2. Rate the extent to which you agree with the following statements on teachers' professional development practices in your primary school

Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree

No	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	There is effective training for human resource development in my school					
2	I regularly take teachers for benchmarking to improve teaching skills by integrating ICT in lesson planning					
3	In my school, training need assessment is regularly conducted in schools to enhance human resource development					
4	I usually model teachers to enhance their human resource development in my school					
5	Professional counselling of teachers is normally conducted in my school for human resource development					

**Section D: Teacher Motivation Practices in Public Primary Schools**

1. In a scale of 1-5, please rate how often you motivate teachers in your school  
Very Often (5) [ ] Often (4) [ ]

Sometimes (3) [ ] Rarely (2) [ ]

Never (1) [ ]

2. Rate the extent to which you agree with the following statements on teacher motivation practices in your primary school

Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree

No	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	Teachers in my school are adequately compensated for the extra effort they put towards learners' performance					
2	Little is done by B.O.M in my school towards teachers' motivation					
3	I have not put in place the human resource motivation practice					
4	My primary school lacks enough incentives towards teachers' motivation					
5	I am untrained about options available on human resource motivation					

### Section E: Teacher Performance Appraisal Practices in Public Primary Schools

1. In a scale of 1-5, please rate how often you undertake performance appraisal for teachers in your school

Very Often (5) [ ]

Often (4) [ ]

Sometimes (3) [ ]

Rarely (2) [ ]

Never (1) [ ]

2. Rate the extent to which you agree with the following statements on teacher performance appraisal practices in your primary school

Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree

No	Test Items	SA	A	U	D	SD
		5	4	3	2	1

1	I rarely render effective teachers' performance appraisal in my school					
2	I have little time for teachers' appraisal because of my many roles					
3	Teachers' appraisals I do are rarely used in promoting of teachers					
4	I rarely check teaching records made by teachers since they are occupied by other roles					
5	I have a positive attitude towards teachers' appraisal					

**Section F: Implementation of Human Resource Development in Public Primary Schools**

1. Rate the extent to which you agree with the following statements on the implementation of human resource development in your primary school

Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree

No	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	In my school, few teachers are promoted as a way of improving their performance					
2	I have had many cases of teachers' indiscipline from ranging from absenteeism to failure to complete syllabus in time					
3	Many teachers in my school rarely undertake career progression activities seriously					
4	In my primary school, teachers' welfare in terms of conditions of work has not improved					
5	I have had difficulty addressing human resource challenges in my primary school					

Thanks

Kaniaru Samuel Wakori

**Appendix IV: Questionnaire for Teachers**

I am a postgraduate student at Mount Kenya University pursuing a PhD degree in Education management. I am collecting data to enable me to conduct a study entitled **an analysis of the relationship between school management practices and**

**implementation of the human resource development in public primary schools.**

Kindly respond to the items provided as accurately as you can. The data collected will be used for research only. Your identity will remain anonymous. Thank you.

**Section A: Demographic Information**

*Instruction: Please tick against your most appropriate answer and fill the spaces provided.*

1. Indicate your gender: Male  Female
2. Please indicate your level of education  
 \_O‘ level  Certificate  Diploma  Degree   
 Masters  Others (Specify).....
3. What is your teaching experience in years?  
 1-10 years  11-12years  21-30 years  Above 30 years

**Section B: Teacher Induction Practices in Public Primary Schools**

1. Rate the extent to which you agree with the following statements on teacher induction practices in your primary school

Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree

No	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	My school manager has positive attitude towards planning for and conducting teachers‘ mentorship in my school					
2	In my school, there are effective coaching activities for teachers on how to handle learners					
3	My school manager has had ample time to conduct successful induction					
4	There are enough finances for successful induction and support to teachers					
5	My school manager is properly trained in inducting teachers on the educational policy					

**Section C: Teachers' Professional Development Practices in Public Primary Schools**

1. Rate the extent to which you agree with the following statements on teachers' professional development practices in your primary school

No	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	There is effective training for human resource development in my school					
2	My school manager regularly takes teachers for benchmarking to improve teaching skills by integrating ICT in lesson planning					
3	In my school, training need assessment is regularly conducted in schools to enhance human resource development					
4	My school manager usually model teachers to enhance their human resource development					
5	Professional counselling of teachers is normally conducted in my school for human resource development					

**Section D: Teacher Motivation Practices in Public Primary Schools**

1. Rate the extent to which you agree with the following statements on teacher motivation practices in your primary school

No	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	I am adequately compensated for the extra effort I put towards learners' performance					
2	Little is done by B.O.M in my school towards teachers' motivation					
3	My school manager has not put in place the human resource motivation practice					
4	My primary school lacks enough incentives towards teachers' motivation					
5	My school manager is untrained about options available on human resource motivation					

**Section E: Teacher Performance Appraisal Practices in Public Primary Schools**

1. Rate the extent to which you agree with the following statements on teacher performance appraisal practices in your primary school

No	Test Items	SA	A	U	D	SD
		5	4	3	2	1

1	My school manager rarely renders effective teachers' performance appraisal					
2	My school manager has little time for teachers' appraisal because of their many roles					
3	Teachers' appraisals undertaken by my school manager are rarely used in promoting of teachers					
4	My school manager rarely checks teaching records made by teachers since he/she is occupied by other roles					
5	My school manager has a positive attitude towards teachers' appraisal					

**Section F: Implementation of Human Resource Development in Public Primary Schools**

1. Rate the extent to which you agree with the following statements on the implementation of human resource development in your primary school

No	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	In my school, few teachers are promoted as a way of improving their performance					
2	There have been many cases of teachers' indiscipline from ranging from absenteeism to failure to complete syllabus in time					
3	Many teachers in my school rarely undertake career progression activities seriously					
4	In my primary school, teachers' welfare in terms of conditions of work has not improved					
5	My school manager has had difficulty addressing human resource challenges in my primary school					

Thanks

Kaniaru Samuel Wakori

**Appendix V: Interview Guide for Chairpersons of School Board of Management**

I am a postgraduate student at Mount Kenya University pursuing a PhD degree in Education management. I am collecting data to enable me to conduct a study entitled **an analysis of the relationship between school management practices and implementation of the human resource development in public primary schools.**

Kindly respond to the items provided as accurately as you can. The data collected will be used for research only. Your identity will remain anonymous. Thank you.

**Section A: General Information**

1. Gender:.....
2. What is your level of education?.....

**Section B: Teacher Induction Practices in Public Primary Schools**

1. How often does your school manager undertake induction for teachers?
2. What are some of the activities undertaken while conducting teacher induction in your school?
3. To what extent has teacher induction practices undertaken by school managers improved human resource development of teachers in your school?

**Section C: Teachers' Professional Development Practices in Public Primary Schools**

1. Are teachers in your primary school offered opportunities to undertake professional development training?
2. How often are such professional development trainings conducted?
3. How have teachers' professional development practices contributed to human resource development of teachers in your school?

**Section D: Teacher Motivation Practices in Public Primary Schools**

1. How often are teachers in your primary school motivated?
2. What are some of the forms of motivation your primary school offers to teachers?
3. How have motivation practices your primary school adopts improved human resource development of teachers?

**Section E: Teacher Performance Appraisal Practices in Public Primary Schools**

1. How often are teachers appraised by school managers in your primary school?

2. What are some of the key activities undertaken when appraising performance of teachers in your school?
3. How have teacher performance appraisal practices contributed to human resource development of teachers in your school?

**Section F: Implementation of Human Resource Development in Public Primary Schools**

1. How many teachers are often promoted in your school?
2. State the number of indiscipline cases you have experienced with teachers in your school?
3. How many teachers have undertaken career progression programmes as a way of improving their performance?
4. To what extent has your primary school addressed working conditions for teachers?
5. What are some of the human resource development challenges your primary school encounters on a daily basis?

Thanks

Kaniaru Samuel Wakori

**Appendix VI: Interview Guide for Human Resource Management Officers**

I am a postgraduate student at Mount Kenya University pursuing a PhD degree in Education management. I am collecting data to enable me to conduct a study entitled **an analysis of the relationship between school management practices and implementation of the human resource development in public primary schools**. Kindly respond to the items provided as accurately as you can. The data collected will be used for research only. Your identity will remain anonymous. Thank you.

### **Section A: General Information**

1. Gender:.....
2. What is your level of education?.....

### **Section B: Teacher Induction Practices in Public Primary Schools**

1. How often do school managers undertake induction for teachers?
2. What are some of the activities undertaken while conducting teacher induction in primary schools?
3. To what extent has teacher induction practices undertaken by school managers improved human resource development of teachers in primary schools?

### **Section C: Teachers' Professional Development Practices in Public Primary Schools**

1. Are teachers in primary schools offered opportunities to undertake professional development training?
2. How often are such professional development trainings conducted?
3. How have teachers' professional development practices contributed to human resource development of teachers in primary schools?

### **Section D: Teacher Motivation Practices in Public Primary Schools**

1. How often are teachers in primary schools motivated?
2. What are some of the forms of motivation primary schools offer to teachers?
3. How have motivation practices which primary schools adopt improved human resource development of teachers?

### **Section E: Teacher Performance Appraisal Practices in Public Primary Schools**

1. How often are teachers appraised by school managers in primary schools?
2. What are some of the key activities undertaken when appraising performance of teachers in primary schools?

3. How have teacher performance appraisal practices contributed to human resource development of teachers in primary schools?

## **Section F: Implementation of Human Resource Development in Public Primary**

### **Schools**


1. How many teachers have been promoted in primary schools?
2. How many indiscipline cases have you experienced with teachers in primary schools?
3. How many teachers have undertaken career progression programmes as a way of improving their performance?
4. To what extent have primary schools addressed working conditions for teachers?
5. What are some of the human resource development challenges primary schools encounter on a daily basis?

Thanks

Kaniaru Samuel Wakori



**Appendix VII: Introduction Letter from the School of Postgraduate Studies of  
Mount Kenya University**



**Mount Kenya University**

**SCHOOL OF POSTGRADUATE STUDIES**

REF: PHD/2013/45581

19<sup>TH</sup> OCTOBER, 2015

*To Whom it may Concern*

Dear Sir/Madam,

RE: KANIARU SAMUEL WAKORI - REGISTRATION NO. PHD/2013/45581



The purpose of this letter is to introduce the above named student who is pursuing a PHD in Educational Management, Administration & Leadership in the Department of Educational Management & Curriculum Studies in the School of Education.

The title of his research proposal is *"An Analysis of the Association Between School Management Capacity and the Implementation of Human Resource Policy in Public Primary Schools in Central Region, Kenya."*

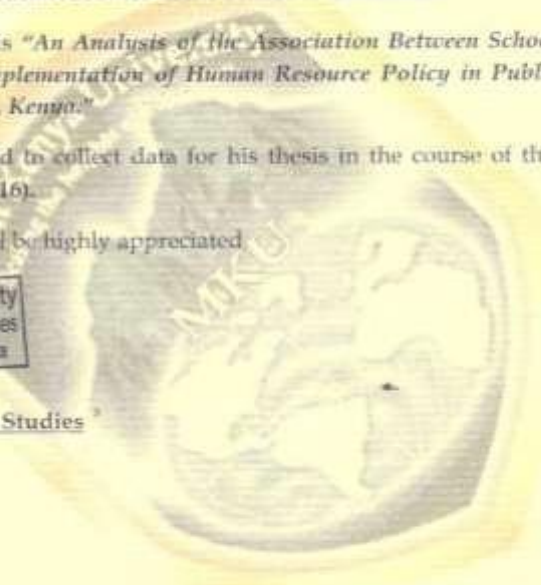
He now has to proceed to the field to collect data for his thesis in the course of this period (October 2015 - October, 2016).

Any assistance accorded to him will be highly appreciated.

Thank you.



Dr. Dominic Mureithi  
For. Dean, School of Postgraduate Studies



Main Campus, General Kago Road, P.O Box 342-01000 Thika. Tel +254 020 208 83 10, +254 020 2 338 143/6/8, Fax: +254 020 20 503 15,  
Cell: +254 720 790 796, +254 789 126 571 Email: info@mku.ac.ke, Web: www.mku.ac.ke  
KENYAN COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

**Appendix VIII: Authorization Letter from National Commission for Science,  
Technology and Innovation, NACOSTI**



**NATIONAL COMMISSION FOR SCIENCE,  
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,  
2241349, 310571, 2219420  
Fax: +254-20-318245, 318249  
Email: secretary@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote:

9<sup>th</sup> Floor, Utalii House  
Uthuru Highway  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref: No.

Date:

**NACOSTI/P/15/39031/8536**

**3<sup>rd</sup> December, 2015**

Samuel Wakori Kaniaru  
Mount Kenya University  
P.O. Box 342-01000  
**THIKA.**

**RE: RESEARCH authorization**

Following your application for authority to carry out research on *"An analysis of the association between school management capacity and the implementation of the human resource policy in public primary schools in Central Region, Kenya."* I am pleased to inform you that you have been authorized to undertake research in **Nyeri County** for a period ending **12<sup>th</sup> November, 2016.**

You are advised to report to **the County Commissioner and the County Director of Education, Nyeri County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

  
**DR. S. K. LANGAT, OGW**  
**FOR: DIRECTOR GENERAL/CEO**


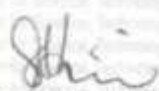



Copy to:

The County Commissioner  
Nyeri County.

The County Director of Education  
Nyeri County.

*National Commission for Science, Technology and Innovation is ISO 9001: 2008 Certified*

**Appendix IX: Research Permit from NACOSTI**

<p><b>THIS IS TO CERTIFY THAT:</b> <b>MR. SAMUEL WAKORI KANIARU</b> of <b>MOUNT KENYA UNIVERSITY, 0-10101</b> <b>KARATINA</b>, has been permitted to conduct research in <b>Nyeri County</b></p>	<p>Permit No : <b>NACOSTI/P/15/39031/8536</b> Date Of Issue : <b>3rd December, 2015</b> Fee Recieved : <b>Ksh 1,000</b></p>
<p>on the topic: <b>AN ANALYSIS OF THE</b> <b>ASSOCIATION BETWEEN SCHOOL</b> <b>MANAGEMENT CAPACITY AND THE</b> <b>IMPLEMENTATION OF THE HUMAN</b> <b>RESOURCE POLICY IN PUBLIC PRIMARY</b> <b>SCHOOLS IN CENTRAL REGION, KENYA</b></p>	
<p>for the period ending: <b>12th November, 2016</b></p>	
<p> ..... <b>Applicant's</b> <b>Signature</b></p>	<p> ..... <b>for Director General</b> <b>National Commission for Science,</b> <b>Technology &amp; Innovation</b></p>
<p><b>CONDITIONS</b></p> <ol style="list-style-type: none"><li>1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit</li><li>2. Government Officers will not be interviewed without prior appointment.</li><li>3. No questionnaire will be used unless it has been approved.</li><li>4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.</li><li>5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.</li><li>6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.</li></ol>	<p> <b>REPUBLIC OF KENYA</b></p> <p> <b>National Commission for Science,</b> <b>Technology and Innovation</b></p> <p><b>RESEARCH CLEARANCE</b> <b>PERMIT</b></p> <p>Serial No. A <b>7406</b></p> <p><b>CONDITIONS: see back page</b></p>

**Appendix X: Research Authorization Letter from County Director of Education,  
Nyeri**

**MINISTRY OF EDUCATION SCIENCE & TECHNOLOGY  
STATE DEPARTMENT OF EDUCATION**

E-Mail –centralpde@gmail.com  
Telephone: Nyeri (061) 2030619  
When replying please quote



OFFICE OF THE COUNTY  
DIRECTOR OF EDUCATION  
P.O. Box 80 - 10100,  
**NYERI**

CDE/NYI/GEN/23/VOL.II/39

29<sup>th</sup> December, 2015

The Sub County Directors of Education  
**NYERI COUNTY**

**RE: RESEARCH AUTHORIZATION**

Reference is made to Secretary National Commission for Science, Technology and Innovation letter Ref. No. NACOSTI/P/15/39031/8536 dated 3<sup>rd</sup> December, 2015 on the above subject.

Please note that **Samuel Wakori Kaniaru** of **Mount Kenya University** has been authorized to carry out research on "*An analysis of the association between school management capacity and the implementation of the human resource policy in public primary schools in Central Region, Kenya*". He has been authorized to undertake the research in Nyeri County for a period ending 12<sup>th</sup> **November, 2016**.

Kindly accord him the necessary assistance.

**K. S. MBWIGA\***   
**FOR: COUNTY DIRECTOR OF EDUCATION**  
**NYERI COUNTY**

CC  
The Principal Secretary,  
Ministry of Education, Science & Technology,  
State Department of Education,  
**NAIROBI.**

The Secretary,  
National Commission for Science, Technology & Innovation,  
P.O. Box 30623-00100,  
**NAIROBI.**

**Samuel Wakori Kaniaru** ✓  
Mount Kenya University,  
P. O. Box 342,  
**THIKA.**

**Appendix XI: Research Authorization Letter from County Commissioner, Nyeri**



**THE PRESIDENCY**

MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT

E-mail: [nyericountycommissioner@yahoo.com](mailto:nyericountycommissioner@yahoo.com)  
Telephone: 061 2030619/20  
Fax: 061 2032089  
When replying please quote

NYERI COUNTY COMMISSIONER  
P.O. BOX 33-10100  
NYERI

**Ref. No.NYC/ADM 1/57 VOL. IV/58**

**29<sup>th</sup> December, 2015**

Samuel Wakori Kamaru

P.O. Box 434

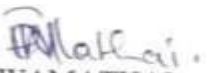
**KARATINA**

**RE: RESEARCH AUTHORIZATION**

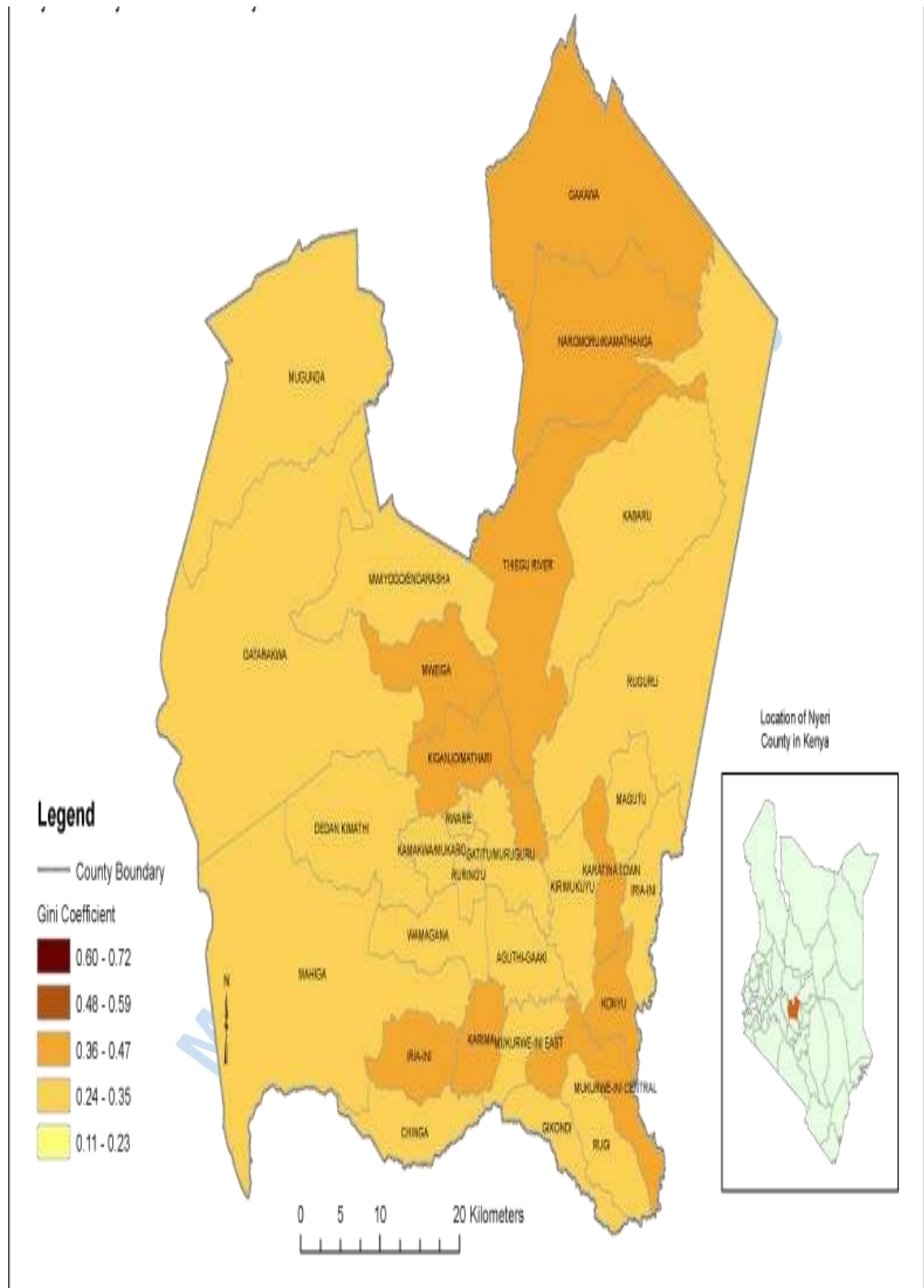
Reference is made to your letter dated 29<sup>th</sup> December, 2015 on the above subject.

The approval is hereby granted to carry out research on *"An analysis of the association between school management capacity and the implementation of the human resource policy in public primary schools in Central Region, Kenya"*.

The Research period ends on 12<sup>th</sup> November, 2016.

  
F. WAMATHAI  
FOR: COUNTY COMMISSIONER  
**NYERI COUNTY**

## Appendix XII: Map of Nyeri County



Source: Nyeri County Website (2019)

## Appendix XIII: Turnitin Similarity Index

### AN ANALYSIS OF ASSOCIATION BETWEEN SCHOOL MANAGEMENT CAPACITY AND THE IMPLEMENTATION OF HUMAN RESOURCE DEVELOPMENT POLICY IN PUBLIC PRIMARY SCHOOLS IN NYERI COUNTY, KENYA

#### ORIGINALITY REPORT

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#### PRIMARY SOURCES

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<b>2</b>	Submitted to Kenyatta University Student Paper	<b>1%</b>
<b>3</b>	<a href="http://www.ijhssi.org">www.ijhssi.org</a> Internet Source	<b>&lt;1%</b>
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<b>5</b>	<a href="http://cuseinkenya.syr.edu">cuseinkenya.syr.edu</a> Internet Source	<b>&lt;1%</b>
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<b>8</b>	<a href="http://dsonline.concordia.ca">dsonline.concordia.ca</a> Internet Source	<b>&lt;1%</b>