

**INFLUENCE OF HUMAN RESOURCE PRACTICES ON TEACHER'S
PERFORMANCE IN PUBLIC SCHOOLS: A
CASE OF ELANG'ATA WUAS SUBCOUNTY,
KAJIADO COUNTY, KENYA.**

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**A RESEARCH REPORT SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENT FOR THE AWARD OF MASTER OF BUSINESS
ADMINISTRATION DEGREE IN HUMAN RESOURCE
MANAGEMENT OF
MOUNT KENYA UNIVERSITY**

JULY 2025

DECLARATION AND APPROVAL

Declaration

This project is my original work and has never been presented for any academic award in any institution.

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DEDICATION

I wish to dedicate this project to my dear wife Mrs. Kagwiria Mercy for continuous support during my academic journey. May God bless you abundantly.



ACKNOWLEDGEMENT

I wish to extend my deepest gratitude to the Almighty God for granting me the strength, wisdom, and perseverance to undertake and complete this research study. I sincerely appreciate the invaluable guidance, support, and mentorship of my supervisor, Dr. Elijah Omollo, whose expertise and constructive feedback have been instrumental in shaping this study. His encouragement and patience throughout this journey have been truly inspiring. Special thanks to, Dr Isaac Abuga the Director of the Mount Kenya University Postgraduate School, and Madam Violet for their academic leadership and guidance. Their dedication to excellence in research has been a source of motivation throughout this academic journey. Finally, my deepest appreciation goes to my family and children for their unconditional love, patience, and encouragement. Their unwavering support has been my greatest source of strength, and I am truly grateful for their sacrifices and understanding throughout this academic pursuit. Thank you all.



Abstract

This study examined the influence of human resource (HR) practices on teacher performance in public schools, focusing on Elang'ata-Wuasi Sub-county, Kajiado County, Kenya. It explored how recruitment and selection, training and development, compensation and benefits, performance appraisal, and the work environment impact teacher effectiveness in lesson delivery, student performance, discipline management, and professional commitment. Teachers play a crucial role in shaping learners' academic success and holistic development; thus, evaluating whether existing HR policies support their motivation and professional growth is essential. The study was guided by four objectives: to examine the effect of recruitment and selection on teacher performance, assess the influence of training and development on lesson delivery and student outcomes, evaluate the impact of compensation and benefits on motivation and satisfaction, and analyze the role of performance appraisal and work environment in enhancing teacher discipline management and commitment. The study was anchored on five theories: Person-Organization Fit Theory, Experiential Learning Theory, Herzbergs Two-Factor Theory, Goal-Setting Theory, and Human Capital Theory. A descriptive research design was adopted, targeting public school teachers, head-teachers, and education officers. Data were collected through structured questionnaires and interviews. Statistical analysis, including descriptive and inferential methods, was used. Chapter Four presented data analysis and interpretation, revealing that recruitment was often influenced by non-merit factors, training opportunities were inconsistent, and compensation was a significant demotivator due to delays and lack of incentives. However, performance appraisal and supportive environments showed strong positive correlations with professional commitment and discipline management. Qualitative insights revealed gaps in policy implementation and limited support at the local level. Chapter Five summarized the findings and concluded that effective HR practices positively influenced teacher performance. The study recommended transparent recruitment, regular and relevant training, competitive compensation, effective appraisal systems, and a conducive work environment. These would enhance job satisfaction, retention, and education quality. The research contributes valuable insights for HR policy reforms and educational management in similar rural contexts.

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ABBREVIATIONS AND ACRONYMS.

BoM : Board of Management

DV : Dependent Variable

GOK : Government of Kenya

HR : Human Resources

HRM : Human Resource Management

IV : Independent Variable

KICD : Kenya Institute of Curriculum Development

KNEC : Kenya National Examinations Council

MoE : Ministry of Education

SPSS : Statistical Package for the Social Sciences

TSC : Teachers Service Commission

TVET : Technical and Vocational Education and Training

CHAPTER ONE

INTRODUCTION

1.1 Background to the study.

Human Resource Management (HRM) plays a fundamental role in enhancing employee performance across various sectors, including education. Effective HRM practices such as recruitment, training, compensation, and performance appraisal significantly impact employee motivation, job satisfaction, and productivity (Armstrong, 2020). In the education sector, well-managed HRM systems ensure that teachers are adequately supported, motivated, and equipped to deliver quality education. However, despite global recognition of HRM's importance, its implementation varies significantly across different regions, affecting teacher performance and student outcomes.

While developed countries have made significant progress in integrating HRM best practices, developing nations continue to face challenges in optimizing HRM strategies within their education systems. Factors such as resource limitations, policy inefficiencies, and socio-economic constraints hinder the effective implementation of HRM frameworks (Onesmus, 2021). Consequently, understanding the influence of HRM on teacher performance in specific contexts, such as Kenyan rural regions, is crucial for addressing education sector challenges and formulating effective policy interventions.

Globally, countries with robust HRM policies, such as Finland and Singapore, have recorded higher teacher satisfaction levels and improved student performance due to structured professional development programs and fair remuneration systems (Onesmus, 2021). Finland, for instance, has established a comprehensive teacher training system, where educators undergo

rigorous preparation before entering the profession, ensuring they possess the necessary skills and competencies to deliver high-quality education (Schleicher, 2018). Additionally, competitive salaries and continuous professional development opportunities have contributed to Finland's high teacher retention rates and student success.

Similarly, Singapore has implemented performance-based appraisal systems that recognize and reward teacher excellence. The country's HRM policies emphasize continuous learning, mentorship, and career progression, enabling teachers to enhance their skills and advance in their careers (Ndong', 2020). By investing in teacher training and creating a competitive working environment, Singapore has managed to improve teacher motivation and student learning outcomes, making it one of the top-performing education systems globally.

Despite these advancements in developed nations, challenges persist in adopting similar HRM strategies in lower-income countries. Issues such as budget constraints, inadequate teacher training programs, and ineffective performance evaluation mechanisms hinder the successful implementation of HRM practices in developing nations (Uperio, 2019). This raises the need for further research on how HRM frameworks can be adapted to different socio-economic contexts, particularly in Africa.

In many African countries, HRM challenges remain a significant barrier to improving teacher performance and student outcomes. Studies indicate that inadequate teacher training, poor working conditions, and ineffective appraisal mechanisms contribute to low teacher morale and high attrition rates (Ngware et al., 2019). Unlike developed nations where teacher recruitment and retention strategies are well-structured, many African governments struggle to implement HRM policies that address the growing demand for quality education. Countries such as Nigeria,

Ghana, Ethiopia, and South Africa have reported difficulties in managing HRM practices, which in turn affect teacher effectiveness and overall educational outcomes (Bamiro, 2021; Osei, 2020).

In East Africa, public schools, particularly in rural areas, face severe HRM inefficiencies, which directly impact teacher performance and student learning outcomes. A study by Waweru and Muturi (2020) found that limited access to professional development programs, low wages, and inadequate teacher support structures lead to job dissatisfaction among teachers in Kenya, Uganda, and Tanzania. In Uganda, for instance, delays in salary payments and poor working conditions have resulted in frequent teacher strikes, disrupting learning (Mwesigwa, 2019). Similarly, in Tanzania, the lack of a structured teacher evaluation system has made it difficult to track performance and provide necessary support, leading to inconsistent teaching quality (Mosha, 2021). These challenges are exacerbated by the rapid increase in student enrollment, which places additional pressure on already under-resourced education systems.

West African nations also experience HRM challenges in their education systems. In Nigeria, for example, issues such as irregular salary payments, inadequate training, and poor working conditions contribute to a high turnover rate among teachers (Bamiro, 2021). A report by UNESCO (2022) highlighted that over 40% of Nigerian teachers in rural areas lack access to in-service training, affecting their ability to implement modern teaching methodologies. In Ghana, although the government has made strides in improving teacher recruitment, a significant disparity still exists between urban and rural schools in terms of teacher deployment and support (Osei, 2020). Furthermore, in Ethiopia, a study by Gebre (2021) found that many teachers feel demotivated due to the lack of career advancement opportunities, which affects their long-term commitment to the profession.

Additionally, some African countries lack comprehensive teacher appraisal systems, making it difficult to assess performance and provide necessary support. According to UNESCO (2021), ineffective performance evaluation mechanisms have resulted in declining teaching standards in several sub-Saharan African nations. In Malawi, for example, studies indicate that the absence of structured performance review processes leads to teacher frustration, as there are no clear metrics for recognizing or rewarding effective teaching (Kadzamira & Rose, 2019). In South Africa, despite the implementation of the Integrated Quality Management System (IQMS) for teacher assessment, inconsistencies in execution have led to concerns over its effectiveness in improving teacher performance (Chisholm, 2020). This highlights the urgent need for policy reforms that strengthen HRM practices to enhance teacher productivity and improve learning outcomes

In Kenya, the government has introduced various reforms to improve the education sector, including teacher appraisal programs, professional development initiatives, and revised remuneration policies. The Teachers Service Commission (TSC) has implemented performance contracting and competency-based teacher training to enhance professionalism in the sector (Kariuki & Kiiru, 2021). However, challenges persist, particularly in rural and marginalized areas where teachers face difficulties such as limited training opportunities, inadequate compensation, and poor working conditions.

Research indicates that while performance appraisal programs have been introduced in Kenyan schools, their implementation has not been consistent across all regions (Wanzala, 2020). Many teachers report that the existing appraisal mechanisms focus more on administrative compliance rather than professional growth, reducing their effectiveness in improving teaching quality. Furthermore, delays in salary payments and inadequate financial incentives have negatively impacted teacher motivation and retention rates (Muthoni & Njoroge, 2019).

Although the government's efforts, issues such as overcrowded classrooms, outdated teaching resources, and lack of mentorship programs continue to affect teacher performance. Studies show that rural schools in Kenya face unique HRM challenges that require tailored interventions to address workforce shortages and improve teacher satisfaction (Odhiambo, 2021). This necessitates localized research to understand the specific HRM issues affecting different counties, including Kajiado.

Elang'ata Wuas Subcounty, located in Kajiado County, experiences unique HRM challenges due to its rural setting, socio-economic factors, and infrastructural limitations. Teachers in this region often contend with issues such as limited professional development programs, poor performance appraisal systems, and inadequate incentives, which negatively influence their job satisfaction and effectiveness in the classroom (Koech & Simiyu, 2020). These HRM inefficiencies have resulted in high teacher turnover rates, negatively impacting student learning outcomes.

Additionally, Elang'ata Wuas faces challenges related to inadequate teaching resources, making it difficult for teachers to deliver quality education. A study by Njoroge and Mwangi (2022) found that schools in rural Kajiado struggle with teacher shortages, forcing educators to handle large class sizes, which in turn reduces their ability to provide individualized attention to students. Furthermore, the lack of proper housing and transportation facilities discourages teachers from working in remote areas, leading to staffing shortages in many schools.

Despite the government's efforts to address these challenges through programs such as the Competency-Based Curriculum (CBC) and teacher capacity-building initiatives, there is limited empirical research examining the influence of HRM practices on teacher performance in Elang'ata Wuas. Understanding the specific HRM barriers in this region can provide valuable

insights for policymakers to design interventions that enhance teacher motivation, retention, and performance, ultimately improving educational outcomes in rural Kenya.

1.2 Statement of the Problem

Teacher performance is a critical determinant of educational quality and student achievement in public schools. In Kenya, efforts have been made by the government and education stakeholders to enhance teacher performance through various reforms in the education sector. However, persistent challenges remain, many of which are rooted in ineffective human resource management (HRM) practices. National studies have consistently pointed to gaps in recruitment procedures, limited opportunities for professional development, and weak performance appraisal systems as key contributors to poor teacher motivation and performance. These HRM inefficiencies hinder the realization of education goals, particularly in public schools where resources are already constrained.

While several studies have explored HRM practices and teacher performance at the national and county levels, there is a limited focus on how these challenges are experienced in marginalized and rural settings. In many rural areas, HRM-related issues are often more pronounced due to infrastructural limitations, limited access to continuous training, and a lack of career advancement opportunities. These conditions not only demoralize teachers but also lead to high attrition rates and reduced classroom productivity. Moreover, poor appraisal systems fail to provide constructive feedback, resulting in stagnation in teacher growth and professional development.

Elangata Wuas Sub-county in Kajiado County exemplifies these rural challenges. Teachers in this sub-county often contend with poor working environments, inadequate professional support, and inconsistent implementation of HR policies. The lack of structured recruitment procedures

and clear career development frameworks further aggravates the problem, leading to declining teacher morale and performance. Additionally, ineffective appraisal systems undermine the motivation of teachers to improve their instructional practices, directly impacting student outcomes. These systemic HRM gaps have contributed to declining academic performance and dissatisfaction among educators in the region.

Despite the critical role that HRM practices play in influencing teacher effectiveness, there is a glaring lack of empirical studies that examine this relationship within the context of Elangata Wuas Sub-county. Most existing research focuses on urban or county-level perspectives, leaving a gap in localized understanding. This study seeks to bridge this gap by investigating the specific influence of HRM practices namely recruitment, professional development, and performance appraisal on teacher performance in public schools in Elangata Wuas Sub-county. The findings will inform policy interventions tailored to rural education settings and contribute to broader discussions on improving HRM practices in Kenyas public education system.

1.3 Purpose of the study.

The main purpose of this study was to examine the influence of human resource management practices on teacher performance in public schools within Elang'ata Wuas Sub-county, Kajiado County, Kenya.

1.4 Specific Objectives.

- i. To assess the effects of recruitment practices on teacher performance in Elangata Wuas Sub-county Kajiado County
- ii. To examine the effects of professional training on teacher performance in Elang'ata Wuas Sub-county Kajiado County

- iii. To determine the effects of compensation on teacher performance in Elang'ata Wuas Sub-county Kajiado County
- iv. To explore the effects of appraisal systems on teacher performance in Elang'ata Wuas Sub-county Kajiado County

1.5 Research Questions

To achieve the stated objectives, the study seeks to answer the following research questions:

- i. What is the effect of recruitment practices on teacher performance in Elang'ata Wuas Sub-county, Kajiado County?
- ii. How does professional training affect teacher performance in Elang'ata Wuas Sub-county, Kajiado County?
- iii. What is the effect of compensation on teacher performance in Elang'ata Wuas Sub-county, Kajiado County?
- iv. How do appraisal systems influence teacher performance in Elang'ata Wuas Sub-county, Kajiado County?

1.6 Significance of the study.

This study on the influence of human resource practices on teacher performance in public schools within Elang'ata Wuas Subcounty, Kajiado County, Kenya, had several significant contributions:

1.6.1 Contribution to Educational Policy

The findings provided critical insights for policymakers, particularly in the Ministry of Education and the Teachers Service Commission (TSC), on the role of human resource management in improving teacher performance. Effective HR practices, such as teacher recruitment, training, and motivation, were essential for quality education. The study helped inform policies that enhance teacher management and performance.

1.6.2 Enhancement of School Administration

School administrators played a crucial role in ensuring effective HR practices that support teacher performance. Research indicated that proper teacher appraisal systems, career development opportunities, and incentives improved teaching effectiveness. This study helped school leaders implement HR strategies that positively impacted teacher productivity and student outcomes.

1.6.3 Support for Teachers

HR practices, such as fair compensation, continuous professional development, and a conducive work environment, were shown to influence teacher motivation and retention. By examining these factors, the study provided recommendations for improving job satisfaction and overall teacher performance.

1.6.4 Contribution to Academic Research

This study added to the existing body of knowledge on human resource management in the education sector. Previous studies highlighted the importance of HR practices in teacher

effectiveness. The findings served as a reference for future researchers exploring the relationship between HR policies and teacher performance in Kenya and other regions.

1.6.5 Community and Societal Impact

Teacher performance directly affected student learning outcomes, which in turn shaped the quality of education in a community. By improving teacher performance through better HR practices, this study contributed to enhancing education quality, leading to a more skilled and knowledgeable society.

1.7. Limitations of the Study

Despite the efforts to ensure the credibility and reliability of this study, several limitations affected its outcomes:

1.7.1 Limited Generalizability

This study focused on public schools in Elang'ata Wuas Sub-county, Kajiado County, and may not have been fully generalizable to other regions with different socio-economic, cultural, and educational contexts.

1.7.2 Self-Reported Data

The study relied on responses from teachers and school administrators, which may have introduced bias due to social desirability or recall errors.

1.7.3 Time Constraints

Conducting research within a limited timeframe restricted the depth of data collection and analysis, potentially affecting the comprehensiveness of the findings.

1.7.4 Response Rate and Non-Response Bias

Some respondents chose not to participate, leading to missing data or potential bias in the results.

1.7.5 Policy and Institutional Barriers

Gaining access to certain data or obtaining approvals from education authorities posed challenges that affected the scope of the study.

1.8. Delimitations of the Study.

1.8.1 Geographical Scope

The study was limited to public primary and secondary schools in Elangata Wuas Subcounty, Kajiado County. It excluded private schools and other sub-counties in Kajiado or other counties in Kenya.

1.8.2 Target Population

The research focused specifically on teachers and school administrators. Other stakeholders in education such as students, parents, and government officials were not included.

1.8.3 Human Resource Practices Studied

The study was confined to four key human resource practices: recruitment and selection, training and development, performance appraisal, and compensation and benefits. Other HR practices like labor relations, succession planning, or occupational health and safety were not considered.

1.8.4 Research Design and Data Collection Tools

A descriptive survey design using questionnaires was adopted. Interviews, focus group discussions, or observational methods were not utilized, which may have limited the depth of qualitative insights.

1.9 Assumptions of the Study

1.9.1 Honesty and Accuracy of Respondents

It was assumed that the participants provided honest, accurate, and thoughtful responses to the questionnaires, reflecting their true experiences and perceptions.

1.9.2 Relevance of HR Practices

The study assumed that the selected HR practices (recruitment, training, performance appraisal, and compensation) were relevant and had a measurable influence on teacher performance in the studied context.

1.9.3 Stability of Institutional Environment.

It was assumed that no major disruptions (e.g., policy changes, teacher strikes, or natural calamities) occurred during the data collection period that could have significantly affected the study outcomes.

1.9.4 Representativeness of the Sample.

The selected sample of teachers and administrators was assumed to be representative of the population of public school educators in Elangata Wuas Subcounty, thus enabling valid generalizations within the defined scope.

1.9.5 Consistency in HR Policy Implementation

The study assumed that HR practices were implemented with reasonable consistency across public schools in the subcounty, allowing for meaningful comparisons and analysis.

1.10. Scope of the Study.

1.10.1 Geographical Scope

This study focused on public schools within Elang'ata Wuas Subcounty, Kajiado County, Kenya. The research was conducted exclusively in this region to allow for an in-depth analysis of HR

practices and their influence on teacher performance within the local context. The study did not extend beyond this sub-county due to resource and time constraints.

1.10.2 Content Scope

The study examined key human resource (HR) practices, including recruitment and selection: evaluating how hiring processes affected teacher placement and performance; professional development: assessing the availability and impact of teacher training and continuous learning opportunities; performance appraisal: investigating the effectiveness of performance evaluation systems in enhancing teacher motivation and accountability; and compensation and benefits: examining how salary structures, allowances, and incentives influenced teacher job satisfaction and retention. The research explored how these HR practices impacted teacher effectiveness in areas such as lesson delivery, student performance, discipline management, and professional commitment.

1.10.3 Institutional Scope

The study focused on public primary and secondary schools within Elang'ata Wuas Subcounty. Private schools and urban schools outside the subcounty were not included in the study, as their HR practices and operational structures may have differed significantly from public institutions in rural settings.

1.10.4 Population Scope

Key respondents for this study included teachers, who provided insights into their experiences with HR practices and their impact on performance; school administrators (e.g., head teachers, principals), who shared perspectives on HR management at the school level; and education officers, who provided a broader policy-level understanding of HR practices in public schools.

1.10.5 Time Scope.

The study focused on the academic year 2024/2025, covering HR practices and teacher performance trends within this period. Data collection and analysis were conducted within this timeframe to ensure relevance and applicability.

1.11. OPERATIONAL DEFINITION OF TERMS

1.11.1 Human Resource Practices: The policies, strategies, and activities implemented by education management to recruit, develop, motivate, and retain teachers. These include recruitment and selection, training and development, performance appraisal, and compensation.

1.11.2 Teacher Performance: The effectiveness of teachers in delivering quality education, measured through indicators such as lesson planning, classroom management, student engagement, assessment methods, and overall academic outcomes.

1.11.3. Recruitment and Selection: The process of attracting, evaluating, and hiring qualified teachers based on predefined criteria, such as academic qualifications, experience, and professional skills.

1.11.4 Training and Development: The professional development activities provided to teachers to enhance their skills, knowledge, and instructional methods, ensuring continuous improvement in teaching effectiveness.

1.11.5 Performance Appraisal: A structured evaluation process used by school administrators to assess teachers' effectiveness, provide feedback, and identify areas for professional growth.

1.11.6 Compensation: The financial and non-financial rewards provided to teachers, including salaries, bonuses, allowances, and other benefits, which influence their motivation and job satisfaction.

1.11.7 Public Schools: Government-funded educational institutions that provide free or subsidized education to students and are regulated by the Ministry of Education.

1.11.8. Elang'ata Wuas Subcounty: A geographical area in Kajiado County, Kenya, which serves as the focal point for this study on human resource practices and teacher performance.



CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of existing literature related to the influence of human resource practices on teacher performance in public schools, focusing on Elang'ata Wuas Subcounty, Kajiado County, Kenya. It explores key aspects such as recruitment, training, compensation, and performance appraisal, which are crucial determinants of teacher motivation and performance (Dessler, 2021). Additionally, the section reviews relevant theoretical frameworks and empirical studies to provide a foundation for this research.

2.2 Theoretical Framework

This section presents the theoretical foundations that guide the study on the influence of human resource management (HRM) practices on teacher performance in public schools in Elang'ata Wuas Sub-county, Kajiado County, Kenya. The study is anchored in five key theories: Person-Organization Fit Theory, Experiential Learning Theory, Herzberg's Two-Factor Theory, Goal-Setting Theory, and Human Capital Theory. These theories provide a framework for understanding how recruitment, training, compensation, and performance appraisal affect teacher effectiveness, motivation, and job satisfaction.

2.2.1 Person-Organization Fit Theory and Teacher Recruitment

The Person-Organization Fit Theory posits that aligning an individual's values, personality, and work style with the organizations culture enhances job satisfaction and performance (Kristof-Brown et al., 2005). In the education sector, teachers who fit well within a school's mission, vision, and working environment are more committed and effective in their roles.

Recent research emphasizes that poor recruitment practices contribute to teacher shortages and low performance. The Education Endowment Foundation (2023) suggests that aligning recruitment processes with organizational culture and clear job expectations can enhance teacher performance. Similarly, the Learning Policy Institute (2023) highlights that fair and merit-based recruitment strategies lead to improved teacher retention and student outcomes. Thus, schools should implement structured hiring processes to ensure they attract highly qualified and motivated teachers.

2.2.2 Experiential Learning Theory and Teacher Training

Kolb's Experiential Learning Theory (1984) suggests that learning occurs through a continuous cycle of experience, reflection, conceptualization, and experimentation. This theory supports professional development programs that provide teachers with hands-on training, mentoring, and reflective practices to improve instructional strategies.

Studies show that continuous professional development (CPD) significantly enhances teaching effectiveness. The Education Endowment Foundation (2023) emphasizes that evidence-based teacher training programs improve instructional quality and student engagement. The Learning Policy Institute (2023) further highlights that CPD incorporating experiential learning such as peer collaboration and practical workshops leads to higher teacher confidence and adaptability to curriculum changes. Schools should, therefore, invest in ongoing professional development to enhance teacher performance.

2.2.3 Herzberg's Two-Factor Theory and Teacher Compensation

Herzberg's Two-Factor Theory (1966) differentiates between hygiene factors (salary, job security, working conditions) and motivators (recognition, career growth, achievement). While hygiene factors prevent dissatisfaction, motivators enhance job satisfaction and performance.

In the Kenyan education system, inadequate teacher compensation has been linked to job dissatisfaction and high turnover rates (Mutai, 2018). The Learning Policy Institute (2023) underscores that competitive salaries and performance-based incentives improve teacher motivation and retention. Similarly, Wanjohi and Njoroge (2021) found that private school teachers who receive better pay and benefits exhibit higher commitment and productivity than their public-school counterparts. Thus, improving teacher compensation structures in public schools could enhance motivation and reduce attrition.

2.2.4 Goal-Setting Theory and Teacher Performance Appraisal

Goal-Setting Theory (Locke & Latham, 2002) asserts that specific, challenging, and attainable goals, accompanied by feedback, enhance performance. In the education sector, performance appraisal systems should set clear teaching objectives and provide constructive feedback to help teachers improve their effectiveness. Research shows that many Kenyan schools use outdated appraisal methods that fail to accurately assess teacher performance (Mugendi & Karani, 2019). Studies by the Learning Policy Institute (2023) suggest that appraisal systems incorporating goal-setting, self-assessment, and peer evaluation significantly improve teacher productivity. Additionally, Ochieng and Kiprop (2022) found that schools with well-structured appraisal systems reported higher teacher motivation and job satisfaction. Education policymakers should, therefore, adopt holistic performance appraisal models that go beyond student exam results to include qualitative evaluations.

2.2.5 Human Capital Theory and the Overall Influence of HRM Practices on Teacher Performance

Human Capital Theory (Becker, 1993) emphasizes the importance of investing in employees' education, skills, and professional development to enhance productivity. The theory suggests that well-trained teachers contribute significantly to student achievement and overall school performance. According to Nganga and Mwaura (2019), continuous investment in teacher training leads to better lesson delivery, improved classroom management, and higher student performance. Additionally, the Learning Policy Institute (2023) highlights that schools with strong HRM policies' covering recruitment, training, compensation, and performance evaluation see higher teacher effectiveness and job satisfaction. This theory supports the argument that policymakers should allocate sufficient resources to teacher development to improve education outcomes.

2.2.6 Summary of Theoretical Framework

This study is grounded in five key theories that explain the relationship between HRM practices and teacher performance: Person-Organization Fit Theory explains how aligning teacher recruitment with school culture enhances performance. Experiential Learning Theory supports the role of practical training and continuous professional development in improving teaching effectiveness. Herzberg's Two-Factor Theory highlights the importance of compensation and job satisfaction in motivating teachers. Goal-Setting Theory emphasizes the role of structured performance appraisal systems in improving teacher productivity. Finally, the Human Capital Theory justifies investment in teacher training and development to enhance overall education quality. The integration of these theories provides a strong foundation for understanding how HRM practices influence teacher performance in Elang'ata Wuas Sub-county, Kajiado County.

By applying these theoretical perspectives, this study seeks to offer policy recommendations to improve teacher recruitment, training, compensation, and performance appraisal systems for better education outcomes.

2.3 Empirical Review

This section presents a review of existing empirical studies on how human resource management (HRM) practices influence teacher performance in public schools. The review is structured according to the study's specific objectives, covering recruitment, training, compensation, and performance appraisal.

2.3.1 Recruitment and Teacher Performance

Recruitment is a fundamental HRM practice that ensures schools attract and retain qualified teachers. Effective recruitment processes enhance teacher competence, job satisfaction, and student performance. However, challenges such as political interference, corruption, and unstructured hiring processes undermine teacher quality in many Kenyan public schools (Odhiambo, 2021).

A study by Koech and Simiyu (2020) found that some public schools in Kenya engage in nepotism and favoritism during recruitment, leading to the hiring of under qualified teachers. These practices negatively affect the overall quality of instruction, leading to poor student outcomes. Additionally, delays in teacher recruitment contribute to staff shortages, increasing workloads and stress among existing teachers, ultimately lowering performance.

On the other hand, schools that implement merit-based recruitment processes report improved student outcomes. Makori and Odera (2021) conducted a study in rural Kenyan schools and

found that schools with transparent recruitment and selection processes recorded better student performance. These findings highlight the need for policy interventions to ensure recruitment is based on qualifications, competence, and experience.

Effective recruitment practices are pivotal in enhancing teacher performance, which directly influences student outcomes. In the Kenyan context, several recent studies have examined the relationship between recruitment and teacher performance, offering valuable insights for Elangata Wuas Sub-county.

Nyakuti and Kenei (2023) conducted a study in Isinya Sub-county, Kajiado County, focusing on how principals' staff recruitment practices affect academic performance in public secondary schools. The study revealed that transparent recruitment processes—such as clear advertisement of vacancies, thorough vetting of applicants, and involvement of school boards—led to the hiring of qualified teachers. This improved the quality of teaching and contributed positively to student performance.

Another study by Ronkoine, Nzioki, and Kiama (2024) explored the effect of e-recruitment on employee performance within Kajiado County Government. The findings showed that the use of digital platforms for recruitment significantly enhanced employee performance by improving the efficiency of the hiring process, reducing paperwork, and attracting more competent candidates. This suggests that modernizing recruitment processes in educational institutions could yield similar improvements in teacher performance.

In a broader national context, Juma, Were, and Senelwa (2024) investigated recruitment and selection practices in education-based state corporations in Kenya. Their research found that effective recruitment and selection processes accounted for 61.6% of the variation in

organizational performance. This highlights the critical role of structured recruitment strategies in enhancing institutional performance, which can be linked to individual employee productivity, including that of teachers.

Ahmed (2022) examined recruitment practices and their effects on employee performance in Kenyan universities. The study concluded that both internal and external recruitment strategies significantly influenced employee performance. In particular, internal recruitment explained 73.2% of the performance variance, emphasizing the value of promoting from within and utilizing institutional knowledge and experience.

Lastly, Wangui and Felistus (2021) studied private secondary schools in Nyeri County to understand how recruitment practices influence teacher performance. Their findings indicated that fair recruitment procedures—including public advertisement of job vacancies, structured interviews, and proper orientation for new hires—enhanced teacher motivation and commitment, which translated into improved student outcomes.

Internationally, structured and competitive hiring processes have yielded positive outcomes. The Education Endowment Foundation (2023) reported that schools with standardized recruitment frameworks attract high-performing teachers, leading to better student engagement and achievement. This underscores the importance of adopting global best practices in recruitment to enhance teacher performance in Kenyan public schools. These studies collectively underscore the importance of transparent, strategic, and well-organized recruitment practices in strengthening teacher performance. For Elangata Wuas Sub-county, adopting such practices could play a significant role in addressing performance gaps and improving the quality of education in public schools.

2.3.2 Training and Teacher Effectiveness

Teacher training and continuous professional development (CPD) play a crucial role in enhancing instructional quality, classroom management, and student engagement. The Experiential Learning Theory emphasizes that practical experience, mentorship, and reflective practices improve professional skills and performance. In the Kenyan context, several recent studies have explored this relationship, providing insights relevant to Elang'ata Wuas Sub-county.

Korir et al. (2023) conducted a study in Uasin Gishu County to assess the impact of professional development on secondary school teachers' performance. The research revealed that both formal and informal professional development activities significantly influenced teacher performance. Specifically, formal professional development had a t-value of 12.292 ($p < 0.05$), while informal professional development had a t-value of 2.075 ($p < 0.05$). Together, these strategies explained 56.5% of the variance in teacher performance, underscoring the importance of structured training programs in enhancing teaching effectiveness.

In Nakuru County, Malebe et al. (2024) examined the influence of professional development opportunities provided by head teachers on teachers' work performance in public primary schools. The study found that while professional development is crucial, its provision by head teachers did not have a statistically significant impact on teachers' work performance. This suggests that the effectiveness of professional development may depend on factors such as the quality and relevance of the training, as well as the support structures in place for implementing new skills.

Werimba (2024) investigated the role of capacity building in enhancing learning environments in public secondary schools in Kenya. The study found that teachers who participated in four or more capacity-building courses rated themselves higher in effectiveness compared to those with fewer or no courses attended. Key areas of improvement included fostering respectful student interactions and dignified discipline. The findings suggest that continuous professional development is crucial for enhancing the learning environment and, by extension, teacher performance.

In Kisii County, Nyang'ara (2025) explored the influence of teacher professional development on academic performance in public primary schools. The study concluded that professional development positively impacted academic performance, highlighting the need for ongoing training programs to equip teachers with the necessary skills and knowledge to improve student outcomes.

According to Nganga and Mwaura (2019), teachers who undergo structured CPD demonstrate increased confidence, adaptability, and innovation in lesson delivery. However, despite its significance, teacher training opportunities in Kenyan public schools remain limited. A study by Aduda (2021) revealed that most teachers in Kenya receive minimal in-service training, hindering their ability to implement modern teaching strategies. Budget constraints and logistical challenges further limit access to training, especially in rural areas.

Comparative studies from developed countries also highlighted the benefits of continuous training. In the United Kingdom, structured CPD programs that incorporate peer mentoring and collaborative learning have significantly improved teacher effectiveness (Blandford, 2020). The

Learning Policy Institute (2023) recommends integrating experiential learning approaches in teacher training to enhance instructional competencies.

Collectively, these studies underscore the significant role of professional training in enhancing teacher performance across various Kenyan counties. To bridge the gap, education stakeholders should invest in ongoing professional development programs that align with evolving curriculum needs. Providing teachers with access to training workshops, mentorship programs, and peer learning opportunities will improve instructional effectiveness and overall performance.

For Elang'ata Wuas Sub-county, implementing structured and continuous professional development programs tailored to the specific needs of teachers could lead to improved teaching practices and better student outcomes.



2.3.3 Compensation and Teacher Motivation

Compensation plays a key role in teacher motivation, job satisfaction, and retention. Herzberg's Two-Factor Theory suggests that while salary alone does not guarantee motivation, inadequate compensation leads to job dissatisfaction. Compensation plays a pivotal role in influencing teacher performance, particularly in the Kenyan educational context. Recent studies have explored this relationship, shedding light on how various compensation strategies impact teacher motivation, job satisfaction, and overall performance. Teachers who feel fairly compensated are more committed and engaged in their work (Mureithi & Ndungu, 2020).

In Kapsaret Sub-County, Uasin-Gishu County, Jepngetich et al. (2021) investigated the effects of performance appraisal on job satisfaction among public secondary school teachers. The study

specifically examined performance-based compensation and rewards, finding a statistically significant effect on teachers' job satisfaction. This suggests that when teachers perceive the appraisal and compensation systems as fair and rewarding, their job satisfaction—and by extension, their performance—improves.

In Nyeri County, Mwangi and Muli (2024) assessed the effect of compensation on employee performance within the county government. Their findings revealed that staff performance was positively and significantly affected by compensation. The study emphasized that competitive salaries and benefits packages attract and retain the best talent, leading to enhanced performance.

Focusing on special education, Nyongesa (2024) explored the influence of compensation on job satisfaction among special needs educators in Kenya. The study highlighted that inadequate compensation contributed to low job satisfaction, leading to higher turnover rates among special needs educators. This underscores the importance of appropriate compensation in retaining skilled teachers in specialized fields.

In Trans-Nzoia County, Juma et al. (2023) examined the effect of teacher remuneration strategies on students' academic performance in public secondary schools. The study established that teachers' remuneration significantly affects students' academic performance, indicating that well-compensated teachers are more motivated and effective in their teaching roles.

In Kenya, public school teachers frequently experience salary delays, inadequate allowances, and limited benefits, contributing to dissatisfaction and high turnover rates (Mutai, 2018). Many educators leave public institutions for better-paying opportunities in private schools or other sectors, disrupting learning continuity and student performance.

A study by Wanjohi and Njoroge (2021) compared public and private school teachers in Kenya and found that those in private institutions' where salaries are competitive and performance-based incentives are offered reported higher job satisfaction and productivity. Additionally, the OECD (2019) noted that countries like Finland and Singapore, which provide comprehensive teacher welfare packages (including housing, medical insurance, and pension schemes), have some of the best student performance outcomes globally.

The Learning Policy Institute (2023) recommends revising teacher salary structures and implementing performance-based incentives to improve motivation and reduce attrition. Investing in competitive teacher compensation packages can significantly enhance teacher morale and retention in public schools.

Collectively, these studies underscore the critical role of fair and competitive compensation in enhancing teacher performance. Implementing transparent and equitable compensation systems can lead to improved motivation, job satisfaction, and overall effectiveness among teachers, ultimately benefiting student outcomes.

2.3.4 Performance Appraisal and Teacher Productivity

Performance appraisal systems play a crucial role in evaluating teacher effectiveness and providing feedback for improvement. According to Goal-Setting Theory, teachers perform better when they have clear performance expectations and receive regular feedback (Locke & Latham, 2002). Recent studies across various counties provide insights into how these systems influence teacher performance.

In Koibatek Sub-County, Kimosop et al. (2023) examined the influence of teacher appraisal systems on teacher performance in public secondary schools. The study found a statistically significant relationship between teachers' performance appraisal scores and their lesson observation scores, indicating that effective appraisal processes can enhance teaching practices. However, the research also highlighted areas needing improvement, such as the preparation of professional documents and engagement in co-curricular activities.

Similarly, in Kapsaret Sub-County, Uasin-Gishu County, Jepngetich et al. (2021) investigated the effects of performance appraisal on job satisfaction among public secondary school teachers. The study revealed that performance appraisal training and performance-based rewards significantly affected teachers' job satisfaction. Nevertheless, it also noted that appraisal training had a negative variation on job satisfaction, suggesting the need for improved training approaches.

In Kimilili Sub-County, Bungoma County, Masika (2022) explored the implementation of the Teachers' Performance Appraisal and Development (TPAD) system and its effects on teaching and learning activities. The findings indicated that TPAD enhanced professional record-keeping and time management among teachers. However, challenges such as inconsistencies in lesson planning, self-rating, and lack of commitment were identified, highlighting areas for system improvement.

In Mbooni East Sub-County, Mumo et al. (2023) studied the effect of teachers' perceptions towards performance appraisal on its implementation in public secondary schools. The research found that teachers' perceptions significantly influenced the implementation of appraisal systems. While some teachers acknowledged the positive impact of appraisals on teaching standards,

others expressed concerns, emphasizing the need for increased sensitization and involvement in the appraisal process.

Despite the importance of appraisals, many Kenyan schools use outdated evaluation methods. Mugendi and Karani (2019) found that most schools rely solely on student exam results to assess teacher performance, neglecting other critical aspects such as creativity, classroom management, and extracurricular contributions. This narrow focus can be demotivating, as teachers may feel undervalued.

However, schools that implement structured performance appraisal systems report improved teacher productivity. A study by Ochieng and Kiprop (2022) found that schools that use a combination of peer reviews, self-assessments, and supervisor evaluations recorded higher teacher motivation and job satisfaction. The Education Endowment Foundation (2023) also emphasizes the importance of incorporating self-reflection and professional development opportunities into appraisal systems.

Collectively, these studies underscore the importance of well-structured and effectively implemented appraisal systems in enhancing teacher performance. They also highlight the necessity for continuous training, teacher involvement, and system refinements to address existing challenges and optimize the benefits of appraisal systems in the Kenyan educational context. To enhance teacher performance, policymakers should adopt comprehensive appraisal models that go beyond academic performance metrics. Providing constructive feedback and linking appraisal results to career development opportunities will motivate teachers to improve their instructional effectiveness.

2.4 Conceptual Framework.

The conceptual framework illustrates the relationship between human resource management (HRM) practices and teacher performance in public schools. It is grounded in key theories such as the Person-Organization Fit Theory, Experiential Learning Theory, Herzberg's Two-Factor Theory, Goal-Setting Theory, and Human Capital Theory. These theories provide insight into how HRM practices such as recruitment, training, compensation, and performance appraisal impact teacher motivation, job satisfaction, and effectiveness. Additionally, intervening variables such as government policies, school leadership, and socio-economic factors moderate this relationship.

2.4.2 Independent Variables (HRM Practices)

2.4.2.1 Recruitment.

Recruitment and selection processes are crucial in ensuring that schools hire competent teachers who meet the required qualifications and align with the institution's values and culture. It should have Merit-Based Selection: Teachers should be recruited based on academic qualifications, teaching experience, and professional competency rather than favoritism or nepotism. A fair and transparent selection process improves the quality of teaching and student outcomes.

It should also be aligned with Institutional Culture: According to the Person-Organization Fit Theory, teachers whose personal values align with the schools' vision and mission demonstrate higher commitment, motivation, and job satisfaction. Schools should assess candidates' suitability beyond academic qualifications to ensure cultural alignment. The process should have a structured interview: Teachers Service Commission should adopt a standardized recruitment approach involving panel interviews, lesson demonstrations, and psychometric assessments. This

approach helps in selecting competent, adaptable, and innovative teachers who can contribute effectively to the school's objectives.

Lastly, there should be Induction and Orientation Programs for the Newly recruited teachers who should undergo structured induction and mentorship programs to familiarize them with the school policies, curriculum, and teaching methodologies. Effective orientation enhances teacher retention and classroom effectiveness.

2.4.2.2. Training and Development

Continuous professional development (CPD) plays a critical role in equipping teachers with the latest pedagogical skills, subject mastery, and curriculum adaptation strategies. Kolb's Experiential Learning Theory emphasizes hands-on learning through experience and reflection.

Continuous Professional Development (CPD): Schools should implement regular training sessions, workshops, and refresher courses to enhance teachers' skills and knowledge. CPD programs should focus on curriculum changes, digital literacy, and student-centered teaching methodologies. The training should include also a Mentorship and Coaching Programs conducted by experienced teachers on new or struggling teachers to enhance peer learning and collaboration. Coaching programs provide personalized support, helping teachers improve instructional strategies and classroom management.

Action-Based Learning and Research should also be integrated such as lesson study programs, peer observations, and collaborative research to improve instructional delivery. Encouraging teachers to implement research-based strategies enhances classroom effectiveness and finally, use of Technology in training should be used where Schools should adopt e-learning platforms,

webinars, and online resources to facilitate teacher training. Digital tools help teachers access global best practices and improve their teaching strategies.

2.4.2.3 Compensation.

Compensation plays a vital role in teacher motivation, job satisfaction, and retention. According to Herzberg's Two-Factor Theory, compensation is considered a hygiene factor. While salary alone does not directly lead to motivation, inadequate compensation results in job dissatisfaction. Teachers who feel fairly compensated are more likely to be committed and engaged in their work (Mureithi & Ndungu, 2020). In Kenya, public school teachers frequently experience salary delays, inadequate allowances, and limited benefits, which contribute to dissatisfaction and high turnover rates (Mutai, 2018). Many educators leave public institutions for better-paying opportunities in private schools or other sectors, disrupting learning continuity and student performance.

Wanjohi and Njoroge (2021) found that private school teachers, who receive competitive salaries and performance-based incentives, report higher job satisfaction and productivity. Similarly, OECD (2019) highlighted that countries with comprehensive teacher welfare packages, such as Finland and Singapore, have better student performance outcomes. To improve teacher motivation and retention, policymakers should revise salary structures and introduce performance-based incentives. The Learning Policy Institute (2023) recommends investing in competitive teacher compensation packages to enhance morale and reduce attrition in public schools.

Recognition and reward systems play a crucial role in motivating teachers, enhancing job satisfaction, and improving performance. These systems acknowledge teachers' efforts and achievements, reinforcing positive behavior and encouraging continuous improvement. Types of

recognition and rewards includes the following: Monetary Rewards such as bonuses, salary increments, and financial incentives linked to performance, Non-Monetary Rewards such as Certificates, trophies, and public acknowledgment of outstanding contributions and others such career advancement (Promotions, leadership opportunities, and professional development sponsorships) and symbolic rewards (Teacher-of-the-month awards, appreciation letters, and recognition in school meetings).

Recognition and rewards boosts motivation of teachers where teachers feel valued, they become more committed and enthusiastic about their work, enhancing job satisfaction. Recognized teachers are more likely to remain in their roles, reducing turnover rates. Finally, recognition encourages innovation where teachers are more likely to introduce new teaching methods and contribute beyond their regular duties thus improving student outcomes:

Vroom's Expectancy Theory suggests that employees (teachers) are motivated when they believe their efforts will lead to desirable rewards. If teachers see a clear link between their performance and recognition, they are more likely to be engaged and put in extra effort.

2.4.2.4. Performance Appraisal.

Performance appraisal systems are essential in evaluating teacher effectiveness and providing feedback for improvement. Goal-Setting Theory (Locke & Latham, 2002) suggests that teachers perform better when they have clear performance expectations and receive regular feedback. Structured appraisal systems contribute to teacher motivation by promoting continuous professional development.

Despite their importance, many Kenyan schools use outdated evaluation methods. Mugendi and Karani (2019) found that most schools rely solely on student exam results to assess teacher

performance, neglecting crucial aspects such as creativity, classroom management, and extracurricular contributions. This narrow focus can be demotivating, as teachers may feel undervalued.

However, schools that implement structured appraisal systems report improved teacher productivity. Ochieng and Kiprop (2022) found that schools using peer reviews, self-assessments, and supervisor evaluations recorded higher teacher motivation and job satisfaction. The Education Endowment Foundation (2023) also emphasizes the importance of incorporating self-reflection and professional development opportunities into appraisal systems. To enhance teacher performance, policymakers should adopt comprehensive appraisal models that go beyond academic performance metrics. Providing constructive feedback and linking appraisal results to career development opportunities will motivate teachers to improve their instructional effectiveness.

2.4.3 Dependent Variable: Teacher Performance

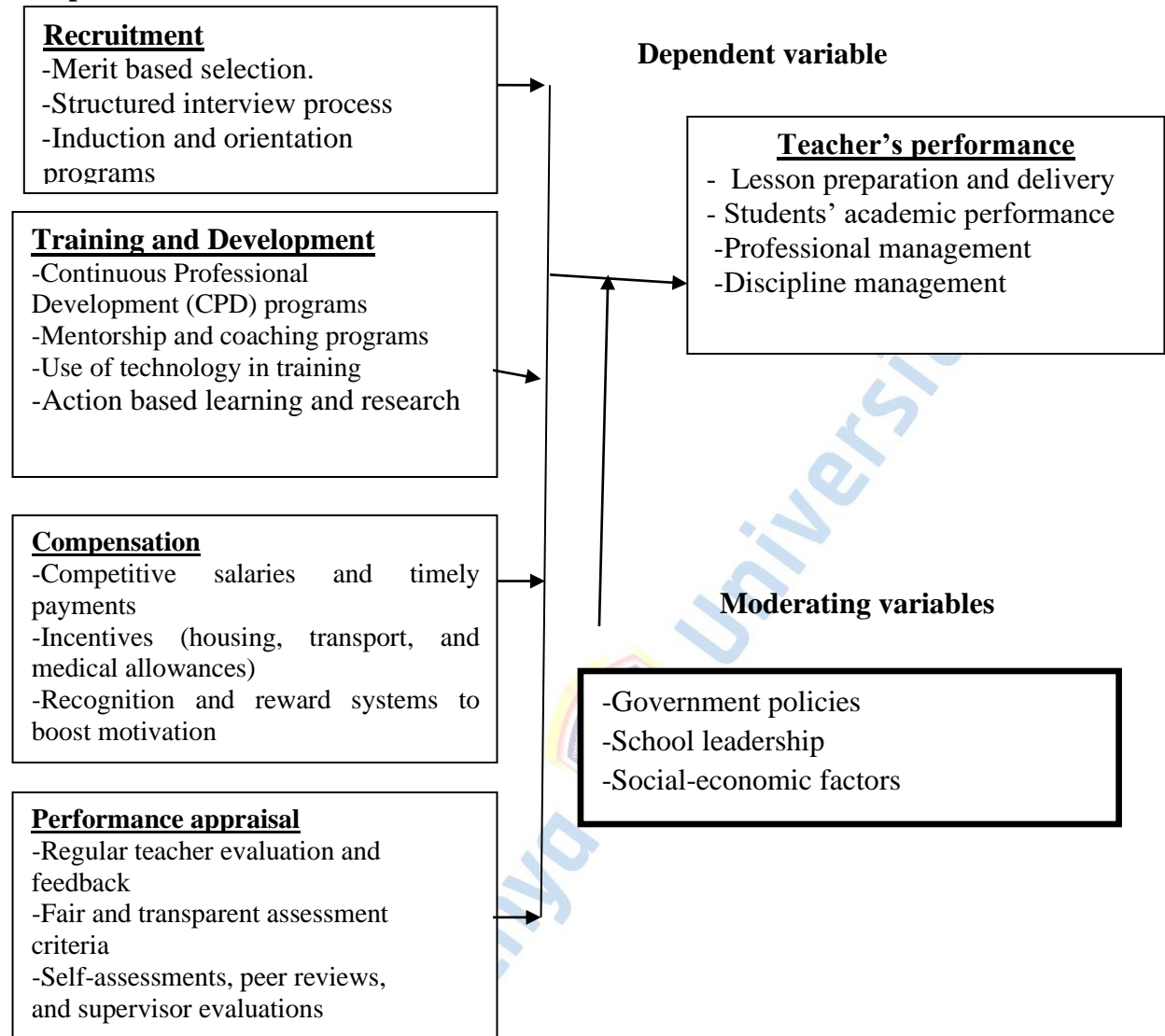
Teacher performance is measured through several key indicators that influence student outcomes and school effectiveness. The key indicators include Lesson Preparation and Delivery where Well-prepared teachers deliver engaging and structured lessons that enhance student comprehension. Effective lesson planning includes clear objectives, diverse teaching methodologies, and learner-centered approaches. The second key indicator is the Students' Academic Performance where teachers directly influence student outcomes through instruction quality, assessments, and classroom management. Performance-driven HRM practices improve student engagement and exam results.

The third key indicator is Professionalism and Ethical Conduct of a teacher where schools expect teachers to demonstrate ethical behavior, punctuality, collaboration, and commitment to continuous improvement. HRM practices should reinforce professional ethics and integrity and finally the discipline and classroom management where Effective teachers implement positive discipline strategies that create a conducive learning environment. HRM policies should support behavior management training and conflict resolution skills.

2.4.4 Moderating Variables

These are external factors that influence the strength or direction of the relationship between independent and dependent variables. In this study, the following are the moderating variables: first is the Government Policies where Government regulations on teacher recruitment, salary scales, and professional development programs impact HRM decisions. Compliance with education policies ensures standardized teaching quality. The second variable is School Leadership where a strong leadership fosters a supportive and motivating work environment. School administrators should promote open communication, teacher empowerment, and shared decision-making. And finally, the Socio-Economic Factors where Factors such as school funding, community involvement, and parental support influence teacher performance. Well-funded schools provide better teaching resources and working conditions.

Independent Variables



Source: Author (2025) Figure 2.1: Conceptual Framework for the Study

2.4.5 Summary of Conceptual Framework

2.4.5.1. Recruitment and Selection and Teacher Performance

Recruitment and selection play a critical role in ensuring that only qualified and competent individuals join the teaching profession. A fair and transparent hiring process based on academic qualifications, professional experience, and merit-based promotions enhances the quality of teachers in public schools. When schools adhere to proper recruitment procedures, they attract

skilled educators who are well-equipped to handle instructional responsibilities effectively. Conversely, poor hiring practices, influenced by nepotism, corruption, or political interference, can result in the employment of under-qualified teachers, negatively impacting lesson delivery, student performance, and overall school effectiveness. Ensuring that recruitment and selection processes are based on competence rather than favoritism helps in improving the overall quality of education.

2.4.5.2. Training and Development and Teacher Performance

Training and professional development significantly enhances teacher effectiveness by equipping educators with modern teaching strategies, classroom management techniques, and subject knowledge updates. In-service training, mentorship programs, and continuous professional development (CPD) sessions ensure that teachers remain informed about emerging pedagogical trends and curriculum changes. Schools that invest in teacher training improve instructional quality, foster student engagement, and ultimately enhance academic performance. However, the lack of access to training opportunities, particularly in rural schools, often limits teachers' ability to adapt to evolving educational needs. Thus, structured training programs that are relevant to teaching challenges can improve educators' competencies, boost motivation, and lead to better learning outcomes.

2.4.5.3. Compensation and Teacher Performance

Teacher motivation and job satisfaction are closely linked to their compensation and benefits. A well-structured salary system, timely payment, and additional incentives such as housing and transport allowances contribute to teacher commitment and reduce turnover rates. Competitive compensation ensures that teachers remain focused on their responsibilities without seeking

alternative employment opportunities in better-paying institutions. In contrast, inadequate salaries, delayed payments, and lack of financial incentives can lead to teacher dissatisfaction, absenteeism, and reduced effort in lesson preparation and student engagement. Schools that recognize and reward teachers' efforts foster a positive work environment, leading to improved performance and increased dedication to student success.

2.4.5.4. Performance Appraisal and Teacher Performance

A structured performance appraisal system helps assess teachers' strengths and areas needing improvement, providing constructive feedback for professional growth. When performance evaluations are conducted regularly and based on clear criteria, teachers gain insights into their teaching methods and receive guidance on how to enhance their effectiveness. Appraisal processes that involve teachers in self-assessments, peer reviews, and supervisor evaluations promote a culture of accountability and continuous improvement. On the other hand, outdated appraisal systems that focus solely on student exam results may fail to recognize a teacher's overall contribution to the learning process. Schools that integrate comprehensive performance evaluation strategies enable teachers to refine their instructional techniques, leading to improved classroom management and student performance.

2.4.5.5. Role of moderating variables

While HR practices directly influence teacher performance, external factors such as government policies, school leadership styles, socioeconomic conditions, and the availability of teaching and learning resources also play a significant role. Government regulations on recruitment, salary structures, and professional development policies impact the effectiveness of HR practices in public schools. Similarly, the leadership approach adopted by school administrators affects

teacher morale and job satisfaction. Schools with supportive leadership foster collaboration and teacher motivation, while rigid or unsupportive management styles can demoralize educators. Additionally, socioeconomic challenges, such as inadequate funding and limited teaching materials, may hinder the implementation of effective HR practices, ultimately affecting teacher performance.

2.4.6 Conclusion of the Conceptual Framework

This conceptual framework serves as a guiding model for analyzing how HR practices influence teacher performance in public schools. By establishing clear linkages between recruitment, training, compensation, and performance appraisal with key aspects of teacher effectiveness, the framework provides insights into how to enhance teacher motivation, retention, and productivity. Furthermore, the inclusion of intervening variables acknowledges the external factors that may moderate these relationships, ensuring a comprehensive understanding of the dynamics affecting teacher performance. This structured approach enables education policymakers and school administrators to make informed decisions in improving HR management practices, ultimately leading to better student learning outcomes.

2.5. Recap of Literature Review

The literature review explores the influence of human resource management (HRM) practices on teacher performance in public schools, focusing on Elang'ata Wuas Sub-county, Kajiado County, Kenya. It examines key HRM practices, including recruitment, training, compensation, and performance appraisal, and is structured into theoretical and empirical reviews.

The theoretical framework is based on five key theories. The Person-Organization Fit Theory emphasizes that teachers whose values align with the school's culture are more committed and

effective. Experiential Learning Theory supports the role of hands-on training and continuous professional development in enhancing teaching skills. Herzberg's Two-Factor Theory highlights the importance of both salary and motivation factors, such as recognition, in improving job satisfaction. Goal-Setting Theory suggests that clear objectives and structured performance appraisal systems boost teacher productivity. Human Capital Theory stresses the need for continuous investment in teacher education and training to improve overall school performance.

The empirical review highlights several key findings. Recruitment practices influence teacher quality, with transparent, merit-based hiring improving teacher performance, while favoritism and political interference lead to poor instruction quality. Training is essential for teacher effectiveness, but limited access to continuous professional development in Kenya hampers skill enhancement and adaptability. Compensation plays a critical role in motivation, as well-paid teachers show higher commitment, while salary delays and inadequate benefits contribute to dissatisfaction and high turnover. Performance appraisal systems that incorporate regular feedback and goal-setting enhance teacher motivation and effectiveness, but many Kenyan schools rely on outdated evaluation methods that focus only on student exam results.

In conclusion, HRM practices significantly affect teacher motivation, retention, and education quality. Addressing recruitment bias, expanding training programs, improving teacher compensation, and refining performance appraisal systems can enhance teacher effectiveness and student outcomes in Elang'ata Wuas Sub-county, Kajiado County, Kenya.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology that guided the study on how human resource practices impact teacher performance in public schools within Elang'ata Wuas Sub-county, Kajiado County. It covered the research design, target population, sampling procedures, data collection methods, pilot testing, data analysis techniques, and ethical considerations.

3.2 Research Design

The study employed a descriptive survey design, which facilitates the collection of both qualitative and quantitative data (Kothari, 2004). This design is appropriate for analyzing the correlation between human resource management practices and teacher performance in public schools. It allows for a comprehensive exploration of the subject without manipulating the study variables (Cooper & Schindler, 2018). Additionally, this design was well-suited for evaluating teacher performance, competencies, and challenges influenced by human resource management within the sub-county (Mugenda & Mugenda, 2003).

3.3 Target Population

A target population refers to a group of individuals sharing similar characteristics relevant to a study (Kombo & Tromp, 2009). This research will focus on public school teachers, school administrators, and education officers in Elang'ata Wuas Sub-county. These groups play a key role in implementing human resource management policies and can provide valuable insights into their effectiveness.

The study targeted a total of 397 respondents, categorized as follows: 56 head-teachers, 336 Competency-Based Curriculum (CBC) teachers, and 5 education officers. The education officers include two Curriculum Support Officers, the Sub-County Director of Education, a Human Resource Officer, and a Quality Assurance Officer.

Table 3.1: Target Population

Category	Target Population
Head-teachers	56
Teachers	336
Education Officers	5
Total	397

(Source: Sub-county Education Office, 2023)

3.4 Sample Size and Sampling Technique

A sample is a subset of the population selected for study to facilitate the generalization of findings (Mugenda & Mugenda, 1999). This study employed a combination of probability and non-probability sampling techniques to ensure a representative selection of participants.

The Mugenda & Mugenda (2003) formula recommends that a sample size of 10%-50% is adequate for analysis. For this study, a 20% sampling rate was applied to head-teachers and teachers.

Since the number of education officers is small, a census approach will be used to include all five officers in the study. To ensure diversity, three schools from urban areas and three from rural areas were randomly selected, accounting for location-based variations in HRM policy implementation. From these schools, 68 teachers will be randomly sampled, while 12 head-teachers from the randomly selected schools will participate. This resulted in a total sample size of 85, as presented in Table 3.2.

Table 3.2: Sample Size

Category	Target Population	Sample Size (10%)	Selected Sample
Head Teachers	56	20%	12
Teachers	336	20%	68
Education Officers	5	Census	5
Total	397		85

Source. Research data (2025)

3.5 Data Collection Procedure

The research utilized structured questionnaires and interview guides as primary tools for data collection. The questionnaire contained both closed-ended and open-ended questions, with Likert-scale items to assess respondents' perspectives on human resource policy implementation (Kiess & Bloomquist, 2020).

The questionnaire was structured into two sections: Section One collected demographic details of the participants and Section Two focused on the core research themes. Questionnaires were administered using the drop-and-pick-later technique, ensuring that respondents have ample time to complete them. Additionally, face-to-face interviews were conducted with education officers to gain deeper insights into human resource management practices.

3.6 Pilot Testing

A pilot study was conducted before the main data collection to evaluate the reliability and validity of the research instruments. To avoid bias, the pilot test involved sixteen respondents selected from 20% of 51 (Kenya primary educational institutional directory 2020) public primary schools from a neighboring sub-county (Kajiado Central), comprising one education officer, five

head-teachers, and ten teachers. The formula was 20% of 51 teachers plus 5 head teachers from the five randomly selected schools plus 1 education officer.

3.6.1 Validity

Validity refers to how well a research instrument measures what it is intended to measure (Mugenda & Mugenda, 2003). To ensure validity, the questionnaire underwent expert review by a research supervisor and a human resource specialist to confirm alignment with the study objectives.

3.6.2 Reliability

Reliability assesses the consistency of an instrument in generating stable results over repeated applications (Golafshani, 2019). This study tested reliability using Cronbach's alpha, which measures internal consistency. Statistical Package for the Social Sciences (SPSS) was used to calculate the reliability coefficient, with an acceptable threshold of 0.7.

3.7 Data Analysis and Presentation

Before analysis, the collected data was cleaned, coded, and categorized. Thematic analysis was applied to qualitative responses, while quantitative data was processed using SPSS Version 24. Descriptive statistics such as frequencies, percentages, means, and standard deviations was used to summarize the data. To examine relationships between study variables, inferential statistics, including Pearson correlation and regression analysis, was employed. The study applied the following regression model to determine how human resource practices influence teacher performance.

$$Y = \alpha + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \varepsilon$$

Where:

Y = Teacher's performance in public schools

α = Constant

X1 = recruitment and selection and teacher's performance.

X2 = Training and development and teacher's effectiveness.

X3 = Compensation and benefits and teacher's motivation.

X4= performance appraisal and teacher's productivity.

$\beta_1, \beta_2, \beta_3, B_4$ = Regression coefficients

ε = Error term

3.8 Ethical Consideration

Ethical considerations were observed throughout the study to protect participants' rights. Confidentiality was upheld, and respondents were assured that their identities was to remain anonymous. Participation was voluntary, with informed consent obtained before data collection. Necessary approvals were sought from, The Sub-County Education Office in Elang'ata Wuas, The National Commission for Science, Technology, and Innovation (NACOSTI) and The Board of Postgraduate Studies (BPS) at Mount Kenya University

3.9 Conclusion

This chapter has detailed the research methodology which was used in the study of the influence of the human resource practices on teacher's performance in Elang'ata Wuas Sub-county, Kajiado County. The research design, target population, sampling techniques, data collection procedures, pilot testing, data analysis, and ethical considerations have been outlined, ensuring a systematic approach to investigating the research problem.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF FINDINGS

4.1 Introduction

This chapter presents the analysis and interpretation of the data collected in the study on the influence of human resource practices on teacher performance in public schools in ElangataWuas Sub-county, Kajiado County, Kenya. The data was analyzed using both descriptive and inferential statistics. The results are presented in tables, bar graphs, and pie charts for clarity. The findings align with the research objectives, which focus on recruitment and selection, training and development, compensation and benefits, and performance appraisal.

4.2 Presentation of Findings

4.2.1 Response Rate

The study targeted 85 respondents comprising 68 teachers, 12 heads of institutions, and 5 education officers. Out of these, 80 responded, giving a response rate of 94.12% as shown in Table 4.1.

Table 4.1: Response Rate

Categories	Frequency	Percentages
Response	80	94.12
Non Response	5	5.88
Total	85	100

Source: research data (2025)

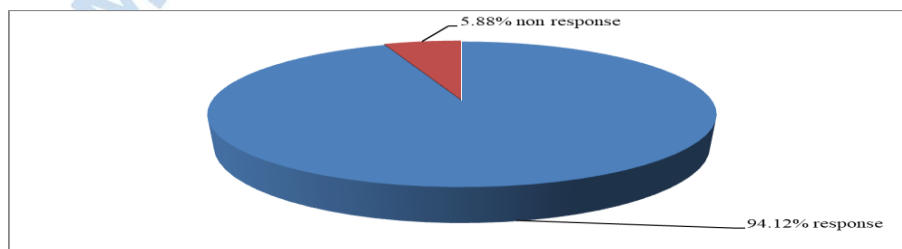


Figure 4.1: Response Rate

Source: research data (2025)

As seen in both table 4.1 and figure 4.1 above, the researcher sampled a total of 85 respondents. Out of the total 80 respondents, responded by filling the questionnaires and returning them. This represents a percentage of 94.12%. The non-respondents were 5 represented by 5.88%. The response rate was deemed adequate and sufficient by the researcher for purposes of data analysis.

4.2.2 Gender of Respondents

Table 4.3: Gender of Respondents

Gender	Response	Percentage
Male	45	56.25
Female	35	43.75
Total	80	100

Source: Research Data (2025)

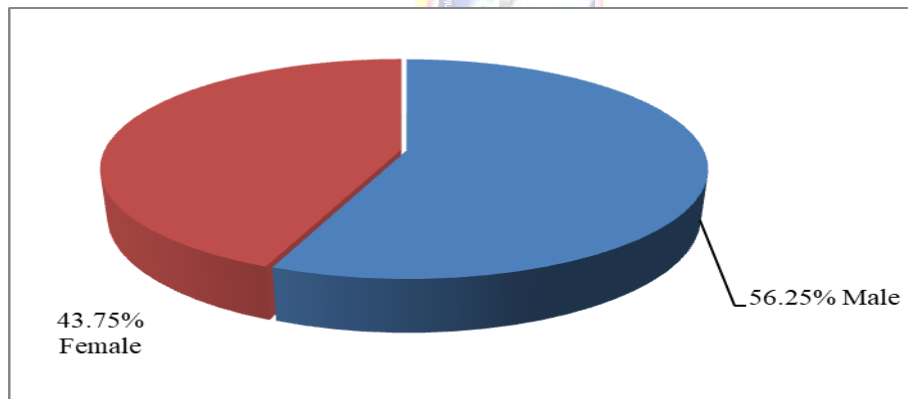


Figure 4.2: Genders of Respondents

Source: Research Data (2025)

Both table 4.2 and figure 4.2 above shows that 56.25% the respondents were male while 43.75% were female. This indicates that the majority of the responses in each of the categories in Elangatawuas sub-county were males.

4.2.3 Age of the Respondents.

Understanding the age distribution of respondents provides valuable context for interpreting their perspectives on human resource practices. Age can influence attitudes toward recruitment, training, compensation, and performance appraisal based on generational experiences and career stages. This section presents the age categories of teachers, headteachers, and education officers who participated in the study as shown in the table 4.3.

Table 4.4: Distribution of Respondents by Age (n=80)

Number of years	Frequency	Percentage
Below 30	18	22.5
30-39	34	42.5
40-49	22	27.5
50 and above	6	7.5
Total	80	100

Source: Research Data (2025)

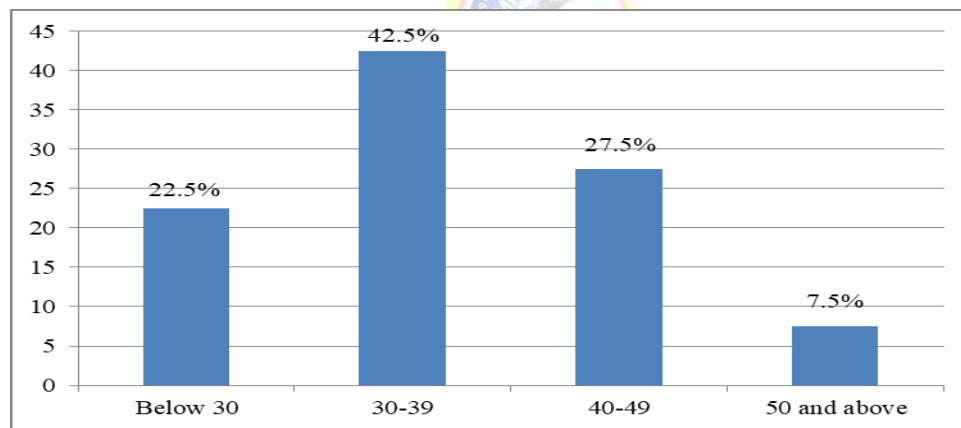


Figure 4.3: Distributions of Respondents by Age

Source: Research Data (2025)

From the above table and figure 4.3, the respondents numbering to 7.5% were in the age bracket of 50 and above years, 27.5% of the respondents were 40-49 years, 42.5% of the respondents were 30-39 years, and 22.5% were aged below 30 years.

4.2.4 Work Experience of Respondents

The length of service or experience in the education sector can significantly influence respondents' views on human resource practices. This section presents the distribution of respondents based on their years of teaching or administrative experience, which helps to contextualize their feedback on HR-related issues. Respondents were requested to indicate the period they had served / worked with TSC, results are presented in Table 4.3

Table 4.5: Work Experience of Respondents (n=80)

Work Experience (Years)	Frequency	Percentage (%)
1 – 5	21	26.25
6 – 10	19	23.75
11 – 15	28	35
Above 15	12	15
Total	80	100.0

Source: Research Data (2025)

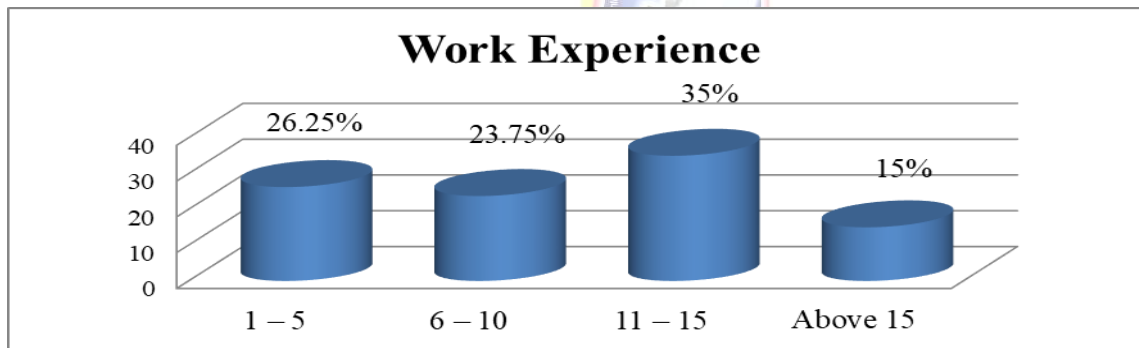


Figure 4.4: Years of Service

Source: Research Data (2025)

From the above 4.4 table and figure 4.4, 15% of the respondents worked for 15 years and above, 35% of respondents have worked between 11-15 years, 23.75 have worked between 6-10 years, while 26.25% have worked with the teachers' service commission between 1-5 years less. This indicated that majority of the respondents had worked with the TSC for 11-15 years.

4.2.5 Highest Educational Level

The educational level of the respondents was essential in the study as it may influence the type of responses got from the respondents concerning the independent variable.

Table 4.6: Highest Educational Level(n=80)

Respondent category	P1-certificate	Bachelors	Masters
Teachers	75%	25%	0%
Head teachers	87%	13%	0%
Education officers	0%	60%	40%

Source: Research Data (2025)

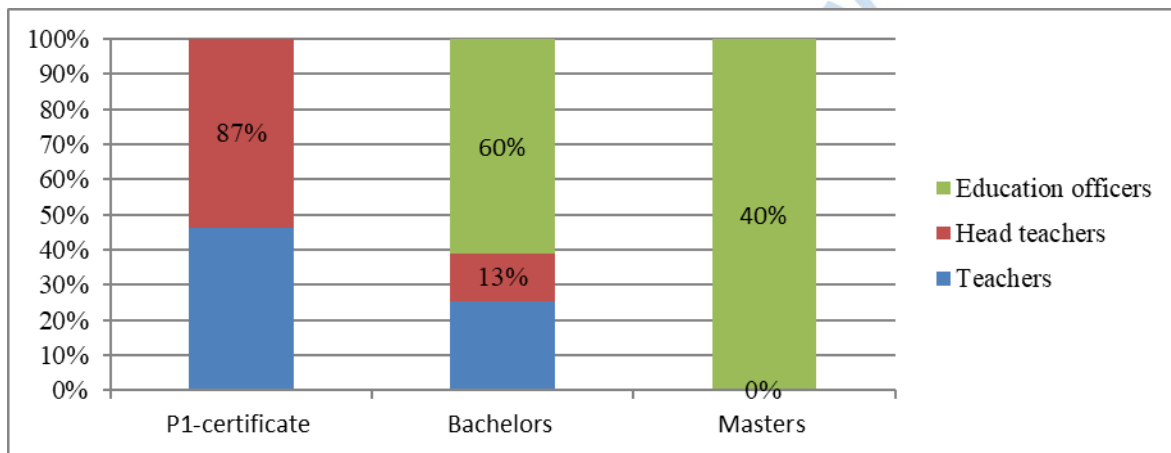


Figure 4.5: Highest Educational Levels

Source: Research Data (2025)

The findings indicated, 40% had master’s degree all of them being educational officers. 60% of educational officers had bachelor degree, 13% of head-teachers and had bachelor degree and 25% of the teachers had bachelors. 87% of the head-teachers had P1 certificates, 75% of teachers also had P1 certificate while none of the educational officer had P1 certificate.

4.3 Influence of Human Resource Practices on Teacher Performance

This section presents findings on the influence of recruitment and selection practices on teacher performance in public primary schools in Elang'ata Wuas Sub-county, Kajiado County. Data was collected from 68 teachers, 12 head-teachers, and 5 education officers using structured Likert-scale questionnaires.

4.3.1.1 Teachers' Responses on Recruitment and Selection.

This section presents teachers' perceptions of the recruitment and selection practices in public schools. Their responses reflect the extent to which they believe these processes are fair, transparent, and impactful on their motivation and job performance. The analysis helps determine whether current practices support teacher effectiveness and institutional goals.

Table 4.7: Teachers Responses on Recruitment and Selection (n = 68)

Statement	Mean	Std dev
The recruitment by TSC is fair and merit based	3.38	1.23
Recruitment and selection influence my performance as a teacher	3.72	1.15

Source: Research Data (2025)

The findings in Table 4.1 show that the majority of teachers agreed that recruitment and selection influence their performance (mean = 3.72, SD = 1.15). However, only a moderate number agreed that the process is fair and merit-based (mean = 3.38, SD = 1.23).

Many teachers expressed concern that recruitment was not always transparent. Some stated that favoritism sometimes influenced appointments. A teacher noted, "Sometimes it feels like recruitment depends more on who you know than on qualifications or merit. Nowadays its MPs who are issuing employment letters in burials and their offices" Others appreciated the use of the

Teachers Service Commission (TSC) guidelines, indicating that recent recruitments had become fairer compared to previous years.

In conclusion, the recruitment and selection process ensures that qualified teachers are selected, leading to better student outcomes. When recruitment is fair, it boosts teachers' morale and commitment. Delays or bias in recruitment demotivates teachers and leads to poor performance. Fair recruitment practices attract competent teachers, improving overall school performance.

4.3.1.2 Head-teachers' Responses on Teacher recruitment and selection.

Head-teachers do not directly recruit teachers, but they participate in the deployment process managed by the Teachers Service Commission (TSC). This section highlights the views of head-teachers regarding the deployment of teachers by the Teachers Service Commission (TSC). Although head-teachers are not directly involved in recruitment, they are key stakeholders in managing deployed staff. Their insights provide an important perspective on the adequacy, timeliness, and effectiveness of teacher deployment in relation to school performance.

Table 4.2: Head-teachers Responses on Recruitment and Deployment(n=12)

Statement	Mean	Std Dev
TSC ensures that qualified teachers are deployed to my school.	3.67	1.15
The number of teachers deployed is adequate for the needs of my school.	3.25	1.29
Deployment and transfers affect school performance	4.25	0.62

Source: Research Data (2025)

Results show that, most head-teachers agreed that, deployment and transfer processes affect school performance (mean = 4.25 Std dev = 0.62), they also agreed that, TSC only ensures that qualified teachers were deployed to school (mean = 3.67 and Std dev =1.15) however

respondents expressed doubts that the number of teachers deployed are adequate for the needs of the school (mean = 3.25 Std dev =1.29).

Head-teachers emphasized the importance of recruiting qualified teachers, but also pointed out challenges in attracting talent to remote areas. One head-teacher explained, "We often struggle to get enough qualified applicants who are willing to work especially in hardship areas like ours. There are some teachers who decline or refuse to accept the offer to work in these remote areas"

In summary, head-teachers pointed out the following: Sometimes teachers deployed do not match the specific needs of the school for example you might be in need of a science teacher only for the TSC to send an art teacher. Delay in teacher's deployment affects syllabus coverage while some deployed teachers lack motivation, affecting overall school performance. Lastly transfers of teachers often destabilize school programs.

4.3.1 Education Officers Responses on Recruitment and Selection

Education officers oversee the recruitment and deployment processes. Their insights are presented in Table 4.9.

Table 4.8: Education Officers Responses on Recruitment and Selection (n = 5)

Statement	Mean	Std dev
Teacher recruitment is merit based in Elangatawuas sub-county.	4.00	1.00
Selection is based on qualifications and experience	4.20	0.84
Recruitment and selection affect school performance.	4.40	0.55

Source: Research Data (2025)

Findings show a strong agreement from education officers that recruitment practices are generally merit-based and have a significant impact on school performance (mean = 4.40). Education officers highlighted efforts by the TSC to standardize recruitment processes. One officer remarked, "The use of a clear scorecard has improved fairness, although there is still a

perception of bias in some cases especially here where local applicants are favoured as compared to non-local applicants"

The officers concluded as follows: Lack of transparency sometimes undermines teachers' placement, political interference by the local leaders affects fairness in recruitment. Shortages of teachers in some subject areas like creative arts and home science affect recruitment and deployment of teachers. Deployment should consider teacher's specialization to avoid a scenario where you get one subject teachers are posted to one school.

4.3.1.4 Summary and Interpretation

Across the three respondent categories, there is consensus that recruitment and selection significantly influence teacher and school performance. While teachers were somewhat less confident in the fairness of the recruitment process, head-teachers and education officers largely affirmed that the TSC ensures qualified teacher placement. The variations in mean scores point to differing levels of involvement and perceptions: education officers (who influence policy) rated the process most favorably, while teachers (as beneficiaries) had more moderate views.

4.3.2 Training and Professional Development.

This section presents and analyzes the findings on training and professional development as a human resource practice and its influence on teacher performance in public schools in Elang'ata Wuas Sub-county. Data was collected from three categories of respondents: teachers, head-teachers, and education officers. A five-point Likert scale was used to measure the level of agreement with various statements regarding training and professional development.

Table 4.9: Teachers' Responses on Training and Professional Development(n=68)

Statement.	Mean	Std dev
I have attended professional development and training in the last two years.	3.93	0.25
My school provides training opportunities for teachers.	3.48	0.37
Training and professional development have improved my effectiveness.	4.13	0.31

Source: Research Data (2025)

Interpretation: Most teachers agreed that they have attended professional development training in the last two years (Mean = 3.93). They also felt that training opportunities were provided, albeit with a slightly lower agreement (Mean = 3.48). A strong majority agreed that professional development enhanced their teaching effectiveness (Mean = 4.13), indicating that this practice has a significant positive impact on teacher performance.

Teachers generally appreciated opportunities for training but felt they were insufficient or infrequent. A teacher shared, "Workshops are helpful, but they are too few and often only available for certain subjects like mathematics and science for example CEMASTEAM." Some teachers felt left out of training programs, leading to demotivation.

In summary, teachers suggested the following: Workshops on emerging issues like CBC implementation would improve their teaching, more frequent ICT integration training is needed, training on special needs education would enhance inclusivity and peer mentorship and regular refresher courses would be beneficial.

4.3.2.1 Head-teachers' Responses on Training and Professional Development.

This section presents head-teachers' views on the availability, relevance, and support for teacher training and professional development in their schools. Their responses provide insight into how

well current programs meet teacher needs and the barriers that may hinder effective capacity building.

This section presents head-teachers' views on the availability, relevance, and support for teacher training and professional development in their schools. Their responses provide insight into how well current programs meet teacher needs and the barriers that may hinder effective capacity building.

Table 4.10: Training and Professional Development (n=12)

Statement	Mean	Std Dev
Teachers in my school receive adequate training and professional development.	3.33	0.12
Available professional development meets the needs of teachers.	2.95	0.63
School administrators supports teachers training and development	3.83	0.75

Source: Research Data (2025)

From the results, Head-teachers gave mixed responses regarding adequacy and relevance of training (Means = 3.33 and 2.95 respectively), leaning toward neutrality. However, they agreed that school administrations support continuous professional development (Mean = 3.83), suggesting that leadership plays an active role in facilitating training.

Head-teachers noted that professional development was critical for improving instruction. They reported that while TSC organized capacity-building workshops, funding constraints often limited the number of participants. One head-teacher stated, "If more teachers received regular training, classroom performance would greatly improve." Others suggested that training be done online in order to embrace technology and avoid unnecessary movement of teachers since some schools are very far.

To sum it all, head-teachers gave out the following responses: Lack of funds limits the ability to send teachers for external trainings. Some training programs are too general and not subject-

specific Overlapping programs during school terms affect participation and teachers need more training on modern pedagogical methods.

4.3.2.2 Education Officers' Responses on Training and Professional Development

Table 4.11: Training and Professional Development (n=5)

Statement.	Mean	Std Dev
Professional development programs for teachers are effective	4.00	0.12
Teachers receive sufficient training opportunities.	3.60	0.31
Education office provides support for teachers continuous training	4.00	0.74

Source: Research Data (2025)

Education officers generally agreed that professional development programs are effective (Mean = 4.00), that teachers receive sufficient opportunities (Mean = 3.60), and that the education office provides strong support for ongoing training (Mean = 4.00). Overall, training and professional development is perceived positively across all respondent groups, though some variation exists regarding adequacy and frequency. The results underscore the importance of strengthening access to training programs to enhance teacher performance.

Education officers viewed training programs as necessary but expressed concern over inconsistent implementation. One officer said, "There is a need for more systematic follow-up after training sessions to ensure skills are transferred into the classroom."

4.3.3 Compensation and Benefits.

This section presents the findings on how compensation and benefits influence teacher performance in public primary schools in Elang'ata Wuas Sub-county. Data was collected from teachers, head-teachers, and education officers using Likert-scale questions and analyzed descriptively.

4.3.3.1 Teachers' Responses on Compensation and Benefits

Table 4.13 presents teachers' responses on the extent to which they agree or disagree with statements related to compensation and benefits.

Table 4.12: Teachers' Responses on Compensation and Benefits (n = 80)

Statement.	Mean	Std dev
I am satisfied with my salary and benefits.	2.68	1.29
My salary motivates me to perform better in my teaching duties.	2.82	1.28
Non-monetary benefits improve my job satisfaction.	3.37	1.24

Source: Research Data (2025)

From the table, most teachers were neutral or disagreed that their salary and benefits are satisfactory (Mean = 2.90). However, non-monetary benefits such as housing and medical cover were generally seen as contributing positively to job satisfaction (Mean = 3.37).

Most of the teachers complained of high taxation on their salary. They highlight the issue of recently introduced taxes like housing levy. They also complained of having two medical schemes that are not accepted by good hospitals in the country. Teachers widely expressed dissatisfaction with their compensation, especially considering the workload and working conditions. A teacher commented, "Our salaries do not match the amount of work we put in. It's hard to stay motivated when you feel undervalued."

In conclusion, they suggested the following: Provision of affordable housing would greatly motivate teachers, comprehensive medical coverage is needed to reduce stress, recognition awards for best-performing teachers would boost morale and transport allowances should be provided for teachers in remote areas.

4.3.3.2 Head-teachers' Responses on Compensation and Benefits

Table 4.14 shows responses from head-teachers on compensation and benefits for teachers in their schools.

Table 4.13: Head-teachers' Responses on Compensation and Benefits (n = 12)

Statement.	Mean	Std dev
Teachers compensation affect their commitment to work	4.00	0.95
Teachers in my school are satisfied with their salaries and benefits.	2.25	0.14
Nonmonetary incentives improve teachers motivation	3.25	0.13

Source: Research Data (2025)

Head-teachers generally agreed that compensation affects teacher commitment (Mean = 4.00), although they expressed low agreement on teacher satisfaction with salaries (Mean = 2.25). Non-monetary benefits were moderately rated (Mean = 3.25).

Head-teachers echoed similar sentiments, acknowledging that better compensation would enhance teacher morale. One head-teacher noted, "Teachers who feel adequately compensated are more motivated and committed to their duties." Head-teachers noted that compensation significantly affects teacher morale and retention. They called for timely salary adjustments, increased commuter and hardship allowances, and the introduction of structured incentive programs tied to performance and discipline.

4.3.3.3 Education Officers' Responses on Compensation and Benefits

Table 4.15 presents education officers' perspectives on how compensation and benefits impact teacher motivation and retention.

Table 4.14: Education Officers' Responses on Compensation and Benefits (n = 5)

Statement	Mean	Std dev
Teachers' salaries are competitive enough to retain talented educators	2.20	1.10
Non-monetary benefits contributes to teachers motivation	4.20	0.84
Financial incentives directly affect teacher's job satisfaction and performance.	3.80	0.84

Source: Research Data (2025)

Education officers largely disagreed that teachers' salaries are competitive (Mean = 2.20), but agreed strongly that non-monetary benefits and financial incentives enhance motivation and performance (Means = 4.20 and 3.80, respectively).

Education officers emphasized the need for competitive compensation packages to attract and retain qualified educators. They suggested revising salary structures, introducing regional housing schemes, and offering performance-based bonuses to improve teacher motivation.

4.3.4 Performance Appraisal Systems.

This section presents findings on the influence of performance appraisal systems on teacher performance in public primary schools in Elang'ata Wuas Sub-county. The responses were gathered using structured Likert-scale items and analyzed using descriptive statistics.

4.3.4.1 Teachers' Responses on Performance Appraisal Systems.

This section presents teachers' perspectives on the performance appraisal systems implemented in their schools. It explores the regularity, fairness, and usefulness of appraisals in improving teaching effectiveness, as well as the quality of feedback received and its impact on professional growth as shown in the table 4.16.

Table 4.15: Teachers Responses on Performance Appraisal Systems (n = 68)

Statement.	Mean	Std dev
Performance appraisal helps me identify areas for improvement.	3.68	1.15
Feedback from performance appraisal enhances my teaching effectiveness.	3.59	1.14
The appraisal process is fair and objective.	2.93	1.26

Source: Research Data (2025)

The results indicate that most teachers agreed that performance appraisal helps them improve (Mean = 3.68) and enhances teaching effectiveness (Mean = 3.59). However, some had concerns about fairness and objectivity of the appraisal process (Mean = 2.93).

Teachers cited lack of feedback, excessive paperwork and unclear evaluation criteria. A teacher stated “after filling the forms, we rarely get follow up or support to improve. It feels like we are just doing it for formality. Teachers suggested the following: Appraisals should be more regular and transparent, Feedback sessions should be detailed and supportive rather than punitive, teachers should be involved in setting their performance targets and reward systems based on appraisal outcomes would enhance motivation.

Teachers viewed appraisals as important but often irregular and overly bureaucratic. They suggested more personalized feedback, inclusion of peer and student evaluations, and stronger links between appraisal outcomes and promotions or career progression.

4.3.4.2 Head-teachers' Responses on Performance Appraisal Systems.

This section examines head-teachers' views on the effectiveness and fairness of performance appraisal systems in public schools. As school administrators, head-teachers play a key role in implementing appraisals and providing feedback to teachers. Their responses help assess whether

appraisal outcomes are used constructively to enhance teacher development and school performance as shown in the table 4.17

Table 4.16: Head-teachers' Responses on Performance Appraisal Systems (n = 12)

Statement	Mean	Std dev
Performance appraisal help teachers grow professionally.	4.17	0.72
The current appraisal (TPAD) is effective in monitoring teachers work.	3.42	1.16
Teachers in my school view appraisals positively	2.92	1.16

Source: Research Data (2025)

Head-teachers strongly agreed that performance appraisals help teachers grow professionally (Mean = 4.17). However, they observed mixed reactions regarding the effectiveness of TPAD and teacher attitudes toward appraisals (Means = 3.42 and 2.92, respectively).

Head-teachers valued TPAD as a tool for monitoring teacher performance but acknowledged resistance from some staff. A head-teacher commented, "When used properly, TPAD drives improvement. But many teachers see it as a burden rather than a support."

Head-teachers recommended training for both appraisers and appraisees to improve the effectiveness of performance evaluations. They also proposed the use of digital systems to streamline appraisal reporting and ensure transparency and accountability.

4.3.4.3 Education Officers' Responses on Performance Appraisal Systems

Education officers were asked to provide their perceptions regarding the implementation and effectiveness of performance appraisal systems, particularly the Teacher Performance Appraisal and Development (TPAD) tool. Table 4.18 presents the summarized results based on the mean and standard deviation scores.

Table 4.17: Education Officers' Responses on Performance Appraisal Systems(n=5)

Statement.	Mean	Std dev
TPAD is reliable tool for measuring teachers performance.	3.80	0.84
Feedback from appraisals improves instructional quality.	4.00	0.70
Teachers embrace performance appraisal as a tool for growth.	2.80	1.10

Source: Research Data (2025)

The results revealed that the statement "Feedback from appraisals improves instructional quality" had the highest mean score of 4.00 (SD = 0.70), indicating strong agreement among education officers on the role of appraisal feedback in enhancing teaching practices, a finding consistent with Darling-Hammond (2023) who highlighted the importance of feedback in professional development. The statement "TPAD is a reliable tool for measuring teachers' performance" followed with a mean of 3.80 (SD = 0.84), showing general agreement on the reliability of the TPAD system, supporting Nyagosa's (2021) view that structured appraisal tools offer objective performance benchmarks. However, the statement "Teachers embrace performance appraisal as a tool for growth" recorded the lowest mean score of 2.80 (SD = 1.10), suggesting limited teacher acceptance of appraisal systems for development purposes, aligning with Wanjiru's (2024) findings that teachers often resist appraisal processes perceived as punitive.

4.4 Regression Analysis

To examine relationships between study variables, inferential statistics, including Pearson correlation and regression analysis, were employed. The study applied the following regression model to determine how human resource practices influence teacher performance:

Table 4.18: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.667a	.444	.409	.29474

The model summary results indicate that the human resource practices under investigation namely recruitment and selection, training and development, compensation and benefits, and performance appraisal collectively explained 44.4% ($R^2 = 0.444$) of the variance in teachers' performance in Elangata Wuas Sub-County. The Adjusted R^2 value of 0.409 suggests that after adjusting for the number of predictors in the model, approximately 40.9% of the variability in teachers' performance is attributable to the four HR practices. The R value of 0.667 signifies a strong positive correlation between the independent variables and the dependent variable, while the standard error of the estimate (0.29474) reflects a reasonably low dispersion of data points around the regression line, implying a good model fit.

Table 4.19: ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	4.377	4	1.094	12.596	.000 ^b
Residual	5.473	63	.087		
Total	9.850	67			

The ANOVA results further reveal that the model was statistically significant ($F(4, 63) = 12.596, p < 0.001$), confirming that the combination of recruitment and selection, training and development, compensation and benefits, and performance appraisal significantly predicts teachers' performance. The significance value ($p = 0.000$) indicates that there is less than a 0.1% probability that the relationship between the predictors and the outcome variable is due to chance.

Table 4.20: Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	-.763	.408		-1.871	.066
Recruitment and selection_X1	.279	.095	.281	2.936	.005
Training and development X2	.337	.103	.321	3.264	.002
Compensation and benefits_X3	.409	.141	.280	2.903	.005
Performance Appraisal X4	.277	.097	.283	2.863	.006

a. Dependent Variable: Teachers Performance Y

The regression results reveal several insights into the relationship between human resource practices and teachers performance in Elangata Wuas Sub-County. The constant value (B = -0.763, p = 0.066) suggests that when all the independent variables (recruitment and selection, training and development, compensation and benefits, and performance appraisal) are held at zero, the teachers' performance would have a baseline score of -0.763. However, the constant is not statistically significant at the 0.05 level, implying that the model's predictive power primarily arises from the independent variables rather than from the constant term itself.

The results presented in the model show the influence of various human resource practices on teachers' performance in Elangata Wuas Sub-County. The findings indicate that a unit increase in recruitment and selection practices (X1) would lead to a 0.279 increase in teachers' performance (p = 0.005), suggesting that effective recruitment and selection processes significantly enhance performance outcomes. Similarly, a unit increase in training and development initiatives (X2) is associated with a 0.337 rise in teachers' performance (p = 0.002), highlighting the critical role of continuous professional development. This is consistent with Armstrong (2014), who emphasized that targeted training programs equip employees with the necessary skills and knowledge, resulting in higher productivity and effectiveness.

Regarding compensation and benefits (X3), the results show that a unit increase would result in a 0.409 improvement in teachers performance ($p = 0.005$), indicating that fair and competitive compensation packages are strong motivators for enhanced performance., a unit increase in the effectiveness of performance appraisal practices (X4) would lead to a 0.277 increase in teachers performance ($p = 0.006$). This outcome resonates with the findings of Aguinis (2013), who noted that well-structured appraisal systems provide critical feedback, guide professional growth, and positively influence employee performance.



Mount Kenya University

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction.

This chapter presents the summary of the findings, conclusions drawn from the data analysis, and recommendations of the study. The study sought to assess the influence of human resource practices on teacher performance in public primary schools in Elangata Wuas Sub-county, Kajiado County. Specifically, it examined four major HR practices: recruitment and selection, training and professional development, compensation and benefits, and performance appraisal systems. The chapter builds upon the findings presented in Chapter Four and aims to offer actionable insights that can inform policy, practice, and further research. It also provides evidence-based suggestions that can guide education stakeholders in enhancing teacher performance through improved human resource management strategies.

5.2 Summary of Key Findings

5.2.1 Recruitment and selection.

Recruitment and Selection Recruitment and selection had a moderate influence on teacher performance. The study found that although teachers acknowledged that recruitment affects performance, concerns about fairness and transparency were widespread. Issues such as political interference and favoritism were cited as barriers to merit-based selection. Head-teachers and education officers noted that the Teachers Service Commission (TSC) often deployed teachers without considering the specific needs of individual schools, leading to curriculum gaps and imbalances in subject coverage.

The findings from this study reveal that while recruitment and selection influence teacher performance, issues of fairness and transparency compromise their effectiveness. The presence of political interference, nepotism, and the one-size-fits-all deployment approach by the Teachers Service Commission (TSC) significantly diminishes the intended outcomes of this HR practice.

This study aligns with the findings of Odhiambo (2021), who noted that the merit-based recruitment of teachers in Kenya is often undermined by external influence, leading to poor job satisfaction and lower school performance. Conversely, Wanjiku (2020) found that where recruitment is school-based and transparent, there is a noticeable improvement in teacher engagement and academic outcomes.

We agree with Wanjiku's position, as our data showed that school-specific needs are often overlooked, creating mismatches in teacher skills and subject requirements. This confirms the need for a more localized recruitment process that considers the school context and student demographics.

Critically, although the TSC has standardized hiring practices to ensure fairness, the implementation often falls short due to limited stakeholder involvement and inadequate needs assessments at the school level. This top-down approach leads to teacher misplacements and inefficiencies in teaching delivery.

The study recommends that TSC should decentralize recruitment functions and allow head-teachers and sub-county directors to participate in the initial teacher selection based on contextual school needs. TSC should also establish clear, transparent guidelines to eliminate favoritism and political interference in teacher recruitment. TSC should integrate digital platforms for recruitment tracking and public vetting of shortlisted candidates to enhance

transparency and develop periodic recruitment audits and involve civil society or community education boards as oversight bodies.

These recommendations aim to ensure that recruitment and selection become strategic tools for enhancing teacher performance rather than procedural formalities. Fair, transparent, and context-responsive recruitment directly contributes to teacher motivation, commitment, and ultimately, learner achievement.

Recruitment and selection significantly influence teacher performance. When the process is transparent, merit-based, and timely, it enhances teacher morale and ensures the right individuals are placed in suitable positions. However, where favoritism and political interference are perceived, teacher motivation and institutional integrity suffer.

5.2.2 Training and Professional Development.

Training was found to be the most impactful practice in the study, a view supported by Njoroge et al. (2020), who argued that capacity building strengthens instructional delivery. Teachers who had received recent training reported greater confidence, improved classroom management, and enhanced capacity to implement curriculum reforms. Despite this, access to training was limited and uneven. Head-teachers pointed out that financial and logistical constraints limited the ability of schools to release teachers for regular development programs. Education officers stressed the need for structured follow-up after training to ensure application of new skills.

The study found that training and professional development had the highest positive influence on teacher performance among the four HR practices assessed. Teachers who had participated in recent training sessions reported improved instructional strategies, better learner engagement,

and enhanced confidence in curriculum delivery. However, challenges such as irregular access to training opportunities, lack of follow-up support, and limited funding were identified.

These findings are in agreement with Ngware et al. (2023), who emphasized that continuous teacher development is essential for adapting to dynamic pedagogical demands and for promoting innovation in the classroom. Similarly, Munyiri (2019) asserted that structured in-service training programs contribute significantly to improved teacher effectiveness and student learning outcomes.

On the contrary, Orodho (2016) criticized most training programs in Kenyan public schools as being irregular, poorly coordinated, and lacking sustainability, often conducted as one-off workshops with no measurable impact. This study supports Orodho's critique in part, especially where teachers indicated that training lacked practical relevance or post-training follow-up, resulting in minimal long-term impact.

Critically, while the Ministry of Education has invested in teacher development initiatives, the implementation has not matched the policy intent. Teachers feel left out of the training planning process, and logistical challenges such as staffing gaps during training periods discourage participation.

The study recommends that Ministry of Education, in collaboration with TSC, should design and finance structured, continuous, and inclusive professional development programs. Head-teachers should be empowered to identify training needs based on school-level performance gaps, and mechanisms should be put in place for evaluating training outcomes through post-training assessments and follow-up support. Institutionalize a continuous professional development (CPD) framework that mandates regular, targeted, and progressive training for all teachers.

Training content should be aligned with school needs, teacher feedback, and emerging curriculum changes such as the Competency-Based Curriculum (CBC). Ministry of education and TSC to establish mechanisms for post-training support such as coaching, peer observation, and mentoring to reinforce learning outcomes. They should also allocate dedicated funding for teacher development at the school level to facilitate decentralized and needs-based training programs. TSC should develop teacher development plans in consultation with teachers to promote ownership, motivation, and applicability.

These recommendations aim to create a structured, inclusive, and sustainable professional development system that empowers teachers and supports school improvement. Training should not be treated as an event but as a continuous process that evolves with the changing educational landscape.

In conclusion, training and professional development are essential for equipping teachers with the knowledge and skills required to adapt to evolving educational demands. Regular, inclusive, and needs-based training enhances teacher effectiveness, learner outcomes, and curriculum delivery. Teachers who are continuously trained are more confident, innovative, and responsive to challenges.

5.2.3 Compensation and Benefits.

The study revealed high levels of dissatisfaction with teacher salaries. Teachers expressed frustration over stagnant pay, rising taxes, and inadequate allowances. However, non-monetary benefits such as housing, transport, and recognition awards were positively perceived and seen as critical motivators. Both head-teachers and education officers emphasized the need for better incentive structures to reduce absenteeism, enhance job satisfaction, and retain quality teachers.

These findings align with Ngaruiya and Wambugu (2021), who found that both monetary and non-monetary rewards have a direct impact on employee performance in the education sector, with salary delays and inequities leading to demotivation and increased absenteeism. Similarly, Mulei and Mugo (2022) concluded that public school teachers in remote areas feel particularly disadvantaged due to poor incentive structures and inconsistent benefit policies, which contribute to poor retention and performance.

Contrary to this, Kiprotich (2020) suggested that job satisfaction among teachers is increasingly influenced by professional growth opportunities and supportive working environments rather than financial benefits alone. While this view holds partially, our study confirms that, although intrinsic motivators matter, the foundational need for fair and adequate compensation remains unmet, especially in rural contexts like Elang'ata-Wuas Sub-county.

Critically, the Teachers Service Commission (TSC) and Ministry of Education have made strides in recognizing non-monetary incentives such as promotions and commendations; however, the absence of comprehensive welfare programs and region-specific hardship allowances weakens these efforts.

The study recommends that TSC should revise teacher salary structures to align with inflation trends, workload, and regional living conditions, especially for hardship areas and institutionalize regular salary reviews and performance-linked bonuses to motivate teachers. The commission should also expand non-monetary benefits such as housing, transport allowances, health insurance, and recognition awards as part of a holistic reward system.

Ministry of education in collaboration with TSC should develop a transparent and participatory compensation policy framework that involves teacher unions and school administrators to

address emerging concerns and build trust. Lastly TSC should introduce locality-based hardship and retention allowances to attract and retain qualified teachers in marginalized and remote areas.

By enhancing both financial and non-financial reward systems, education stakeholders can foster higher motivation, job satisfaction, and teacher performance, which in turn will benefit student outcomes and institutional stability.

In conclusion, adequate compensation, both monetary and non-monetary, is a major determinant of job satisfaction and performance. The study revealed that most teachers were demotivated by poor pay and benefits, although non-financial incentives offered some relief. Competitive salaries and benefits are necessary to attract and retain high-quality educators, especially in underserved areas.

5.2.4 Performance Appraisal Systems.

The findings of this study revealed that while the Teacher Performance Appraisal and Development (TPAD) system has the potential to improve accountability and performance, its implementation is flawed. Teachers reported that the process is overly bureaucratic, lacks timely feedback, and often feels like a compliance exercise rather than a developmental tool. Head-teachers acknowledged inconsistency in how appraisals are carried out, and education officers noted a disconnection between appraisal outcomes and professional development or promotion.

These findings resonate with Ombati and Were (2021) who found that while TPAD was designed to promote reflective teaching and growth, it has been reduced to a rigid administrative process with minimal impact on teaching practice. Similarly, Makori and Mureithi (2022) concluded that many teachers perceive performance appraisals as punitive rather than

developmental, particularly when they are not linked to rewards or opportunities for career progression.

However, contrasting evidence by Ndungu and Karani (2020) emphasized that when TPAD is well-understood and supported by ongoing mentorship, it can enhance instructional quality, goal setting, and professional accountability. This suggests that the core problem lies not in the tool itself but in its implementation and follow-up mechanisms.

The current study aligns with this view, emphasizing that a well-designed appraisal system, if properly implemented and linked to meaningful outcomes, can motivate teachers, improve classroom instruction, and inform policy decisions.

In line with the findings of Kimani and Omondi (2023), who argued that performance appraisal systems must be participatory and development-oriented, this study recommends a redesign of the TPAD system to make it less bureaucratic and more supportive. Schools should ensure consistent, constructive, and timely feedback from appraisals. Moreover, performance results should inform professional development and reward mechanisms, turning the system into a tool for growth rather than punishment.

TSC should simplify the TPAD process by reducing redundant paperwork and focusing on key performance indicators that are realistic, measurable, and aligned with school improvement goals and link appraisal outcomes with tailored professional development programs, promotions, and rewards to incentivize meaningful engagement with the process. School leaders should be trained on effective and fair appraisal techniques to foster trust, consistency, and transparency.

Finally, TSC should encourage a collaborative appraisal process that includes peer reviews, self-assessment, and supervisor feedback to promote teacher ownership and growth and establish

structured feedback mechanisms that allow teachers to receive timely and constructive input from appraisers, with clear follow-up actions.

By restructuring TPAD into a dynamic, teacher-centered, and goal-oriented process, the Ministry of Education and TSC can make appraisals a tool for empowerment rather than mere compliance. Effective performance appraisal systems promote accountability and professional growth. When implemented properly, they offer teachers constructive feedback, inform career progression, and identify training needs. The current TPAD system needs to be made more developmental, less bureaucratic, and better aligned with teacher expectations and institutional goals.

5.3 Conclusions

This study set out to examine how four core human resource practices—recruitment and selection, training and professional development, compensation and benefits, and performance appraisal systems—influence teacher performance in public primary schools in Elangata Wuas Sub-county. The findings revealed that all four HR practices significantly affect teacher performance, albeit to varying degrees.

Recruitment and selection practices were found to moderately influence teacher performance. While teachers acknowledged the importance of recruitment in shaping performance outcomes, concerns over fairness, political interference, and lack of transparency undermined the effectiveness of the process. The centralized recruitment approach by the Teachers Service Commission often fails to reflect the contextual needs of individual schools, leading to teacher misplacement and low motivation.

Training and professional development emerged as the most impactful HR practice. Teachers who accessed structured and relevant professional development opportunities reported better

instructional practices, enhanced learner engagement, and improved confidence. However, irregular access, insufficient funding, and lack of post-training follow-up limited the potential benefits. The need for continuous, needs-based, and school-driven training was strongly emphasized.

Compensation and benefits were also highlighted as critical drivers of teacher morale and retention. The study found high levels of dissatisfaction with monetary compensation due to stagnant salaries, limited allowances, and delayed payments. However, non-financial incentives such as recognition, housing, and transport support were appreciated and had a positive influence on job satisfaction.

Performance appraisal systems, specifically TPAD, were perceived as potentially beneficial but flawed in implementation. Many teachers viewed the process as overly bureaucratic, lacking timely feedback, and disconnected from professional development or career progression. There is a clear need to redesign the appraisal process into a developmental tool rather than a compliance mechanism.

Overall, the study concludes that for HR practices to meaningfully influence teacher performance, they must be implemented with transparency, consistency, school-level involvement, and strong follow-up mechanisms. A holistic and teacher-centered approach to HR management is essential to foster motivation, accountability, and improved teaching outcomes in Elangata Wuas and beyond.

5.4 Summary of recommendations.

Based on the study findings, it is recommended that the Teachers Service Commission (TSC) decentralize the recruitment and selection process to allow greater involvement of head-teachers and sub-county education officials. This would ensure that teacher deployment is aligned with

the specific contextual needs of each school, thereby improving subject coverage and teacher effectiveness. Additionally, TSC should establish clear and transparent recruitment guidelines to eliminate favoritism and political interference. The use of digital platforms for application tracking, public vetting, and recruitment audits should be integrated to enhance accountability. Involving community-based oversight bodies such as civil society groups and school boards can further promote fairness and public trust in the recruitment process.

In terms of **training and professional development**, the Ministry of Education and TSC should jointly establish structured, continuous, and inclusive in-service training programs. These programs should be aligned with the emerging needs of the Competency-Based Curriculum (CBC), school-specific performance gaps, and teacher feedback. Head-teachers should be empowered to identify training needs at the school level and to evaluate the impact of these programs through post-training assessments. The establishment of a Continuous Professional Development (CPD) framework is essential, with components such as coaching, mentoring, and peer observation to reinforce learning outcomes. Furthermore, sufficient funding should be allocated at the school level to facilitate regular and decentralized training opportunities that promote teacher growth and innovation.

Regarding compensation and benefits, it is imperative that TSC revises salary structures to match inflation, regional living conditions, and teacher workload, particularly in marginalized and hardship-prone areas like Elangata Wuas. Performance-linked bonuses, regular salary reviews, and enhanced non-monetary incentives such as transport allowances, housing, and recognition awards should be prioritized. A comprehensive and participatory compensation framework should be developed through consultations with teacher unions, education stakeholders, and school administrators. This would ensure that teachers feel fairly rewarded,

leading to higher motivation, job satisfaction, and improved performance. Locality-based hardship and retention allowances should also be introduced to attract and retain qualified teachers in remote regions.

Finally, the implementation of the **Teacher Performance Appraisal and Development (TPAD)** system should be restructured to be more developmental, inclusive, and goal-oriented. The appraisal process must be simplified by focusing on realistic and measurable indicators that align with school improvement plans. It should be made less bureaucratic and more constructive, with timely feedback, clear follow-up actions, and direct links to professional development opportunities and career advancement. School leaders and appraisers should be trained on fair and effective appraisal practices, while the system should incorporate elements of peer review, self-assessment, and supervisor feedback to foster trust and ownership among teachers. Through these reforms, TPAD can transition from being a compliance tool to a catalyst for teacher empowerment and instructional excellence.

5.5 Suggestions for Further Research.

While this study provided valuable insights into how human resource practices influence teacher performance in public primary schools in Elang'ata Wuas Sub-county, several areas remain open for deeper exploration. Future research could conduct longitudinal studies to assess the long-term effects of TPAD on teacher development, instructional quality, and student outcomes. A comparative analysis of HR practices and teacher performance across multiple sub-counties or counties could uncover regional differences and contextual factors that influence the effectiveness of HR policies. Future research could also explore how head-teachers' leadership styles and competencies affect the implementation and outcomes of HRM practices. Studies could investigate the extent to which teachers are involved in the design and review of HR

policies such as training programs and appraisal systems. Finally, with the increased digitization of education management systems in Kenya, future research could examine the effectiveness and challenges of digital tools used for recruitment, appraisal, and professional development.

By addressing these areas, future researchers can contribute to a more nuanced understanding of how to optimize human resource management in the education sector and enhance teacher performance at scale.



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Appendices

Appendix I: Research Questionnaire for Teachers

QUESTIONNAIRE ON THE INFLUENCE OF HUMAN RESOURCE PRACTICES ON TEACHER PERFORMANCE IN PUBLIC SCHOOLS TEACHERS' QUESTIONNAIRE

Instructions:

This questionnaire aims to collect data on the influence of human resource practices on teacher performance in public schools in Elang'ata Wuas Subcounty, Kajiado County, Kenya. Please read each statement carefully and indicate the extent to which you agree or disagree by selecting the most appropriate response. Use the scale below to guide your answers: Kindly tick (✓) the box that best represents your opinion for each statement. There is no right or wrong answers—your honest feedback is highly valued. The information provided will be kept confidential and used for academic purposes only.

Scale Interpretation:

- 1 – Strongly Disagree (SD)
- 2 – Disagree (D)
- 3 – Neutral (N)
- 4 – Agree (A)
- 5 – Strongly Agree (SA)

SECTION A: Demographic Information

1. Gender: Male Female
2. Age: below 30 30-39 40-49 50 and above
3. Level of Education: Diploma Bachelor's Degree Master's Degree Others (Specify)

4. Years of Teaching Experience: 1-5 years 6-10 years 11-15 years Above 15 years

SECTION B: Recruitment and Selection Practice

5. The recruitment process by Teachers Service Commission is fair and merit-based.

1 2 3 4 5

6. Recruitment and selection influence my performance as a teacher.

1 2 3 4 5

7. In what ways do you think the recruitment and selection process affects teacher performance?

(Open-ended)

SECTION C: Training and Professional Development

8. I have attended professional development training in the last two years.

1 2 3 4 5

9. My school provides adequate training opportunities for teachers.

1 2 3 4 5

10. Training and professional development have improved my teaching effectiveness.

1 2 3 4 5

11. What additional training programs would enhance your teaching performance? (Open-ended)

SECTION D: Compensation and Benefits

12. I am satisfied with my salary and benefits.

1 2 3 4 5

13. My salary motivates me to perform better in my teaching duties.

1 2 3 4 5

14. Non-monetary benefits (e.g., housing, medical cover) improve my job satisfaction.

1 2 3 4 5

15. What non-monetary incentives should be improved to enhance teacher motivation? (Open-ended)

SECTION E: Performance Appraisal Systems

16. Teachers in my school are evaluated regularly.

1 2 3 4 5

17. I receive constructive feedback after performance appraisals.

1 2 3 4 5

18. The performance appraisal system helps improve my productivity and effectiveness.

1 2 3 4 5

19. How can the performance appraisal system be improved? (Open-ended)

End of Questionnaire

Thank you for your participation! Your responses are highly valued.

**QUESTIONNAIRE ON THE INFLUENCE OF HUMAN RESOURCE PRACTICES ON
TEACHER PERFORMANCE IN PUBLIC SCHOOLS
HEADTEACHERS' QUESTIONNAIRE**

Instructions:

This questionnaire aims to collect data on the influence of human resource practices on teacher performance in public schools in Elang'ata Wuas Sub-county, Kajiado County, Kenya. Please read each statement carefully and indicate the extent to which you agree or disagree by selecting the most appropriate response. Use the scale below to guide your answers: Kindly tick (✓) the box that best represents your opinion for each statement. There are no right or wrong answers—your honest feedback is highly valued. The information provided will be kept confidential and used for academic purposes only.

Scale Interpretation:

- 1 – Strongly Disagree (SD)
- 2 – Disagree (D)
- 3 – Neutral (N)
- 4 – Agree (A)
- 4 – Strongly Agree (SA)

SECTION A: Demographic Information

- 1. Gender: Male Female
- 2. Age: Below 30 30-39 40-49 50 and above
- 3. Level of Education: Diploma Bachelor's Degree Master's Degree Others (Specify)
- 4. Years of Experience as a Headteacher: 1-5 years 6-10 years 11-15 years Above 15 years

SECTION B: Teacher Recruitment and Selection

(Note: Headteachers in primary schools are not directly involved in teacher recruitment but receive teachers from the TSC office.)

5. The teacher deployment process by the TSC ensures that qualified teachers are assigned to my school.

1 2 3 4 5

6. The number of teachers deployed by TSC is adequate for the needs of my school.

1 2 3 4 5

7. The process of teacher deployment and transfers affects school performance.

1 2 3 4 5

8. What challenges do you face in the deployment of teachers to your school? (Open-ended)

SECTION C: Training and Professional Development

9. Teachers in my school receive adequate training and professional development opportunities.

1 2 3 4 5

10. The available professional development programs meet the needs of teachers.

1 2 3 4 5

11. The school administration actively supports continuous teacher training and development.

1 2 3 4 5

12. What are the main barriers to teacher training in your school? (Open-ended)

SECTION D: Compensation and Benefits

13. Teacher compensation affects their commitment to work.

1 2 3 4 5

14. Teachers in my school are satisfied with their salaries and benefits.

1 2 3 4 5

15. The availability of non-monetary incentives (e.g., housing, medical cover) improves teacher motivation.

1 2 3 4 5

16. What improvements should be made regarding teacher salaries and benefits? (Open-ended)

SECTION E: Performance Appraisal Systems

17. The current performance appraisal system is effective in improving teacher performance.

1 2 3 4 5

18. Performance appraisals in my school are conducted fairly and objectively.

1 2 3 4 5

19. Performance appraisal results are used to support teacher growth and professional development.

1 2 3 4 5

20. What recommendations do you have to improve performance appraisal in public schools? (Open-ended)

End of Questionnaire

Thank you for your participation! Your responses are highly valued.

**QUESTIONNAIRE ON THE INFLUENCE OF HUMAN RESOURCE PRACTICES ON
TEACHER PERFORMANCE IN PUBLIC SCHOOLS
QUESTIONNAIRE FOR EDUCATION OFFICERS**

Instructions:

This questionnaire aims to collect data on the influence of human resource practices on teacher performance in public schools in Elang'ata Wuas Subcounty, Kajiado County, Kenya. Please read each statement carefully and indicate the extent to which you agree or disagree by selecting the most appropriate response. Use the scale below to guide your answers:

Scale Interpretation:

1 – Strongly Disagree (SD)

2 – Disagree (D)

3 – Neutral (N)

4 – Agree (A)

5 – Strongly Agree (SA)

Kindly tick (✓) the box that best represents your opinion for each statement. There are no right or wrong answers—your honest feedback is highly valued. The information provided will be kept confidential and used for academic purposes only.

SECTION A: Demographic Information

1. Gender: Male Female

2. Age: Below 30 30-39 40-49 50 and above

3. Level of Education: Diploma Bachelor's Degree Master's Degree Others (Specify)

4. Years of Experience in Education Management: 1-5 years 6-10 years 11-15 years

Above 15 years

SECTION B: Recruitment and Selection Practices

5. The teacher recruitment process in Elang'ata Wuas Sub-county is merit-based.

1 2 3 4 5

6. Teacher selection is based on professional qualifications and experience.

1 2 3 4 5

7. The recruitment and selection of teachers affect overall school performance.

1 2 3 4 5

8. What are the key challenges in the recruitment process of teachers in public schools? (Open-ended)

SECTION C: Training and Professional Development

9. Professional development programs for teachers in this sub-county are effective.

1 2 3 4 5

10. Teachers in this sub-county receive sufficient training opportunities.

1 2 3 4 5

11. The education office provides adequate support for continuous teacher training.

1 2 3 4 5

12. What strategies should be adopted to improve teacher training and professional development?

(Open-ended)

SECTION D: Compensation and Benefits

13. Teachers' salaries and benefits are competitive enough to retain talented educators.

1 2 3 4 5

14. Non-monetary benefits (e.g., housing, medical cover) contribute to teacher motivation.

1 2 3 4 5

15. Financial incentives directly affect teacher job satisfaction and performance.

1 2 3 4 5

16. What policies can be introduced to improve teacher motivation through compensation?

(Open-ended)

SECTION E: Performance Appraisal Systems

17. The current performance appraisal system accurately measures teacher effectiveness.

1 2 3 4 5

18. Performance appraisal feedback is used to improve teacher productivity.

1 2 3 4 5

19. School administrators and teachers are adequately trained on performance appraisal.

1 2 3 4 5

20. What reforms do you suggest for a better performance appraisal system? (Open-ended)

End of Questionnaire

Thank you for your participation! Your responses are highly valued.

Appendix II ERC Certificate



REF: MKU/ISERC/4960

Date: 14 April 2025

TO: MUNGANIA MUTUA FRANCIS

REG: MBA/2024/33998

Dear Sir/Madam,

RE: THE INFLUENCE OF HUMAN RESOURCE PRACTICES ON TEACHER'S PERFORMANCE IN PUBLIC SCHOOLS IN ELANG'ATA WUAS SUBCOUNTY, KAJIADO COUNTY, KENYA.

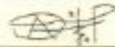
This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **3682**. The approval period is **14/04/2025 - 13/04/2026**.

This approval is subject to compliance with the following requirements:

- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,



Dr. Alfred Owino, PhD
Chairman, Mount Kenya University ISERC



Appendix III: Letter of Introduction



DIRECTORATE OF GRADUATE STUDIES

MBA/2024/33998

15th April, 2025

*National Commission for Science Technology & Innovation (NACOSTI)
Off Waiyaki Way, Upper Kabete,
P.O Box 30623- 00100
NAIROBI, KENYA*

Dear Sir/Madam,


RE: MUNGANIA MUTUA FRANCIS – REGISTRATION NO. MBA/2024/33998

The purpose of this letter is to introduce the above named student who is pursuing **Master of Business Administration** in the department of **Accounting and Finance** in the school of **Business and Economics**.

The title of the research is **“The Influence of Human Resource Practices on Teacher’s Performance in Public Schools in Elang’ata Wuas Sub – County, Kajiado County, Kenya.”** It has been cleared by the University’s Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between **April, 2025 and June, 2025**.

Any assistance accorded to the student will be highly appreciated.

Thank you.


Dr. Samuel M. Karenga, PhD
Director, Graduate Studies
Enc.

Mount Kenya University
P.O. Box 342 - 01000, THIKA
Office of the Director,
Graduate Studies

Main Campus, General Kago Road, P.O. Box 342-01000 Thika.
Tel: +254 20 287 8000. Cell: +254 709 153 000

MKU/PG/F011

Mount Kenya  University

SCHOOL OF POSTGRADUATE STUDIES

MKU/PG/F011: RESEARCH PROPOSAL CERTIFICATE OF CORRECTIONS
(NB: This Research Proposal Certificate of corrections should be submitted to the Dean, School of Postgraduate Studies for clearance before the Student proceeds to collect data)

PART I: CANDIDATE PARTICULARS

Name of candidate: MUNGANIA MUTUA FRANCIS.

Registration No: ...MBA/2024/33998.

Department of study: ...MANAGEMENT.....

Cell phone No: 0726907690

School: ...BUSINESS AND ECONOMICS.....

Degree Title (MA, MED, PhD): MASTERS.....

Area of specialization: HUMAN RESOURCE MANAGEMENT.....

Title of The Project:

THE INFLUENCE OF HUMAN RESOURCE PRACTICES ON TEACHER'S PERFORMANCE IN PUBLIC SCHOOLS IN ELANG'ATA WUAS SUBCOUNTY, KAJIADO COUNTY, KENYA.


Date of Meeting/Examination: ...16/01/2025.....

Signature of candidate:  Date:....27/02/2025.....

PART II: DECLARATION OF SUPERVISOR(S) OVERSEEING CORRECTION / REVISION

I/We, the undersigned supervisor(s) overseeing corrections of the research proposal as advised by the candidate's evaluation panel do hereby declare that all the corrections have been effected satisfactorily as required.


Any other remarks

<u>Names of Supervisors</u>	<u>Signature</u>	<u>Date</u>
1. DR ELIJAH OMOLLO (PHD)		...24/02/2025.....
2.
3.

**PART III: CONFIRMATION BY THE CAMPUS SCHOOL
POSTGRADUATE COORDINATOR**

I hereby do confirm that the supervisor(s) appointed to oversee the candidate effect the corrections on the research proposal have done so as per the instructions of the candidate's evaluation panel.

Any other remarks
.....
..... Done

Name of Coordinator: Dr. Isaac Abonga
Signature:  Date: 09/04/2024


Stamp

PART IV: CONFIRMATION BY THE DEAN OF THE RELEVANT SCHOOL

I hereby do confirm that the supervisor(s) appointed to oversee the candidate effect the corrections on the research proposal have done so as per the instructions of the candidate's evaluation panel.

Any other remarks
.....
..... ok

Name of Dean
Dr. Phelosa Jen

Signature:  Date: 09/04/2025

School Stamp

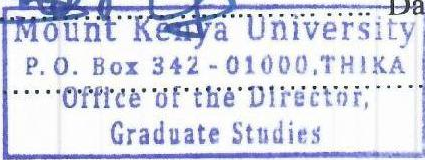
PART V: COMMENTS BY THE DEAN SCHOOL OF POSTGRADUATE STUDIES

The candidate is granted/not granted permission to proceed to the field to collect data(delete where applicable)

NB: One (1) copy of the corrected/revised research proposal should accompany this certificate of corrections


Name of Dean Dr. Samuel M. Karera
(School of Postgraduate Studies)


Signature [Signature] Date 15/4/2025

School Stamp 

MOUNT


Appendix IV: NACOSTI Research Permit


REPUBLIC OF KENYA


NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION

Ref No: **965952** Date of Issue: **10/May/2025**

RESEARCH LICENSE




This is to Certify that Mr. Mungania Francis Mutus of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kajiado on the topic: THE INFLUENCE OF HUMAN RESOURCE PRACTICES ON TEACHER'S PERFORMANCE IN PUBLIC SCHOOLS IN ELANG'ATA WUAS SUBCOUNTY, KAJIADO COUNTY, KENYA. for the period ending : 10/May/2026.

License No: **NACOSTIP/25/4173236**

965952
Applicant Identification Number

[Signature]
Deputy Director
NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
INNOVATION

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See overleaf for conditions

Appendix V: TSC Research Permit

TEACHERS SERVICE COMMISSION

Email scdelangatawuas@tsc.go.ke
Web: www.tsc-go.ke
When replying please quote KAJIADO



TSC SUB COUNTY DIRECTOR
ELANGATA WUAS
PO BOX 84 - 01100

15/05/2025

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: PERMISSION TO CONDUCT RESEARCH IN PUBLIC PRIMARY SCHOOLS IN ELANG'ATA WUAS SUBCOUNTY

This is to certify that Mr. Mungania Mutua Francis, a postgraduate student at MT KENYA UNIVERSITY, Registration Number MBA/2024/33998, has been granted permission by the Teachers Service Commission (TSC), Elang'ata Wuas Subcounty Office, to conduct academic research in public primary schools within the subcounty.

The research is titled:

"Influence of Human Resource Management Practices on Teacher Performance in Public Primary Schools: A Case Study of Elang'ata Wuas Subcounty, Kajiado County."

The purpose of the study is purely academic and aims to contribute to educational knowledge and policy. The researcher is authorized to collect data from headteachers and teachers through questionnaires and interviews. Kindly accord him the necessary support to facilitate the successful completion of this study.

All information collected shall be treated with confidentiality and used solely for academic purposes.

We appreciate your cooperation in supporting educational research and professional development.

Yours sincerely,

JANET KOIKAI

TSC SCD

ELANGATA WUAS



**Appendix vi: Turnitin index
report**

INFLUENCE OF HUMAN
RESOURCE PRACTICES ON
TEACHER'S PERFORMANCE IN
PUBLIC SCHOOLS: A CASE OF
ELANG'ATA WUAS SUBCOUNTY,
KAJIADO COUNTY, KENYA.

by MUNGANIA MUTUA MBA/2024/33998

Submission date: 05-Jul-2025 11:48AM (UTC+0300)
Submission ID: 2585682433
File name: MUNGANIA_MUTUA_FRANCIS_3.doc (2.82M)
Word count: 20906
Character count: 130805



VI:

**INFLUENCE OF HUMAN RESOURCE PRACTICES ON TEACHER'S
PERFORMANCE IN PUBLIC SCHOOLS: A
CASE OF ELANG'ATA WUAS SUBCOUNTY,
KAJIADO COUNTY, KENYA.**

MUNGANIA MUTUA FRANCIS.

**A RESEARCH REPORT SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENT FOR THE AWARD OF MASTER OF BUSINESS
ADMINISTRATION DEGREE IN HUMAN RESOURCE
MANAGEMENT OF
MOUNT KENYA UNIVERSITY**

JULY 2025

INFLUENCE OF HUMAN RESOURCE PRACTICES ON TEACHER'S PERFORMANCE IN PUBLIC SCHOOLS: A CASE OF ELANG'ATA WUAS SUBCOUNTY, KAJIADO COUNTY, KENYA.

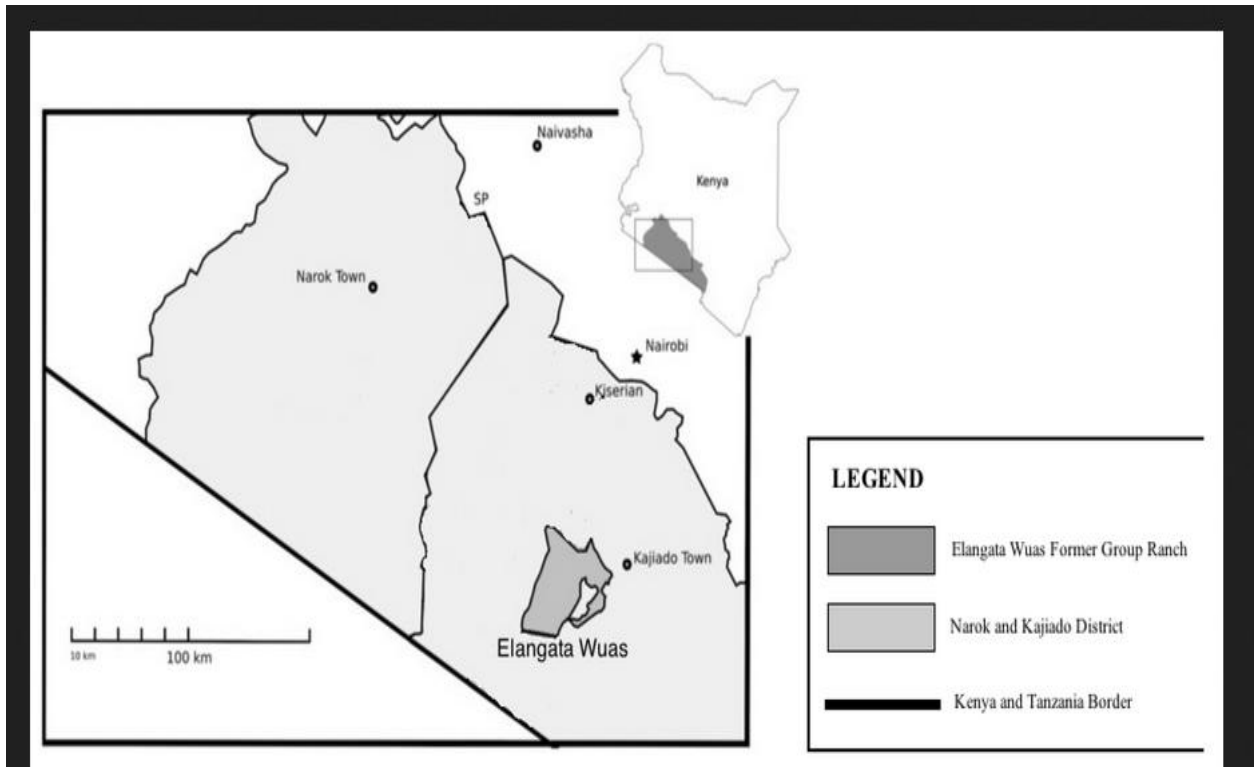
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Appendix VII: Study Location



Mount Kenya

Appendix VIII: Alien Data

The table below includes responses and data points collected during fieldwork that were identified as inconsistent, irrelevant, or outside the scope of the study. These entries were not used in the final analysis.

Respondent ID	Question/Section	Alien Data / Response	Reason for Exclusion
R034	Years of Teaching Experience	150 years	Clearly unrealistic age/experience outlier.
R012	Salary Satisfaction	I want to be a pop star	Off-topic and irrelevant response.
R078	Training Programs Attended	Trained on software engineering	Unrelated to teacher training focus.
R041	Performance Appraisal Feedback	My boss is a witch	Subjective and inappropriate language.
R060	Additional Comments	Bananas are better than apples	Off-topic comment.

Appendix IX: Long Tables Including Demographics and Research Objectives

Table 0: Demographic Characteristics of Respondents

Variable	Category	Frequency (n)
Gender	Male	45
	Female	35
Age	30 and below	18
	30-39 years	34
	40-49 years	22
	50 years and above	6
Academic Qualification	P1 certificate	56
	Bachelor's Degree	22
	Master's Degree and above	2
Teaching Experience	Less than 5 years	21
	6-10 years	19
	Over 10 years	40

Table 1: Teacher Questionnaire Responses (n=68)

No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	The recruitment process by TSC is fair and merit-based	2	5	8	25	28
2	Recruitment and selection influence my performance	1	4	7	30	26
3	I have attended professional development training in the last two years	4	6	5	35	18
4	My school provides adequate training opportunities	3	8	9	30	18
5	Training has improved my teaching effectiveness	1	4	6	29	28
6	I am satisfied with my salary and	6	10	12	25	15

	benefits					
7	My salary motivates me to perform better	3	6	10	28	21
8	Non-monetary benefits improve my job satisfaction	2	5	10	32	19
9	Teachers in my school are evaluated regularly	1	3	6	30	28
10	I receive constructive feedback after appraisals	2	6	7	28	25
11	Appraisal system improves my productivity	1	3	6	32	26

Table 2: Headteacher Questionnaire Responses (n=12)

No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Qualified teachers are assigned to my school	0	1	2	5	4
2	Number of teachers deployed is adequate	1	2	3	4	2
3	Deployment and transfers affect school performance	0	1	2	3	6
4	Teachers receive adequate training	1	2	2	5	2
5	Available development meets teacher needs	0	1	3	5	3
6	School supports continuous training	0	2	2	6	2
7	Compensation affects teacher commitment	0	1	1	5	5
8	Teachers are satisfied with salaries	2	3	3	2	2
9	Non-monetary incentives improve motivation	0	2	2	4	4

10	Performance appraisal is effective	1	2	2	4	3
11	Appraisals are conducted fairly	1	1	2	5	3
12	Appraisal results support growth	1	1	2	5	3

Table 3: Education Officer Questionnaire Responses (n=5)

No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Recruitment is merit-based	0	0	1	2	2
2	Selection is based on qualifications	0	0	1	3	1
3	Recruitment affects school performance	0	1	0	2	2
4	Development programs are effective	1	1	1	1	1
5	Teachers receive sufficient training	1	2	1	1	0
6	Education office supports training	0	1	2	1	1
7	Salaries are competitive	1	2	1	1	0
8	Non-monetary benefits contribute to motivation	0	1	1	2	1
9	Financial incentives improve satisfaction	0	1	1	2	1
10	Appraisal system measures effectiveness	0	0	2	2	1
11	Feedback improves productivity	0	0	1	3	1
12	Training on appraisal is adequate	1	1	1	2	0