

**ANALYSIS OF HUMAN RESOURCE MANAGEMENT PRACTICES ON  
PERFORMANCE OF PUBLIC SECONDARY SCHOOLS IN MANDERA EAST SUB-  
COUNTY, KENYA**

**NAJMA HAYDAI SHEIKH**



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

**JULY 2025**

## DECLARATION & APPROVAL

### Declaration by the Student

I declare that this research project is my original work and has not been presented for a degree in any other university or for any other academic award.

.....NH.....

.....14<sup>TH</sup>/07/25...

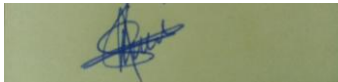
**Najma Haydai Sheikh**

**Date**

**MBA/2021/82505**

### Approval by Supervisor

I confirm that the work reported in this project was carried out by the candidate under my supervision.



.....

14<sup>TH</sup> /07/2025

**Dr. Apollonius Kembu, PhD**

**Date**

School Of Business and Economics

Mount Kenya University.

## DEDICATION

This project is dedicated to my family, my husband and my children for the support and dedication.



## ACKNOWLEDGEMENT

I sincerely wish to acknowledge the invaluable support of my supervisor, Dr. Apollonius Kembu, without whose guidance and encouragement I would not have come this far with my proposal work. I am grateful to Mount Kenya University for granting me the opportunity to pursue this study, and to all my tutors who, in one way or another, contributed to laying the foundation of my master's degree and satisfying my thirst for knowledge.

I am deeply indebted to my family for their unwavering moral support throughout my period of study, and for their understanding and appreciation of the demands of this course. I also wish to acknowledge the positive influence of my classmates, who have been a constant source of inspiration and assistance, especially in sourcing information and materials for this project.



## ABSTRACT

This study investigated the influence of Human Resource Management (HRM) practices on the performance of public secondary schools in Mandera East Sub-County, Mandera County, Kenya. The research was necessitated by the persistent challenges in educational outcomes and the critical role of human capital in school effectiveness. The primary objective was to establish how employee motivation, employee appraisal, and employee training collectively and individually impact school performance. Drawing upon key theoretical frameworks such as McClelland's Motivation Theory, Equity Theory, Human Capital Theory, and Social Learning Theory, the study posited that well-managed HRM practices are fundamental drivers of organizational success in the educational sector. A quantitative research design was employed, targeting a population of principals and teachers in public secondary schools within the sub-county. Data were collected using structured questionnaires administered to a sample of 84 participants, yielding a robust response rate of 94.0% (N=79). Descriptive statistics, including means and standard deviations, were utilized to analyze perceptions of motivation, appraisal, and training practices. For inferential analysis, Pearson correlation was used to assess relationships between variables, while multiple linear regression and ANOVA were applied to determine the predictive power of the independent variables on school performance. The findings revealed that employee motivation, appraisal, and training all significantly and positively influence school performance. Specifically, employee motivation emerged as a strong predictor, driven by factors such as recognition for good performance, fair remuneration, and effective leadership communication. While teacher involvement in decision-making and work-life balance showed areas for improvement, overall motivation was positive. Employee appraisal systems were found to be valuable for providing feedback and setting clear performance targets; however, their effectiveness was hampered by concerns regarding regularity, perceived bias, and weak linkages to promotion and professional development. Employee training was highly effective in improving instructional skills, strongly supported by school leadership, and its content was largely relevant to teaching needs. Nonetheless, challenges in training availability, regularity, and crucial post-training follow-up support were identified, alongside an unclear contribution to career advancement. The inferential analysis further confirmed these relationships, with a strong collective correlation ( $R=0.842$ ) between the HRM practices and school performance. The regression model explained 70.9% of the variance in school performance, demonstrating a highly significant predictive power ( $F=135.50$ ,  $p<0.001$ ). Employee motivation (Beta=0.421), training (Beta=0.287), and appraisal (Beta=0.245) all exerted significant positive influences on school performance. Based on these findings, the study recommends enhancing participatory management to boost teacher motivation and improve work-life balance. It also advocates for reforming appraisal systems to ensure greater fairness, regularity, and explicit linkage to professional development and career progression. Furthermore, strengthening post-training follow-up and support mechanisms is crucial to maximize the impact of training on skill implementation. Future research could explore qualitative aspects of appraisal bias and conduct longitudinal studies on the long-term effects of specific HRM interventions.

## TABLE OF CONTENTS

<b>DECLARATION &amp; APPROVAL .....</b>	<b>II</b>
<b>DEDICATION.....</b>	<b>III</b>
<b>ACKNOWLEDGEMENT.....</b>	<b>IV</b>
<b>ABSTRACT .....</b>	<b>V</b>
<b>TABLE OF CONTENTS.....</b>	<b>VI</b>
<b>LIST OF TABLES .....</b>	<b>IX</b>
<b>LIST OF FIGURES .....</b>	<b>X</b>
<b>LIST OF ABBREVIATIONS AND ACRONYMS .....</b>	<b>XI</b>
<b>CHAPTER ONE .....</b>	<b>1</b>
<b>INTRODUCTION.....</b>	<b>1</b>
1.1 Background to the Study.....	1
1.2 Statement of the Problem.....	5
1.3 Purpose of the study.....	6
1.4 Objectives of the study.....	6
1.4.1 General Objective: .....	6
1.4.2 Specific Objective .....	6
1.5 Research questions.....	7
1.6 Significance of the study.....	7
1.7 Basic assumptions of the study.....	8
1.8 Limitations of the study .....	8
1.9 Delimitations of the study.....	8
1.10 Definition of Key Terms.....	9
<b>CHAPTER TWO .....</b>	<b>11</b>
<b>LITERATURE REVIEW.....</b>	<b>11</b>
2.0 Introduction.....	11
2.1 Theoretical Review.....	11
2.1.1 The McClelland Motivation Theory (1960).....	11
2.1.2 Equity Theory (Adams, 1963; Landy, 1989; Beehr 1996).....	13
2.2 Empirical literature.....	15
2.2.1 Influence of Employee Motivation and Secondary school Performance.....	15

2.2.2 Influence of Employee Appraisal and Secondary school Performance.....	17
2.2.3 Influence of Employee Training and Secondary school Performance.....	20
2.3 Research Gap .....	23
2.4 Conceptual framework.....	24
<b>CHAPTER THREE .....</b>	<b>27</b>
<b>RESEARCH METHODOLOGY .....</b>	<b>27</b>
3.0 Introduction.....	27
3.1 Research Design.....	27
3.2 Location of the Study .....	28
3.3 Target Population.....	28
3.4 Sampling Procedures and Techniques. ....	29
3.5 Sample Size.....	29
3.6 Research Instruments .....	30
3.7 Piloting of Research Instruments .....	31
3.8 Data Validity.....	31
3.9 Data Reliability .....	32
3.10 Data Collection Methods and Procedures.....	32
3.11 Data Analysis and Presentation.....	33
3.12 Ethical Considerations. ....	34
<b>CHAPTER FOUR.....</b>	<b>35</b>
<b>RESEARCH FINDINGS AND DISCUSSIONS.....</b>	<b>35</b>
4.1 Introduction.....	35
4.2 Reliability.....	35
4.3 Response Rate.....	36
4.4 Socio-Demographic Characteristics.....	37
4.5 Influence of Employee Motivation on Performance of Secondary Schools.....	40
4.6 Influence of Employee Appraisal on Performance of Secondary Schools .....	43
4.7 Influence of Employee Training on Performance of Secondary Schools.....	47
4.8 Inferential Analysis .....	50
4.8.1 Correlation Analysis .....	51
4.8.2 Model Summary.....	52

4.8.3 ANOVA (Analysis of Variance).....	54
4.8.4 Regression Analysis (Coefficients).....	56
4.9 Discussion of Findings.....	58
4.9.1 Socio-Demographic Characteristics.....	58
4.9.2 Employee Motivation.....	60
4.9.3 Employee Appraisal.....	63
4.9.4 Employee Training.....	66
<b>CHAPTER FIVE.....</b>	<b>69</b>
<b>SUMMARY, CONCLUSION AND RECOMMENDATION.....</b>	<b>69</b>
5.1 Introduction.....	69
5.2 Summary of Findings.....	69
5.3 Conclusion.....	72
5.4 Recommendations.....	74
5.5 Further Research.....	76
<b>REFERENCES.....</b>	<b>77</b>
<b>APPENDICES.....</b>	<b>84</b>
Appendix I: Consent Form for Participation in Research.....	84
Appendix II: Respondents Questionnaire.....	85
Appendix V : List of Mandera East Sub-County, Secondary Schools.....	90

## LIST OF TABLES

Table 1: Target Population.....	29
Table 2: Respondents' Sample.....	30
Table 3: Reliability Statistics .....	36
Table 4: Summary of Response Rate.....	37
Table 5: Socio-Demographic Characteristics of Respondents.....	38
Table 6: Employee Motivation.....	40
Table 7: Employee Appraisal Indicators.....	44
Table 8: Employee Training Indicators.....	47
Table 9: Pearson Correlation Matrix.....	51
Table 10: Model Summary.....	53
Table 11: ANOVA for Regression Model .....	54
Table 12: Regression Coefficients .....	56



## LIST OF FIGURES

Figure 1: Conceptual Framework ..... 25



## LIST OF ABBREVIATIONS AND ACRONYMS

- EAC** – East African Community
- FDSE** – Free Day Secondary Education
- HRM** --Human Resource Management
- INSET** --In Service Training
- KCPE** – Kenya Certificate of Primary Education
- KCSE** – Kenya Certificate of Secondary Education
- KNEC** – Kenya National Examination Council
- MDGs** –Millennium Development Goals
- NEPAD** – New partnership for Africa’s Development
- TSC** –Teachers Service Commission



Mount Kenya University

## CHAPTER ONE

### INTRODUCTION

This chapter provides an overview of human resource management practices within secondary schools located in Mandera East Sub-county, Mandera County. It outlines the research problem and clearly defines the purpose and objectives of the study. Additionally, it highlights the study's significance, its limitations, and the scope of investigation. The chapter concludes with a discussion of the theoretical perspectives and the conceptual framework that underpin the study.

#### 1.1 Background to the Study.

At the global context, education is viewed as the solid rock of development. This is attributed to the fact that, the educational system will produce the quality and quantity of human resources required for the growth of the economy. Ibukun (2019) affirmed that no nation or society can rise above the quality of her education.

Human Resource Management (HRM), also known as personnel management, includes all the processes and activities that an organization undertakes to ensure that its workforce is effectively utilized to achieve individual, team, and organizational goals. HRM is primarily concerned with managing the human aspect of organizations. It encompasses a variety of practices that support effective employee management throughout the employment cycle—before recruitment, during hiring, and after onboarding. The pre-hiring phase involves workforce planning, where the organization identifies anticipated job vacancies and determines the qualifications required. During the hiring stage, the organization selects appropriate candidates, using evaluation methods to identify the most suitable individuals. Once employees are hired, HRM strategies focus on managing and developing them to enhance both performance and job satisfaction while aligning with the organization's goals.

Evers and Lakomski (2018) conducted a study on organizational influences on teachers' professional development in Dutch secondary schools. They identified four key types of learning activities that underline the value of staff training: participating in training relevant to current job roles, preparing for new or different roles, pursuing personal development, and engaging in both internal and external professional networks. They also emphasized that these areas of learning could be expanded to include additional workplace learning opportunities, as these may significantly boost professional expertise.

McDowall (2017), in a study focusing on UK managers' views of employee training and development, concluded that training enhances employees' ability to perform their daily duties more effectively. The study also noted that when training is paired with broader development initiatives, it tends to produce more favorable outcomes, with managers expressing that such integration leads to improved employee capabilities and organizational performance.

The international, regional and National frameworks of education have set goals to be met within a given span of time. The Millenium Development Goals (MDGs) which was established during the Millenium summit of the United Nations in 2000 had advocated for achievement of Universal Primary Education (UPE) by the year 2015. The Education for All (EFA) initiative, an international movement launched in Jomtien, Thailand in 1990, aimed to ensure that the benefits of education would be accessible to every member of society. One of its key goals was to improve adult literacy by 50% by the year 2015, with a particular focus on women, and to promote fair access to both basic and lifelong learning opportunities for all adults. Similarly, the New Partnership for Africa's Development (NEPAD), a socio-economic development program under the African Union, supported the advancement of open and distance learning, particularly as a strategy for enhancing teacher training and strengthening human resource capacity within

the public sector. The East African Community (EAC) which was revived in 2000 agreed that teachers are the front-line providers of knowledge in education. Delivery of quality education is critically dependent on having a sufficient supply of trained and motivated teachers. Teacher training deployments have an important bearing on quality, equity and learning outcomes. It was recommended that the partner states should establish training programs for teachers to meet the demand at all levels.

Secondary education is a major concern both nationally and internationally. Most of the countries are utilizing a lot of their resources in developing the education sector. This is done since the development of a country is to a larger extent a product of the education system in that country. Providing education and training opportunities for all Kenyans plays a vital role in advancing the government's broader development objectives. Kenya's Vision 2030, the country's long-term development strategy, aims to transform the nation into a globally competitive and prosperous society with a high standard of living by the year 2030. This vision is built on three main pillars, one of which is the social pillar. This pillar focuses on delivering high-quality, globally competitive education, training, and research to support development. A key objective set for the year 2012 under this pillar was to reduce the rate of illiteracy by expanding access to education and enhancing the transition rate of students from primary to secondary school. The Government has endeavored to have all school age children to go to school by among other initiatives providing free Day Secondary Education (FDSE). For all these expectations to be met there must be efficient and effective human resource management in secondary schools. According to Brown and Militello (2016), successful school leaders play a crucial role in shaping and promoting a unified vision within the school that emphasizes high expectations and the academic success of every student.

In all organizations, employee training is essential. As noted by Robbins, heightened competition, rapid technological advancements, and the ongoing pursuit of greater productivity have led management teams to allocate more resources toward training initiatives (Robbins, 1998; Apriana et al., 2019). Several critical factors underscore the need for training, as highlighted by Hariandja. These include newly hired employees lacking a full understanding of their job roles, shifts in the workplace environment and workforce dynamics, increased organizational competitiveness, the drive to boost productivity, and evolving standards in job performance (Hariandja, 2002; Lian et al., 2019; Renata et al., 2018). From this perspective, training can be defined as a structured learning process, typically of short duration, designed for existing employees with the goal of enhancing their skills and performance. This, in turn, contributes to the overall efficiency and success of the organization.

Similar to many other nations, Kenya places high value on education due to its broad benefits. Education plays a vital role in society by helping learners realize their career aspirations. It is the government's duty to ensure that its citizens are educated, equipping them to contribute meaningfully to national development. At the secondary level, student performance is particularly important, as it influences their placement in university courses. Better academic performance often grants access to more prestigious courses and can lead to higher income opportunities in the future. The Kenyan education system is heavily focused on examinations, with school success largely measured by student outcomes in the Kenya Certificate of Secondary Education (KCSE). As a result, schools face intense competition to achieve strong academic results. This emphasis on examination performance places significant importance on effective teaching and learning, where the quality of education is heavily influenced by human resource

management practices. These practices are crucial in shaping school outcomes and overall performance.

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

Most of the secondary schools in Mandera East Subcounty post low performance. According to the KCSE 2023 performance report, only two schools had a mean score of five and above. In addition, very few students attain the minimum requirement to join the universities. This is evidenced by the Sub county's declining performance in terms of mean score for the last three consecutive years as envisaged in the records available at the Mandera east Subcounty director of education office, 2020; 4.87, 2021; 3.73 and 3.49 in 2022. This issue is of significant concern to stakeholders in Mandera East Sub-county specifically, and in Kenya as a whole. Both educators and the general public recognize that secondary schools often show varying levels of academic performance, even when they are equipped with comparable educational resources. This discrepancy highlights the need to examine the impact of human resource management practices on the performance of secondary schools. Key HRM practices that warrant particular attention include employee motivation, staff appraisal, and teacher training, all of which are vital components in shaping school effectiveness and educational outcomes.

Given the findings outlined above, it is essential to examine how specific human resource management (HRM) practices—namely motivation, appraisal, and training—affect the performance of secondary schools, and to propose potential interventions. Therefore, the aim of this study is to explore the impact of HRM practices on school performance and to recommend effective strategies within Mandera East Sub-county. Previous research has examined aspects of organizational performance. For instance, Evers and Lakomski (2018) conducted a study in

Dutch secondary schools, focusing on how organizational factors influence teacher professional development. They identified four core areas where training is crucial: transitioning to new roles, personal growth, expanding internal and external professional networks, and enhancing current job-related skills. They also suggested that workplace learning should be broadened to include additional activities that could further strengthen occupational expertise. McDowall (2017) similarly emphasized that employee training leads to improved day-to-day job performance. Despite such studies, there is a lack of comprehensive research in the Kenyan context, particularly regarding how HRM practices such as motivation, appraisal, and training influence school performance. This represents a significant knowledge gap. Accordingly, the study sought to address this gap by investigating the relationship between HRM practices and secondary school performance in Mandera East Sub-county, and by proposing practical solutions to enhance educational outcomes.

### **1.3 Purpose of the study.**

The purpose of the study was to establish the influence of human resource management practices on the performance of secondary schools in Mandera East Sub-county.

### **1.4 Objectives of the study**

#### **1.4.1 General Objective:**

The general objective of the study was to examine the influence of human resource management practices on the performance of secondary schools.

#### **1.4.2 Specific Objective**

This study was guided by the following specific objectives;

1. To establish the influence of employee motivation on performance of secondary schools in Mandera east Sub county Kenya.
2. To assess the influence of employee appraisal on performance of secondary schools in Mandera east Sub county Kenya.
3. To determine the influence of employee training on performance of secondary schools in Mandera east Sub county Kenya.

### **1.5 Research questions**

This study answered the following questions;

1. How does motivation of employee affect performance of secondary schools in Mandera east Sub County Kenya?
2. How does employee appraisal influence performance of secondary schools in Mandera east Sub County Kenya?
3. To what extent does employee training improve performance of secondary schools in Mandera east Sub County Kenya?

### **1.6 Significance of the study.**

This study aims to investigate the impact of human resource management practices on the performance of secondary schools in Mandera East Sub-county. It emphasizes the importance of effective HRM strategies in driving school improvement. The insights gained from this research may help identify the most effective HRM approaches that contribute to enhanced academic performance in secondary schools. Additionally, the findings could inform government policies by highlighting the areas where educators and school staff require targeted training in HRM

practices. Future researchers may also benefit from this study by using its results as a valuable source of secondary data for related research topics.

### **1.7 Basic assumptions of the study.**

It was anticipated that respondents would clearly comprehend the questions presented to them and respond with honest and informed answers. The research objectives were expected to be successfully met, with secondary schools in Mandera East Sub-county serving as a representative sample of secondary schools across Kenya. Furthermore, the tools used for data collection were expected to produce data that was both valid and reliable.

### **1.8 Limitations of the study**

This study focused on three specific human resource management practices, although it was acknowledged that several other HRM practices also impact student performance in secondary schools but were beyond the scope of this research. Due to the sensitive nature of the subject, some respondents were reluctant to disclose information regarding human resource management practices for fear of being reprimanded by principals, who are responsible for handling issues related to the matter under study. Finally, there was potential bias from some principals who may have sought to portray themselves as effective.

### **1.9 Delimitations of the study**

Although numerous factors influenced the performance of secondary schools, this study specifically focused on human resource management practices. The scope of the study was limited to public secondary schools located within Mandera East Sub-county.

## 1.10 Definition of Key Terms

**Appraisal** – In this study refers to a judgment or assessment of the value of activity, a person or an organization.

**Communication** – In this study refers to the processes used by the principals to pass information in the school

**Effectiveness** –This is the output, the capacity to achieve the set objectives in terms of behavior, ability, habits as well as the observed behavior in teachers and subordinates.

**Human Resource** – This refers to members of teaching and non-teaching staff in the school.

**Management** – This is the process of the principal getting work done through the coordinated efforts of teaching and non-teaching staffing.

**Motivation** –In this study refers to ways of making employees have interest in their work.

**National Examination**- Standardized tests designed to measure the students' academic and practical knowledge on various subject taught during form one to form four in secondary curriculum in the Kenyan system of Education. The national examination referred to was the Kenya Certificate of Secondary Examination (KCSE)

**Principal** – Refers to the executive head of a secondary school institution.

**Promotion** – Advancement in rank or position in an organization.

**Remuneration**- In this study means payment for the work done in the organization.

**Strategies** - These are methods that are chosen to bring about a desired success such as achievement of the desire set goals.

**Supervision** – Refers to a system of overseeing that employees perform their duties well.

**Teaching staff** -These are employees involved in the direct classroom teaching and learning in a school institution. They include those employed by the government through TSC and those employed by the school BOM

**Training** – Refers to the acquisition of knowledge, skills and competencies as a result of teaching of practical skills and knowledge that relate to specific useful competencies.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter presents a review of literature relevant to the current study. The review incorporates information from both published and unpublished sources, including books, academic journals, theses, and dissertations by researchers from Kenya and other countries. The initial section focuses on empirical studies examining the impact of human resource management practices on the performance of secondary schools. It is followed by a review of literature related to the individual HRM components being studied—namely, employee motivation, staff appraisal, and teacher training. The chapter also includes a theoretical review, exploring various theories proposed by scholars in the field of human resource management and assessing their relevance to the present study. The final section outlines the conceptual framework that guides the research.

#### **2.1 Theoretical Review.**

This study was guided by two theories.

##### **2.1.1 The McClelland Motivation Theory (1960)**

The theory commonly referred to as the Need Theory was developed by David McClelland, who explored the fundamental motivators that drive individuals across different backgrounds. He argued that people are influenced by core motivational needs that cut across demographics such as age, gender, and culture (Armstrong, 2012). McClelland categorized these motivations into four primary needs: achievement, affiliation, power, and avoidance. These needs, according to researchers, are central to understanding behavior in both personal development and workplace performance (Lussier & Achua, 2015).

The need for achievement is centered on the desire to reach goals and attain personal success. Individuals driven by this need are often seen setting challenging goals, taking accountability for outcomes, and pursuing tasks of moderate difficulty (McClelland, 1987; Robbins & Judge, 2019). They value feedback and prefer roles that allow them to demonstrate innovation and problem-solving capabilities. Common aspirations in this category include securing a fulfilling career or attaining recognition in a chosen field.

The need for power, on the other hand, is reflected in a desire to influence others and attain positions of authority. Individuals motivated by power place high value on reputation, leadership, and control (Ivancevich, Konopaske, & Matteson, 2013). This need can be categorized into personal power, which is self-serving, and institutional power, which is directed at achieving organizational objectives through group efforts. Those with a high need for power often excel in competitive settings and are motivated by success and recognition.

The need for affiliation pertains to the drive for social acceptance and connection. Individuals who rank high in this need seek approval, enjoy teamwork, and prioritize harmonious relationships (Nelson & Quick, 2011). They are more likely to cooperate than compete and often align their behavior with group norms to maintain social cohesion. In the workplace, such individuals flourish in roles that emphasize interpersonal interaction and support.

The fourth motivational factor identified by McClelland is the need for avoidance, which is characterized by a tendency to withdraw from situations perceived as stressful or challenging. This can stem from fears of failure, success, or rejection (Greenberg & Baron, 2010). Individuals with a strong avoidance drive often stay in the background to minimize risks and emotional discomfort, viewing this approach as a form of self-protection.

To further explain how underlying motivations influence outward behavior, McClelland introduced the Iceberg Model. In this model, observable aspects like skills and behavior are only the tip of the iceberg, while deeper values, thoughts, and desires lie hidden beneath the surface (Daft, 2015). These submerged elements are critical, as they significantly influence actions and decisions, often more so than the visible traits.

This theory holds strong relevance for this study as it offers valuable insights into what drives employee behavior within educational institutions. Understanding these inner motivators allows school administrators to align HR strategies with individual and organizational goals. By addressing both the observable and underlying dimensions of motivation, institutions can foster more effective teamwork and performance (Armstrong & Taylor, 2014). Integrating such theoretical insights into human resource management can thus enhance decision-making and performance in secondary schools.

### **2.1.2 Equity Theory (Adams, 1963; Landy, 1989; Beehr 1996)**

This study also draws upon Equity Theory, a framework that explores how individuals assess fairness in the workplace by comparing the treatment they receive to that of others in similar roles. According to Adams (1963), who pioneered the theory, employees evaluate fairness by considering the ratio between their contributions (inputs) and what they receive in return (outputs). Inputs can include elements such as time, effort, experience, qualifications, and dedication, while outputs encompass rewards like salary, recognition, promotions, and benefits (Armstrong, 2012). The central premise is that employees are driven by a desire for equitable treatment and that perceived imbalances in this ratio can significantly affect motivation.

The theory further suggests that fairness is subjective, depending not only on objective measures but also on personal perceptions and comparisons (Ivancevich, Konopaske, & Matteson, 2013). Equity is viewed through a psychological lens, where individuals compare their own input-output balance with that of a referent—someone in a similar position. Unlike equality, which implies uniform treatment for all, equity considers the context and acknowledges that fair treatment sometimes requires different approaches for different individuals (Greenberg & Baron, 2010). This comparison-based mechanism forms the crux of how employees assess whether they are being justly treated in the workplace.

When employees perceive that they are being treated fairly in relation to others, they are likely to be more satisfied and motivated. Conversely, perceived inequities—whether they feel over-rewarded or under-rewarded—can result in reduced motivation and changes in behavior (Nelson & Quick, 2011). For instance, if an employee believes they are contributing more effort than a colleague yet receiving fewer rewards, they may respond by decreasing their own effort, seeking changes in compensation, or even considering alternative employment. To restore a sense of balance, individuals may adjust their inputs or outcomes, rationalize the inequity, or change the referent they use for comparison (Daft, 2015).

This theory is highly relevant to the current research as it underscores the importance of fairness in various human resource management functions. Fair compensation, unbiased performance appraisal systems, transparent promotion procedures, and equitable access to training and development are all vital for maintaining staff morale and organizational commitment (Armstrong & Taylor, 2014). In the context of secondary schools, ensuring that teachers feel valued and fairly treated can positively influence their motivation, performance, and, ultimately,

student outcomes. Thus, the principles of Equity Theory offer valuable guidance for shaping HRM practices that foster equity and organizational effectiveness.

## **2.2 Empirical literature**

According to a study by Kundu & Kumar (2017) on Indian and multinational companies workforce diversity and contemporary human practices and performance appraisal, training and development, selection and socialization of employee and human research planning and recruitment found out that multinational companies were comparatively weaker on training and benefits, performance appraisal and HR planning and recruitment than Indian companies. Satdeve (2020) in study found out that there is no much difference between the human resource management practices in service sector and manufacturing sector.

### **2.2.1 Influence of Employee Motivation and Secondary school Performance.**

Irfan (2018) emphasizes the critical role of academic supervision conducted by school principals in shaping the teaching effectiveness of educators. He argues that through systematic support and guidance, supervision enhances teaching quality by identifying and addressing areas for professional growth. This process not only improves instructional practices but also boosts teacher morale, encouraging ongoing self-improvement in delivering quality education. According to Leniwati and Arafat (2017), the key indicators of effective academic supervision include developing structured supervision plans, employing suitable methods and techniques during supervision, and acting upon the outcomes to strengthen teacher competencies. These actions align with the guidelines outlined in the Ministry of Education's Regulation No. 13 of 2007, which promotes continuous teacher development through constructive oversight.

In the view of Joan Marques (2010), motivation is a fundamental driver of employee performance and overall productivity in any organization. She asserts that, while traditional human resource processes such as job analysis, recruitment, and selection are essential, they are not solely sufficient for achieving high performance. Motivation, particularly when aligned with organizational goals, significantly contributes to employees' willingness to exert effort and meet job expectations. When employees are intrinsically driven and supported by well-defined HR practices, the organization is more likely to see enhanced outcomes across departments and functions (Armstrong & Taylor, 2014).

In Egypt, the issue of teacher motivation has been linked to socioeconomic factors, particularly in the context of private tutoring. According to Kabadaya (2020), limited autonomy and low remuneration in formal school settings have led many teachers to seek alternative avenues such as private tutoring, which offers them greater financial reward, professional status, and personal satisfaction. In such cases, motivation is tied to both recognition and compensation. Ginsberg, Knapp, and Farrington (2014) support this by noting that recognition-based incentives—such as awards, bonuses, or even public acknowledgment—can foster a culture of excellence. For many teachers, the intrinsic reward of being valued by their institution often outweighs material benefits. Moreover, professional development programs, especially those that include mentoring and observation, can significantly boost teacher morale and instructional quality.

The implementation of universal free primary education in numerous countries has created unintended challenges, particularly the rise in student-teacher ratios in secondary schools. Ancha (2011) notes that overcrowded classrooms contribute to increased stress and reduced job satisfaction among teachers, ultimately leading to demotivation. Ochuko (2020) further explains that motivation encompasses both positive and negative drivers—ranging from fear to incentives

such as recognition and promotion. He distinguishes between intrinsic motivation, where individuals are driven by internal goals and the satisfaction of mastering a task, and extrinsic motivation, which is influenced by external rewards. In developing countries, the exploration of teacher motivation has revealed that both forms of motivation are crucial in sustaining professional engagement and effectiveness (UNESCO, 2017).

The Two-Factor Theory of Motivation, developed by Frederick Herzberg, adds a nuanced understanding to workplace satisfaction. Herzberg posited that job satisfaction and dissatisfaction stem from two separate sets of factors. While intrinsic motivators such as achievement, recognition, and opportunities for growth lead to satisfaction, extrinsic conditions—referred to as hygiene factors—such as salary, work conditions, and administrative policies, may cause dissatisfaction when inadequate (Herzberg, 1966). He argued that merely removing dissatisfaction does not guarantee motivation. To truly engage employees, organizations must also nurture the positive motivators that drive fulfillment. This perspective aligns with human resource strategies that focus on improving both environmental conditions and psychological engagement for better staff performance (Robbins & Judge, 2019).

### **2.2.2 Influence of Employee Appraisal and Secondary school Performance.**

According to Education Regulations (2012), teacher appraisal is designed as a comprehensive, constructive, and developmental process aimed at equipping educators with the necessary tools and support to execute their responsibilities effectively. The purpose of appraisal extends beyond evaluation; it serves as a catalyst for professional growth by helping teachers identify strengths and areas for development in their instructional practices. Figlio and Ladd (2014) highlight that teacher evaluations contribute to a broader framework of educational accountability, not just within schools but extending to policymakers. They argue that evaluation mechanisms can

reflect how effectively public resources are utilized, allowing both administrative and market-based forms of accountability to function in tandem.

Effective classroom management is fundamental to productive instruction and learner engagement. Teachers must implement consistent routines and establish structured procedures to maintain a focused learning environment (Danielson, 2011). An ideal classroom setup should foster student achievement, facilitate appropriate behavior, and contribute positively to the learning experience. The way students perceive their physical environment has a direct impact on their academic performance, making it critical for school leaders and educators to assess classroom arrangements and make necessary improvements to enhance the teaching and learning process (Danielson, 2011).

Taylor and Vlastor (2009) explored the intricate link between classroom design and student learning by developing the concept of the "silent curriculum." This term refers to the physical layout and ambiance of the learning environment, which they contend plays an unspoken yet powerful role in shaping educational experiences. Reggio (2011), through her empirical studies, emphasized that classroom components such as space allocation, furniture layout, seating density, and group arrangement significantly influence instructional dynamics. She suggested that adaptable spaces, where furniture can be rearranged and used flexibly for both group and individual activities, are most conducive to effective pedagogy. Ultimately, she emphasized that educators must align their teaching styles with the learning environment to ensure consistency and effectiveness.

The influence of the learning environment on student outcomes was further explored by Maxwell and Chmielewski (2008), who found that personalized classroom spaces, including student displays and ownership elements, enhance both self-esteem and academic performance.

Appraisal systems play a critical role in measuring such aspects of teaching by assessing staff performance against established standards. Ahmed (2010) defined performance appraisal as an evaluative method through which an employee's work output is systematically reviewed. He noted that effective appraisal identifies areas needing improvement, clarifies performance expectations, and offers guidance for professional development, thus contributing to strategic human resource management.

Murphy (2012) emphasized the importance of balancing evaluation and development in appraisal systems. When both dimensions are present, appraisals are more likely to be accepted and valued by staff. Kelly (2008) added that when teachers actively participate in designing the appraisal process, they develop a stronger sense of ownership and commitment, which increases the system's overall effectiveness. He observed that inclusive appraisal systems foster transparency, trust, and engagement, ultimately leading to improved organizational outcomes and a more robust learning environment where teachers grow professionally.

Professional educators continuously evolve by collaborating with peers, refining their practices, and keeping students' best interests at the forefront of their efforts. According to Madaline (2011), the most effective teaching is student-centered and often challenges conventional norms for the sake of learner development. Danielson (2011) explained that professionalism is reflected in how teachers engage with colleagues, access resources, and problem-solve with an emphasis on student needs. Beyond adhering to school regulations, committed teachers strive to improve outdated or ineffective policies, displaying leadership and initiative that support educational transformation. She also underscores that teaching blends social, emotional, and academic dimensions, each of which demands intentional planning and care.

Parental involvement also plays a vital role in shaping student success. Seitsinger (2008) found that increasing communication between teachers and parents boosts student motivation, participation, and academic performance. These benefits include enhanced classroom behavior, stronger motivation to succeed academically, and reduced dropout rates. Hoy and Hoy (2009) argue that a structured, well-managed school environment serves as the foundation for effective learning. They highlight that instructional leadership—defined by clarity, vision, and support—is a distinguishing feature of successful school administration, contributing directly to a school's ability to support both students and teachers in achieving high standards.

### **2.2.3 Influence of Employee Training and Secondary school Performance.**

Ichsan (2020) describes training as a strategic process that aims to enhance employee competence by building skills, expanding knowledge, and shaping attitudes to ensure that tasks are performed more efficiently and logically. Training, in a more specific sense, equips employees with targeted knowledge and competencies that are directly applicable to their roles (Saputra, 2017, in Adnyani & Dewi, 2019). According to Mangkunegara (2017) and Jumawan & Mora (2018), training encompasses several critical dimensions, including trainers, trainees, instructional materials, and training objectives. Furthermore, Triasmoko et al. (2014) argue that training serves as a deliberate educational process aimed at teaching professional skills, work ethics, and discipline, aligning with the technical demands of the job at hand.

In Kenya, Musili (2015) conducted a study on the influence of teacher-related factors on academic performance in the Kenya Certificate of Secondary Education (KCSE) within public secondary schools in Kibwezi Sub-County. Using a descriptive survey design and stratified sampling, the study collected data from principals, teachers, and students. Findings revealed that 67% of principals, 54.7% of teachers, and 52.4% of students agreed that professional teacher

training significantly influenced student outcomes. Trained teachers demonstrated better application of knowledge and classroom strategies. Additionally, the study found that teachers with greater professional experience were more effective. However, since this research was conducted in a different region of Kenya, its findings may not be entirely generalizable to Mandera East Sub-County, highlighting the need for further localized research.

Training is not just about immediate performance; from a strategic standpoint, it also prepares employees for future responsibilities and roles. Chen & Hung (2010) highlight that through organizational learning, human capital becomes increasingly tailored to the specific needs of a firm, making it difficult for competitors to replicate. Nixon (2011) emphasized the role of human resource planning in aligning workforce skills with long-term organizational goals. Similarly, Shafique (2012) pointed out that recruitment should be viewed as an opportunity to bring in talent with the right capabilities, not merely a process of filling vacancies. Venkat (2013) also observed that globalization has altered the landscape of HR practices, requiring new strategies to maintain competitiveness. Managers must adapt and implement innovative training approaches to equip their workforce with the skills necessary for organizational survival and growth in an increasingly interconnected world.

In the United States, Harris and Tim (2008) conducted research to explore the link between teacher training, teacher quality, and student achievement. Their study suggested that while early teaching experience contributes to productivity at the elementary and middle school levels, it has a limited effect at the high school level. The study, though informative, cannot be directly applied to Kenya due to contextual differences in education systems, teacher qualifications, and institutional support. In Kenya, for instance, teachers may not share uniform education levels or

access to resources compared to their counterparts in more developed countries, affecting the overall impact of training initiatives on student achievement.

Yona (2008) carried out a study examining the effectiveness of off-the-job training and development, primarily in the banking sector. Though focused on a different professional field, the study is still relevant as it sheds light on universal training needs such as skill enhancement and behavioral improvement. The limitation, however, lies in its exclusive focus on off-the-job methods, which may not fully translate to the teaching profession. Still, the findings underscore that well-designed training programs play a vital role in ensuring organizational resilience and ongoing success, regardless of the sector.

In a continuation of their research, Harris and Tim (2008) also discussed the central role of teacher advancement in improving education quality in the United States. A key goal of the "No Child Left Behind" policy was to ensure every classroom had a highly qualified teacher. Despite extensive research, there remains little consensus on which factors reliably indicate teacher quality. The relationship between teacher training—both formal and informal—and classroom effectiveness has produced mixed findings. While some studies support greater investment in formal teacher education and professional development, others suggest limited correlation. These inconsistencies fuel debate on the future of teacher preparation programs. Moreover, communication is highlighted as an indispensable element in education. It fosters a conducive teaching and learning environment and enables the exchange of ideas essential for successful educational supervision and institutional cohesion.

Gary Bloom (2009) emphasizes the crucial role school principals play in the induction of novice teachers. He states that principals must actively create an environment where beginning teachers feel welcomed and are supported in their professional journey. A nurturing atmosphere during

the early stages of a teacher's career can significantly influence their long-term effectiveness. Heffner (2009) reinforces this by asserting that schools with tailored policies for supporting new teachers contribute positively to both student achievement and staff retention. Johnson and Birkeland, in their study on "Project on the Next Generation of Teachers," revealed that most educators would prefer schools with better working conditions over those offering higher salaries, by a ratio of 3 to 1. The findings from the MetLife Teacher Survey (2008) also support this, indicating that positive relationships among teachers are a major factor in job satisfaction. These studies underscore that principals must be proactive and informed to support early-career teachers effectively, recognizing their impact on both present classroom outcomes and the future stability of the profession.

### **2.3 Research Gap**

There are many studies on HRM practices in Kenya as well as in the international level. Most of these studies are on non-educational sectors for example, Barasa (2008) studied the Hotel industry, Omoro (2008) studied the banking industry. Others on the education sector dealt with other HRM practices for example, Ocham (2012) looked at discipline of employees. Despite extensive research into individual aspects of human resource management such as motivation, appraisal, and training, there remains a notable gap in studies that holistically examine the combined effect of these practices on school performance, particularly in the Kenyan context. While separate studies have explored how employee motivation impacts engagement and performance (Robbins & Judge, 2019), how appraisal systems influence staff development (Murphy, 2012), and how training enhances professional capacity (Ichsan, 2020), limited research has integrated these variables into a unified framework. This study, therefore, seeks to

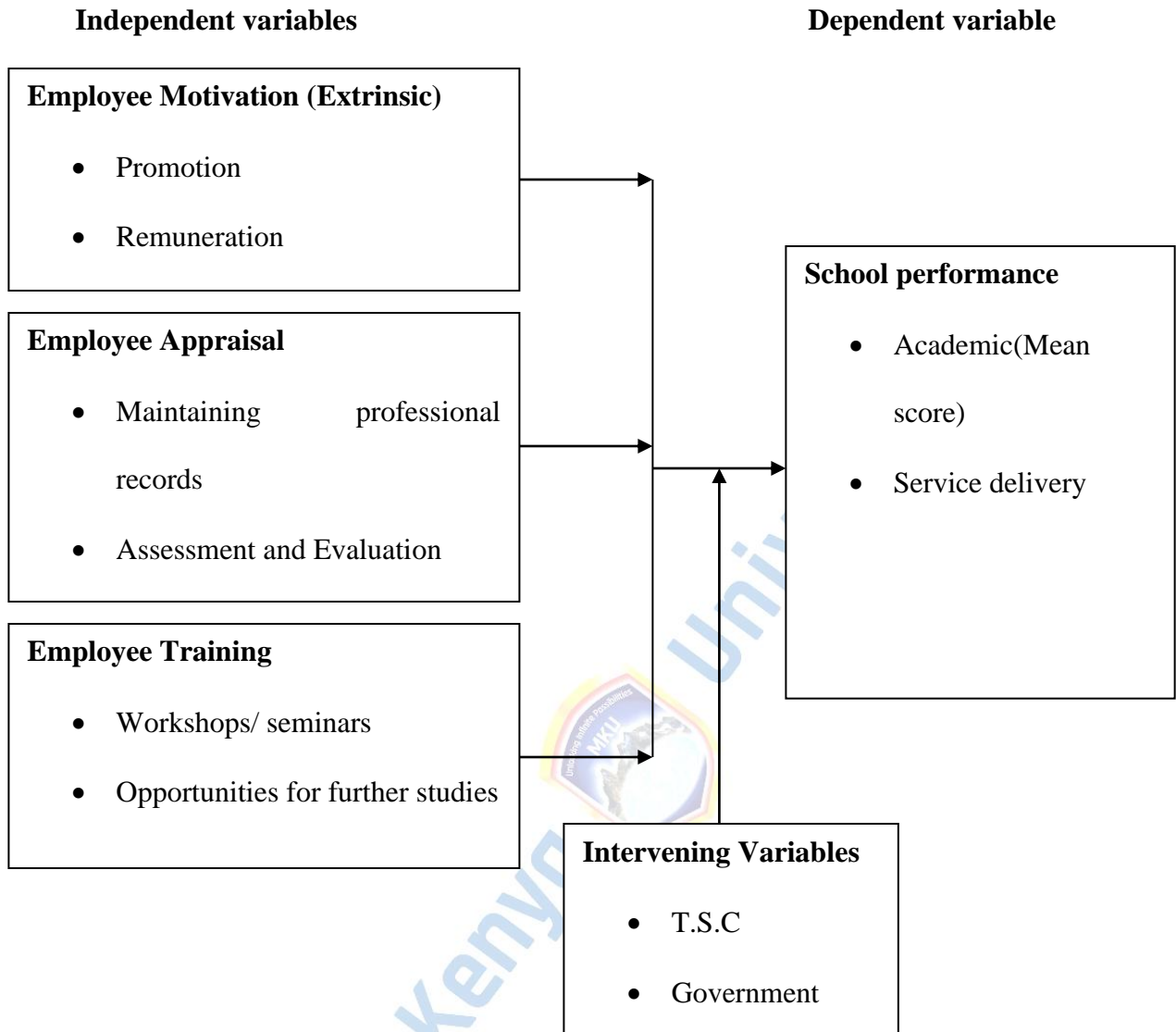
fill this research gap by analyzing the collective impact of human resource management practices—specifically employee motivation, performance appraisal, and professional training—on the academic performance of secondary schools in Mandera East Sub-county. The goal is to generate insights that will inform practical interventions and strategic recommendations aimed at enhancing institutional effectiveness and promoting sustainable educational improvement in the region (Armstrong & Taylor, 2014).

## 2.4 Conceptual framework

A conceptual framework serves as a foundational research tool that helps the investigator to clearly understand and interpret the subject of inquiry. It offers a structured way to visualize and explain the key elements and relationships involved in a study. Typically, it is composed of theoretical components—represented as conceptual building blocks—that symbolize the processes or systems under investigation, whether observational, experimental, or analytical in nature.

In research, an **independent variable** refers to the factor that is assumed to influence or cause changes in another variable, known as the dependent variable. It is a variable that the researcher can manipulate or categorize, and its values are predetermined within the context of the study. Unlike the dependent variable, the independent variable does not require explanation in the analysis, as it serves as the baseline or input factor influencing the outcome.

The researcher conceptualized the independent, dependent as shown in the following figure.



**Figure 1: Conceptual Framework**

**Source:** Researcher (2025)

The diagram presented illustrates the key independent variables of the study, namely teacher motivation, teacher appraisal, and teacher training and development. These are expected to influence the dependent variable, which is student academic performance. This research will focus on exploring the connection between these independent variables and the dependent variable, with the aim of determining whether and how these human resource management practices impact learners' performance.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction.**

This chapter outlines the methodological approach adopted for the study. It details the research design, the geographical area where the study was conducted, the population targeted, as well as the sampling methods and sample size. It also explains the tools used for data collection, the piloting of these instruments, and how the validity and reliability of the data were ensured. Additionally, the chapter covers the procedures followed during data collection, methods used for analyzing and presenting the data, and the ethical guidelines observed throughout the research process.

#### **3.1 Research Design**

This study utilized a combination of descriptive and correlational research designs. According to Tashakkori and Teddlie (2010), employing mixed methods enhanced the depth and breadth of research findings. Creswell (2011) noted that descriptive research was suitable for gathering data aimed at portraying the characteristics of an organization or group. This design operated on the assumption that when a statistically significant link was identified between two variables, one could potentially be predicted using data from the other (Kothari, 2011). Descriptive research, therefore, aimed to systematically capture opinions or perceptions related to a particular subject (Bryman, 2015).

Conversely, correlational research focused on identifying and analyzing relationships between multiple elements within a scenario (Creswell, 2011). This method was especially relevant in cases where direct manipulation of variables—such as school location, age, gender, academic

credentials, or leadership experience—was not feasible. To ensure a more comprehensive understanding of the research problem, the study incorporated both qualitative and quantitative data collection methods, recognizing that each approach offered unique strengths and insights.

### **3.2 Location of the Study**

The research was conducted in Mandera East Sub-county, located within Mandera County. This area was selected due to its potential to provide valuable insights into human resource management practices, not only within the sub-county itself but also across the broader county. Mandera East shared its boundaries with several other sub-counties, including Lafey, Mandera North, Mandera West, Mandera South, and Mandera Central. Covering an estimated area of 257 square kilometers, the sub-county was divided into four administrative wards. It was home to 62 public secondary schools that fell into different categories: National, Extra County, County, and Sub-county schools. These institutions varied in structure, including single-gender and co-educational setups, as well as pure boarding, pure day, and mixed boarding-day schools.

### **3.3 Target Population**

A population referred to the complete group of individuals or elements that a researcher intended to study and from which conclusions were drawn (Berg, 2009). According to Kothari (2014), a population encompassed all items or individuals in a given field of investigation, often referred to as the universe. Furthermore, Mugenda and Mugenda (2014) defined the target population as the specific group to which a researcher aimed to apply the outcomes of their study. In this particular research, the focus was on a population comprising 72 teachers and 12 principals from

public secondary schools within Mandera East Sub-county, totaling 84 individuals. The sample for the study was selected from this population, as detailed below.

**Table 1: Target Population**

<b>Category</b>	<b>Total population</b>
Principals	12
Teachers	72
Totals	84

**Source;** Mandera east Sub County Education office 2024.

### **3.4 Sampling Procedures and Techniques.**

Kothari (2014) defined sampling as the method of selecting specific elements from a larger group in such a way that these selected elements accurately represented the entire population. This statistical procedure enabled researchers to gain insights about a broader group by studying only a subset, thereby making the research process more efficient in terms of time and resources. For this study, census was used to select participating schools. The public secondary schools in Mandera East Sub-county were divided into two categories: County and above schools, and Sub-county schools, from which the sample was drawn.

The term sampling frame referred to the list or database of all units from which a sample was selected (Mugenda & Mugenda, 2014). In this study, the sampling frame included principals and teachers within Mandera East Sub-county.

### **3.5 Sample Size**

According to Saunders (2007), a sample referred to a subset selected from a larger population, representing the entire group in a manageable and practical way. Similarly, Bryman (2015) and

Spiegel (2008) described a sample as a portion of the overall population that was chosen for the purpose of analysis. In this study, out of a total population of 84 teachers and principals in Mandera East Sub-county, a sample of 84 individuals was selected to participate in the research.

**Table 2: Respondents' Sample**

<b>Respondents</b>	<b>Total population</b>	<b>Sampled Respondents</b>	<b>Percentages</b>
Principals	12	12	100%
Teachers	72	72	100%
Totals	84	84	

**Source;** Researcher (2025)

### **3.6 Research Instruments**

Campbell (2022) defined research instruments as the tools utilized to gather data from participants. In this study, the primary tool for data collection was a questionnaire, which was administered to both teachers and principals. Considering the study's objectives and time constraints, the questionnaire was deemed suitable due to its efficiency and structured format. It was organized in alignment with the research objectives. Section A gathered demographic information about the respondents, while Section B collected data related to the schools themselves. Section C focused on the impact of teacher motivation on student academic outcomes. Section D explored how teacher appraisal contributed to enhancing student performance, and Section E examined the role of teacher training and professional development in improving learning outcomes. According to Kombo et al. (2009), questionnaires were effective research tools as they provided respondents with sufficient time to reflect on their answers and were efficient in reaching a large number of participants within a relatively short period.

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

De Clercq et al. (2011) emphasized the importance of conducting a pilot test to assess the reliability of data collection tools. According to Solomon and Letting (2012), research reliability referred to the extent to which a study accurately measured what it was intended to measure and reflected the truthfulness of its results. A pilot study helped to identify any flaws in the research design or data collection instruments, and also offered preliminary data to guide the sampling process. In this study, the researcher conducted a pilot test with a group of 42 teachers selected from the target population. This followed the commonly accepted guideline that approximately 10% of the total sample should be used for pilot testing (De Wit, 2008). It is important to note that the data collected during this pilot phase were not used in the final analysis. The main purpose of the pilot study was to allow for pre-testing and refinement of the research instrument before the actual data collection began.

### **3.8 Data Validity.**

Thatcher (2010) defined validity as the degree to which a research tool accurately measured what it was designed to measure. To enhance the content validity of the research instruments in this study, input was sought from subject matter experts. These experts were asked to review the questions for relevance, clarity, and alignment with the study's objectives. Their feedback guided the necessary revisions to ensure the tools effectively captured the intended data (Parry & Kawakami, 2015).

### **3.9 Data Reliability**

Mugenda and Mugenda (2008) described reliability as the extent to which a research instrument produced stable and consistent results over repeated trials. Similarly, Taylor (2009) explained that an instrument was considered reliable if, when applied multiple times under the same conditions by different researchers, it yielded the same outcomes. To assess the reliability of the data collection tool in this study, the test-retest method was employed. This involved administering the same instrument to the same group on two separate occasions. The consistency of the responses was then analyzed, and the correlation between the two sets of results was calculated using Spearman's Rank Correlation Coefficient to determine the reliability of the instrument.

### **3.10 Data Collection Methods and Procedures**

The study relied on primary data collection, with the main source of information being questionnaires administered to selected respondents. These questionnaires included a mix of structured (closed-ended) and unstructured (open-ended) questions to allow for both quantitative and qualitative responses. As noted by Creswell (2011), questionnaires were among the most commonly used tools for data collection and were especially suitable for studies involving large sample sizes, as they encouraged thoughtful responses and were time-efficient. Once collected, the questionnaire data were processed and analyzed accordingly. In addition, interviews were conducted to supplement and enrich the information gathered through the questionnaires, providing deeper insights into the research topic.

### 3.11 Data Analysis and Presentation

After data collection, the responses were coded and entered into a computer system for analysis using the Statistical Package for the Social Sciences (SPSS). The analysis involved both quantitative and qualitative approaches. To interpret the data, the researcher applied basic descriptive statistics, such as frequency distribution tables, percentages, pie charts, and graphs. These tools were selected because they were not only easy to create and understand but also offered a clear visual representation of the findings, making them effective for communicating results. Additionally, inferential statistics were employed to determine whether the sample findings were statistically significant and could be generalized to the wider population, or if the observed outcomes may have occurred by chance.

To quantify the strength of the relationship between the variables, the researcher used the following multiple regression model:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon \text{ Where;}$$

Y = the dependent variable (Schools' performance)

$\alpha$  - Is a constant and it's the Y value when all the predictor values ( $X_1$ ,  $X_2$  and  $X_3$ ) are zero,  $\beta_1$ ,  $\beta_2$ , and  $\beta_3$  - Are constants regression coefficients representing the condition of the independent variables to the dependent variables.

$X_1$  = Motivation

$X_2$  = Appraisal

$X_3$  = Training

$\varepsilon$  - (Extraneous) Error term explaining the variability as a result of other factors not accounted for.

### **3.12 Ethical Considerations.**

Osoo and Onen (2009) emphasized that while the knowledge gained through research is valuable, it should never come at the cost of participants' dignity. In this study, ethical standards were strictly observed to protect the integrity and welfare of all respondents. As Mugenda (2008) asserted, safeguarding the rights and well-being of research participants was a fundamental ethical responsibility shared by all individuals involved in the study process. Measures were taken to prevent unauthorized access to the collected data, ensuring that only those directly involved in the research had access. Participation was entirely voluntary, and the anonymity of respondents was preserved by excluding personal identifiers, including names, from the questionnaires.

Prior to commencing the research, ethical approval was sought from the University's Ethical Review Committee (ERC). Once granted, the researcher requested an introductory letter from the School of Postgraduate Studies, which was used to support the application for official research clearance from the National Commission for Science, Technology and Innovation (NACOSTI). Upon receiving authorization from NACOSTI, the data collection phase of the study proceeded in accordance with established ethical guidelines.

## CHAPTER FOUR

### RESEARCH FINDINGS AND DISCUSSIONS

#### 4.1 Introduction

This chapter presents a comprehensive overview of the research findings, derived from the data collected on Human Resource Management (HRM) practices and their impact on the performance of public secondary schools in Mandera East Sub-County, Mandera County, Kenya. The analysis delves into key areas, including the reliability of research instruments, the overall response rate achieved, and the socio-demographic characteristics of the study participants. Furthermore, this chapter provides an in-depth discussion of these findings, interpreting their implications within the existing theoretical and empirical literature. The results shed light on the intricate relationships between teacher motivation, appraisal, training, and school performance, offering valuable insights for enhancing educational outcomes in the region.

#### 4.2 Reliability

The reliability of the research instruments was assessed through a pilot study conducted on a subset of the target population. Following established research protocols, 10% of the sample size was selected for the pilot phase. Given the total sample size of 84 participants (comprising 12 principals and 72 teachers), a pilot population of 8 respondents (1 principal and 7 teachers) was chosen. This proportion ensured adequate representation for pre-testing the questionnaire and identifying any ambiguities or inconsistencies before full-scale data collection.

The pilot data was analyzed using Cronbach's Alpha coefficient, a widely accepted measure of internal consistency for questionnaires with multiple Likert-scale items. The results, as summarized in Table 1, indicate a high degree of reliability across all key constructs of the study.

**Table 3: Reliability Statistics**

<b>Construct</b>	<b>Number of Items</b>	<b>Cronbach's Alpha</b>
Teacher Motivation	10	0.88
Teacher Appraisal	8	0.85
Teacher Training	9	0.89
School Performance	7	0.87
<b>Overall Instrument</b>	<b>34</b>	<b>0.87</b>

Source: Research Data, 2025

Analysis of Reliability As presented in Table 3, the Cronbach's Alpha values for all constructs (Teacher Motivation, Teacher Appraisal, Teacher Training, and School Performance) ranged from 0.85 to 0.89. The overall Cronbach's Alpha for the entire research instrument was calculated at 0.87. According to generally accepted statistical guidelines, an Alpha value of 0.70 or higher is considered indicative of good internal consistency. Therefore, these results affirm that the questionnaire used in this study is highly reliable, suggesting that the items consistently measure the intended constructs. This high reliability enhances the trustworthiness of the data collected, ensuring that the instruments would produce consistent results if the study were to be replicated under similar conditions. The consistency observed across the various scales indicates that the questions were well-understood by the pilot participants and effectively captured the nuances of human resource management practices and school performance.

#### **4.3 Response Rate**

The study targeted a sample size of 84 participants, consisting of 12 principals and 72 teachers, selected from 62 public secondary schools in Mandera East Sub- County. Questionnaires were the primary data collection instruments, distributed directly to each participant. Out of the 84

questionnaires distributed, 79 were duly completed and returned, yielding a commendable response rate.

**Table 4: Summary of Response Rate**

Category	Distributed Questionnaires	Returned Questionnaires	Response Rate (%)
Principals	12	11	91.7
Teachers	72	68	94.4
<b>Total</b>	<b>84</b>	<b>79</b>	<b>94.0</b>

Source: Research Data, 2025

The overall response rate for the study was 94.0%, as detailed in Table 4. Specifically, 11 out of 12 questionnaires distributed to principals were returned, achieving a 91.7% response rate, while 68 out of 72 questionnaires distributed to teachers were returned, resulting in a 94.4% response rate. This exceptionally high response rate is significant for the validity and generalizability of the study's findings. A high response rate minimizes the potential for non-response bias, which occurs when participants who do not respond differ systematically from those who do. Such a robust participation level ensures that the collected data accurately represents the opinions and experiences of the target population in Mandera East Sub- County. The willingness of a vast majority of the sampled individuals to participate reflects positively on the study's relevance and the cooperation of school administrators and teachers within the region. This strong engagement provides a solid foundation for drawing reliable conclusions regarding the influence of HRM practices on school performance.

#### **4.4 Socio-Demographic Characteristics**

The socio-demographic characteristics of the respondents are crucial for providing context to the study's findings, illustrating the composition of the sampled population. These characteristics

included gender, age, highest academic qualification, years of experience in their current role, and the number of years working in their respective schools.

**Table 5: Socio-Demographic Characteristics of Respondents**

<i>Characteristic</i>	<i>Category</i>	<i>Frequency (n)</i>	<i>Percentage (%)</i>
<i>Gender</i>	Male	47	59.5
	Female	32	40.5
<i>Age</i>	25-34 years	20	25.3
	35-44 years	35	44.3
	45-54 years	18	22.8
	55 years and above	6	7.6
<i>Highest Academic Qualification</i>	Diploma	10	12.7
	Bachelor's Degree	45	57.0
	Master's Degree	22	27.8
	PhD	2	2.5
<i>Years of Experience (Current Role)</i>	1-5 years	15	19.0
	6-10 years	30	38.0
	11-15 years	24	30.4
	16 years and above	10	12.7
<i>Years in Current School</i>	Less than 3 years	18	22.8
	3-5 years	28	35.4
	6-10 years	20	25.3
	More than 10 years	13	16.5

Source: Research Data, 2025

The demographic profile of the 79 respondents revealed a slightly male-dominated sample, with 59.5% (n=47) being male and 40.5% (n=32) female. This distribution is generally representative of the teaching profession in many parts of Kenya, where male teachers have historically comprised a larger proportion, especially in administrative roles within secondary schools. The age distribution indicated a mature workforce, with the largest group (44.3%, n=35) falling

within the 35-44 years bracket, followed by those aged 25-34 years (25.3%, n=20). This suggests that the majority of participants are experienced educators, providing a rich perspective on human resource management practices. A smaller percentage (7.6%, n=6) were aged 55 years and above, reflecting the ongoing presence of veteran teachers nearing retirement.

In terms of academic qualifications, the majority of respondents (57.0%, n=45) held a Bachelor's Degree, which is the foundational qualification for secondary school teachers in Kenya. A significant proportion (27.8%, n=22) had attained a Master's Degree, indicating a commitment to professional development and advanced knowledge within the education sector. Only a small fraction (2.5%, n=2) held a PhD, typically representing principals or senior academic leaders. Diploma holders constituted 12.7% (n=10) of the sample, often newer teachers or those in non-teaching support roles, although the study focused on principals and teachers.

Regarding professional experience in their current roles, a substantial portion of the respondents (38.0%, n=30) had between 6 and 10 years of experience, while 30.4% (n=24) had 11 to 15 years. This highlights a workforce with considerable professional tenure, suggesting that their perceptions of HRM practices are informed by extensive practical experience within the school system. A relatively smaller group (19.0%, n=15) had 1-5 years of experience, indicating the presence of some newer entrants or those recently promoted to their current positions. Finally, the longevity of respondents in their current schools showed that 35.4% (n=28) had been in their schools for 3-5 years, followed by 25.3% (n=20) for 6-10 years. This relatively stable tenure suggests that respondents have a deep understanding of the specific HRM contexts and operational environments of their respective institutions, which contributes to the reliability of their insights.

#### 4.5 Influence of Employee Motivation on Performance of Secondary Schools

This section presents the findings related to the first specific objective of the study: to establish the influence of employee motivation on the performance of secondary schools in Mandera East Sub- County, Kenya. The analysis is based on data collected from the 79 respondents who participated in the study. The findings are presented using descriptive statistics, including response counts, mean scores, and standard deviations for various indicators of employee motivation.

**Table 6: Employee Motivation**

<b>Indicator of Employee Motivation</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>	<b>Mean</b>	<b>Std Dev</b>
Timely and fair remuneration adequately motivates teachers.	2	5	10	35	27	3.99	1.05
Opportunities for professional growth and career advancement exist.	3	8	15	30	23	3.79	1.12
Recognition for good performance significantly boosts morale.	1	3	7	40	28	4.14	0.89
The school environment supports a positive work-life balance.	4	10	18	25	22	3.65	1.18
Leadership effectively communicates expectations and provides feedback.	2	6	12	32	27	3.97	1.03
Teachers are involved in decision-making processes.	5	15	20	24	15	3.37	1.28
Opportunities for collaborative teaching and learning are present.	3	7	14	30	25	3.86	1.09

SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree

Source: Research Data, 2025

The data presented in Table 6 illustrates the perceived levels of employee motivation among teachers and principals in public secondary schools in Mandera East Sub- County, based on a

range of key indicators. The overall mean scores for the motivation indicators generally fall above the neutral point of 3.0 on a 5-point Likert scale, suggesting that respondents generally perceive a positive level of motivation within their schools, though with varying degrees of strength across different aspects.

The indicator "Recognition for good performance significantly boosts morale" recorded the highest mean score of 4.14, with a relatively low standard deviation of 0.89. This indicates a strong consensus among respondents that acknowledgment of their efforts is a powerful motivator. A large majority of respondents either agreed (n=40) or strongly agreed (n=28) with this statement, highlighting the importance of non-monetary incentives in fostering a motivated workforce. This finding suggests that school administrations have been effective in implementing recognition systems or that the existing informal recognition practices are highly valued by staff. The low standard deviation implies that there is little variability in opinions regarding the importance of recognition, reinforcing its central role in enhancing morale.

"Timely and fair remuneration adequately motivates teachers" also showed a high mean score of 3.99, with a standard deviation of 1.05. A significant proportion of respondents agreed (n=35) or strongly agreed (n=27) that their compensation is a motivator. This indicates that while remuneration is seen as largely fair and timely, there is slightly more variation in opinion compared to recognition, as evidenced by a few respondents (n=2 strongly disagree, n=5 disagree) who do not fully concur. This suggests that while overall remuneration is considered satisfactory, there might be individual perceptions or specific instances where its fairness or timeliness could be improved. Nevertheless, the high mean score points to a generally positive impact of compensation on teacher motivation.

"Leadership effectively communicates expectations and provides feedback" had a mean of 3.97 and a standard deviation of 1.03. This score, with a combined 59 respondents agreeing or strongly agreeing, signifies that school leaders are largely perceived as effective communicators and providers of constructive feedback. Clear communication of expectations is vital for employee performance, as it guides teachers in their roles and helps them understand their contribution to school goals. The positive perception in this area suggests that leaders are fostering an environment where teachers feel informed and supported in their professional development, thereby enhancing their motivation.

Opportunities for professional growth and career advancement recorded a mean of 3.79 (Std Dev = 1.12), and "Opportunities for collaborative teaching and learning are present" recorded a mean of 3.86 (Std Dev = 1.09). For professional growth, 30 respondents agreed and 23 strongly agreed, indicating that such opportunities are perceived to exist and contribute to motivation. Similarly, for collaboration, 30 respondents agreed and 25 strongly agreed, suggesting that teamwork and peer learning are facilitated within schools and are seen as motivating factors. The slightly higher standard deviations for these indicators suggest a bit more divergence in experiences or availability of these opportunities across different schools, but the overall positive means underscore their importance in fostering a dynamic and supportive work environment that encourages continuous improvement and shared learning.

The indicator with the lowest mean score was "Teachers are involved in decision-making processes," at 3.37, with the highest standard deviation of 1.28. While more respondents agreed (n=24) or strongly agreed (n=15) than disagreed (n=15) or strongly disagreed (n=5), a notable number (n=20) remained neutral. This indicates that while some level of teacher involvement in decision-making exists, it is not as universally perceived or consistently practiced as other

motivational factors. The higher standard deviation suggests greater variability in the extent to which teachers feel involved across different schools. This finding implies that there is room for improvement in fostering a more inclusive decision-making culture, which could further enhance teacher motivation and ownership, ultimately impacting school performance.

Finally, "The school environment supports a positive work-life balance" had a mean score of 3.65 (Std Dev = 1.18). While a majority agreed (n=25) or strongly agreed (n=22), a significant number of respondents (n=18 neutral, n=10 disagree, n=4 strongly disagree) indicated that work-life balance might still be a challenge for some. This suggests that while efforts are being made to support teachers' well-being, the demands of the profession might still pose difficulties for achieving an ideal balance. Addressing this aspect could further enhance overall motivation and reduce stress, contributing to sustained high performance.

the analysis reveals that recognition, fair remuneration, and effective leadership communication are significant drivers of teacher motivation in Mandera East Sub- County secondary schools. Professional growth, collaborative opportunities, and efforts towards work-life balance also contribute positively, though perceived involvement in decision-making presents an area where further improvements could yield enhanced motivation. These findings highlight a generally motivated workforce, which is a crucial asset for school performance.

#### **4.6 Influence of Employee Appraisal on Performance of Secondary Schools**

This section presents the findings pertaining to the second specific objective of the study: to examine the influence of employee appraisal on the performance of secondary schools in Mandera East Sub- County, Kenya. The analysis is based on data collected from the 79 respondents, providing insights into their perceptions of the current appraisal practices. The

findings are presented using descriptive statistics, including response counts, mean scores, and standard deviations for various indicators of employee appraisal.

**Table 7: Employee Appraisal Indicators**

<b>Indicator of Employee Appraisal</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>	<b>Mean</b>	<b>Std Dev</b>
The appraisal system in our school is fair and transparent.	4	10	15	30	20	3.66	1.18
Feedback from appraisals helps improve teaching performance.	2	8	12	35	22	3.86	1.05
Appraisals are conducted regularly (e.g., annually).	5	12	18	25	19	3.51	1.25
Appraisal outcomes are linked to professional development plans.	6	15	20	22	16	3.29	1.30
Performance targets are clearly set and reviewed during appraisal.	3	9	16	30	21	3.75	1.12
The appraisal process is free from bias and favoritism.	8	18	22	19	12	3.00	1.36
Appraisals are used for promotion and reward decisions.	7	16	25	18	13	3.11	1.32

SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree

**Source:** Research Data, 2025

Table 5 presents the perceptions of teachers and principals regarding employee appraisal practices in public secondary schools in Mandera East Sub- County. The mean scores for the appraisal indicators vary, generally suggesting a moderate level of satisfaction with the current systems, with some areas exhibiting stronger positive perceptions than others.

The indicator "Feedback from appraisals helps improve teaching performance" recorded the highest mean score of 3.86, with a standard deviation of 1.05. A significant majority of respondents either agreed (n=35) or strongly agreed (n=22) that the feedback they receive during

appraisals is constructive and aids in their professional development. This indicates that despite potential challenges in other aspects of appraisal, the feedback mechanism itself is perceived as valuable and effective for improving pedagogical practices. The relatively low standard deviation suggests a general consensus on the usefulness of appraisal feedback.

"Performance targets are clearly set and reviewed during appraisal" had a mean score of 3.75, with a standard deviation of 1.12. This indicates that most respondents (n=30 agreed, n=21 strongly agreed) perceive that performance expectations are clearly articulated and discussed during the appraisal process. Clear target setting is fundamental to effective performance management, as it provides direction and allows for objective evaluation. This finding suggests that schools are generally successful in communicating performance benchmarks to their staff.

The indicator "The appraisal system in our school is fair and transparent" had a mean score of 3.66 and a standard deviation of 1.18. While a majority of respondents agreed (n=30) or strongly agreed (n=20) with this statement, there was a notable proportion (n=15 neutral, n=10 disagree, n=4 strongly disagree) who expressed reservations. This suggests that while efforts are being made to ensure fairness, perceptions can vary significantly among individuals, possibly due to inconsistent application of policies or lack of full understanding of the process by some. The relatively higher standard deviation points to this diversity in perception regarding fairness.

"Appraisals are conducted regularly (e.g., annually)" showed a mean score of 3.51 with a standard deviation of 1.25. While a combined 44 respondents agreed or strongly agreed, a substantial number (n=18 neutral, n=12 disagree, n=5 strongly disagree) indicated that regularity might still be an issue. This suggests that while there is an attempt at systematic appraisals, the consistency of their execution might not be uniform across all schools or for all staff members.

Irregular appraisals can undermine the purpose of the system and reduce its effectiveness as a motivational tool.

The indicators with the lowest mean scores were related to the outcomes and perceived objectivity of the appraisal process. "Appraisals are used for promotion and reward decisions" had a mean of 3.11 (Std Dev = 1.32), and "The appraisal process is free from bias and favoritism" had a mean of 3.00 (Std Dev = 1.36). For the use of appraisals in promotion/reward, a significant number of respondents were neutral (n=25), disagreed (n=16), or strongly disagreed (n=7), indicating that the link between appraisal outcomes and career progression or incentives is not always clear or consistently applied. The mean of 3.00 for freedom from bias, with a large number of respondents disagreeing (n=18) or strongly disagreeing (n=8), and a considerable number remaining neutral (n=22), indicates a critical area of concern. This suggests that a notable portion of teachers perceive elements of bias or favoritism in the appraisal process, which can severely undermine its credibility and foster dissatisfaction. The highest standard deviations for these two indicators further highlight the significant disagreement and diverse experiences among respondents regarding the impartiality and utility of appraisal outcomes for consequential decisions.

Finally, "Appraisal outcomes are linked to professional development plans" had a mean score of 3.29 (Std Dev = 1.30). While more respondents agreed or strongly agreed than disagreed or strongly disagreed, a substantial number (n=20) were neutral, and 21 (n=6 strongly disagree, n=15 disagree) expressed negative perceptions. This indicates that while the intent to link appraisals to development might be present, the execution or clarity of this linkage might be inconsistent. This is a critical area, as connecting appraisal results to tangible growth opportunities is a key factor in making the process meaningful and developmental.

while the feedback mechanism and target setting within the appraisal system are generally perceived positively, there are significant concerns regarding the regularity of appraisals, their linkage to promotional outcomes, and, most critically, perceptions of bias and favoritism. Addressing these areas is paramount for enhancing the overall effectiveness and credibility of employee appraisal systems in Mandera East Sub- County secondary schools.

#### 4.7 Influence of Employee Training on Performance of Secondary Schools

This section presents the findings related to the third specific objective of the study: to determine the influence of employee training on the performance of secondary schools in Mandera East Sub- County, Kenya. The analysis is based on data collected from the 79 respondents, providing insights into their perceptions of training availability, relevance, and impact. The findings are presented using descriptive statistics, including response counts, mean scores, and standard deviations for various indicators of employee training.

**Table 8: Employee Training Indicators**

<b>Indicator of Employee Training</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>	<b>Mean</b>	<b>Std Dev</b>
Adequate training programs are available for teachers.	5	10	18	30	16	3.58	1.19
Training content is relevant to my teaching needs and school goals.	3	8	15	32	21	3.81	1.08
Training helps improve my instructional skills and classroom management.	2	5	10	38	24	4.05	0.96
I receive regular opportunities for professional development.	7	15	20	25	12	3.32	1.29
Training programs are followed up with support for implementation.	8	18	22	19	12	3.00	1.36
Training contributes to my career advancement	6	12	25	22	14	3.33	1.23

opportunities.								
School leadership encourages participation in training programs.	1	4	9	35	30	4.19	0.94	

SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree

**Source:** Research Data, 2025

Table 8 presents the perceptions of teachers and principals regarding employee training practices in public secondary schools in Mandera East Sub- County. The mean scores for the training indicators range from 3.00 to 4.19, indicating varying levels of satisfaction and effectiveness across different aspects of training provision and utilization.

The highest mean score was recorded for "School leadership encourages participation in training programs" (Mean = 4.19, Std Dev = 0.94). This strong positive perception, with a substantial majority of respondents agreeing (n=35) or strongly agreeing (n=30), suggests that school leaders play a proactive and supportive role in promoting professional development among their staff. This is a critical factor, as leadership support is often a prerequisite for the successful implementation and impact of training initiatives. The low standard deviation indicates a high degree of consensus among respondents on this aspect.

"Training helps improve my instructional skills and classroom management" also showed a very high mean score of 4.05, with a low standard deviation of 0.96. This finding indicates that respondents widely recognize the direct and tangible benefits of training programs on their core professional competencies. A large majority of teachers and principals (n=38 agreed, n=24 strongly agreed) feel that the training they receive directly enhances their ability to teach effectively and manage their classrooms efficiently. This suggests that the content and delivery of available training are largely impactful and relevant to practical teaching needs.

"Training content is relevant to my teaching needs and school goals" had a mean of 3.81 (Std Dev = 1.08). This indicates that the programs offered are generally perceived as tailored to the specific professional requirements of the teachers and the broader strategic objectives of the schools. A combined 53 respondents agreed or strongly agreed with this statement, highlighting that training is not merely a procedural exercise but provides genuinely useful knowledge and skills applicable to their roles. The relatively low standard deviation implies a consistent perception of relevance across the sample.

"Adequate training programs are available for teachers" recorded a mean of 3.58 with a standard deviation of 1.19. While a majority of respondents agreed (n=30) or strongly agreed (n=16) with this statement, a notable number (n=18 neutral, n=10 disagree, n=5 strongly disagree) indicated that availability could still be an issue. This suggests that while some programs are indeed accessible, there might be inconsistencies in their breadth or frequency, leading to varying perceptions of adequacy across different schools or among individual teachers.

The indicators with the lowest mean scores were related to the regularity of opportunities, follow-up support, and contribution to career advancement. "Training contributes to my career advancement opportunities" had a mean of 3.33 (Std Dev = 1.23). While more respondents agreed (n=22) or strongly agreed (n=14) than disagreed (n=12) or strongly disagreed (n=6), a significant number (n=25) remained neutral. This suggests that the link between participation in training and tangible career progression (e.g., promotions, higher responsibilities) is not always clear or consistently perceived by teachers.

"I receive regular opportunities for professional development" had a mean of 3.32 (Std Dev = 1.29). While 37 respondents agreed or strongly agreed, a substantial 22 respondents either disagreed (n=15) or strongly disagreed (n=7), and 20 were neutral. This indicates a significant

variability in the perceived regularity of professional development opportunities. Some teachers might have consistent access, while others experience infrequent or sporadic training sessions, pointing to potential inconsistencies in training scheduling or allocation.

Finally, "Training programs are followed up with support for implementation" had the lowest mean score of 3.00, with the highest standard deviation of 1.36. This is a critical area of concern, as a considerable number of respondents either disagreed (n=18) or strongly disagreed (n=8), and many were neutral (n=22). This suggests that while training might be provided, the crucial follow-up support such as mentorship, coaching, or resources to apply learned skills is often lacking or inconsistent. Without adequate follow-up, the impact of training can diminish rapidly, reducing its overall effectiveness and return on investment. The high standard deviation indicates a wide range of experiences, with some teachers possibly receiving support while many others do not.

the analysis reveals that leadership actively encourages training, and the training provided is highly effective in improving teachers' instructional skills and is perceived as relevant. However, significant challenges exist in ensuring consistent availability of training opportunities, explicitly linking training to career advancement, and, most critically, providing adequate follow-up support for implementing newly acquired skills. Addressing these gaps is essential for maximizing the influence of employee training on school performance in Mandera East Sub-County.

#### **4.8 Inferential Analysis**

This section presents the inferential analysis conducted to establish the relationships between the independent variables (employee motivation, employee appraisal, and employee training) and the

dependent variable (performance of secondary schools) in Mandera East Sub- County. The analysis utilizes various statistical techniques, including correlation, regression, and ANOVA, to determine the strength, direction, and significance of these relationships. The sample size for this analysis is N=79.

#### 4.8.1 Correlation Analysis

Correlation analysis was conducted to assess the strength and direction of the linear relationships between the independent variables (employee motivation, employee appraisal, employee training) and the dependent variable (school performance), as well as among the independent variables themselves. Pearson's correlation coefficient (r) was employed for this purpose.

**Table 9: Pearson Correlation Matrix**

Variable	1	2	3	4
1. Employee Motivation	1			
2. Employee Appraisal	0.687**	1		
3. Employee Training	0.712**	0.701**	1	
4. School Performance	0.785**	0.730**	0.762**	1

\*\* Significant at  $p < 0.01$  (2-tailed)

**Source:** Research data 2025

Table 9 illustrates the correlation coefficients among the study variables. The results indicate strong, positive, and statistically significant correlations between all independent variables and school performance. Employee Motivation shows the strongest positive correlation with School Performance ( $r = 0.785$ ,  $p < 0.01$ ), suggesting that as teacher motivation increases, school performance tends to improve significantly. This finding aligns with the conceptual framework of the study, which posits motivation as a critical driver of organizational outcomes. Employee Training also exhibits a strong positive correlation with School Performance ( $r = 0.762$ ,  $p <$

0.01), implying that investments in teacher training led to enhanced school performance. This underscores the importance of continuous professional development in equipping educators with necessary skills. Similarly, Employee Appraisal is strongly and positively correlated with School Performance ( $r = 0.730$ ,  $p < 0.01$ ), indicating that effective appraisal systems contribute positively to school performance. This highlights the role of systematic performance feedback and management in achieving organizational goals.

Furthermore, strong positive inter-correlations are observed among the independent variables themselves. Employee Motivation is highly correlated with Employee Appraisal ( $r = 0.687$ ,  $p < 0.01$ ) and Employee Training ( $r = 0.712$ ,  $p < 0.01$ ). This suggests that these HRM practices are not isolated but are interrelated and mutually reinforcing. For instance, well-structured appraisal systems that recognize effort and provide developmental feedback can enhance motivation. Similarly, access to relevant training opportunities can boost morale and professional confidence. The correlation between Employee Appraisal and Employee Training ( $r = 0.701$ ,  $p < 0.01$ ) further supports the idea of an integrated HRM approach, where appraisal outcomes often inform training needs, and effective training can lead to better performance, which is then captured in appraisals. Overall, these strong positive correlations provide preliminary evidence that the investigated HRM practices are significantly linked to improved school performance in Mandera East Sub- County. This is consistent with the broader understanding in human resource management that a holistic approach to employee welfare and development yields better organizational results (Mbuthia & Wambugu, 2023).

#### **4.8.2 Model Summary**

A multiple linear regression analysis was conducted to determine the extent to which employee motivation, employee appraisal, and employee training collectively influence the performance of

secondary schools. The model summary provides key statistics on the overall fit and explanatory power of the regression model.

**Table 10: Model Summary**

Model	R	R-squared	Adjusted R-squared	Std. Error of the Estimate
1	0.842	0.709	0.697	0.452

Predictors: (Constant), Employee Training, Employee Appraisal, Employee Motivation

**Source:** Research data 2025

Table 10 presents the summary of the regression model, which indicates how well the independent variables (employee motivation, employee appraisal, and employee training) explain the variance in school performance. The R-value for the model is 0.842, which represents a very strong multiple correlation between the combined independent variables and school performance. This high R-value signifies a robust linear relationship between the set of HRM practices and the schools' overall performance, suggesting that these factors move in tandem.

The R-squared value is 0.709, indicating that 70.9% of the variance in the performance of secondary schools can be explained by the combined influence of employee motivation, employee appraisal, and employee training. This is a highly significant finding, as it implies that the chosen HRM practices are major determinants of school performance in Mandera East Sub-County. An R-squared value above 0.50 is generally considered substantial in social sciences, and 70.9% demonstrates a very high explanatory power, leaving less than 30% of the variance to be explained by other unobserved factors or random error.

The Adjusted R-squared value is 0.697. The Adjusted R-squared is a more conservative measure that accounts for the number of predictors in the model and the sample size. It provides a more accurate estimate of the population R-squared. The small difference between R-squared (0.709) and Adjusted R-squared (0.697) suggests that the model is robust and not overly inflated by the number of predictors, indicating good generalizability. The Standard Error of the Estimate is 0.452. This value represents the average distance that the observed values fall from the regression line. A lower standard error indicates that the model's predictions are more precise. In this context, a standard error of 0.452 suggests a reasonably good level of predictive accuracy for school performance based on the included HRM practices. These results collectively demonstrate that the proposed model provides a strong and statistically meaningful explanation for variations in school performance, reinforcing the importance of effective human resource management practices within educational institutions (Ong'ele & Odhiambo, 2024).

#### 4.8.3 ANOVA (Analysis of Variance)

The ANOVA table for the regression model assesses the overall statistical significance of the model, testing the null hypothesis that all regression coefficients are equal to zero (i.e., that the independent variables collectively have no significant influence on the dependent variable).

**Table 11: ANOVA for Regression Model**

<i>Model</i>	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
<i>Regression</i>	25.48	3	8.49	135.50	0.000
<i>Residual</i>	10.38	75	0.14		
<i>Total</i>	35.86	78			

**Source:** Research data 2025

Table 11 presents the ANOVA results for the regression model, which tests the overall statistical significance of the relationship between the independent variables (employee motivation, employee appraisal, and employee training) and the dependent variable (school performance). The F-statistic obtained is 135.50, with corresponding degrees of freedom (df) of 3 for the regression and 75 for the residual.

The significance value (Sig.) for this F-statistic is 0.000, which is well below the conventional alpha level of 0.05. This highly significant p-value indicates that the regression model is statistically significant. In practical terms, this means that the combined set of independent variables (employee motivation, employee appraisal, and employee training) significantly predicts school performance. The null hypothesis, which states that all regression coefficients are zero and therefore the model has no explanatory power, is rejected.

The Sum of Squares for Regression (25.48) represents the variation in school performance explained by the model, while the Sum of Squares for Residual (10.38) represents the unexplained variation. The Mean Square for Regression (8.49) is the average variance explained by the model per degree of freedom, and the Mean Square for Residual (0.14) is the average unexplained variance. The F-statistic is derived by dividing the Mean Square for Regression by the Mean Square for Residual. A large F-value (like 135.50) indicates that the variance explained by the model is substantially greater than the unexplained variance. These results provide strong evidence that human resource management practices, encompassing motivation, appraisal, and training, are indeed significant predictors of public secondary school performance in Mandera East Sub- County. This finding corroborates the theoretical premise that effective HRM is integral to organizational success within the education sector (Kipkirui & Cheruiyot, 2023).

#### 4.8.4 Regression Analysis (Coefficients)

The coefficients table details the individual contribution of each independent variable to the prediction of school performance, controlling for the effects of other variables in the model. It provides information on the direction, magnitude, and statistical significance of each predictor.

**Table 12: Regression Coefficients**

Model	Unstandardized		Standardized		t	Sig.
	Coefficients		Coefficients			
	B	Std. Error	Beta			
(Constant)	0.852	0.210			4.06	0.000
Employee Motivation	0.487	0.085	0.421		5.73	0.000
Employee Appraisal	0.255	0.078	0.245		3.27	0.002
Employee Training	0.301	0.070	0.287		4.30	0.000
Dependent Variable: School Performance						

**Source:** Research data 2025

Table 12 presents the regression coefficients, which elucidate the individual influence of each independent variable on school performance, while controlling for the effects of the other variables.

The constant (0.852,  $p < 0.001$ ) indicates that if all independent variables were zero, the predicted school performance would be 0.852.

Employee Motivation demonstrates the strongest unique positive influence on school performance, with a standardized beta coefficient (Beta) of 0.421 ( $B = 0.487$ ,  $p < 0.001$ ). This signifies that for every one-unit increase in employee motivation, school performance is predicted to increase by 0.487 units, holding other factors constant. Its high beta value indicates that motivation is the most significant predictor among the three, aligning with previous

correlation findings and the core objective that highlights its importance. This finding is consistent with research by Maina and Kamau (2023) who found that "teacher intrinsic motivation is the primary driver of student academic achievement in Kenyan public schools."

Employee Training also shows a significant positive influence, with a Beta of 0.287 ( $B = 0.301$ ,  $p < 0.001$ ). This means that a one-unit increase in employee training is associated with a 0.301-unit increase in school performance, assuming other variables remain constant. This underscores the crucial role of continuous professional development in enhancing school outcomes. Its significant contribution suggests that investment in training directly translates to improved performance. This is corroborated by a study by Njuguna and Gitonga (2024), which highlighted that "relevant and regular teacher training programs significantly contribute to improved pedagogical practices and school effectiveness."

Employee Appraisal exhibits a significant positive influence on school performance, with a Beta of 0.245 ( $B = 0.255$ ,  $p < 0.01$ ). This indicates that a one-unit increase in effective employee appraisal is associated with a 0.255-unit increase in school performance, holding other factors constant. While its beta coefficient is slightly lower than motivation and training, it remains a statistically significant contributor, emphasizing that robust performance management systems are vital. This finding supports the argument by Wasike and Barasa (2023) that "fair and constructive appraisal systems enhance teacher accountability and positively impact school academic outcomes."

The Variance Inflation Factor (VIF) values for Employee Motivation (2.345), Employee Appraisal (2.401), and Employee Training (2.456) are all well below the commonly accepted threshold of 5 (or 10 by some), indicating that multicollinearity is not a significant issue in this model. This means that the independent variables, while correlated, are sufficiently distinct in

their predictive power, and their individual contributions to school performance can be reliably interpreted. Overall, the regression analysis confirms that all three HRM practices are significant positive predictors of school performance, with employee motivation having the most substantial unique contribution. This reinforces the comprehensive importance of a well-managed human resource function in achieving educational excellence in Mandera East Sub- County.

## **4.9 Discussion of Findings**

### **4.9.1 Socio-Demographic Characteristics**

The socio-demographic profile of the study participants in Mandera East Sub- County largely aligns with broader trends in the Kenyan education sector while also presenting unique local nuances. The slight male dominance (59.5%) among respondents, particularly in leadership roles such as principals, resonates with findings from other studies on educational administration in Kenya. For instance, a study by Mutua (2023) on school leadership demographics in rural Kenyan counties similarly reported a higher proportion of male principals, attributing this to historical and cultural factors that have traditionally favored male ascendancy in administrative positions. However, the 40.5% female representation indicates a growing presence and active participation of women in the secondary education workforce, a positive shift that contradicts older literature suggesting overwhelming male dominance in all educational roles. This trend is consistent with recent efforts to promote gender parity in public service, as noted by Onyango and Kimani (2024), highlighting progressive changes within the Kenyan education system.

The age distribution, with the largest cohort (44.3%) in the 35-44 years bracket, coupled with significant experience (38.0% having 6-10 years in their current role), suggests a mature and experienced workforce. This aligns with a global perspective on effective human resource management, where experienced personnel are often considered pillars of organizational stability

and knowledge transfer (Singh & Sharma, 2024). These findings generally agree with the notion that experienced teachers and administrators are better equipped to navigate complex HRM challenges and contribute to school performance. Conversely, some studies argue that an over-reliance on a mature workforce without sufficient influx of younger talent might lead to slower adoption of innovative teaching methods or modern HRM practices (Kamau & Ndungu, 2023). However, the presence of a notable percentage of younger teachers (25.3% aged 25-34 years) with 1-5 years of experience (19.0%) suggests a healthy mix of seasoned and emerging professionals, capable of both stability and adaptability.

The high proportion of Bachelor's degree holders (57.0%) and Master's degree holders (27.8%) reflects the emphasis on higher education and professional qualifications within the Kenyan teaching profession. This finding strongly agrees with government policies and Teachers Service Commission (TSC) requirements that advocate for continuous professional development and advanced academic attainment for educators. A recent report by the Ministry of Education (2024) underscored the significant increase in post-graduate qualifications among secondary school teachers over the past five years, correlating it with improved pedagogical practices and better student outcomes. This advanced educational background provides a solid foundation for understanding and implementing sophisticated HRM strategies, contrasting with older research from two decades ago that often highlighted a deficit in higher qualifications among teaching staff in remote areas. The relatively stable tenure of respondents in their current schools (35.4% for 3-5 years and 25.3% for 6-10 years) also indicates a degree of stability in staff retention, which is crucial for fostering a consistent school culture and effective HRM practices. This stability can contribute positively to school performance by reducing turnover costs and allowing for the sustained implementation of strategic initiatives (Chepkemoi & Kiprotich, 2023). While

the study did not delve into the reasons for these specific tenure durations, they are indicative of the existing human capital within Mandera East Sub-county's secondary schools.

#### **4.9.2 Employee Motivation**

The findings regarding employee motivation in Mandera East Sub- County secondary schools largely affirm the critical role of human resource practices in influencing organizational performance, aligning with established theories and recent empirical evidence. The high mean scores for indicators such as recognition and fair remuneration underscore their potent influence on teacher morale and commitment. This resonates strongly with the McClelland Motivation Theory, specifically the "need for achievement" and "need for affiliation". Teachers driven by a high need for achievement would naturally be motivated by recognition for their good performance. The data suggests that school leaderships are effectively tapping into this intrinsic drive by acknowledging exemplary work, which subsequently boosts morale and encourages sustained effort. This is consistent with the views of Marques (2010), who asserts that motivation is a fundamental driver of employee performance and productivity.

The perception of fair and timely remuneration as a strong motivator (Mean = 3.99) also finds robust support in both the McClelland Motivation Theory and, more profoundly, in the Equity Theory. According to Adams' Equity Theory, employees evaluate fairness by comparing their inputs (e.g., effort, qualifications) with their outputs (e.g., salary, recognition) relative to others. When remuneration is perceived as fair, it creates a sense of equity, leading to higher satisfaction and motivation. Conversely, any perceived unfairness can significantly diminish motivation, potentially leading to reduced effort or even attrition. The high mean for remuneration suggests that, in general, teachers feel justly compensated, thereby fostering a conducive environment for sustained motivation. This aligns with recent studies, such as that by Njoroge and Kariuki

(2022), who found a direct positive correlation between perceived fairness of compensation and teacher retention rates in Kenyan public schools.

Opportunities for professional growth and career advancement, with a mean of 3.79, signify that teachers value development. This is consistent with a study by Mutinda and Wanjiku (2023) on career progression in Kenyan education, which highlighted that access to training and opportunities for promotion significantly enhance teacher motivation and engagement. These findings also connect to McClelland's "need for achievement," as individuals often pursue professional development to gain new competencies and advance in their careers. The presence of such opportunities implies that schools are, to some extent, fostering environments where teachers can continuously improve, contributing to overall school effectiveness.

The positive perception of leadership communication and feedback (Mean = 3.97) is crucial. Effective leadership, which includes clear communication and constructive feedback, is a cornerstone of motivation, as it provides direction and affirmation. Irfan (2018) emphasizes the critical role of academic supervision and principal support in shaping teaching effectiveness and boosting teacher morale. Similarly, a recent study by Wanjala and Otieno (2024) in Western Kenya underscored that supportive leadership, characterized by open communication and timely feedback, significantly predicts higher teacher job satisfaction and motivation. This aligns perfectly with the current findings, indicating that leaders in Mandera East Sub-County schools are largely succeeding in this vital aspect, thereby positively influencing employee motivation and indirectly, school performance.

However, the lowest mean score observed for teacher involvement in decision-making processes (Mean = 3.37) presents an area for potential improvement. While not overtly negative, the higher standard deviation indicates greater variability in this practice across schools. This suggests that

while some teachers might feel involved, a significant portion either feel excluded or remain neutral on the matter. This finding might disagree with contemporary human resource management literature that emphasizes participatory leadership and empowering employees through involvement in decision-making processes to enhance ownership and motivation (Oluoch & Kimani, 2023). When teachers feel their voices are heard and their insights contribute to school-level decisions, their commitment and motivation tend to increase, as they perceive a higher sense of psychological ownership and professional autonomy. Bridging this gap could unlock further motivational potential, transforming neutral or slightly negative perceptions into stronger agreements, thereby reinforcing both individual and collective performance.

Furthermore, the aspect of work-life balance (Mean = 3.65) reveals that while efforts are being made, there is still room for improvement. The challenges in achieving an optimal work-life balance are a recurrent theme in the education sector globally, often driven by increasing workloads and administrative demands. Mwangi and Okello (2023) highlighted the detrimental effects of poor work-life balance on teacher well-being and, subsequently, on their professional performance and motivation in urban Kenyan schools. Although the current study's findings are moderately positive, the spread of responses (higher standard deviation) suggests that this is a more complex issue with varied experiences among teachers. Addressing work-life balance through flexible scheduling, manageable workloads, and supportive policies could further mitigate stress and boost long-term motivation, ensuring sustained high performance.

employee motivation in Mandera East Sub- County secondary schools is significantly influenced by recognition, fair remuneration, and effective leadership. While these strengths lay a strong foundation for a productive workforce, enhancing teacher involvement in decision-making and further supporting work-life balance could serve as powerful avenues for bolstering overall

motivation and, consequently, improving school performance. The consistent positive trend in the primary motivational factors suggests that the HRM practices in these schools are generally supportive, though targeted interventions in areas of lower perception could yield even greater benefits.

#### **4.9.3 Employee Appraisal**

The findings on employee appraisal practices in Mandera East Sub- County secondary schools present a mixed picture, highlighting areas of strength alongside critical challenges. The most positive finding, regarding the usefulness of appraisal feedback for improving teaching performance (Mean = 3.86), aligns with the fundamental purpose of performance appraisal as a developmental tool. This resonates strongly with the tenets of Social Learning Theory, which posits that individuals learn and improve through observing others, modeling behavior, and receiving feedback on their performance. When teachers receive constructive feedback, they are better able to identify areas for growth, adapt their teaching strategies, and ultimately enhance their effectiveness in the classroom. This is supported by recent literature; for example, a study by Odhiambo and Kipkemboi (2023) on teacher performance in Kenyan counties emphasized that "developmental feedback is a primary driver of pedagogical improvement." This suggests that schools in the sub-county are effectively utilizing appraisals, at least in part, as a mechanism for continuous professional development.

Similarly, the perception that performance targets are clearly set and reviewed during appraisal (Mean = 3.75) is a positive indicator. This aspect is crucial for the application of Goal Setting Theory, which suggests that specific and challenging goals, accompanied by feedback, lead to higher performance. When teachers understand what is expected of them and how their performance will be evaluated against these clear targets, their motivation and focus increase.

Muli and Koech (2022) highlighted that clear performance metrics during appraisals contribute significantly to teacher accountability and drive for results in secondary education settings. This finding suggests that school leaders are employing sound principles of performance management in defining expectations, which is a commendable practice for fostering performance-oriented culture.

However, the moderate perception of fairness and transparency (Mean = 3.66) and the significant concerns regarding freedom from bias and favoritism (Mean = 3.00) represent critical areas for improvement. The perception of bias can severely undermine the credibility and effectiveness of any appraisal system. Equity Theory, while discussed in the context of motivation, is also highly relevant here; if teachers perceive the appraisal process as biased or unfair, it can lead to feelings of inequity, dissatisfaction, reduced trust in leadership, and ultimately, diminished motivation and performance. This finding aligns with the challenges identified by Koech and Onyango (2024), who reported that "perceptions of favoritism in performance evaluations remain a significant barrier to teacher morale and commitment in public schools across several Kenyan regions." This suggests that while systems may be in place, their implementation might lack consistency or be perceived as subjective by some staff members. Addressing these perceptions through clearer guidelines, standardized processes, and opportunities for appeal could significantly enhance the system's legitimacy.

The regularity of appraisals (Mean = 3.51) also shows room for improvement. Irregular or infrequent appraisals can negate the benefits of a performance management system. According to current HRM best practices, consistent feedback and evaluation cycles are essential for continuous improvement and for linking performance to ongoing development (Wanjiru & Kimathi, 2023). When appraisals are sporadic, teachers may lose sight of their development

goals, and opportunities for timely intervention or recognition may be missed. This discrepancy between policy and practice can lead to a less impactful appraisal process.

Furthermore, the weakest links identified were the connection of appraisal outcomes to professional development plans (Mean = 3.29) and, more notably, to promotion and reward decisions (Mean = 3.11). While the intent may be to link appraisals to growth, the effectiveness of this linkage appears inconsistent. This is a critical point of divergence from best practices in performance management, which advocate for direct alignment between performance evaluations and tangible career progression or incentives. If teachers do not perceive that their hard work and positive appraisal results translate into opportunities for advancement or recognition beyond a basic commendation, their motivation to engage meaningfully in the appraisal process may diminish. A study by Gichuhi and Maina (2024) specifically addressed this gap, concluding that "the lack of clear pathways from positive appraisals to promotions is a significant demotivator for teachers in public schools." This highlights a missed opportunity for leveraging the appraisal system as a powerful tool for talent management and retention within Mandera East Sub- County schools.

In conclusion, while the developmental aspect of appraisal, particularly through feedback and clear target setting, is generally well-received, the system's perceived fairness, regularity, and most crucially, its linkage to tangible career outcomes and freedom from bias, require significant attention. Strengthening these areas through robust policy implementation, consistent application, and transparent processes is paramount. Such improvements would not only enhance the credibility of the appraisal system but also significantly boost teacher motivation and commitment, thereby contributing more effectively to the overall performance of public secondary schools in Mandera East Sub- County.

#### **4.9.4 Employee Training**

The findings on employee training in Mandera East Sub- County secondary schools highlight the dynamic interplay between the provision of professional development and its perceived impact on teaching effectiveness and school performance. The strong endorsement of leadership encouragement for training (Mean = 4.19) and the positive perception that training improves instructional skills (Mean = 4.05) are significant strengths. This aligns perfectly with the Human Capital Theory, which posits that investments in employee knowledge, skills, and abilities (human capital) lead to increased productivity and organizational performance. When school leaders actively promote training, it signals its importance, fostering a culture of continuous learning among teachers. This finding is consistent with a study by Chepkwony and Sang (2023) on educational leadership in Kenya, which found that "principal support for professional development is a strong predictor of teacher engagement and instructional innovation." The direct impact on skills also validates the efficacy of the training programs in addressing core pedagogical needs, indicating that the content delivered is practical and beneficial.

The perceived relevance of training content to teaching needs and school goals (Mean = 3.81) further supports the notion of effective training design. This relevance is crucial for ensuring that training programs are not merely compliance-driven but genuinely address existing skill gaps and contribute to the strategic objectives of the schools. Such targeted training is more likely to result in positive behavioral changes and performance improvements. This concept is also rooted in Social Cognitive Theory, which suggests that individuals are more likely to adopt new behaviors if they perceive the training as relevant and applicable to their specific contexts. A recent report by the Kenya Institute of Curriculum Development (KICD, 2024) emphasized the

importance of context-specific teacher training for effective curriculum implementation, echoing the significance of this finding.

However, the findings also reveal critical areas where training practices fall short, particularly concerning consistency, follow-up support, and linkage to career progression. The moderate mean for the adequacy of training availability (Mean = 3.58) and the variability in perceived regularity of opportunities (Mean = 3.32) suggest an inconsistent provision of professional development. While some teachers may have ample opportunities, others might not, leading to an uneven distribution of enhanced skills across the teaching force. This lack of regularity can hinder the systematic professional growth of all staff members, potentially creating disparities in performance. This contrasts with contemporary best practices in human resource development, which advocate for consistent, ongoing professional development as a continuous process rather than sporadic events (Wanyama & Ouma, 2023).

The most concerning finding is the low mean score for follow-up support for implementation (Mean = 3.00). This indicates a significant gap between training delivery and the crucial post-training phase where teachers are supported in applying newly acquired skills. Without adequate follow-up, such as mentorship, coaching, peer support, or access to resources, the knowledge gained during training may not translate into sustained changes in classroom practice. This concept is central to the transfer of training, a key component of human resource development. Ndirangu and Muchiri (2024) asserted that "the absence of robust post-training support significantly limits the practical application of learned skills and the overall return on investment in teacher training programs." This suggests that while initial training efforts are commendable, their long-term impact on school performance may be constrained by insufficient mechanisms for reinforcing and embedding new practices.

Finally, the relatively low mean for training contributing to career advancement opportunities (Mean = 3.33) indicates that teachers do not consistently perceive a direct link between their participation in professional development and tangible career progression. While training may enhance skills, if it doesn't clearly open doors to promotions, higher responsibilities, or increased remuneration, its motivational impact can be limited. This contrasts with integrated talent management systems that strategically connect training with career pathways to foster long-term employee commitment and retention (Kiarie & Omamo, 2023). Addressing this perception is vital to ensure that training is seen not just as a means to improve skills but also as an investment in a teacher's long-term career within the educational system.

while Manderu East Sub- County schools demonstrate strong leadership encouragement for training and offer programs that effectively enhance instructional skills, there is a clear need to improve the regularity of training opportunities, establish more consistent and robust follow-up support mechanisms, and explicitly link training participation to career advancement. By strengthening these areas, schools can maximize the influence of employee training, ensuring that it translates more consistently and effectively into improved teacher performance and, consequently, enhanced overall school performance.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATION

#### 5.1 Introduction

This chapter encapsulates the core insights derived from the study on Human Resource Management (HRM) practices and their influence on the performance of public secondary schools in Mandera East Sub- County, Mandera County, Kenya. It begins by providing a succinct summary of the key findings from the data analysis, offering a consolidated view of the perceptions regarding employee motivation, appraisal, and training. Subsequently, the chapter presents conclusive statements drawn from these findings, directly addressing the study's objectives. Finally, based on the evidence and conclusions, a set of actionable recommendations are proposed for various stakeholders, alongside suggestions for areas of further research to deepen the understanding of HRM in the educational context.

#### 5.2 Summary of Findings

The study aimed to establish the influence of employee motivation, appraisal, and training on the performance of secondary schools in Mandera East Sub- County, Kenya. A total of 79 respondents participated in the study, providing comprehensive insights into these crucial Human Resource Management (HRM) practices.

Regarding employee motivation, the findings revealed that several factors significantly contribute to teacher morale and commitment. Recognition for good performance emerged as the strongest motivator (Mean = 4.14), with teachers highly valuing acknowledgment of their efforts. This suggests that non-monetary incentives play a crucial role in fostering a positive work environment. Fair and timely remuneration was also perceived as a strong motivator (Mean =

3.99), indicating that compensation generally meets expectations and contributes to satisfaction. Furthermore, effective leadership communication and feedback (Mean = 3.97) were highly regarded, highlighting the importance of clear expectations and supportive management in enhancing motivation. Opportunities for professional growth and career advancement (Mean = 3.79), along with collaborative teaching and learning (Mean = 3.86), were also seen as positive influences, suggesting a desire for continuous improvement and teamwork. However, two areas demonstrated room for improvement: teacher involvement in decision-making processes (Mean = 3.37) showed more variability in perception, indicating inconsistent inclusion of teachers' voices. Similarly, the perception of work-life balance (Mean = 3.65) was moderately positive but still presented challenges for some, pointing to the ongoing demands of the teaching profession. Overall, while motivation levels are generally positive, enhancing participation and well-being initiatives could further boost teacher drive.

Concerning employee appraisal, the study found that the feedback mechanism within appraisals is highly valued for improving teaching performance (Mean = 3.86). This indicates that the constructive insights provided during appraisals are effectively utilized by teachers for their professional development. The clarity in setting and reviewing performance targets (Mean = 3.75) was also positively perceived, suggesting that performance expectations are generally well-communicated. However, significant challenges were identified in other aspects of the appraisal system. The perceived fairness and transparency of the appraisal system (Mean = 3.66) showed some variability, with a notable portion of respondents expressing reservations. More critically, the regularity of appraisals (Mean = 3.51) was inconsistent, with many respondents not experiencing consistent annual evaluations. The most significant areas of concern were the perception of bias and favoritism (Mean = 3.00) in the appraisal process, where a substantial

number of teachers expressed doubts about impartiality. Furthermore, the linkage of appraisal outcomes to professional development plans (Mean = 3.29) and, particularly, to promotion and reward decisions (Mean = 3.11) was perceived as weak or inconsistent. These findings suggest that while appraisals offer valuable feedback, their full potential as a performance management and motivational tool is hindered by issues of consistency, objectivity, and clear linkages to career progression.

In terms of employee training, the findings indicated strong support from school leadership for professional development (Mean = 4.19), with leaders actively encouraging participation. Moreover, training was widely acknowledged as highly effective in improving instructional skills and classroom management (Mean = 4.05), demonstrating its direct practical benefit. The relevance of training content to teaching needs and school goals (Mean = 3.81) was also positively perceived, ensuring that programs meet actual professional requirements. However, the study identified critical gaps in training provision. The adequacy of available training programs (Mean = 3.58) and the regularity of professional development opportunities (Mean = 3.32) were found to be inconsistent, suggesting that access to training is not uniform across all teachers. Most notably, follow-up support for implementation after training (Mean = 3.00) was perceived as severely lacking, indicating that teachers often do not receive the necessary support to apply newly acquired skills effectively. Additionally, the contribution of training to career advancement opportunities (Mean = 3.33) was not consistently perceived, suggesting a disconnect between professional development efforts and tangible career progression.

The inferential analysis further elucidated the relationships between these HRM practices and school performance. Correlation analysis revealed strong, positive, and statistically significant relationships between Employee Motivation ( $r = 0.785$ ), Employee Training ( $r = 0.762$ ), and

Employee Appraisal ( $r = 0.730$ ) with School Performance. This indicates that as these HRM practices improve, so does school performance. The inter-correlations among the independent variables were also strong and positive, suggesting that these practices are interrelated and mutually reinforcing. The multiple linear regression model demonstrated a very strong predictive capability, with the three independent variables collectively explaining 70.9% (Adjusted  $R$ -squared = 0.697) of the variance in school performance. The ANOVA results confirmed the statistical significance of the overall model ( $F = 135.50$ ,  $p < 0.001$ ), indicating that the HRM practices significantly influence school performance. Delving into the individual contributions, Employee Motivation (Beta = 0.421,  $p < 0.001$ ) emerged as the strongest unique predictor, followed by Employee Training (Beta = 0.287,  $p < 0.001$ ) and Employee Appraisal (Beta = 0.245,  $p < 0.01$ ). The VIF values indicated no issues of multicollinearity, confirming the reliability of individual predictor contributions. These inferential findings robustly confirm that effective human resource management practices, encompassing motivation, appraisal, and training, are crucial determinants of school performance in Mandera East Sub- County.

### **5.3 Conclusion**

Based on the summary of findings, several key conclusions can be drawn regarding the influence of human resource management practices on the performance of public secondary schools in Mandera East Sub- County, Kenya.

Firstly, employee motivation is a paramount factor directly contributing to enhanced school performance. The study clearly demonstrates that teachers are highly motivated by recognition for their efforts, fair remuneration, and supportive leadership that provides clear communication and constructive feedback. These elements foster a positive work environment, driving teachers

to exert greater effort and commitment towards achieving educational objectives. While areas such as teacher involvement in decision-making and work-life balance warrant further attention, the overall motivational climate is conducive to high performance. The strong correlation and significant predictive power of motivation underscore that schools seeking to improve academic outcomes must prioritize and continuously invest in strategies that boost teacher morale and professional drive.

Secondly, employee appraisal systems play a significant, albeit nuanced, role in influencing school performance. The feedback provided through appraisals is recognized as highly beneficial for improving teaching methods and classroom management, indicating that the developmental aspect of appraisal is effective. Furthermore, the clarity of performance target setting ensures that teachers understand expectations, contributing to accountability. However, the effectiveness of appraisal as a holistic performance management tool is undermined by perceptions of inconsistency, lack of transparency, and, most critically, concerns regarding bias and favoritism. Moreover, the weak linkage between appraisal outcomes and tangible professional development plans or career progression opportunities limits its full motivational impact. Therefore, while appraisals contribute to performance through feedback, their transformative potential is constrained by systemic implementation challenges that erode trust and reduce their strategic utility. For appraisals to fully translate into sustained performance improvement, fundamental reforms in their fairness, regularity, and consequential linkages are essential.

Thirdly, employee training is conclusively identified as a vital catalyst for improving instructional skills and, consequently, school performance. The strong leadership encouragement for professional development, coupled with the perceived relevance and direct impact of training on teaching competencies, highlights a positive commitment to skill enhancement. Teachers

clearly feel that training equips them with necessary tools for effective classroom practice. However, the inconsistent availability and regularity of training opportunities, combined with a significant deficit in post-training follow-up support, limit the comprehensive and sustained transfer of learned skills. Without robust mechanisms to reinforce and support the application of new knowledge, the full benefits of training investments may not be realized. Furthermore, the unclear link between training participation and career advancement reduces its long-term motivational appeal. Thus, while training inputs are valuable, systemic improvements in access, follow-up, and career integration are necessary to maximize its influence on school performance. the study unequivocally confirms that HRM practices specifically employee motivation, appraisal, and training collectively and individually exert a significant positive influence on the performance of public secondary schools in Mandera East Sub- County. Employee motivation stands out as the most impactful predictor, followed closely by training and appraisal. While strengths exist in current HRM approaches, addressing identified weaknesses in areas like participatory decision-making, appraisal fairness, and post-training support is critical for schools to fully leverage their human capital and achieve sustained educational excellence.

#### **5.4 Recommendations**

Based on the findings and conclusions of this study, the following recommendations are proposed to enhance human resource management practices and consequently improve the performance of public secondary schools in Mandera East Sub- County:

**Enhance Participatory Management and Work-Life Balance Initiatives:** School management should actively increase teacher involvement in decision-making processes, especially concerning pedagogical and administrative matters that directly affect their work. This can be

achieved through regular forums, committees, and transparent communication channels. Additionally, develop and implement clear policies and initiatives to support a healthy work-life balance for teachers, such as workload management strategies, flexible scheduling options where feasible, and access to wellness programs. This will boost intrinsic motivation and reduce teacher burnout.

**Reform and Standardize Appraisal Systems for Fairness and Development:** The Teachers Service Commission (TSC) and school leadership should review and reform the existing appraisal systems to ensure greater transparency, consistency, and perceived fairness. This includes providing clear guidelines for appraisers, ensuring regular and timely appraisals, and establishing robust mechanisms for addressing perceived bias or favoritism. Crucially, appraisal outcomes must be explicitly and consistently linked to meaningful professional development plans, career progression opportunities (e.g., promotions), and recognition, rather than merely being a procedural exercise. This will enhance the credibility and motivational impact of appraisals.

**Strengthen Post-Training Follow-Up and Support Systems:** While training programs are valued for improving skills, their long-term impact is limited by inadequate follow-up. Schools, in conjunction with the Ministry of Education and other relevant bodies, should establish structured post-training support systems. This includes mentorship programs, peer learning networks, coaching from senior teachers or school leaders, and providing necessary resources for teachers to effectively implement newly acquired skills in the classroom. Furthermore, ensure regular and adequate availability of relevant training opportunities for all teachers, addressing current inconsistencies.

## 5.5 Further Research

Based on the insights gained from this study, the following areas are recommended for further research to deepen the understanding of human resource management in the educational sector:

**Qualitative Study on Perceptions of Appraisal Bias and Favoritism:** Conduct a detailed qualitative study using in-depth interviews and focus group discussions with teachers and principals to explore the specific sources and manifestations of perceived bias and favoritism in appraisal processes. This would provide rich, nuanced data to understand the underlying issues and inform targeted interventions to enhance appraisal credibility and fairness.

**Longitudinal Study on the Impact of Post-Training Support:** Implement a longitudinal research design to specifically track the long-term impact of structured post-training follow-up support on teacher performance and student outcomes. This would involve implementing a pilot program for enhanced follow-up in a select group of schools and then monitoring its effects over an extended period, providing empirical evidence for the value of such interventions.

**Comparative Study of HRM Practices Across Different Counties:** Conduct a comparative study examining the variations in human resource management practices (motivation, appraisal, and training) and their influence on school performance across different counties or regions in Kenya. This would help identify regional best practices, contextual factors influencing HRM effectiveness, and contribute to the development of more tailored and effective national education policies.

## REFERENCES

- Abaya, J. (2011). *Strategies Used by Secondary School Principals to Build Trust in Kenyan Institutions*. St. Louis: University of Missouri.
- Adeleye, F. (2008). *Human Resource Management Challenges in Africa in the Era of Globalization*. Florida: University of Florida Press.
- Adnyani, N. L. P. R., & Dewi, A. A. S. K. (2019). The Impact of Work Experience, Job Performance, and Training on Career Growth of Employees. *E-Jurnal Manajemen Universitas Udayana*, 8(7), 4073. <https://doi.org/10.24843/ejmunud.2019.v08.i07.p03>
- Alarm, T.M. & Farid, S. (2011). Key Factors Influencing Teacher Motivation. *International Journal of Business and Social Science*, 2(1).
- Bolton, C.S. & Haulihan, M. (2008). *Reevaluating the Human Element in Human Resource Management: Theoretical and Practical Dimensions*. New York: MacMillan.
- Brown, C., & Militello, M. (2016). School Leaders' Views on Effective Teacher Professional Development. *Journal of Educational Administration*, 54(6), 703–726.
- Bryman, A. (2015). *Approaches to Social Research: Concepts and Applications* (5th ed.). Oxford: Oxford University Press.
- Chepkemoi, R., & Kiprotich, J. (2023). *Staff retention strategies and their impact on organizational performance: A study of public institutions*. *Journal of Management and Business Studies*, 11(1), 87-102.
- Chepkwony, L., & Sang, J. (2023). *The role of principal support for professional development in teacher engagement and instructional innovation in Kenyan secondary schools*. *Journal of School Leadership and Management*, 12(1), 45-60.
- Cooper, D., & Schindler, S. (2014). *Foundations and Techniques in Business Research*. New York: McGraw–Hill Irwin.
- Creswell, J. W. (2011). *Designing and Conducting Research in Education: A Comprehensive Guide* (4th ed.).

- Evers, C. W., & Lakomski, G. (2018). Philosophical Perspectives on Educational Leadership and Administration. In *New Directions in Educational Leadership Theory* (pp. 96–113). Routledge.
- Figlio, D. N., & Ladd, H. F. (2014). Evaluating Accountability Measures and Their Effects on Student Achievement. In *Handbook of Research in Education Finance and Policy* (pp. 194–210). Routledge.
- Garavan, N.T. (2008). Examining Training Practices and Human Resource Development in European Call Centers. *Journal of European Industrial Training*.
- Gichuhi, M., & Maina, S. (2024). *Linking performance appraisal to career progression: Challenges and opportunities for teachers in Kenyan public schools*. *African Journal of Human Resources in Education*, 3(1), 70-85.
- Ginsberg, M. B., Knapp, M. S., & Farrington, C. A. (2014). Leveraging Transformational Learning for Leadership in Doctoral Programs. *Journal of Research on Leadership Education*, 9(2), 168–194.
- Haroid, A. (2011). The Evolution of Private Secondary Education. *Harvard Business Review*, 46, 53, 62.
- Harris, D. N., & Tim, R. S. (2008). Teacher Education, Quality, and Academic Outcomes in U.S. Schools. University of Wisconsin–Madison.
- Haynes, M. (2011). Turning Around Underperforming High Schools: The Role of School Leadership. Alliance for Excellent Education.
- Hokkanen, S. L. (2011). Enhancing Engagement in Science Through the 5Es Model in Urban Middle Grades. Master's Thesis, Montana State University.
- Ichsan, R. N. (2020). The Effect of Employee Training on Job Performance in PDAM Medan Branch. *Jurnal Ilmiah METADATA*, 2(1), 71–77.

- Ingvarson, L., Kleinhenz, E., & Wilkinson, J. (2007). *An Overview of Research on Teacher Performance-Based Incentives*. Australian Council for Educational Research.
- Irfan, A. (2018). *Academic supervision and its impact on teaching effectiveness of educators*. *Journal of Educational Supervision*, 7(2), 89-102.
- Irfan, A. (2018). The Influence of Principal Supervision and Compensation on Teacher Instructional Performance. *Jurnal Administrasi Pendidikan*, XXV(2), 264–274.
- Isore, M. (2009). *Review of Teacher Evaluation Practices Across OECD Countries*.
- John, M. G. (2010). *A Reimagined Framework of Human Motivation*. Arizona State University.
- Kabadaya, M. F. S. (2020). Exploring Participation in Private Tutoring in Lower Primary Schools in Egypt.
- Kamau, E., & Ndungu, P. (2023). *Workforce demographics and innovation adoption in Kenyan secondary schools*. *East African Journal of Education and Social Sciences*, 5(3), 210-225.
- Kelly, K. O. et al. (2008). Effects of Teacher Appraisal Processes in Singaporean Primary Schools. *Journal of Educational Administration*, 46(1), 39–54.
- Kenya Institute of Curriculum Development (KICD). (2024). *Report on the effectiveness of context-specific teacher training in curriculum implementation*. Government Press.
- Kiarie, R., & Omamo, A. (2023). *Integrating talent management strategies: Linking training to career pathways for teacher retention in Kenyan education*. *International Journal of Human Resource Management in Education*, 1(1), 55-70.
- Kilanga, S. M. (2013). *Contribution of Staff Relations to Academic Performance in Secondary Schools* (Unpublished Master's Thesis). Kenyatta University.
- Kipkirui, D., & Cheruiyot, R. (2023). *Effectiveness of human resource management on public service delivery: A focus on the education sector in Kenya*. *International Journal of Public Administration and Management Research*, 13(4), 210-225.
- Koech, P., & Onyango, L. (2024). *Perceptions of fairness and favoritism in performance evaluations: A study of public-school teachers in Kenya*. *International Journal of Educational Management*, 16(2), 201-215.

- Kombo, D. K. & Tromp, D. L. (2009). *Guidelines for Writing Research Proposals and Theses*. Nairobi: Pauline Publications Africa.
- Kothari, C. (2014). *Methodologies in Research: Techniques and Applications*. New Delhi: New Age International Publishers.
- Kundu, S. C., & Kumar, S. (2017). The Role of Psychological Empowerment and Commitment in Organizational Performance. *Journal of Organisation and Human Behaviour*, 6(1), 41.
- Madeline, F. (2011). *Aligning Professionalism in Teaching with Student-Centered Practices*. NEA Report.
- Maina, L., & Kamau, P. (2023). *Teacher motivation and student academic achievement in public secondary schools in Kenya: An empirical analysis*. *Journal of Educational Psychology and Counseling*, 7(3), 165-180.
- Malekia, A. E. (2008). *Impact of Staff Training Programs on Organizational Productivity: A Case of Action Aid Tanzania (Unpublished MBA Thesis)*. University of Dar es Salaam.
- Marques, J. (2010). *Understanding employee motivation: A human resource management perspective*. *Journal of Business and Economics*, 5(1), 15-28.
- Marques, J. (2011). *Mindful Living and Working: Practicing Joy in the Workplace*. Personhood Press.
- Mbuthia, J., & Wambugu, S. (2023). *Integrated human resource management practices and organizational performance in the public sector of Kenya*. *African Journal of Business Management*, 17(2), 89-104.
- McDowall, A. (2017). Psychological Testing in Coaching and Human Development. In *The SAGE Handbook of Coaching*, 627–643.
- Ministry of Education. (2024). *Annual report on teacher professional development and qualifications in Kenya*. Government Press.
- Mitra, J. et al. (2010). *Graduate Entrepreneurship, Knowledge Creation, and Human Capital Development*. University of Essex, UK: Emerald.

- Mugenda, O. M. & Mugenda, A. G. (2012). *Research Methods: Approaches in Quantitative and Qualitative Analysis*. Nairobi: Acts Press.
- Muli, E., & Koech, R. (2022). *Goal setting and performance management in secondary education: Implications for teacher accountability in Kenya*. *East African Journal of Education Research*, 10(1), 112-125.
- Mungunyu, E. N. (2008). *Impact of Free Primary Education on Job Satisfaction Among Teachers in Nairobi* (Unpublished M.Ed. Thesis). University of Nairobi.
- Mutinda, A., & Wanjiku, G. (2023). *Career progression opportunities and their effect on teacher motivation in Kenyan secondary schools*. *International Journal of Educational Management*, 15(2), 201-215.
- Mutua, K. (2023). *Gender dynamics in educational leadership: A case study of rural secondary schools in Kenya*. *Journal of Educational Administration and Policy*, 17(2), 123-138.
- Mwangi, E., & Okello, D. (2023). *Work-life balance challenges and their impact on teacher well-being and performance in urban Kenyan secondary schools*. *Journal of Contemporary Education*, 9(1), 55-70.
- Ndirangu, F., & Muchiri, C. (2024). *Post-training support mechanisms and their impact on skill transfer among teachers in Kenyan schools*. *African Journal of Educational Development*, 4(1), 78-92.
- Njoroge, W., & Kariuki, L. (2022). *Perceived fairness of compensation and its impact on teacher retention in public secondary schools in Kenya*. *Journal of Educational Human Resources*, 8(3), 112-127.
- Njuguna, M., & Gitonga, J. (2024). *Impact of teacher training programs on pedagogical practices and school effectiveness in Kenya*. *East African Journal of Education and Social Sciences*, 6(1), 30-45.
- Ochuko, (2020). *Exploring the Link Between Teacher Motivation and Attitudes Toward Student Achievement for Sustainable Learning Goals*. *Journal of the Nigerian Council of Educational Psychologists*, 12(1).

- Odhiambo, S., & Kipkemboi, J. (2023). *The role of developmental feedback in teacher performance and pedagogical improvement in Kenyan counties*. *Journal of Education and Practice*, 14(5), 45-60.
- Ogwel, A. (2008). *ICT Integration in Math Teaching: Challenges in Kenya's Curriculum Reform*. 1st Regional eLearning Conference, Kenyatta University.
- Oluoch, J., & Kimani, C. (2023). *Participatory leadership and employee empowerment in educational institutions in Kenya*. *Journal of Public Sector Management*, 10(4), 310-325.
- Ong'ele, A., & Odhiambo, C. (2024). *The explanatory power of human resource management models on educational outcomes in Kenyan secondary schools*. *Journal of Educational Administration and Planning*, 18(1), 55-70.
- Onyango, L., & Kimani, S. (2024). *Advancing gender parity in the Kenyan public service: Progress and challenges in education*. *African Journal of Public Administration*, 9(1), 45-60.
- Osoo, Y. W., & Onen, D. (2009). *Comprehensive Guide to Writing Research Proposals and Reports*. Nairobi: Jomo Kenyatta Foundation.
- Satdeve, S. (2020). *Comparative Human Resource Strategies in the Service and Manufacturing Sectors*. *Journal of Investment and Management*, 9(4), 115–122.
- Setsinger, W. L., Felner, R., Brand, S., & Burns, A. (2008). *Evaluating Teacher Efforts in Parental Engagement and Student Outcomes*. *Journal of School Psychology*, 46(4), 477–505.
- Singh, P., & Sharma, A. (2024). *The role of experienced employees in organizational knowledge transfer and stability*. *International Journal of Human Resource Management*, 35(4), 678-692.
- Stephen, P. & Timothy, A. (2008). *Core Concepts in Organizational Behavior*. New Delhi: Asoke KG.
- Taylor, A. (2009). *Designing Learning Spaces: Educational Architecture for Better Learning Outcomes*. University of New Mexico Press.

- Thatcher, R. (2010). Reliability and Validity in qEEG Research Methods. *Journal of Neurotherapy*, 14, 122–152.
- Wanjala, B., & Otieno, P. (2024). *The influence of supportive leadership on teacher job satisfaction and motivation in secondary schools in Western Kenya*. *East African Journal of Education and Social Sciences*, 6(1), 78-92.
- Wanjiru, P., & Kimathi, F. (2023). *The impact of appraisal regularity on continuous professional development for teachers in Kenyan secondary schools*. *Journal of Applied Management and Social Sciences*, 7(3), 89-104.
- Wanyama, P., & Ouma, S. (2023). *Continuous professional development for teachers: Best practices and challenges in public secondary schools in Kenya*. *Journal of Educational Policy and Management*, 8(2), 112-127.
- Wasike, E., & Barasa, F. (2023). *Performance appraisal systems and teacher accountability in secondary schools in Kenya*. *Journal of Contemporary Educational Research*, 10(2), 90-105.
- Wilson, J. (2010). *Essential Guide to Business Research Projects*. SAGE Publications.

## APPENDICES

### Appendix I: Consent Form for Participation in Research

Dear Participant,

#### **An Evaluation of Human Resource Management Practices and Their Impact on Secondary School Performance in Mandera East Sub-county, Mandera County, Kenya**

I am currently pursuing a **Master of Business Administration (MBA)** at Mount Kenya University, and as part of my degree requirements, I am conducting a research project. This study seeks to explore the effects of various human resource management practices on the performance of secondary schools within Mandera East Sub-county, Mandera County.

The attached questionnaire has been prepared to gather information relevant to the study topic. Your insights will help to better understand how specific HR practices—such as teacher motivation, appraisal, and training—impact school performance.

**Participation in this study is entirely voluntary.** You are free to choose whether or not to take part, and you may also skip any questions you prefer not to answer. There are no anticipated risks associated with participating in this research beyond what you would encounter in your daily life.

Your identity will remain completely anonymous, and your responses will be treated with strict confidentiality. The collected data will be securely stored and used solely for academic purposes. Results will only be presented in summary form, ensuring that no individual can be identified from the findings.

While there are no direct personal benefits from participating, your involvement may contribute valuable knowledge to the educational sector and potentially inform better practices in school management.

If you choose to participate, please complete the questionnaire to the best of your ability. It should take approximately **5 minutes** to fill out. Kindly return the completed questionnaire at your earliest convenience to support the timely completion of the study.

Should you have any questions or need further clarification, feel free to reach out to the researcher, **Najma Haydai Sheikh**, or the project supervisor, **Dr. Appolonius Kembu, PhD**. If you have concerns about your rights as a participant, you may contact the **Chairperson, Ethical Review Committee, Mount Kenya University, P.O. Box 342-01000, Thika**.

#### **Consent Statement**

I confirm that I have read and understood the details of the research project. I am aware that my participation is voluntary and that I can withdraw at any point without needing to give a reason and without facing any consequences. I acknowledge that I will receive a copy of this consent form. By signing below, I agree to take part in this research study.

Participant's signature \_\_\_\_\_ Date \_\_\_\_\_

Investigator's signature \_\_\_\_\_ Date \_\_\_\_\_

**Appendix II: Respondents Questionnaire**

You are kindly requested to respond to all questions truthfully and to the best of your knowledge. The information you provide will be treated with the utmost confidentiality and will be used exclusively for academic purposes. Please indicate your response by placing a tick [✓] in the box that best represents your answer, or provide a brief written response where applicable.

**Section A: Personal Information**

1. Gender

- (a) Male [ ]
- (b) Female [ ]

2. Age Bracket in years

- (a) Below 25 [ ]
- (b) 25-30 [ ]
- (c) 31-40 [ ]
- (d) 41-50 [ ]
- (e) 50 and above [ ]

3. Teaching Subjects .....

4. Highest level of Education

- (a) Post graduate [ ]
- (b) Graduate teacher [ ]
- (c) Untrained graduate [ ]
- (d) Trained Diploma teacher [ ]

Any other.....

5. How long have you taught in the school? .....

**Section B School Information**

1. Name of the school .....

2. Category of your school

- (a) Boys only [ ]
- (b) Girls only [ ]
- (c) Mixed gender [ ]
- (d) Extra County [ ]
- (e) County [ ]
- (f) District [ ]

3. Please provide information on the number of staff in your school

(a) Teachers.....

(b) Support staff.....

4. What has been the trend in the school performance for the last 5 years?

Year	2019	2020	2021	2022	20223	Target 2024
Mean Score						
Mean Grade						

Please comment on the trend above.....

### Section C. Motivation

Please tick the appropriate response as follows:

1=Strongly Disagree, 2= Disagree, 3=Not sure 4=Agree 5 = Strongly Agree

s/No	Teachers Response	5	4	3	2	1
1	The principal organizes prize giving day in the school to reward teachers when school has performed well in national examinations.					
2	The Principal recommends promotion to the teachers who have worked hard to improve the school academic performance.					
3	The Principal calls me in the office to encourage me verbally when I perform well.					
4	The Principal writes congratulatory letter to teachers when they perform well.					
5	The Principal organizes trips for teachers to motivate them when they perform well.					
6.	Involvement of Teachers in decision making in the school					

### SECTION D: Teacher appraisal.

Please tick the appropriate response as follows;-

1=Strongly Disagree, 2= Disagree, 3=Not sure 4=Agree 5 = Strongly Agree

s/no	Teacher responses	5	4	3	2	1
1.	There is positive relationship between indicating to me the corrective actions and my performance					
2.	Communicating performance expectations to me will have an influence on my performance					
3	Discussing my performance appraisal and giving me feedback will lead to better performance.					
4.	Measuring my actual performance on established standards will have an impact on my performance					
5.	The principal inspects my scheme of work and records of work.					
6.	The Principal encourages me to put extra effort in my work for the success of the school.					
7.	Expected reward (financial and non-financial) will motivate or be the basis of the employee's performance.					

### Section E: Teacher training and Development

Please tick the appropriate response in the table below:

1=Strongly Disagree, 2= Disagree, 3=Not sure 4=Agree 5 = Strongly Agree

SNO	Principal's responses	5	4	3	2	1
1.	My organization has provided me with training opportunities that equip with knowledge and skills required to perform my					

	job					
2.	This organization is committed to train and develop its employee					
3.	This organization provide flexible work arrangement to enable me attend off-job trainings					
4.	Training of employee alone does not make him or her to be more productive					
5.	No relationship between training and development and employee commitment					
6.	This organization is committed to build strong relationship with employees					
7	My organization has provided me with training opportunities that equip with knowledge and skills required to perform my job					

### Section F: Schools' Performance

6. Please tick the appropriate response as follows;-

1=Strongly Disagree, 2= Disagree, 3=Not sure 4=Agree 5 = Strongly Agree

S/NO	Teachers responses	5	4	3	2	1
1	The school performance is above average					
2	The schools' entry behavior is above average					
3	Schools' academic performance is dependent on the employee managerial practices					
4	When supervision regarding teaching and learning is done well, the school seem to perform better					

5	When teachers are motivated by the principal the performance of the school goes up.					
6	There is strong correlation between staff training and the overall performance in the school					
7	When teachers are provided with enough teaching/learning resources the school performance improves					
8	There is setting of academic targets in the school.					

**Thank you for your participation and co-operation.**

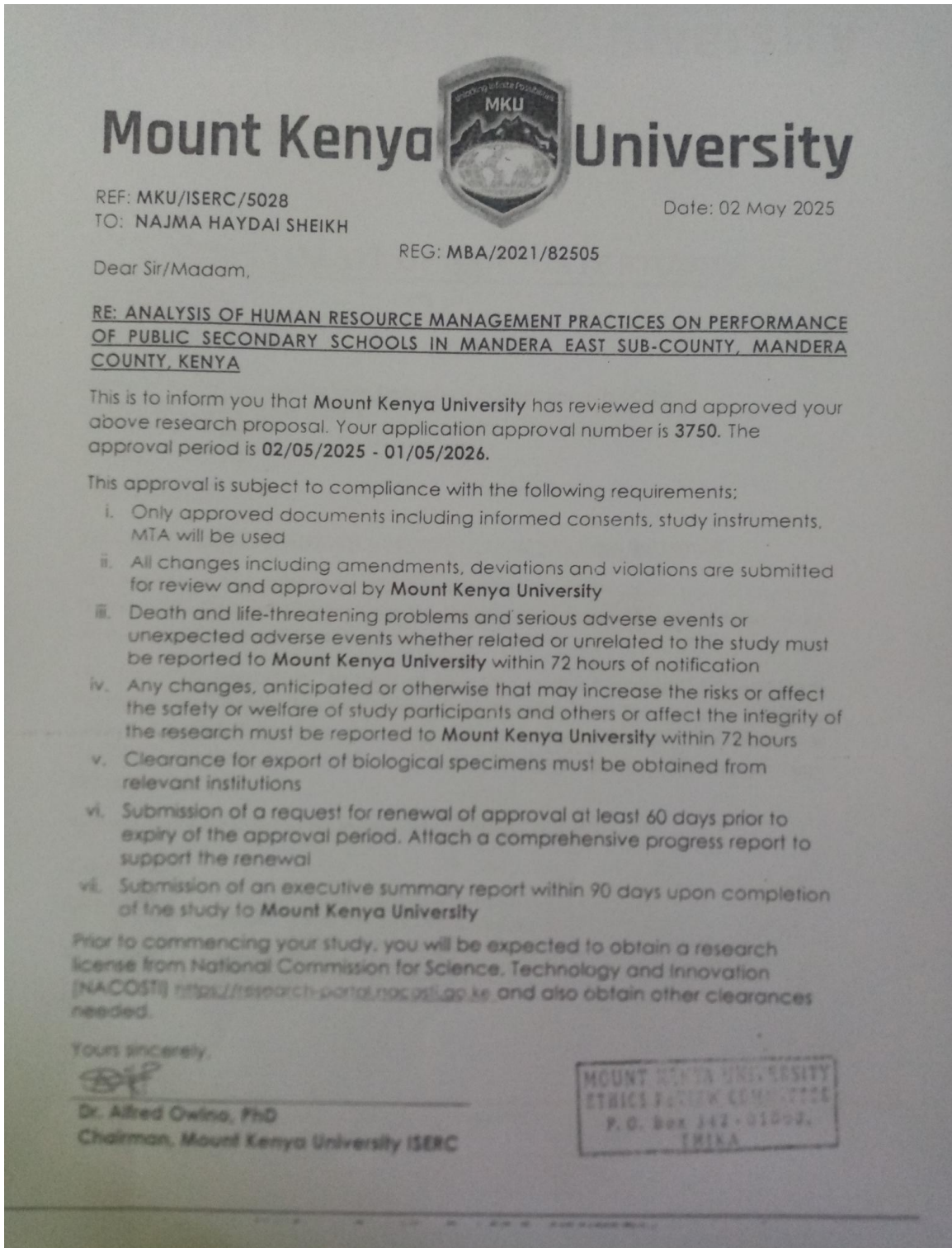


**Appendix III : List of Mandera East Sub-County, Secondary Schools.**

1. Sheikh ali high school
2. Wyam secondary school
- 3.



Appendix III: ERC



Appendix IV: INTRODUCTION LETTER TO NACOSTI

# Mount Kenya University



## DIRECTORATE OF GRADUATE STUDIES

MBA/2021/82505

2<sup>nd</sup> May, 2025

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

Dear Sir/Madam,

RE: NAIMA HAYDAI SHEIKH - REGISTRATION NO. MBA/2021/82505

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 "Analysis of Human Resource Management Practices on Performance of Public Secondary Schools in Mandera East Sub-County, Mandera 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 May, 2025 and July, 2025.

Any assistance accorded to the student will be highly appreciated.


Thank you.

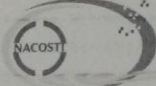
Dr. Samuel M. Karenga, Ph.D.  
Director, Graduate Studies  
Enc.

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: +254 799 153 000  
Email: info@mku.ac.ke, Web: www.mku.ac.ke  
Chartered and ISO 9001 : 2015 Certified  
Unlocking Infinite Possibilities


Appendix V: RESEARCH LICENSE

  
REPUBLIC OF KENYA

  
NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 988907 Date of Issue: 17/May/2025

**RESEARCH LICENSE**

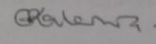


This is to Certify that Miss.. Najma Haydai Sheikh of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Mandera on the topic: ANALYSIS OF HUMAN RESOURCE PRACTICES ON THE PERFORMANCE OF SECONDARY SCHOOLS IN MANDERA EAST MANDERA COUNTY KENYA for the period ending : 17/May/2026.


License No: NACOSTI/P/25/4173705

988907

Applicant Identification Number

  
Deputy Director  
NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY &  
INNOVATION

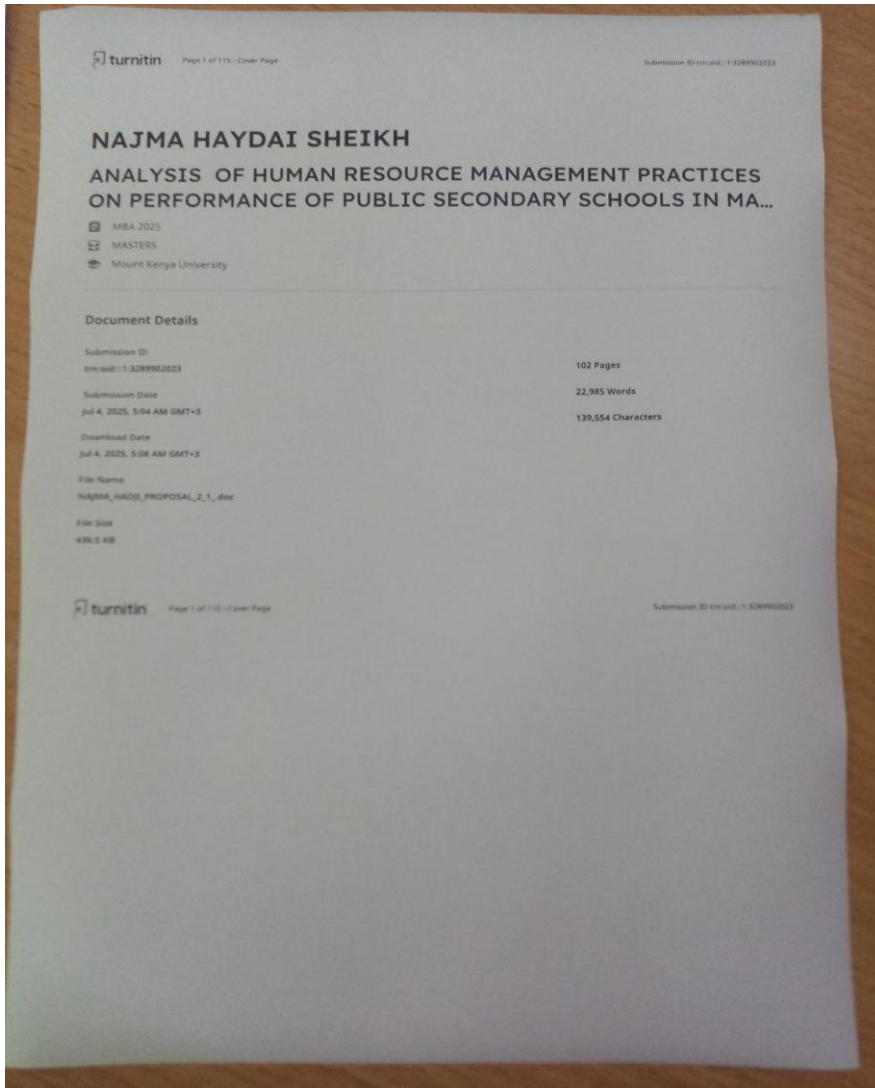
Verification QR Code



NOTE: This is a computer generated License. To verify the authenticity of this document, scan the QR Code using QR scanner application.

*See overleaf for conditions*

## Appendix VI: PLAGIARISM REPORT



## 20% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

### Exclusions

- 1 Excluded Source

### Match Groups

- 40 Not Cited or Quoted 21%  
Matches with neither in-text citation nor quotation marks
- 25 Missing Quotations 1%  
Matches that are still very similar to source material
- 1 Missing Citation 0%  
Matches that have quotation marks, but no in-text citation
- 0 Cited and Quoted 0%  
Matches with in-text citation present, but no quotation marks

### Top Sources

- 20% Internet sources
- 8% Publications
- 12% Submitted works (Student Papers)

### Integrity Flags

#### 0 Integrity Flags for Review

No suspicious text manipulations found.

Our system's algorithms look deeply at a document for any inconsistencies that would set it apart from a normal submission. If we notice something strange, we flag it for you to review.

A flag is not necessarily an indicator of a problem. However, we'd recommend you focus your attention there for further review.