

# INFLUENCE OF HUMAN RESOURCE MANAGEMENT PRACTICES ON PERFORMANCE OF PUBLIC SECONDARY SCHOOL TEACHERS IN LURAMBI SUB- COUNTY

Washikomera Ann Apidi<sup>1\*</sup>, Dr Denis Juma<sup>2</sup>

<sup>1\*</sup>The Corresponding Author is a Master of Science in Human Resource Management Student at the Jomo Kenyatta University of Agriculture and Technology

<sup>2</sup>Dr Denis Juma is a Lecturer at Jomo Kenyatta University of Agriculture and Technology

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**Abstract:** Due to dynamic world and competition, many institutions are striving to use the use human resources management practices to have good performance. The Teachers Service Commission is not left behind. The question is how well the aims are attained with human resource management practices. The study looked at establishing the human resource management practices influence on performance of public secondary teachers' in Lurambi Sub County, Kakamega. This was guided by examining the influence of non-monetary reward systems, appraisal systems, working environment and mentoring on teachers' performance in Lurambi sub-county. The study theories were resource based theory, equity, two factor, Maslow, expectancy and leader member exchange. The study employed descriptive survey research design. The study population was 24 principals and 406 teachers in the Lurambi sub county. A sample size of 196 teachers was selected using stratified and random sampling. Given the literacy of the respondents, a self-administered questionnaire was the main tool to gather firsthand information. This was corroborated by the secondary data. Internal consistency method was used to determined using Cronbach's Alpha and lastly data was analyzed through descriptive statistics using frequencies and percentages. Data was analysed using descriptive and inferential using the SPSS. The findings of the study resulted in an understanding that non-monetary reward systems, performance appraisal, working environment, mentoring have influence on performance of public secondary teachers. The findings of the study indicate human resource practices are important drivers to increase performance. The study may provide TSC with information which can be used in establishing proper policy guidelines concerning HRM Practices for good management of Kenyan teachers. Ministry of Education may to have to rethink on the management of teachers is done with a view to making the necessary changes. It may inform others to use the findings so as to better the way employees in government other sectors are handled. It may provide the foundation upon which other future researches may be done will provide a blue print that will be relevant for implementation by public and private corporations to adopt and use of for effective service delivery in human resource management.

**Keywords:** Human Resource practice, public secondary school, Performnace, Non-Monetary Reward Systems.

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## 1. INTRODUCTION

### Background of the Study

Lin and Lamond (2014), define human resources as people working in a business or organization as a team. In the current world, Human resource practices are used by the organizational leadership as a way of ensuring that they help in the productivity (Shu-Sen Chang, Stuckler, Yip Gunnell, 2013). Chang (2016) agrees with Fredrick Taylor, that HRM practices greatly influence the performance of organizations.

When making the organization plans, employees role should always be recognized and included as highly beneficial to the organizations. In their study (Antwi, 2016) found out functions of Human Resource management (HRM) namely Planning, Training & Development, Recruitment & Selection, Compensation Management, Health & Safety, Performance Appraisal, Employee and Labour Relations.

Organizations face many challenges in today's modern competitive business environment in terms of hiring human resource. To overcome such challenges there is need for a comprehensive human resource management (HRM) practices to help organizations human resources into a valuable resource. Human resource makes many organizations succeed.

According to Khan (2010), implementing of good human resource practice helps in getting better performance hence it shows the human resource practices play globally important role in current dynamic business. Waiganjo Mukulu & Kahiri (2012), Hussain, & Rehman, (2013), Wan-Jing & Tung, (2005); Chang & Huang, (2005) further assert that traditionally performance in many organizations has been conceptualized in terms of financial output or organizations profitability and the non-financial measures such as corporate image, market share, organizational culture and values, and quality of output, (Madhurima, 2007 and Wright, Gardner, Moynihan, Allen, 2005) In conclusion, the study sought to investigate the causal relationship between Employee resourcing and development practices and Employee Performance.

In their study on the selected three HR systems that included skills-enhancing, motivation-enhancing, and opportunity-enhancing—on proximal organizational outcomes, it was found that skill-enhancing practices were more positively related to human capital and less positively related to employee motivation than motivation-enhancing practices and opportunity-enhancing practices (Jiang et al, 2012). Many researches have been carried out to find out whether or not human resource practices have any influence on employee performance. In Pakistan it considered as one of the tools that the help to improve performance. In their study to identify HR practices (Saleemi & Khurshid, 2014), using Performance based Compensation, Merit based Recruitment & Selection; Training & Development and Organizational Commitment in three banks in Lahore, the results showed the practices have a positive relation to performance. The University of Johannesburg, Construction Management and Quantity Surveying Department the authors of a paper on the use of human resource practices to improve productivity and employee performance (Lerato & Clinton) indicated that there is a positive influence on the output and employee performance in the Construction.

The human management process must place an emphasis on goal-setting, measuring results, individual accountability and their linkage to remuneration. Management by results is one of the ways in which human resource can be appraised and evaluated. Management by results focuses on the past and emphasizes on what was not achieved as well as future needs that might arise in the human resource area. If an organization places emphasis on employee engagement, it may promote human resource performance improvement (Gruman & Saks, 2011).

Pakistan a study done by Waqas, Yasir & Muhammad, (2016) on effects of human resource management practices namely; compensation, performance evaluation and promotion on employee performance in private telecom sector organization of Rawalpindi and Islamabad found out a significant and positive association of these three practices with employee performance. A study in Sri Lanka public sector banks revealed that human resource practices such as compensation and social benefits, performance appraisal and training and development were found to be explanatory factors having significant effect on employee retention (Rathnawerera, 2010).

In Nigeria in a study by Adikom, (2018) human resources management practices and job satisfaction of senior secondary school teachers in Rivers State the study found among others that human resources management practices (teamwork, performance appraisal, training and development) jointly significantly predict teachers' job satisfaction. In a study done in Addis Ababa Seyoum, (2011) to evaluate the practices and challenges of human resource management (HRM) in some selected government secondary schools in East Shoa Zone revealed inappropriate planning of teachers and staff, lack of proper recruitment and selection procedures, poor performance appraisal system, absence of facilitating trainings, and high turnover of teachers as critical weaknesses and limitations to function properly

In Kenya in a study by Kitonyi, (2014) on the influence of human resource practices and teacher performance in private ECDE centres in Machakos County established that training and development, employee recognition, work life balance and work place environment had a positive and significant influence on teacher performance on the other hand in a study done by Wangui, (2010) to examine the extent to which human resource management practices were utilized in public

secondary schools with a case study of Kiambu East District in Kenya the study found out that HRM practices such as training, vigorous selection process, compensation, and supervisory support were used little extent. Performance appraisal and employee participation in decision making have been practiced to a very little extent too. Currently Kenya secondary school teachers are underpaid and overworked employees of the Kenyan government. This evidenced by the successive strikes in the recent past and the rising turnover of teachers; an indication of job dissatisfaction (Dorine, 2014) Improving employee performance is something of the interest to all organizations.

### Statement of the Problem

The success or failure of any nation depends largely on the quality of its educational system. This in turns depends on the quality of her teachers. Akinpelu, (2005). According to Lassa (1998), education is the key to national development and only teachers hold the key to it. Trends in globalization have made most organizations to be aware of the fact that without adequate human resources management practices an organization is unable to attract, develop, maintain human resource. According to the international conventions in education worldwide, education is a right of every child. Kenya is a signatory of many such conventions such as the UN convention on child rights and the world Conference on Education (UNESCO, 2002). The role of the teacher is viewed as that of a guide, a facilitator, a leader and a source of knowledge in the learning process. In Pakistan a study done by Waqas , Yasir & Muhammad, (2016) on effects of human resource management practices namely; compensation, performance evaluation and promotion on employee performance in private telecom sector organization of Rawalpindi and Islamabad found out a significant and positive association of these three practices with employee performance. A study in Sri Lanka public sector banks revealed that human resource practices such as compensation and social benefits, performance appraisal and training and development were found to be explanatory factors having significant effect on employee retention (Rathnawerera, 2010).

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**Research Objectives**

i) To examine the influence of non-monetary reward systems on performance of public secondary school teachers in Lurambi Sub- County, Kenya

**Research Hypothesis**

**H0<sub>1</sub>:** Non-monetary reward systems have no significant influence on performance of public secondary school teachers in Lurambi Sub- County, Kenya

**Significance of the Study**

The study results may be invaluable to a number of people namely: the Teachers Service Commission, Ministry of Education (MoE), District Educational Officials, BOM, teachers, head teachers, and other related stakeholders. The MoE officials and district education officials would use the study findings in a number of ways namely: they would have benchmarks for the effective and efficient supervision of their teachers, put in place rewarding, appraisal and motivational systems and work flexibility arrangements and hence improve the quality of teachers and education and subsequently enhance teachers and school performance.

The study is may provide TSC with information which can be used in establishing proper policy guidelines concerning HRM Practices for an efficient and effective management of Kenyan teachers. It may provide the TSC with information for the formulation of ideal training programs and facilities for teachers, effectively determine the teachers that need promotions, guidance and counseling, training and development, transfers, dismissals, demotions among others. This will help the Ministry of Education may to have a fresh look at the way management of teachers is done with a view to making the necessary changes. Policy makers may have to review employment and terms of employment at the Ministry

The findings may help many policy makers to have a look at their policies. It may inform others to use the findings so as to better the way employees in government other sectors are handled. This may provide the foundation upon which other future researches may be done. It will provide data for future references. The study may provide gaps that may be grounds for future studies. It will provide the much needed knowledge in this field

This study will be of importance to a number of actors in the human resource sector. First, it will provide a blue print that will be relevant for implementation by public and private corporations to adopt and use for effective service delivery in human resource management. This study is also significant to policymakers in government and the private sectors as it will give them handy tips in human resource management practices. The study will also be useful to the TSC itself as it will help fast-track the human resource management practices for more efficient service delivery. Similar institutions of TSCs nature within and outside Lurambi Sub-County will find this report useful in providing a roadmap to human resource practices.

**Scope of the Study**

Productivity is an issue of concern often raised in different fora. The perceived benefits of HRM practices are immense considering that HR function cuts across both the private and public sector. This study will focus on the Teachers Service Commission Human Resources Management Practices in Kakamega Central Sub- County. Its main operations are basically HR and so the subject matter of the study is applicable. It will be done within the month of October, 2019. The will focus rewards systems, performance appraisal, and work environment function in Lurambi Sub-County. A descriptive study design will be adopted. There will twenty four secondary schools with a total population of 24 principals, 24 deputy principals and 356 teachers bringing the total population of 404 (Lurambi TSC Sub-County Office, 2019).

**Limitation of the Study**

The study endeavored to get information on influence of HRM practices on performance of public secondary teachers in Lurambi subcounty and therefore foresees the issue of getting first-hand information to be challenging. This was because the respondents may feel they are exposing their practices to competitors. The researcher overcame this challenge by showing the importance of research and building rapport with respondents. The researcher was limited and hampered by scarcity of data and lack of current research studies with respect to public secondary schools teachers on performance. The researcher intended to overcome this challenge by comparing studies in different countries and inferring to the

various research findings. The research study was limited in that most studies done on HRM practices on performance concern the industrial settings, therefore the data collected was generalized. Another limitation foreseen is financial and time constraints. The study required good amount of money, and this may not be readily available. The researcher tried to mobilize resources for the success and handle public secondary school of the same region the same day exhaustively since he will be working and cannot be out of school for long. The study was delimited on focus and scope. The reason behind the focus on the industry is due to its newness and uniqueness. In addition, the industry had not been researched extensively. In terms of geographical coverage, the study focused on Lurambi subcounty in Kakamega County although Kenya has other counties which may have public secondary schools worth studying. However, geographical coverage chosen helped the study in analyzing trends that could be generalized to other counties

## 2. LITERATURE REVIEW

### Theoretical Review

There are many theories on HRM, but this study will employ Reinforcement Theory, Resource-Based Maslows hierarchy of Needs Goal setting theory, Management by objectives, Two-Factor theory by Herzberg, Expectancy theory, Equity theory, Leader Member Exchange Theory (LMX). According to Skinner (1953) reinforcement theory, the performance of employees increase with increase in incentives and rewards. In his conclusion, employees who are rewarded increase their performance. According to Maslows theory on hierarchy of needs, when employees needs are met, their performance automatically improves. Rewards are the only and best way of meeting employees needs.

### Equity Theory

This theory was advanced by Adams (1963) who stated that a major input into job performance and satisfaction is the degree of equity or inequity that people perceive in their work station. Inequity occurs when a person perceives the ratio of his/her outcomes to inputs are unequal on the man's side of the exchange. Inputs include education, intelligence, and experience training skills, seniority, gender and social status. The efforts expended on the jobs outcomes expected consists job security, salary, Employee benefits, Recognition, Praise, Responsibility. Individual motivation is based on what he/she considers to be fair when compared to others Redmond (2010). The presence of inequity in a person's job creates tension that is proportional to the magnitude of inequity perceived. Gino & Pierce (2009) point out that inequity could lead to undesirable employee behavior such as low inputs, absenteeism, turnover, taking long breaks, reluctance, an agitating for increased salary and promotion. Liu, Yang & Nauta's (2013) points out that the relationship held between supervisors and employees must have equity in order to succeed and maintain perceived justice. This theory is relevant to the study because it covers both hygiene and motivator factors of the working environment where remuneration is one of the major concerns. The Adams Equity theory of motivation states that positive outcomes and high levels of motivation can be expected only when employees perceive their fair treatment. Equity theory focuses on determining whether the distribution of resources is fair to both rational partners. Equity theory is measured by comparing the ratios of contribution and benefits of each person within the relationship. Equity theory is relevant to head teachers and teachers. When the head teacher and teachers are overworked, underpaid quit teaching to look other jobs that pay better.

Equity theory by Stacy Adams (1963) tries to explain how perceptions of fairness/unfairness in resource distributions amongst people. It relates employee satisfaction performance appraisal equity or fairness in an organization. According to Adams (1965) employees wish to maintain equity between their inputs and outputs of other in a job. According to Griffin and Moorhead (2012), employees wish to be treated with fairness and their perception is premised on comparing themselves with other in the organization. They will compare he amount of salary and rewards received with those of comparable organizations. What they find may motivate or demotivate them (Pride et al.,2012; Griffin & Moorhead, 2012).

### Empirical Review

This involved the review of various studies relating the specific objectives under the study namely nonmonetary incentives, performance appraisal, work environment and mentoring programs..

### Non- Monetary Rewards

According to Sarvadi (2010) rewards should directed towards making compensation, providing benefits, appreciating and recognizing employees.



In her article Aziri (2019) presents literature on worker motivation incentives and evaluates their impact on organizational productivity. The article expressly highlights the result of incentives on different components that influence structure productivity. A chemical analysis of literature was employed to consolidate literature that advised the study. The findings indicate that incentivizing the organization's activities undertaken by human resources helps in rising structure productivity. The results showed that incentives increase productivity by enhancing the subsequent elements; worker work performance, worker engagement, innovation and creativeness, organizational commitment and job satisfaction. This finding can give helpful insights to organizations in planning incentive schemes and analysing their functions and general impact.

Daniel (2019) investigated the results of incentives on employee productivity. The study had the following objectives: the link between incentive and productivity of employee in organisations, to determine the influence of worker productivity incentives on employee productivity within the organization, to analyze the link between incentive and worker productivity in organizations in African nation. to realize these goals, a form was designed supported the objectives. the finished questionnaires were processed and analyzed exploitation Pearson Product Moment parametric statistic. The findings of this study unconcealed that there was a positive relationship between incentives and productivity, aboard financial incentives, another key factor in motivating staff is to involve them within the method aimed toward attaining structure effectiveness because while not their co-operation the organization cannot perform. The study recommends the institution of a unit to appear at problems with incentives which will enhance productivity

Waiyaki (2019) looked at the impact of motivation on the performance of staff victimization the case of Pam Golding Properties, Nairobi. In the study, motivation plays associate integral role all told organizations, whether or not personal or public. So as for organizations to achieve their objectives, they have to inspire their staff to figure towards them. It is easier for a company to attain its goals once its staff are impelled towards their personal, skilled and structure objectives. According to the study it's necessary for organizations to establish psychological feature programs that improve motivation and consequently, performance of both the organization and therefore the individual worker. The study was guided by the subsequent research queries (i) what's the impact of psychological feature goal-setting on performance of employees? (ii) what's the impact of monetary incentives on worker performance? (iii) How do recognition and reward programs have an effect on performance? A descriptive analysis style was adopted with Pam Golding Properties being the main focus organization. The population of the study comprised of all the staff of Pam Golding Properties in national capital. The study public and sampling frame comprised of a listing of all representatives that worked at Pam Golding Properties in national capital and was gotten from the Human Resources department. The census technique was employed in the study to pick out the respondents from the list of staff provided by the human resource department so as to capture the complete population, thus, the sample size of the study was fifty. The data collecting instrument that was used was a made-to-order structured form developed by the man of science, notably for this study. The form created use of a five-point Likert scale to rate the importance of varied psychological feature factors. The analysis was analyzed using Statistical Package for Social Scientists (SPSS) version twenty four. The study disclosed that the management of Pam Golding Properties part used motivational goal-setting to inspire their staff. The management allowed the employees to be concerned once setting goals, though they didn't notice them difficult or difficult in any respect, despite them being specific. The study additionally showed that there was an absence of regular coaching and development for the staff to enhance their key skills and knowledge and this is often a region that ought to be addressed . in addition, there was no mentorship program for workers either throughout on-boarding or to attain their goals and vi this would be greatly helpful to them. Therefore, the management ought to re-structure the goals they supply and implement mentorship and coaching programs. The study finished that the staff at Pam Golding Properties were extremely discontent with the financial package provided by the organization. The study showed that the pay received and therefore the advantages package wasn't viewed by the staff as being competitive when compared to alternative land organizations. The study finished that money was a highly motivating issue for the staff and management ought to consider increasing the monetary and advantages package they furnish. The study finished that the corporate part used recognition and reward programs however they weren't effective in motivating staff to perform. the present recognition and reward programs were perceived by the staff as being inequitable and unfair, thereby making them ineffective in motivating the staff. Therefore, the study recommends that management re-evaluates and re-engineers the present recognition and reward program and therefore modification the perception of the staff regarding it.

In an exploratory of non-monetary rewards in terms of the worker selections and structure practices Sonawane (2008) describes the development and discusses the views of workers. The study compared the approaches of Indian and foreign multinationals within the FMCG sector. Seven tips of recognition programmes were created together with characteristic the longer term analysis potentialities.

Ndung'u (2017) analyzed the consequences of reward and recognition on worker job performance in Kenyatta University. He assessed the link between alternative factors touching performance (working atmosphere and leadership styles) and performance was conjointly explored with the assistance of responses collected from staff operating in Kenyatta University, Nairobi. A descriptive analysis style was utilized in the investigation of the results of rewards and recognition on Kenyatta University employees performance. Stratified sampling and purposive random sampling were utilized in sampling style.

Ngatia (2014) objectively assessed the influence of recognition, career development, worker independence and versatile schedules on employee performance in Muranga water and sanitation company, Murangâ County. The study used descriptive survey analysis style by victimization quantitative further as qualitative research methods. The target population, comprising of three prime managers, twenty one middle level staff and sixty three lower level staff from Murangâ Water and Sanitation Company was eighty seven. This study used a census survey methodology of choosing the sample size, a sampling methodology that targets all the respondents indicated within the study population resulted to eighty seven respondents. Data was from first hand sources, by the researcher in person. Analysis was by qualitative content analysis for open-ended questions, quantitatively using frequency tables, charts and percentages. This study showed that non-monetary rewards may not to improve worker performance. This study discovered that there's a powerful relationship between worker independence and performance. Also, the study discovered that recognition has a vital impact on employee satisfaction and productivity, which staff attach nice worth to recognition as a part of rewards. Additionally, the study discovered that a high level of level of structure effectiveness is achieved once organizations adopt career development as some way of boosting worker performance to an excellent extent. Finally, the study discovered that versatile operating schedules render staff nice flexibility in however their jobs are done, making sensible morale will facilitate keep stress at low levels, and so employees aren't solely happier however healthier, result in improved productivity. Recognition impacts strongly on employee satisfaction and productivity, career development boosts performance to a great extent. Versatile operating schedules render staff flexibility, enhancing morale and reducing stress, improving employee health, resulting to improved productivity. It is recommended that organizations minimize financial rewards like bonuses, maximizing non-monetary rewards such as recognizing, allowing independence, providing versatile operating schedules and promoting career development.

When employees are recognized, they will not only like their work but also the whole employment environment (Shore and Shore, 2010). Recognition creates commitment to the course of the organizations objectives.

If bank employees are neither satisfied nor committed, the effect is felt by the customers (Goodwin and Gremler 2012). Whether employers pay the money used by employees to get more training and education, making them ready for more responsibilities, the employees are more likely to stay with their employer (Matt, 2014). The employer bonds the employee for a certain period of time within which the employee will not leave due to the repercussions (Jensen, 2017). Providing employees with freedom on the working time makes the more productive (Eichner, 2016).

A study on influence of incentives and rewards on teachers work performance in Mbeya, Tanzania by Musisi (2016) interviewed one regional education officer, 3 didtrict officers, 4 school head teacher and 2 administrative officers. The study found that teacher salary level and incremnt, recognition, provision of good and quality accomodation facilities improved performance. Rewards and incentives hence affected performance.

### **Human Resource Management Practices and Teacher Performance**

In an attempt to define HRM, Armstrong (2001) emphasized that it is people working in an organization who individually and collectively contribute to the achievement of its objectives. The human resource (HR) is a living and active input that operates the other factors of production. It is people who create organizations and make them survive and prosper. Hence, their special management cannot be neglected as other components of the organization are likely to suffer. Without people, organizations could not function. Yet people also need the organizations so that they can maintain their living

standards, by working in these organizations. Jackson (2009) explained that, employees work in exchange for compensation. Hence there is a symbiotic relationship between organizations and employees who work in them.

Human resources management practices describe the way in which managers set about achieving results through people. It is how managers behave as team leaders and how they exercise authority. Managers can be autocratic or democratic, tough or soft, demanding or easy going, directive or laissez-faire, distant or accessible, destructive or supporting, task oriented or people oriented, rigid or flexible, considerate or unfeeling, friendly or cold, keyed-up or relaxed. How people behave will depend partly on their natural inclination, partly on the example given to them by their manager, and partly on the norms, values and climate of the organization. Human resources management is a strategic and coherent approach to the management of organisations' most valued asset; the people working there who individually and collectively contribute to the achievement of its goals. As defined by Storey (1995):

Human resource management is a distinctive approach to employment management which seeks to obtain competitive advantage through the strategic deployment of a highly committed and skilled workforce, using an array of cultural, structural and personnel techniques. It is clear that human resources management is an important part of today's business management. Barasa J.M (2004) asserts that all organizations, schools being no exception cannot do without human and material resources. These resources complement each other in organization development and must be managed.

Pfeffer (1998) suggested a number of human resource management practices, termed as best practices, which he believed could improve organizational performance. These are namely; selective hiring, extensive training, employment security, diffusion of information, team working, reduction of status differences, performance related and incentive pay. Guest (2002) argues that a relationship exists between the use of appropriate human resources management practices and positive employee attitudes among them job satisfaction and commitment. He further claims that these practices equip employees and enable them to function autonomously and responsibly.

### Conceptual Framework

It is a tool that is used to give an analysis of the relationships between the independent and dependent variables. It gives a graphical representation of the research ideas so that they can be easily understood and remembered. Again it is a theoretical structure of assumptions, principles, and rules that holds together the ideas comprising a broad concept. Conceptual framework shows the relationships of the different constructs that the researcher wants to investigate; demonstrate an understanding of what variable influences. According to Eisenhart and Borko (2007) clearly illustrate the relationships among the variables. The adopted ideas are then used as guides to collecting data in a particular study or the ways in which the data from a particular study would be analyzed and explained. They add that it makes it easy to visualize concepts chosen for investigation or interpretation and any anticipated relationships among them will be appropriate and useful, given the research problem under investigation.

HRM practices are the independent variables. Reward management systems, performance appraisal practices and Motivational practices are the dependent variables. The conceptual framework in Figure 2.1 shows the relationship between the independent and dependent.

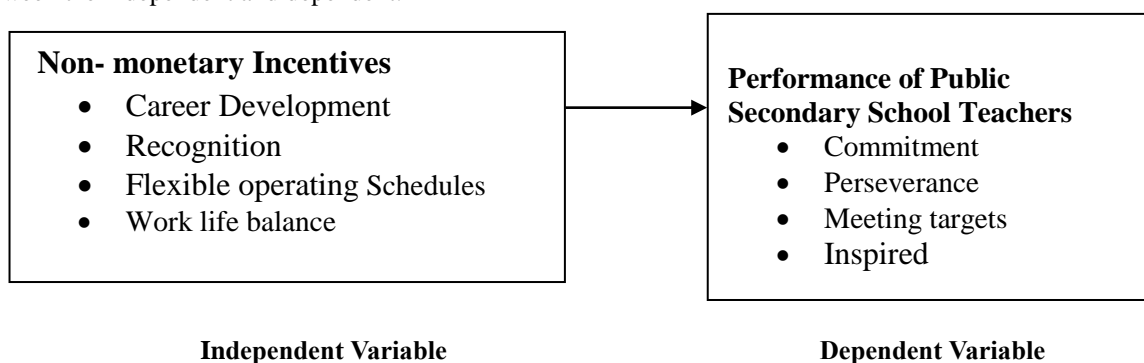


Figure 2.1: Conceptual Framework.



### 3. RESEARCH METHODOLOGY

#### Research design

This study used a descriptive survey study design. This study involves intensive study of a relatively small number of cases. In this method, much emphasis was on obtaining a complete description and understanding of factors in each case, regardless of the number involved. It could be used significantly, particularly when one is seeking help on a problem in which interrelationships of number of factors are involved, and in which it is difficult to understand the individual factors without considering them in their relationships with each other.

#### Target Population

The target population according to Mugenda and Mugenda (2003) is a part of the population drawn from the entire or universe. Population is the entire set of units for which the study data are to be used to make inferences (Kothari, 2004). In this study, there are twenty four secondary schools with a total population of 24 principals, 24 deputy principals and 355 teachers bringing the total population of 404 (Lurambi TSC Sub-County Office, 2019).

#### Sampling Frame

According to Mugenda (2008) sampling frame is all the items of analysis. They may be people, households etc. There are 24 schools that have principals, 24 deputy principals 356 teachers bringing the total of 404. It is based on the fact and assumption that the respondents are well versed on the subject that is under study.

#### Sample Size and Sampling technique

According Wisker (2001) a sample is a group that has been selected for the sake of carrying out a research. Kothari, (2010) asserts that a sample size is a definite plan for obtaining a sample from the sampling frame. It is a small part of the population that of some members are selected or chosen from. Conclusion is deduced from the sample (Sekaran, 2003). Respondents are chosen from the population (Cooper and Schindler, 2007). According to Saunders, Lewis Thornhill (2010) is literarily represents the population. A formula by Bryman and Bell (2008) was used to get determine the sample. According to Kamande (2018)

$$n = \frac{Z^2 \times P \times Q \times \frac{N}{Z^2(N-1) + Z^2 \times P \times Q}}{Z^2 \times P \times Q}$$

Where **n**: is the sample size.

**N**: is the total population; **Z** is the value of confidence limit; **E**= Error margin or accuracy which is equal 5; **P**= is the population of respondent who will respond positive to the question; **Q**= is the population of the respondent who will have negative view (1-100) =50. If it is not even then I can use the 50/50% which is 0.5 at 95% level of confidence **Z**= **1.96**

$$n = 1.96^2 \times 50 \times 50 \times \frac{404}{5^2(403-1) + 1.96^2 \times 50 \times 50} = 196$$

**Table 3.1: Sample Size**

Strata	Population	Sample	Percentage of the Sample
Principals	24	12	11.1
Deputy Principals	24	12	11.1
Teachers	356	172	77.8
Total	404	196	100

#### Sampling Technique

A random sample was useful to enable both a quantitative and qualitative process of research to be undertaken (Cohen & Manion, 2007). The advantage in simple random sampling is that it will ensure the inclusion of all the members of the population

### Research Instruments

Questionnaires was used to collect data from the respondents. These research instruments will contain questions corresponding to the research questions a per the variables of the study that includes reward, performance appraisal and work environment. The employment of these tools will enhance validity and reliability. Structured questionnaires was administered to ensure that the questions are relevant and in line with objectives of the study. The researcher will develop Open and close-ended questions to get both qualitative and quantitative data. Research Supervisors were instrumental in the development of the questionnaires. The respondents were given the questionnaires by researcher personally. Permission from Sub- County Director of the teachers service commission, Lurambi, was obtained

### Data Collection Procedure

A permission to carry out the study was sought. The researcher informed the education office of the timetable to collect data. The researcher ensured that she has a letter of introduction which was be given to all the principals whose schools would have been selected for the study. The questionnaires was given to the school principals, deputy principals and randomly sampled teachers. The filled in questionnaires were collected on the evening of the same day that they were issued. The questionnaires were administered using a drop and pick later method. This technique gave the respondents ample time to respond to the questions being asked in the instrument.

### Pilot test

A pilot study tries out the research tools on respondents who would be eligible to take part in the main study. The results helped to determine whether or not there was need to correct/ improve on the questionnaires. The questionnaire was pilot tested with 21 respondents i.e 4 principals, 4 deputy principal and 13 teachers from the neighbouring Malava Sub-County. Problems that may arise during pilot testing of data collection instruments which was resolved through adjustment before administering it on the whole study sample.

### Reliability

Reliability of an instrument being the consistency of an instrument in measuring what it is intended to measure was established by first ensuring internal constancy approach followed by carrying out a pilot study. A questionnaire is considered reliable if the Cronbach's Alpha coefficient is greater than 0.70 (Katou, 2008). The four independent variables (non-monetary reward systems, psychological violence, performance appraisal, work environment and mentoring) and the dependent variable (performance of public secondary school teachers) were subjected to reliability test using SPSS and the results obtained are shown in Table 4.1. 20 participants was used in the pilot study. The results indicated that all the variables obtained had Cronbach's Alpha greater than 0.7 thereby achieving the recommended 0.7 for internal consistence of data (Mugenda & Mugenda, 2008).

**Table 4.1: Reliability Test**

Variable	Cronbach alpha
Performance of Teachers	.931
Non-monetary incentives	.862

Data validity is the degree to which a test measures that which it is supposed to measure (Porter, 2010). Mugenda and Mugenda (2008) define validity as the degree to which the research results obtained from the analysis of the data represent the phenomenon under study. According to Table 4.2 Kaiser –Meyer -Olkin measure of sampling adequately indicated KMO value of greater than 0.5 meaning thereby that the sample size was good enough to treat the sampling data as normally distributed. Bartlett's test sphericity which tested the null hypothesis item to item correlation matrix based on the responses received from respondents for all the effective variables was an identity matrix". The Bartlett's test was evaluated through chi-square test having as shown in Table 4.2 for the entire variables and were all significant at 0.000 level of significant, indicating that null hypothesis is rejected.

**Table 4.2: Test for Validity**

Factors	KMO test	Barlett's test of sphericity		
		Chi-Square	Df	Sig.
Teachers performance	0.904	271.50	4	0.001
Non-monetary incentives	0.816	276.48	4	0.003

### Data processing and analysis

In this study descriptive statistics was used to present the situation as is on the ground. Later, inferential statistics was used to make conclusions about the study. The filled questionnaires were examined thoroughly by the researcher. They were coded and appropriately organized for analysis. The organization entailed data conversion into frequencies, while others were converted into percentages. Analysis was in conformity with the research questions and variables of the study: non monetary reward system, performance appraisal, work environment and mentoring.

The regression model that was used in the study is shown below:

$$y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where; Y= Public secondary teachers performance in Lurambi County, Kenya

$\alpha$  =constant

$\beta_1 \dots \dots \beta_3$  = parameter estimates

$X_1$  = Non Monetary Reward System

$X_2$  = Performance Appraisal

$X_3$  = Work Environment

$X_4$  = Mentoring

$\varepsilon$  is the error of prediction.

## 4. RESEARCH FINDINGS AND DISCUSSIONS

### Response Rate

The Table 4.3 shows the distribution and return rate of the respondents of this study.

**Table 4.3: Questionnaires Response and Return Rate**

Target Category	Number Targeted	Number Responded	Response Rate
Female	98	97	54%
Male	78	78	45%
<b>Total</b>	<b>176</b>	<b>175</b>	<b>99%</b>

Out of the 176 questionnaires that were issued to both male and female respondents, 175 of the Questionnaires were correctly filled and returned. This represented a response rate of 99%, out of the 176 questionnaires, one was incorrectly filled hence disqualified which represented 1 (0.5%) of the total Questionnaires which were issued. According to Idrus & Newman (2002) if the response is above 50% it is adequate hence need for the study.

### Background Information

This is basically the information on the population in this study. It is the demographic characteristics of the sampled population. This section analyzed gender issues, age of the respondents, education, duration of service and the position of the respondent.

### Analysis of Gender of the Respondents

The study sought to establish the gender of the respondents, the gender of the respondents was important in order to find out the gender inclusion into the study for favorable interpretations of the findings. Table 4.4 shows the data on the gender of the respondents who were considered in this study.

**Table 4.4: Gender of the Respondents**

Gender	Frequency	Percentage
Female	97	56%
Male	78	44%
<b>Total</b>	<b>175</b>	<b>100</b>

The finding on the gender of the respondents reveals that majority 97 (56%) of the respondents were female while 78 (44%) of the respondents were male, the findings therefore implies that most of the teacher respondents were female, implying that female employees number were above that of male TSC employees in the sampled population.

### Analysis of Age Bracket of the Respondents

The study sought to find out the distribution of the respondents according to the age bracket, Table 4.5 shows the data on the age bracket of the respondents.

**Table 4.5: Age Bracket of the Respondents**

Age Bracket	Frequency	Percentage
Below 25 years	42	24
25-30 years	46	26.2
30-35 years	33	18.8
35-45 years	32	18.2
Above 45 years	22	12.8
<b>TOTAL</b>	<b>175</b>	<b>100%</b>

From the data collected, the findings revealed that majority 46 (26.2%) of the respondents were aged (25-30) years, 42 (24%) of the respondents were aged below 25 years, 33 (18.2%) of the respondents were aged between (35-45) years, 33 (18.8%) were aged between (30-35) years, while 23 (12.8%) were aged 45 years and above. The findings implied that majority of the responded were composed of youths of age between (25-30) years.

### Distribution According to Academic Qualifications

The study sought to ascertain the education level of the respondents, the data collected was presented in Table 4.6.

**Table 4.6: Academic Qualifications**

Academic Qualifications	Frequency	Percentage
Diploma	18	10
Masters Level	32	18.2
Degree Level	114	65.1
Doctorate/PhD Level	14	8
<b>Total</b>	<b>175</b>	<b>100</b>

From the findings the majority 114(65.1%) of the respondents had attained Degree level education, 32 (18.2%) had attained Masters Level, 14 (8%) had attained Doctorate/PhD Level, while 18 (10%) of the respondents had attained Diploma Level. the findings therefore implied that majority 157 (90%) of the respondents had attained at least University education.

#### 4.4.4 Distribution According to the Duration of Service.

The study sought to find out the distribution of the respondents according to the duration of service, the data collected were presented in the Table 4.7.

**Table 4.7: Duration of Service**

Duration of Service	Frequency	Percentage
Less Than 5years	30	17
6-10years	39	22
11-15years	49	28
16-20years	28	16
More than 21years	26	15
<b>TOTAL</b>	<b>175</b>	<b>100%</b>

From the data collected, the findings revealed that majority 49 (28%) of the respondents had served between (11-15) years, 30 (17%) of the respondents had served for less than 5 years, 39 (22%) of the respondents had served between (6-10) years, 28 (16%) of the respondents had served between (16-20) years, 26 (15%) of the respondents had served for more than 21 years. The study findings therefore imply that majority of the teacher TSC respondents had been in service for between 11-15years.

#### Distribution According to the Leadership Position

The study sought to ascertain the leadership position of the respondents. The table 4.8 shows the results

**Table 4.8: Leadership position**

Leadership Position	Frequency	Percentage
Head teacher	10	5
Deputy Head teacher	10	5
Teacher	155	90
<b>TOTAL</b>	<b>175</b>	<b>100%</b>

From the data collected, the findings revealed that 10 (5%) of the respondents were head teachers, equally 10(5%) were deputy head teachers while 155(90%) were teachers of the respective subjects.

#### Descriptive Statistics of the Variables

**Table 4.9: Descriptive Statistics Responses on Non-Monetary Incentives**

	N	SD (%)	D (%)	U (%)	A (%)	SA (%)	Mean	Std. Dev.	Max	Min
Do public secondary school teachers career development influence their performance	175	4 (2.1)	21 (12.1)	38 (21.8)	73 (41.9)	39 (22.1)	4.24	1.207	5	1
Public secondary teacher's recognition influence performance	175	18 (10.0)	22 (12.8)	47 (26.6)	59 (33.9)	29 (16.6)	4.02	1.192	5	1
Flexible operating schedules influences secondary teacher's performance	175	21 (11.8)	22 (12.5)	47 (26.6)	62 (35.6)	24 (13.5)	3.91	1.192	5	1
Balancing of teachers work and life helps to improve secondary teacher's performance	175	16 (9.3)	24 (13.5)	49 (28.0)	62 (35.3)	24 (13.8)	4.14	1.151	5	1
Job related advancement opportunities will increase secondary teachers performance	175	19 (11.1)	19 (10.7)	32 (18.0)	50 (28.4)	56 (31.8)	4.15	1.164	5	1

Do public secondary school teachers career development influence their performance (mean = 4.24; Std dev= 1.270) Public secondary teacher's recognition influence performance (mean = 4.02; Std dev= 1.192) Flexible operating schedules influences secondary teacher's performance(mean = 3.91; Std dev= 1.192) Balancing of teachers work and life helps to



improve secondary teacher's performance (mean = 4.14; Std dev= 1.151) Job related advancement opportunities will increase secondary teacher's performance (mean = 4.15; Std dev= 1.164).

### Inferential Statistics Analysis

#### Correlation between Non-Monetary Incentives and Performance of Public Secondary Teachers.

##### Correlation Analysis

The results of correlation analysis are as shown in Table 4.9. The findings indicated that there was a strong positive and significant relationship between non-monetary incentives and performance of teachers . This is depicted by a Pearson correlation coefficient  $r=0.716$ ,  $p\text{-value} = 0.002 < 0.05$  which was significant at 0.05 level of significance. This implies that increased non-monetary incentives results in increase of teachers' performance.

**Table 4.10: Correlation Analysis of the Study Variables**

Correlations		Teachers performance	Non-monetary incentives	Performance appraisal practices	Mentoring programs	Work environment
Teachers performance	Pearson Correlation	1				
	Sig. (1-tailed)					
Non-monetary incentives	Pearson Correlation	.716	1			
	Sig. (1-tailed)	.002				
Performance appraisal practices	Pearson Correlation	.226*	.100*	1		
	Sig. (1-tailed)	.000	.036			
Mentoring programs	Pearson Correlation	.057*	.006	-.359*	1	
	Sig. (1-tailed)	.001	.456	.000		
Work environment	Pearson Correlation	.452*	.271.*	.009	.021	1
	Sig. (1-tailed)	.008	.282	.302	.017	
	N	175	175	175	175	175

\*. Correlation is significant at the 0.05 level (1-tailed).

There was negative significant relationship between performance appraisal practices and teacher's performance with a Pearson correlation coefficient  $r=0.226$ ,  $p\text{-value}=0.000 < 0.05$  which was significant at 0.05 level of significance. This implies that increased performance appraisal practices result in an increase of teacher's performance. The results indicated that there was positive significant relationship between mentoring programs and teachers' performance. This is depicted by a Pearson correlation coefficient  $r=0.057$ ,  $p\text{-value} = 0.001 < 0.05$  which was significant at 0.05 level of significance. This implies that increase in mentoring programs results in an increase in teachers' performance. There was positive and significant relationship between work environment and teachers performance with a Pearson correlation coefficient  $r=0.452$ ,  $p\text{-value}=0.008 < 0.05$  which was significant at 0.05 level of significance. This implies that increased work environment results in an increase of teachers' performance.

### Testing Hypothesis

This section of the research provides information about testing of the research hypotheses.

#### Hypothesis 1: Non-monetary Reward Systems and Teachers Performance

$H_{01}$  Non-monetary reward systems have no significant influence on performance of public secondary teachers in Lurambi Sub- County.

**Table 4.11: Model Summary of Non-monetary Reward System**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.516 <sup>a</sup>	.331	.337	2.03507

From the study findings in Table 4.11, the value of R-square is 0.331. This implies that, 33.1% of variation of performance of public secondary teachers in Lurambi Sub-County was explained by non-monetary reward systems.

**Table 4.12: ANOVA Test on Non-monetary Reward Systems**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4320.7741	1	4320.741	170.431	.002 <sup>b</sup>
	Residual	5704.176	174	25.352		
	Total	10024.916	175			

a. Dependent Variable: Teachers' performance

b. Predictors: (Constant), Non-monetary reward systems

From the findings in Table 4.12, at 0.05 level of significance the ANOVA test indicated that in this model the independent variable namely; non-monetary reward systems are important in predicting of performance of public secondary teachers as indicated by significance value=0.002 which is less than 0.05 level of significance ( $p=0.002 < 0.05$ ).

**Table 4.13: Coefficients Model of Non-Monetary Reward Systems**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.476	.712		6.285	.000
	Non-monetary reward systems	0.510	.026	.910	19.927	.002

a. Dependent Variable: Teachers' performance

From Table 4.13, the study findings revealed that Non-monetary reward systems had significant influence on performance of public secondary teachers in Lurambi Sub- County ( $t$ -statistic=19.927,  $p$ -value=0.002<0.05). Therefore, at 5% level of significance the null hypothesis was rejected, indicating that Non-monetary reward systems have no significant influence on performance of public secondary teachers in Lurambi Sub- County. Thus, for every unit increase in non-monetary reward systems there was a corresponding increase of in performance of public secondary teachers Lurambi Sub- County by 0.510.

**Table 4.14: ANOVA Table Multiple Linear Regression for all the Variables**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	5826.804	4	1456.701	33.122	.021 <sup>a</sup>
	Residual	13721.669	171	43.980		
	Total	19548.473	175			

a. Predictors: (Constant), Non-monetary incentives, performance appraisal practices, work environment, and mentoring

b. Dependent Variable: teachers' performance

The ANOVA test is used to determine whether the model is important in predicting the performance of public secondary teachers in Lurambi Sub-County. At 0.05 level of significance the ANOVA test indicated that in this model the independent variables namely; Non-monetary incentives, performance appraisal practices, work environment, and mentoring were predictors of performance of public secondary teachers in Lurambi Sub-County as indicated by significance value=0.021 which is less than 0.05 level of significance ( $p=0.021<0.05$ ).

Table 4.15: Model Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	13.296	2.218		5.994	.002
Non-monetary incentives	0.211	.065	.229	3.229	.017
Performance appraisal practices	0.338	.083	.071	.943	.001
Work environment	0.198	.102	.156	1.944	.002
Mentoring programs	0.012	.066	.377	5.008	.048

a. Dependent Variable: Teachers' performance

Letting Y be employees' performance,  $X_1$  be non-monetary incentives,  $X_2$  be performance appraisal practices,  $X_3$  work environment, and  $X_4$  be mentoring, using the regression coefficients in Table 4.27, we have;

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4$$

$$Y = 13.296 + 0.211 X_1 + 0.338 X_2 + 0.198 X_3 + 0.012 X_4$$

From the equation above when non-monetary incentives is increased by one unit teachers performance will increase by 0.211, a unit increase in performance appraisal practices will result to 0.338 increase in performance of public secondary school teachers, a unit increase in work environment will result to 0.198 increase in performance of public secondary school teachers, and finally a unit increase in mentoring will result to 0.012 increase in performance of public secondary school teachers in Lurambi Sub-County.

## 5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The main objective of the research was to find out the human resource practices on public secondary teachers performance in Lurambi sub county of Kakamega County

### Summary of the Findings

This section presents a summary of both descriptive and inferential statistical findings. The summary captures the key results and interpretations on non-reward systems, performance appraisal, work environment and mentoring influences on public secondary teacher's performance in Lurambi Sub county of Kakamega County.

### Non-Monetary Reward Systems on Public Secondary Teachers Performance

In view of the results, non-monetary reward system was found the value of R-square of zero point three-three one. This indicates thirty-three point one percent of variation of human resource performance of secondary teachers were explained by non-monetary reward systems. At five percent level of significance the ANOVA test indicated that in the model the independent variable non-monetary reward systems is important in predicting of performance of teachers in public secondary schools in Lurambi subcounty in Kakamega County as indicated by significance p-value which is less than level of significance.

### Conclusions of the study

Human resource practices on performance in public secondary teachers was studied in terms of non-monetary reward systems, performance appraisal, working environment, mentoring and their influence on performance of public secondary

teachers. The findings of the study resulted in an understanding that non-monetary reward systems, performance appraisal, working environment, mentoring have influence on performance of public secondary teachers. The findings of the study indicate human resource practices are important drivers to increase performance. In particular, organizations need to enhance and manage their human resource practices for them to survive. Although some organizations have realized the importance of implementing human resource practices, often they exactly not understand what to implement for long-term benefits which is a result of lack of understanding of what constitutes a clear set of human resource practices.

The findings of this study have a number of significant implications for school heads. First, school heads can use the results to assess what decision-making processes on which is right human resource practice to apply improve performance of public secondary teachers. It also provides public secondary heads with an indication on areas that requires more concentration to support performance. The practitioners may gain more understanding as well as direction in the academic body of knowledge, which involves human resource practices on performance. The findings of the study will also assist policy makers in providing justification for allocation of resources and maintenance. This study makes a significant contribution by providing a framework for decision making.

### Recommendations

In today's changing market environments, performance is perceived to be a significant competitive weapon. The study therefore recommends that for since education is key to county's growth its worth to invest in teachers as human resource in gaining performance which will see country grow. To achieve performance in a dynamic business environment, the study recommends that schools and the government should streamline with all parties in order to improve competitive advantage. In growing technological advances and the emergence of the global information organization therefore need to embrace technology in helping performance. Hence a more in-depth analysis is required to further the findings about the human resource practices, therefore further research is recommended to confirm the findings of the study in developing economy. Based on the findings, learning institutions should focus on human resource practices particularly important in the decision making process and as a key element of performance

### Recommendations for future studies

The current research focused on public secondary schools in Iurambi subcounty of Kakamega County in Kenya so it can also be done on a wider perspective to include all public secondary teachers Kakamega county schools. In future studies should collect data from a larger population and compare with other firms to further validate or extend theories and variables identified in this study. Finally, Current study focused on public secondary teachers, another study can be done primary teachers are rapidly changing due to introduction of new curriculum coming up in the dynamic environment

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