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Effects of Human Resource Practices on the Performance of Secondary School Teachers: A Survey of Trans Mara West Sub-County, Kenya

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Abstract:

Human Resource (HR) practices represent investment in human resource capital in order to contribute to organizational performance. The need to carry out this research was prompted by the fact that past research, according to the literature reviewed in the area of Strategic Human Resource Management (SHRM), had focused on the effects of HR practices on performance of employees in firms and little focus was directed to the effects of HR practices on performance of teachers who are employees in secondary schools. The study was guided by three specific objectives to find out the effects of leadership style, teamwork and motivation on performance of secondary school teachers in Trans Mara West Sub-County. A survey research design was used with a target population of 192 teachers from 16 secondary schools that had sat for KCSE in five years continuously from 2010 to 2014. Purposive and random sampling techniques were used to select 5 teachers from each school as respondents. Primary data was collected from the respondents using both closed-ended and open-ended questionnaires. Collected data was analyzed using descriptive statistics. Analyzed data was presented using frequency distribution tables, percentages and means scores. The findings of the study indicated that autocratic leadership style was highly rejected while teamwork and motivation were found to be very crucial in the improvement of performance of all duties and responsibilities performed by teachers in schools. From the findings of this study, it was concluded that the schools in the Sub-County were moving in a positive direction towards embracing the modern styles of organizational leadership, teamwork and motivation, even though the performance in KCSE had remained low in the five years from 2010 to 2014. The management of schools and their staff were therefore on the spot to produce results to reflect the positive trend in the application of the named HR practices. One of the recommendations of this study was that it was crucial for school administrators, managers and teachers to access information on how their performance is influenced by HR practices so as to be in a position to properly align their HR strategy with the business strategy to realize improved productivity. There was also need for further research in the area of leadership and HR practices as vehicles driving organizations in the world today.

1. Introduction

In Kenya today, the government, parents and all other stakeholders in education expect teachers to perform better at their present level of training. The whole issue of teacher performance should be considered from the broad framework of input and output. One core function of schools is to take human raw material (students) and convert them into something more valuable as in the employable adults. Of paramount importance, therefore is the proper management of teachers for it is absence will invariably lead to low productivity on the part of the teachers (Republic of Kenya, 1988). Head teachers as schools' chief executives, with the assistance of their BOMs and TSC are charged with this daunting task of managing teachers by putting in place relevant Human Resource (HR) practices directed towards professional management of teachers to enable them unleash their potential for maximum productivity. HR practices represent investment in human resource capital in order to contribute to organizational performance. D'Aveni (1994), observes that in today's hyper-competitive global business arenas organization stakeholders are demanding that all functional areas within the firm, including HR function, clearly demonstrate their contribution to the overall organization's performance and ensure that the firm's human capital contributes to the achievement of its business objectives. According to Pfeffer (1994), organizations have increasingly recognized the potential of their people to be a source of competitive advantage and that creating competitive advantage through people requires careful attention to the practices that best leverage these assets. This change in the mindset of executive decision-makers has spurred an increasing body of academic research attempting to reveal the relationship between the firm's HR practices and its performance.

Human resource strategies are said to be an especially important resource of sustained competitive advantage (Lado and Wilson, 1994; Pfeffer, 1994; Wright and McMahan, 1992) because they create value that are inimitable, especially in comparison to a complex social structure (Becker and Gerhart, 1998). Wright *et al.* (1994) argue that a firm's human (rather than capital or organizational) resources may be the only ones that encompass all attributes (valuable, rarity, inimitability and non-substitutability) enabling them to be a source of sustained competitive advantage.

Becker and Huselid, in their studies (Becker and Gerhart 1996; Becker and Huselid 1998; Huselid 1995; Huselid and Becker 1996) emphasized on the elevation of the HR to a central role in organization's strategy. That HR strategy is integral to the corporate strategy, and, it is no longer downstream of business strategy. The logic of their argument is that HR matters are upstream of the product market strategy. They argue that the strategy of the firm is no longer viewed in terms of business and products, but as founded on core competencies. Since these competencies are both reflected in and created by the skills and talents of the individuals in the organization, HR becomes a major input to the organization's strategic initiatives. Moreover, it is argued that competitive advantage depends on inimitable resources and since the "traditional resources of competitive advantage (quality, technology, and economies of scale...) have become easier to imitate" (Becker and Huselid 1998), a premium is now placed on the skills, knowledge and aptitudes of an organization's workforce as a source of inimitable assets. It is against this background where past research had focused mostly on HR practices as they affect employees in firms while little was directed towards teachers as employees in secondary schools that prompted the researcher to carry out this research.

1.1. Statement of the Problem

In recent years, there has been increased demand for good academic performance in schools which has meant that there was need to manage the human resource of schools more effectively if schools were to become competitive (Eshiwani, 1982). In a bid to improve performance, different Boards of Management (BOMs) have adopted different HR practices including the need to embrace good leadership style, teamwork and motivation among others. This is because HR practices represent investment in human resource capital in order to contribute to organizational performance. The need to carry out this research was prompted by the fact that past research, according to the literature reviewed in the area of Strategic Human Resource Management (SHRM), had focused on the effects of HR practices on performance of employees in firms and little focus had been directed to the effects of HR practices on performance of teachers who are employees in secondary schools. Delery and Shaw (2001), point out that there is a general agreement that HR practices have the most direct influence on the human capital of the firm. Osterman (1994) also strengthens this argument when he states that firms generally organized HR practices into systems that are consistent with their culture and business strategy. He goes on to state that it is the combination of practices in a bundle rather than individual practices, which shaped the pattern of intentions between and among employees.

1.2. Research Objectives

The general objective of this study was to find out the effects HR practices on the performance of secondary schools' teachers: A survey of Trans Mara West Sub-County, Kenya.

1.3. Specific Objectives

This study was guided by the following three specific objectives:

- 1 To find out the extent to which leadership style affects performance of secondary school teachers.
- 2 To investigate the effects of teamwork on the performance of secondary school teachers.
- 3 To investigate the effects of motivation on the performance of secondary school teachers.

1.4. Research Questions

This study answered the following three research questions:

1. To what extent does leadership style affect performance of secondary school teachers?
2. How does teamwork affect performance of secondary school teachers?
3. What are the effects of motivation on performance of secondary school teachers?

2. Empirical Literature Review

Empirical literature review for this study was based on the main research variables which include the HR practices (leadership style, teamwork and motivation) Independent Variables (IV) and performance of secondary school teachers as the Dependent Variable (DV).

2.1. Leadership Styles

According to Botha, (2003), leadership is the instrument through which a vision can be transformed into reality. As Loertcher (2010) emphasizes, an effective leader is able to influence the team members, has the ability to persuade others and facilitate the group process. A leader is also sensitive to the needs of others and their level of participation. A team leader has the problem solving skills, quality of ideas, anticipation of outcomes of alternatives and he is creative. The effective leader is also characterized by his general aptitude, interpersonal skills, flexibility, and the desire to learn. Idealized influence "refers to the ability of leaders to display conviction, emphasize trust, take stands on controversial issues, present their most important values, and emphasize the importance of purpose, commitment, and ethical consequences of decisions" (Bargal, 2000).

There are different leadership styles used in organizations today:

2.1.1. Autocratic Leadership Style

According to Lippitt and White (1943), this leadership style relies on legitimate, coercive, and reward power to influence others. Sometimes these leaders are aggressive, parental, and dictatorial in their dealings with the group. However, while this approach often works well in crisis situations, a constant use of this style can cause followers to be apathetic and unproductive when the leader's back is turned. In other words, when the leader constantly uses authoritarian leadership, the group members fail to develop a sense of ownership of their work. They will work if they are watched, but perhaps since they do not feel a part of the decision making process, they are not motivated to do more than absolutely necessary. Also, they may become accustomed to the parental guidance of an autocratic leader and rely on it for motivation.

2.1.2. Persuasive Leadership Style

At this point on the scale, the leader also makes all the decisions for the group without discussion or consultation but believes that people will be better motivated if they are persuaded that the decisions are good ones. He or she does a lot of explaining and 'selling' in order to overcome any possible resistance to what he or she wants to do. The leader also puts a lot of energy into creating enthusiasm for the goals he or she has set for the group (the *selling* style).

2.1.3. Consultative Leadership Style

In this style the leader confers with the group members before making decisions and, in fact, considers their advice and feelings when framing decisions. He or she may, of course, not always accept the subordinates' advice but they are likely to feel that they can have some influence. Under this leadership style the decision and full responsibility for it remains with the leader but the degree of involvement by subordinates in decision making is very much greater than the telling or selling styles (the *consulting* style)

2.1.4. Democratic Leadership Style

Lippitt and White state that these leaders share the decision making process. Members tend to be more satisfied and less frustrated when they play a part in the group's functioning. Sometimes the designated leader will still make the final decision after consulting the group members, but they feel more validated if their ideas are considered, and they are usually more motivated to implement the decision. Usually groups take longer than individuals to reach a decision, but often the morale payoff is worth the additional time.

2.1.5. Transactional Leadership Style

Bass and Avolio (2006) state that the more common approach of this leadership style is an exchange process which involves the leader and followers agreeing to do or provide things to accommodate each other's needs. Transactional leadership has two components. First, contingent rewards are valued rewards received for performing desired behaviors. A transactional leader identifies factors that motivate a worker and provides the support needed for effective performance. Second, management by exception assumes that under normal circumstances, little intervention by a supervisor will be necessary. When exceptions (variations from routine activities) occur, management by exception is used. A leader can use active or passive management by exception. In active management by exception, the leader "arranges to actively monitor deviances from standards, mistakes, and errors that occur and to take corrective action as necessary" (Bass, 1998) while in passive management by exception, the supervisor does not actively monitor but waits for deviances or mistakes to occur and then acts. To effectively lead professional staff, transactional leadership will probably not be enough to achieve outstanding performance. Transactional leadership should be augmented by the use of transformational leadership, which includes idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration are major ways which leaders use to change the minds of followers and move organizations forward to accomplish identified goals.

2.1.6. Transformational Leadership Style

The leader "transforms and motivates followers by (1) making them more aware of the importance of task outcomes, (2) inducing them to transcend their own self-interest for the sake of the organization or team, and (3) activating their higher-order needs" (Yukl, 2006). According to Bass (1998), a transformational leader serves as a role model who is admired, respected, and trusted. Followers of such charismatic leaders "identify with the leaders and want to emulate them"; perceive them to have "extraordinary capabilities, persistence, and determination"; and see them as risk takers who are "consistent rather than arbitrary" (p. 6). The application of idealized influence essentially amounts to being a role model and exhibiting behaviors that subordinates admire and appreciate.

2.2. Teamwork

Teamwork is a gathering of workgroup of individual experts by prescribing purposes, having communication, having cooperation, decision-making together and knowledge and ability to work together in making work plans to accomplish an organization's goals (Medwell, 2009). Modern organizations are shifting from "Scientific Management" to teamwork because of changes in the characteristics of workers, jobs and organizations (Levi, 2011). The contemporary emphasis on teamwork has its origins in another change that occurred during the 1920s. The rise of Japan as a manufacturing power resulted in the distribution of high-quality inexpensive products in the global marketplace. This caused companies in the industrialized world to change their operating methods to reduce costs while increasing quality. When business experts visited Japan to see how Japanese goals had been achieved, they found that teamwork in the form of quality cycles seemed to be the answer.

Following World War II (1939 – 1945), researchers in the United States (U.S.) and Europe who studied the standard approach to work recognized that although the military looked like a hierarchical system, the troops actually operated using teamwork. Research showed that organizing people in the teams was one way to improve operations of organizations and improve productivity. During the 1960s and 1990s, organizational psychologists and industrial engineers refined the use of teams at work. Socio-technical System Theory (STS) provided a way to analyze what people do at the workplace and to determine the best way of organizing them (Appelbaum and Batt, 1994). According to STS, teams should be used when jobs are technically uncertain rather than routine, when jobs are interdependent and require coordination to perform, and when the environment is turbulent and requires flexibility. Many jobs today meet these criteria.

Teamwork in the US companies expanded rapidly during the 1990s and included more professional and managerial teams. Current studies suggest that 85% of companies with 100 or more employees use some type of work teams (Cohen and Bailey, 1997). In addition, some organizations are restructuring and using teams as a central element in the integration of various parts of their organizations, at the same time, many jobs are changing from routine to non-routine work which encourages the use of teamwork (Mohrman *et al.*, 1995). Non routine jobs involve more complexity, interdependence, uncertainty, variety and change than do routine jobs. Jobs of this type are difficult to manage in traditional work systems, but are well suited for teamwork. Under teamwork as an independent variable in this investigated communication, decision making and problem solving as aspects of teamwork.

2.2.1. Communication

According to Pinto and Pinto (1990), communication provides a means for exchange of information among team members. The quality of communication within a team can be described in terms of frequency, formalization, structure and openness of information exchange. While frequency refers to how extensively team members communicate (i.e. time spent communicating), the degree of formalization describes how spontaneously team members are able to converse with each other.

Communication that requires a large amount of preparation and planning before it can occur is considered more formal, whereas spontaneously initiated contacts (e.g., tasks in the hallway, quick phone calls, and short e-mails) constitute informal communication. According to Katz (1982) and Pinto and Pinto (1990), it is this informal, spontaneous communication that has been shown to be crucial to the work of teams and teamwork because ideas and contributions can be shared, discussed, and evaluated with other team members more quickly and efficiently. In addition, it is important to the quality of collaboration in teams that team members be able to communicate directly with all other team members (communication structure) because the exchange of information through mediators (e.g., team leader) is time consuming and a possible cause of faulty transmission.

2.2.2. Decision Making

Teams differ in the way they make decisions and solve problems. Team decision making is suitable for evaluating ideas and for arriving at group decisions. Group decision making approaches can either be structured or unstructured (Levi, 2011). However, it can accomplish more if it is structured (Nzube, 2001). The essential characteristics of a group is the presence of two or more people interacting with one another, sharing a common ideology, and perceiving themselves as a group. People join groups for personal security, status, self-esteem, affiliation, power, and goal development.

Hoover (2005) elucidates that ownership of work comes to team members in many forms, one of which typically relates to the removal of layers of organizational control between themselves and top managers. This suggests that when one makes decisions, one comes to work in a different type of attitude than when one does not. The removal of structure often leads to less formality and a more relaxed atmosphere. As a consequence, when teachers are given opportunities to make joint decisions in their teams, they feel that they have control over their teams and also feel trusted by their managers and that can improve their performance.

2.2.3. Problem Solving

A problem is a dilemma with no apparent solution, an undesirable situation without a way out, a question that cannot currently be answered, the difference between the current situation and the desired state, or situation group members must manage effectively (Pokras, 1995). He points out that the first step in problem solving is to discuss and document individual views until everyone agrees on the nature of the problem. According to Beebe and Masterson (1994), there are three approaches to group problem solving: descriptive, which examines how groups solve problems; functional, which identifies the behaviors of effective problem solving; and prescriptive, which recommends techniques and approaches to improve group problem solving. Pokras (1995) asserts that problem recognition, definition and analysis are key processes in effective problem solving. However, groups often rush through these stages of problem solving process. In their desire to develop solutions quickly, they focus on the symptoms of the problem rather than trying to understand the real causes of the problem.

Finding an effective solution to a problem depends on developing high-quality alternative solutions (Zander, 1994). The ability of the group to accomplish this is related to knowledge and skills of the group members. However, it also depends on the group's climate and processes. The climate of an effective group encourages open discussion of ideas, where minority ideas are heard and taken seriously by the majority. Any solution to the problem meets three criteria according to Fisher *et al.*, (1991): (1) it is a prudent agreement that balances the needs of various group members, (2) it is an efficient problem-solving approach that does not consume too much time and resources, and (3) it is a process that fosters group harmony. Once a set of alternatives has been developed, the group should not argue about the merits of each solution as doing so encourages conflict based on positions. Instead, the group should develop ways of evaluating the benefits and costs of the alternatives. The focus should be on analyzing the alternatives to aid selection rather than on politics of getting an individual position adopted. This leads to rationalizing among group members to bolster their

belief that the decision is acceptable. Janis and Mann (1977) add that groups may overemphasize the positive attributes of a selected solution and deny its negative aspects in order to justify their choice.

2.3. Motivation

According to Vroom (1964), motivation refers to a process governing individual choices among different forms of voluntary activities. Robbins and Judge (2008) posited that motivation is the process that accounts for an individual's intensity, direction and persistence of effort toward attaining a goal. This means that motivation determines how much efforts a person puts in his or her work, the direction to which those efforts are geared and a measure of how long a person can maintain effort.

Current notions of employee motivation started to take roots in the 1960s and sought to tailor the work environment and incentive structures to harness as much as possible workers' untapped reserves of skills, ideas and other potential benefits to an organization (Robbins and Judge, 2008). Turner and Lawrence (1965) suggested that a motivating job must allow a worker to feel personally responsible for a meaningful portion of the work accomplished. It must also provide outcomes which have intrinsic meaning to the individual and finally it must provide the employee with feedback about his or her accomplishment.

In the view of Mayo (1880-1949), the social contacts which a worker has at the workplace are very important and that boredom and repetitiveness of tasks lead to reduced motivation. Supporting this view, Vroom (1964) states that in places where work is monotonous and unchallenging, employees become easily bored as well as annoyed and demand that their work be more humanized. Still in agreement, Arcaro (2005), states that employees do not perform well in situations where they lack autonomy, especially after they have gained the skills to work independently. This study investigated motivation under three aspects namely recognition, delegation and working conditions.

2.3.1. Recognition

A large number of studies over the years have verified that recognition is indeed a powerful positive reinforcer for employee behavior leading to performance improvement in both manufacturing (Luthans, Maciay and Rosenkrantz, 1983; and Welsh, Luthans & Somaer, 1993) and service (Luthans, Fox, and Davis, 1991; Sneyder and Luthans, 1982) organizations. Based on the recognition received and, thus, the perceived prediction of desired consequences to come, people will self-regulate their future behaviors by forethought. By using forethought, employees may plan courses of action for the near future, anticipate the likely consequences of their future actions, and set performance goals for themselves. Thus, people first anticipate certain outcomes based on recognition received, and then through forethought, they initiate and guide their actions in an anticipatory fashion (Stajkovic and Luthans, 1999). A recent meta-analysis of all studies over the past 20 years that used Organizational Behaviour Modification (OBM) approach to behavioral management using recognition as the intervention found an average of 15 percent performance improvement in service organizations. When recognition was combined with performance feedback, an average increase of 41 percent in manufacturing and 30 percent in service organizations was found (Luthans & Stajkovic, 1999; Stajkovic and Luthans, 1997).

McAdams (1995) points out that recognition programs involve rewards of both kinds i.e. monetary as well as non-monetary in nature. Modes of recognition may consist of social reinforcers such as making mention in the company newsletter; plaque, or letter of commendation; travel prizes; or extra time off, and even the verbal appreciation privately or publicly. McAdams agrees with Serino (2002) and Stajkovic and Luthans (2003) and claim that the non-cash recognition awards are not only more motivating but are also economical compared to cash incentives. In his research on some 600 firms, McAdams found that cash incentives, no doubt, enhanced sales performance by 30 percent but only through additional 12 percent cost. In contrast, non-financial recognition based rewards also enhanced sales performance to the same level but against a cost of only 4 percent. Jeffrey and Chaffer (2007) had also similar conclusions out of their research which found that non-financial recognition based rewards are not only motivationally superior to cash rewards but also, from the employer perspective, they are favored since the employer does not need to pay out cash, which is a scarce resource in most organizations. Kohn (1993) expresses the same point of view saying that employers are turning to recognition programs to spur productivity and acknowledge that not only is non-cash recognition cost-effective, it's a crucial piece of keeping employees engaged.

Employees crave for a job well done including being noticed and acknowledged when they do something well (Blanchard and Witts, 2009). Yet what typically happens is nothing but the assignment of more work. Blanchard and Witts posit that when firms do not take the time to actively reward and recognize good performance, the passion for the job diminishes with every unrecognized accomplishment.

2.3.2. Delegation

Delegation of authority is defined as 'the authorization to undertake activities that would otherwise be carried out by someone in a more senior position' (Mullins, 1993), while (David Rees, 1991), defines delegation as 'person conferring authority on a subordinate to act on his behalf'. To him delegation should not be confused with the issuing of orders or giving of instructions to subordinates. Cole (1996) describes delegation of authority as a process whereby a manager or a senior officer cedes or entrusts some of his authority to subordinates or team mates to perform certain tasks or duties on his or her behalf.

The school, by its nature, is a complex organization such that delegation of authority and responsibility is unavoidable; it is therefore imperative for all school managers and administrators at whatever level, primary, secondary or tertiary institutions, to understand the concept of delegation, its importance and how to use it effectively. For successful delegation, Nwachukwu (1988) asserts that it is important for both parties, that is, the superior officer delegating authority and the subordinate officer being delegated authority to understand its basic principles which include: (1) *Parity of authority and responsibility* – that is, authority must be commensurate with

responsibility, (2) *absoluteness of accountability* – this implies that while authority and responsibility can be delegated, the senior office remains accountable to his own superiors, and (3) *unity of command* – this is saying that a subordinate would be answerable to only one superior on whatever task is delegated in order to avoid confusion due to conflicting instructions.

The subordinates and the entire school system stand to benefit from delegation, if well handled. According to (Ejiogu, 1988), delegation could provide opportunities for subordinates to take part in the school's decision-making process which could help to boost their morale reduce conflicts and enhance job satisfaction. (Leana, 1987; Schriesheim, NeiderandScandura, 1998) also concur that the outcome of delegation of authority is job satisfaction and performance.

According to (Mullins, 1993), there are several barriers to effective delegation of authority. First, is that the manager has the fear that the subordinate will not do the work well or that he may do it so well that the manager will be made to feel inferior or incompetent. That in some cases it is due to greed or corrupt tendencies of the manager who does not want the subordinates to know his secrets. Second, is the fear of losing the control of the system by the manager, to such managers, delegation will mean being dependent on others and they no longer feel on the top. This does not have to arise because management by its nature implies being dependent on others. Third, the subordinates who are over-zealous and/or greedy or lazy can create bottlenecks for effective delegation. That some subordinates have been known to have over-stepped their bounds by using more authority than was entrusted to them even in spite of clear guidelines. Fourth, delegation is a social skill that is very much influenced by mutual trust on the part of the manager and his subordinates. Where the manager perceives a subordinate to be untrustworthy or the latter finds out that he or she is being used for some selfish reason of the manager such as roping him into a fraud the superior officer has already committed, then delegation would fail.

2.3.3. Working Conditions

According to the Business Dictionary, the term working conditions refers to the working environment and all the existing circumstances affecting labour in the workplace, including job hours, physical aspects, legal rights, responsibilities, organizational climate and workload. Leithwood (2006) asserts that what people do depends on what they think and feel (thoughts and feelings) – their internal states. The material, social, cultural, and technical conditions of work influence a very large proportion of people's overt actions no matter the job or person, depending, it should be stressed, on their perceptions and reactions to those conditions. Such perceptions and reactions include, for example, the sense teachers make of their working conditions, the purpose they believe their working conditions are designed to serve (as in education or political), how they feel about their working conditions (like or dislike), what they feel about their source (is it credible or not), and the motives they attribute to those responsible for their working conditions (as in student welfare or narrow self-minded).

The appropriate working conditions for teachers include such issues as the number of hours taught each week (workload), the number of students in the classroom, support of the head teacher, availability of teaching and learning materials, parental involvement and support, clear school policies and guidelines and the physical conditions of the learning space or classroom (INEE, 2009).

Teachers' work is also made more complex by decidedly uneven pattern of demands on their time. At one extreme, holiday periods afford the relative luxury of time for planning and preparing for instruction without many other work demands to be juggled at the same time. At the other extreme, as Dibbon (2004) reports, many teachers spend from 24 – 28 extra hours preparing for and reporting to parents during each two-to-three-week reporting period every term, on top of their other regular duties. In between these two extremes are teachers normal approximately 50-hour weeks, about half of which are spent in intense interpersonal interactions with a classroom of highly diverse children. Of all things that teachers do, this core function of teaching is among the highest sources of stress for teachers, in a larger part because the sheer number of specific tasks entailed in performing the function well.

2.4. Conceptual Framework

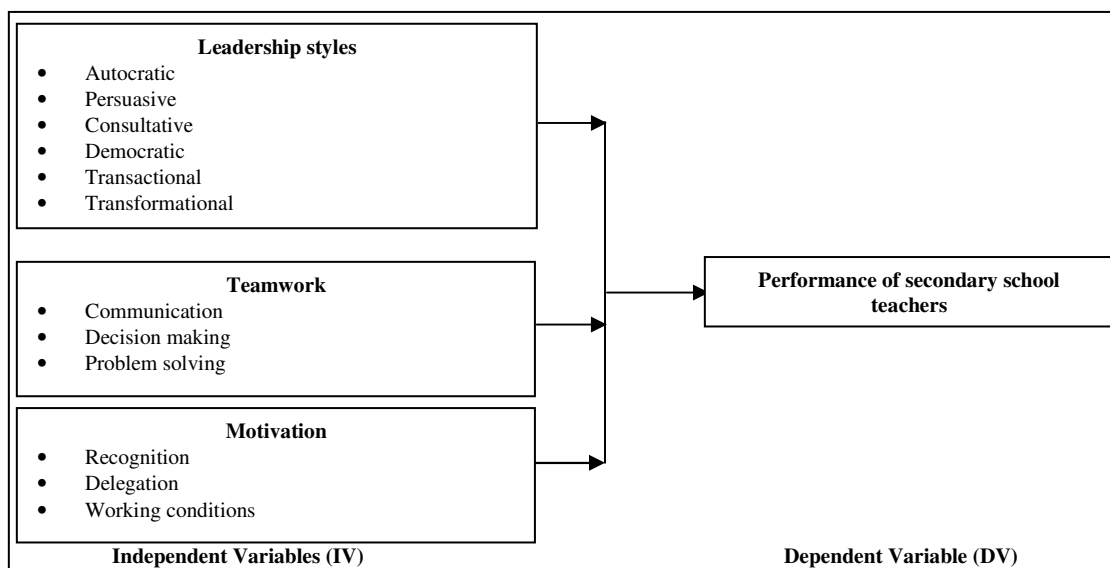


Figure 1

In this research, the Independent Variable (IV) were HR practices (leadership style, teamwork and motivation) while the Dependent Variable (DV) was performance of secondary school teachers.

Leadership style – Defined as a process in which an individual influences the progress of group of members towards attainment of a goal (Levi, 2011)

Teamwork - Defined by a common task requiring interdependent work and successive or integrative action (Hacker, 1998).

Motivation – Defined as the individual's internal process that energize, direct, and sustain behavior (Nzuve, 2001).

Performance – Defined as quantity, quality and timeliness of output, as well attendance, efficiency, effectiveness and completeness of work done (Poisat, 2006).

2.5. Research gap

For any organization to achieve competitive advantage, it must depend largely on HR practices on human resource management (Guest, 2007). Although a lot of research has been conducted in the area of SHRM and especially on the effects of HR Practices on employee performance, a research gap arises because most of these researches had focused mainly on performance of employees in firms while teachers who are employees in secondary schools had received little focus. Delery and Shaw (2001), argue that there is a general agreement that HR practices have the most direct influence on the human capital of the firm. Guthrie (2011) in his research posits to have examined the impact of HR practices on turnover and firm productivity among a sample of firms in developed countries. He noted that HR practices had an impact on turnover, and the relationship between retention and productivity was positive when firms implement high involvement HR practices but negative when they did not. While according to Osterman (1994), firms generally organized HR practices into systems that are consistent with their culture and business strategy.

3. Research Methodology

3.1. Research Design

This study was conducted through a survey research design. This design was adopted because it enables the researcher to come up with a quantitative and numeric description of the entities under study with the purpose of having an in depth study in order to gain insight into the large cases and also to describe and explain rather than predict. Justification for the choice of the design was because it enables the researcher to collect information from respondents on their opinions and attitudes towards the effects of HR practices on performance.

3.2. Target Population

The target population for this study comprised of all the 192 TSC employed teachers in 16 public secondary schools in Trans Mara West Sub-County. The schools selected for the study were those that had sat for KCSE continuously in the last 5 years between 2010 and 2014. All principals, deputy principals, Deans of Studies (DOS), Heads of Department (HODs) and teachers formed the target population. This target population was appropriate for this study because it consisted of members of the teaching fraternity who were very crucial in adopting and implementing policy and HR practices that affect performance.

3.3. Sampling Frame

The sampling frame for this study consisted of principals; deputy principals, deans of studies, 1 HOD and 1 teacher per school from all the 16 public secondary schools that had sat for KCSE continuously in the last 5 years between 2010 and 2014.

3.4. Sample Size and Sampling Technique

The sample size for this study was made up of 80 respondents, 5 respondents selected from each of the 16 secondary schools sampled. This sample size translated to 42% of the target population which was well above the minimum sample size recommended which is 30% of the target population (Mugenda and Mugenda, 2003).

Purposive sampling technique was used to select a principal, a deputy principal and a dean of studies of every school as respondents while random sampling technique was used to select 1 HOD and 1 teacher from every school as respondents. The two sampling techniques were justified for this study because according to Oso and Onen (2005), Purposive sampling enables the researcher to collect focused information while random sampling enables the researcher to give the respondents an equal chance of participation. The techniques were also justified because they could be used to select typical and useful cases only. In addition, the techniques were fast and less costly.

3.5. Data Collection Instruments

The researcher used questionnaires as a tool for data collection. Both open and closed-ended questionnaires were constructed and used to collect both quantitative and qualitative data. The purpose for the choice of questionnaires was because the study was concerned mainly with variables that could not directly be observed such as views, opinions, perceptions, feelings and attitudes of respondents, information which according to Mugenda and Mugenda (2003), is best collected through questionnaires. Another justification for use of questionnaires was because the target population was largely literate and was unlikely to have difficulties in responding to questionnaire items. In addition, questionnaire items could also be used to collect a lot of information over a very short period of time.

3.6. Pre-Testing of Research Instruments

After developing data collection instruments, the researcher carried out the pre-testing of the instruments. Three schools in the neighboring Nyamache Sub-County in Kisii County were used in the pre-testing of questionnaires. The pre-testing was carried out in the neighboring Nyamache Sub-County to avoid respondent contamination in the research Sub-County of Trans Mara West. A sample of 30% of the questionnaires was subjected to the pre-testing. The main reasons why pre-testing was carried out was to enable the researcher to find out any errors and ambiguities in the instruments and therefore be in a position to make any necessary corrections for accuracy and clarity.

3.7. Data Collection Procedure

Prior to the visits to schools to collect data, the researcher sought for permission from the Principals of the respective schools. On arrival to the schools, the research did self-introduction and presented the introduction letters from JKUAT and from TSC Sub-County Director as proof of the need to collect data for this research. The researcher was also in a position to personally explain to the respondents the importance of the research that was being undertaken and assured them of confidentiality of the information given.

3.8. Validity and Reliability of Research Instruments

The Validity of data collection instruments was based on construct, content and face validity. This ensured that all the items in the questionnaires were representative of the entire content domain being studied as represented by the variables and objectives of the study. To ensure validity of the instruments, the instruments were developed under close guidance of the supervisor. A sample of 30% of the questionnaires was subjected to the pre-testing. This helped to identify ambiguous questions in the instruments and hence corrections done to re-align them to the objectives. To for reliability, the research instruments were tested for internal consistency by use of Cronbach's Alpha with a 70% acceptance level.

3.9. Data Processing, analysis and presentation

Data was processed and analyzed using descriptive statistics such as frequencies, percentages and averages. The descriptive statistics was appropriate for this study because it involved description, analysis and interpretation of circumstances prevailing at the time of the study. This study used frequencies, percentages and mean scores to present analyzed data because they easily communicate the research findings to majority of readers (Gay, 1992). Frequencies easily show the number of subjects in a given category. Tables and bar graphs were also used to present research findings.

4. Research Findings and Discussions

4.1. Introduction

This chapter entails both qualitative and quantitative analysis of data. The aim of the qualitative section in this study was to provide more information on the underlying issues pertaining to HR practices and performance of secondary teachers. The study benefited from a rich qualitative and quantitative data through key information obtained in the questionnaires. This section relied mainly on research questions and basic exploratory statistics to interpret and structure the meanings that were derived from the data collected.

4.1.1. Gender of Respondents

The study sought to find out the gender of the respondents involved in the study, Table 1 shows the results.

	Gender	Frequency	Percent
Valid:	Male	66	82
	Female	14	18
	Total	80	100

Table 1: Gender of Respondents

The gender of the respondents according to this study and as indicated in Table 1 shows that 82% of the respondents were males while 18% were females. The results indicate that there was gender imbalance among teachers in the schools in Trans Mara West. According to these results, the population of female teacher respondents had fallen short of the recommended 30% by 12%. There was therefore need for TSC to employ more female teachers to seal this gap in teacher gender imbalance.

4.1.2. Ages of the respondents

The study sought to establish the ages of the respondents involved in the study. The response rate from the field was recorded in Table 2 shown below.

	Age Bracket	Frequency	Percent
Valid:	18-25	3	4
	26-35	29	36
	36-45	26	32
	46-55	19	24
	56-60	3	4
	Total	80	100

Table 2: Ages of the respondents

Concerning the ages of the respondents, the results indicated that 4% of the respondents were of age bracket of between 18-25 years, 36% were of age bracket of between 26-35 years, 32% were of age bracket of between 36-45 years, 24% were of age bracket of between 46-55 years and 4% were of age bracket of between 56-60 years. These results show that majority of the respondents were, that is, 68% were of prime age bracket of between 26-45 years. Usually in this age bracket, a person is expected to be energetic and therefore able to perform.

4.1.3. Academic Qualification

The study sought to find out the academic qualifications of the respondents involved in the study, Table 3 below shows the results.

	Qualification	Frequency	Percent
Valid:	Diploma	10	13
	Bachelor's degree	61	76
	Masters' degree	8	10
	PhD	0	0
	Other	1	1
	Total	80	100

Table 3: Academic Qualification

The results about the highest academic qualification showed that 12% of the respondents had a diploma level of education, 76% were degree holders, 10% had a master's degree and 1% those with other academic qualifications and happened to be one respondent with a certificate from a technical institution. The results show that majority of respondents which is 76% had degree level of education which is the recommended minimum qualification for entry into the teaching service at secondary school level.

Researchers elsewhere, Burkar, Idris and Bukar (2011), asserted that teachers are not being sponsored to pursue higher academic training through study leave and in-service training and there is the problem of poor attendance of teachers at academic seminars/workshops and conferences. Harris (2012) noted that a good administrator will help their teachers by finding positive ways to encourage them to attend courses, workshops and activities that would ultimately help them to become better teachers. Nbina (2012) opined that teachers of today are baffled by many challenges which dampen their morale and lower their motivation to perform effectively and this could have an adverse effect on the education system.

4.1.4. Number of years in the Teaching Service

The study sought to find out the number of years the respondents had been in the teaching service, Table 4 below shows the results.

	Years in Teaching Service	Frequency	Percent
Valid:	0-5	31	39
	6-10	18	23
	11-15	13	16
	16-20	10	12
	21 and above	8	10
	Total	80	100

Table 4: Number of years in the teaching service

The study revealed that majority of the respondents which is represented by 39% had been in the teaching service for a period of between 0-5 years, 23% for a period of between 6-10 years, 16% for a period of between 11-15 years, 12% for a period of between 16-20 years and 10% for a period of 21 years and above. This gives a clear indication that 61% of the teachers had been in the teaching service for 6 years and above and therefore, it was expected that they were a position to deliver since they had enough experience and mastery content.

Results show that the number of teachers reduces as the number of years in the teaching service increases. Fagbamiye (1981) asserted that the poor public image of teachers would wreak untold havoc self-image and confidence of teachers who remain in their classrooms and would be a major contributor to why teachers drop out of the profession. According to him, this is the root cause of the

failing standards of education in Nigeria. Abiri (1970) observed that teaching in Nigeria is rarely enthusiastically chosen as a career, owing partly to the erstwhile relatively poor remuneration and low status of teachers.

4.1.5. Current Job Title

The study sought to find out the respondents' current job title, Table 5 below shows the results.

	Current Job Title	Frequency	Percent
Valid:	Principal	13	16
	D/principal	13	16
	DOS	17	21
	HOD	5	7
	Ass. Teacher	32	40
	Total	80	100

Table 5: Current Job Title

The results about the current job title shows that the response rate in the various categories of respondents was as follows: 13 principals representing 16%, 13 deputy principals representing 16%, 17 DOSs representing 21%, 5 HODs representing 7% and 32 assistant teachers representing 40% of the total number of respondents. This brings up the response rate to 100%. The disparity in the representation of the various categories of the respondents who participated was as follows: 13 principals instead of 16; 13 deputies instead of 16; 17 DOSs instead of 16; 5 HODs instead of 16 and 32 assistant teachers instead of 16. This situation arose could be because of delegation in schools whereby the respondents quoted their actual job title and not that of the occupant of the office they were delegated to work.

4.1.6. Number of years in the Current Job Title

The study sought to find out the number of years that the respondents had been in their current job title, Table 6 below shows the results.

	Category of respondents & No. of years in Current Job Title	Frequency	Percent
Valid	Principals		
	0-5	6	46
	6-10	5	38
	11-15	1	8
	16-20	1	8
	21 and above	0	0
	Total	13	100
	D/Principals		
	0-5	11	85
	6-10	2	15
	11-15	0	0
	16-20	0	0
	21 and above	0	0
	Total	13	100
	DOS		
	0-5	11	65
	6-10	5	29
	11-15	1	6
	16-20	0	0
	21 and above	0	0
	Total	17	100
	HODs		
	0-5	4	80
	6-10	1	20
	11-15	0	0
	16-20	0	0
	21 and above	0	0
	Total	5	100
	Ass. Teachers		
	0-5	24	75
	6-10	5	16
	11-15	2	6
	16-20	1	3
	21 and above	0	0
	Total	32	100

Table 6: Number of years in the Current Job Title

The study revealed that the various categories of teacher respondents had stayed in their current job title for varied number of years. Starting with principals, 46% had been in their current job title for a period of between 0-5 years, 38% for a period of between 6-10 years, 8% for a period of between 11-15 years, also 8% for a period of between 16-20 years and none in the year bracket of 21 years and above. As with deputy principals, 85% had been in their current job title for a period of between 0-5 years, 15% for a period of between 6-10 years and none for the remaining year brackets of between 11-15, 16-20 and 21 years and above. As for the DOSs, the study revealed that 65% had been in their current job title for a period of between 0-5 years, 29% for a period of between 6-10 years, 6% for a period of between 11-15 years and none for the year brackets of between 16-20 and 21 years and above. Next are HODs who the study found out that 80 % of them had been in their current job title for a period of between 0-5 years, 20% for a period of between 6-10 years and none for remaining year brackets of between 11-15, 16-20 and 21 years and above. Finally, as concerns assistant teachers, the study revealed that 75% of them had in their current job title for a period of between 0-5 years, 16% for a period of between 6-10 years, 6% for a period of between 11-15 years, 3% for a period of between 16-20 years and none for the year bracket of 21 years and above.

4.1.7. Number of years in the Current School

The study sought to find out the number of years the respondents have worked in the current school, Table 7 shows the results.

	Years in Current School	Frequency	Percent
Valid:	0-5	35	44
	6-10	18	22
	11-15	12	15
	16-20	9	11
	21 and above	6	8
	Total	80	100

Table 7: Number of years in the Current School

The study indicates that majority of the respondents making up to 44% have been in the current school for a period of between 0-5 years, 22% for a period of between 6-10 years, 15% for a period of between 11-15 years, 11% for a period of between 16-20 years and 8% for a period of 21 years and above. This distribution of teachers was expected and therefore normal because as the number of years increased, the number of teachers serving in the same school decreased.

4.2. Leadership Styles

4.2.1. Autocratic Leadership Style

The study sought to find out the extent to which autocratic leadership style affects performance of secondary school teachers, Table 8 shows the findings.

	Satisfaction levels	Frequency	Percent
Valid	:		
	Strongly disagree	26	32
	Disagree	33	41
	Neutral	9	12
	Agree	7	9
	Strongly agree	5	6
	Total	80	100

Table 8: Autocratic Leadership Style

Concerning the use autocratic leadership style which is characterized by school management making decisions and announcing them and expecting teachers to carry them out without question, the study found out that 32% total number of the respondents strongly disagreed, 41% disagreed, 12% were neutral, 9% agreed and 6% strongly agreed. The study revealed that majority of the respondents disagreed on the use of autocratic leadership style in their schools.

In autocratic leadership according to Lippitt *et al* (1943), the leaders tell their employees what they want done and how they want it accomplished, without getting the advice of their employees. They assert that the appropriate conditions to use autocratic leadership style is when the leader has all the information to solve the problem, he or she is in short of time, and the employees are well motivated. However, they feel that constant use of this style can cause teachers to be apathetic and unproductive when the leader's back is turned.

4.2.2. Persuasive Leadership Style

The study sought to find out the extent to which persuasive leadership style affects performance of secondary school teachers, Table 9 shows the findings.

	Satisfaction levels	Frequency	Percent
Valid:			
	Strongly Disagree	4	5
	Disagree	8	10
	Neutral	15	19
	Agree	29	36
	Strongly Agree	24	30
	Total	80	100

Table 9: Persuasive Leadership Style

As concerns the use of persuasive leadership style whereby school managements make decisions, give reasons for the decisions made, and then persuade and motivate teachers to implement them, the study revealed that 5% total number of the respondents strongly disagreed, 10% disagreed, 19% were neutral, 36% agreed and 30% strongly agreed to the statement. The study revealed that most schools used persuasive leadership style since the combined number of respondents who agreed and those who strongly agreed made up 66% of the respondents.

As Loertcher (2010) emphasizes, an effective leader is able to influence the team members, has the ability to persuade others and facilitate the group process. A leader is also sensitive to the needs of others and their level of participation. A team leader has the problem solving skills, quality of ideas, anticipation of outcomes of alternatives and he is creative. The effective leader is also characterized by his general aptitude, interpersonal skills, flexibility, and the desire to learn.

4.2.3. Consultative Leadership Style

The study sought to find out the extent to which consultative leadership style affects performance of secondary school teachers, Table 10 shows the findings.

	Satisfaction levels	Frequency	Percent
valid	:		
	Strongly disagree	4	5
	Disagree	9	11
	Neutral	14	18
	Agree	28	35
	Strongly agree	25	31
	Total	80	100

Table 10: Consultative Leadership Style

With respect to use of consultative leadership style in which management first gets the input from teachers, but still retains the final decision making power, the study established that 5% total number of the respondents strongly disagreed, 11% disagreed, 18% were neutral, 35% agreed and 31% strongly agreed to the statement. The study shows that a large proportion schools used consultative leadership style as indicated by 66% of the respondents who agreed or strongly agreed to the statement.

Consultative leadership enables the leader to get the input of other teachers before he or she makes a final decision. In his investigation, Criss (2010) found out that school managers who want to promote higher levels of cohesion consult and ask teachers to have a say in the decision concerning the direction of the team. A comprehensive team goal setting programme would not only involve all team members, but also create a team vision that is owned by everybody. If everyone is empowered, and everyone buys into the same goal, unity will develop and be reflected by the school's performance.

4.2.4. Democratic Leadership Style

The study sought to find out the extent to which democratic leadership style affects performance of secondary school teachers, Table 11 shows the findings.

	Satisfaction levels	Frequency	Percent
valid	:		
	Strongly disagree	3	4
	Disagree	7	9
	Neutral	17	21
	Agree	25	31
	Strongly agree	28	35
	Total	80	100

Table 11: Democratic Leadership Style

As pertains to the use of democratic leadership style, whereby management first lays the problems encountered before the teachers, invites discussion, and allows the decisions to emerge out of the process of group discussion, the study found out that 4% total number

of the respondents strongly disagreed, 9% disagreed, 21% were neutral, 31% agreed and 35% strongly supported the statement. From this result, it can be concluded that a big proportion of schools exercised democratic leadership because the percentage of respondents who agreed and those who strongly agreed adds up to 66.3% of the total number of respondents.

Lewin et al (1939) describe democratic leadership style as that in which the leader includes one or more employees in the decision making process. However, the leader maintains the final decision making authority. They go on to state that using this style is a sign of weakness; rather it is a sign of strength that the employees will respect. That democratic leadership is normally used when the leader has part of the information, and the employees have other parts. That the leader is not expected to know everything – this is why he or she employs knowledgeable and skilled people. That using this style is of mutual benefit is it allows employees to become part of the team and allows the leader to make better decisions. Mgbodile (2004) posits that democratic leadership style is people oriented and counts on the participatory contribution of subordinates. It also permits for initiative; originality and creativity in school work operations and promotes hard work among employees.

4.2.5. Transactional Leadership Style

The study sought to find out the extent to which transactional leadership style affects performance of secondary school teachers, Table 12 shows the findings.

	Satisfaction levels	Frequency	Percent
valid	:		
	Strongly disagree	7	9
	Disagree	4	5
	Neutral	16	20
	Agree	26	32
	Strongly agree	27	34
	Total	80	100

Table 12: Transactional Leadership Style

On transactional leadership style characterized by management delivering rewards in return for the commitment or loyalty of teachers, the study established that 9% total number of the respondents strongly disagreed, 5% disagreed, 20% were neutral, 32% agreed and 34% strongly agreed to the statement. From this result, the respondents who agreed on the use of transactional leadership in their school constitute 66% of the respondents. According Burns *et al* (1978), if the leader and the followers agree to do or provide things inform rewards to accommodate each other's' needs, performance will always be high.

4.2.6. Transformational Leadership Style

The study sought to find out the extent to which transformational style affects performance of secondary school teachers, Table 13 shows the findings.

	Satisfaction levels	Frequency	Percent
valid	:		
	Strongly disagree	7	9
	Disagree	3	4
	Neutral	10	12
	Agree	27	34
	Strongly agree	33	41
	Total	80	100

Table 13: Transformational Leadership Style

With regard to transformational leadership style which requires that the leaders serve as role models by motivating and inducing workers to transcend their own self-interests for the sake of organizational performance, the results obtained from the study were as follows: 9% total number of the respondents strongly disagreed, 4% disagreed, 12% were neutral, 34% agreed, and 41% strongly agreed. The results show that management in most schools exercised transformational leadership because the respondents who agreed made up to 75% of the total population of respondents.

That transformational leadership is successful has been demonstrated by studies in a diverse range of professional and cultural settings including military, schools and corporations (Bryant, 2003). As Carlson and Perrewe (1995) observe, major changes in the organization's mission, strategies and levels of follower commitment are likely to emerge as a result of transformational leadership. On the basis of their analysis of several legal cases, Odom and Green (2003) argue that the principals of transformational leadership (intellectual stimulation, and idealized influence) applied to ethical dilemmas faced by managers offers the prospect of less litigation and better ethical outcomes than the more common transactional approach to ethics. Within educational environments, teachers are more likely to collaborate and are held to be more likely to have positive attitudes to school improvement and to new forms of instructional behavior as a result of transformational leadership (ERIC, 1992).

4.3. Teamwork

4.3.1. Communication

The study sought to investigate the effect of communication as an aspect of teamwork on the performance of secondary school teachers, Table 14 shows the results.

	Satisfaction levels	Frequency	Percent
Valid	:		
	Strongly disagree	4	5
	Disagree	8	10
	Neutral	15	19
	Agree	29	36
	Strongly agree	24	30
	Total	80	100

Table 14: Communication and teamwork

About communication as an aspect of teamwork and which is also characterized by freedom of expression amongst members on issues relating to their work without having the fear of victimization, the results indicated that 5% total number of the respondents strongly disagreed, 10% disagreed, 19% were neutral, 36% agreed and 30% strongly agreed. These results show that freedom of communication is encouraged by the management in most schools as evidenced by 66% of total number of the respondents who were in agreement. According to Levi (2011), communication within the team is the most elementary component of teamwork and he state that communication enhances skill building and a sense of belonging or of being part of something that works. For Gladstein (1984) and Pinto & Pinto (1990), not only do frequency, formalization and structure of communication affect teamwork, but it is also critical to teamwork that members share their information openly with each other. A lack of openness within a team (holding back important information) hinders the most fundamental function of teamwork, namely the integration of team members' knowledge and experience on their common task.

Teamwork in school is also seen as small groups of people who work together, and thus communicate with each other, on a daily basis. Fine (2010) asserts that teamwork in school consists of time and resource commitment on the part of the team's communication skill building, and senses of belonging or being part of something that works. Evidently, schools where teamwork is effective, teachers enjoy their work, they feel that work matters, they interact with other teachers or as teams, they view themselves as worthwhile individuals, and they are treated with respect.

4.3.2. Decision Making

The study sought to investigate the effect of decision making as an aspect of teamwork on the performance of secondary school teachers, Table 15 shows the result.

	Satisfaction levels	Frequency	Percent
Valid	:		
	Strongly disagree	4	5
	Disagree	5	6
	Neutral	9	11
	Agree	35	44
	Strongly agree	27	34
	Total	80	100

Table 15: Decision making and teamwork

The study found out that majority of the respondents participated in the discussions that led to making of decisions about issues in their schools. Of the responses given, 5% total number of the respondents strongly disagreed, 6% disagreed, 11% were neutral, 44% agreed, 34% strongly disagreed.

Participation by all staff members in decision making enables every participant to give out his or her mind and this leads to fast and efficient decision making which therefore is expected to translate to improved performance. Team autonomy is understood as the possibility of the group to participate in the decision-making process in relation to tasks, working methods, organization of working time and assessing the quality of their own work (European Foundation for the Improvement of Living and Working Conditions EFILWC, 2007). Haizlip (2008) believes that involving employees in decisions that affect them not only increases their personal commitment, but also motivates them to be advocates for their decisions. Supporting this assertion, Agarwal (2008) contends that when employees are involved in making decisions and planning the implementation of changes that affect them, they implement changes faster with higher performance than employees who are merely communicated to about the change.

4.3.3. Problem Solving

The study sought to investigate the effect of problem solving as an aspect of teamwork on the performance of secondary school teachers, Table 16 shows the results.

	Satisfaction levels	Frequency	Percent
Valid	:		
	Strongly disagree	3	4
	Disagree	6	8
	Neutral	9	11
	Agree	33	41
	Strongly agree	29	36
	Total	80	100

Table 16: Problem solving and Teamwork

The results from the study show that majority of teachers work with other teachers to come up with innovative ideas that led to solutions to the problems that in one way or another arose in the schools. 4% total number of the respondents strongly disagreed, 8% disagreed, 11% were neutral, 41% agreed, 36% strongly agreed.

Based on Levi (2011), Group performance affects problem identification process. A group that is performing successfully will sometimes ignore problems. From their perspective, the problem cannot be very important, given that the group is currently successful. Unsuccessful groups also have a tendency to ignore problems. These groups must focus on their main performance problems, and as a result are less likely to see other problems. The notion of continuous improvement is a teamwork concept designed to help deal with this issue. In continuous improvement, teams assume that part of their function is to improve operations. In essence, all teams-both successful and unsuccessful-are required identifying problems and work to solve them on an ongoing basis.

4.4. Motivation

4.4.1. Recognition

The study sought to investigate the effects of recognition as an aspect of motivation on the performance of secondary school teachers, Table 17 shows the results.

	Satisfaction levels	Frequency	Percent
Valid	:		
	Strongly disagree	2	3
	Disagree	5	6
	Neutral	14	17
	Agree	31	39
	Strongly agree	28	35
	Total	80	100

Table 17: Recognition and Motivation

The study found out that the majority respondents were recognized by the management for work well done. 3% total number of the respondents strongly disagreed, 6% disagreed, and 17% were neutral 39% agreed and 35% total number of the respondents strongly agreed to the statement.

As a reward for employee performance, employers need to acknowledge, approve and genuinely appreciate the efforts of their employees in order enhance performance in the organization. Looking at Research from past studies, Saunderson (2004) identifies the essential nature of employee recognition as a factor of motivation, a component of meaningful work, an agent of personal development, and a center for work place mental health. Evans (2001) says that managerial recognition of the employee performance is one of the most salient sources of employee engagement and mobilization and plays a cardinal role in organizational change and continuity towards success. De Cenzo (1996) states that recognition based rewards can build and bring the good feelings, strong confidence and ultimate satisfaction among the employees of an organization.

4.4.2. Delegation

The study sought to investigate the effects of delegation as an aspect of motivation on the performance of secondary school teachers, Table 18 shows the results.

	Satisfaction levels	Frequency	Percent
Valid	:		
	Strongly disagree	5	6
	Disagree	2	3
	Neutral	7	9
	Agree	34	42
	Strongly agree	32	40
	Total	80	100

Table 18: Delegation and Motivation

The study established that majority of the respondents were delegated duties and responsibilities by the managements. The results supported this because 6% total number of the respondents strongly disagreed, 3% disagreed, 9% were neutral, 42% agreed and 40% strongly agreed.

Studies have shown that many managers fail in their duties because of poor delegation. Schools are no exception because if the principal over-delegates, under-delegates or fails to delegate to heads of department and other teachers, poor results would be the outcome. In Kenya today according to Orora (1997), talents, skills and abilities of almost all employees in most organizations lie fallow because of lack of delegation or inadequate involvement of staff members in task performance and decision-making. He goes on to argue that poor delegation makes the Chief Executive the only member of an enterprise, whereas, an enterprise's plans, decisions and tasks are enormous and any attempt by anyone to operate them singly leads to failure. In such a scenario, productivity and employee satisfaction remain extremely low. Koontz and Weihrich (1998) say that just in the same way one cannot do all the tasks in an enterprise necessary for the accomplishment of group purpose, it is impossible too for one person to exercise all the authority for making decisions in an enterprise. According to Mintzberg (1979), delegation reduces work overload of upper managers and provides a training ground for complex strategic decisions that leaders are likely to encounter in senior managerial positions. He further asserts that delegation is widely recognized as essential element for effective management.

4.4.3. Working Conditions

The study sought to investigate the effects of working conditions as an aspect of motivation on the performance of secondary school teachers, Table 19 shows the results.

	Satisfaction levels	Frequency	Percent
Valid	:		
	Strongly disagree	3	4
	Disagree	4	5
	Neutral	14	17
	Agree	31	39
	Strongly agree	28	35
	Total	80	100

Table 19: Working conditions and Motivation

The study established that majority of the respondents were satisfied and willing to remain working in their current schools. 4% total number of the respondents strongly disagreed, 5% disagreed, 17 were neutral, 39% agreed and 35% strongly agreed to the statement. This shows a clear indication that the respondents were satisfied in their current working conditions despite having a few challenges. For this reason, they were therefore expected to perform.

Noble (2003) states that more attention should be paid in identifying and dealing with working conditions because when employees have negative perception of their environment they sometimes suffer from chronic stress. Survey data by Matsui (2005) on the study of Ontario Elementary Teachers (OET), report a feeling of teachers being overworked all or most of the time. They believe that these constraints make it difficult for them to meet their own personal work standards, acquire new skills, find the time to work with individual students and consult with colleagues about curricula-related matters. Time demands are also reported to have a negative impact on their personal and family lives. This is especially the case for women, old teachers and surprisingly, those working in excess of 60 hours per week.

4.5. Performance of Secondary School Teachers

4.5.1. Time Management

The study sought to find out the effect of time management on the performance of teachers, Table 20 below shows the results.

	Satisfaction levels	Frequency	Percent
Valid	:		
	Strongly disagree	3	4
	Disagree	15	19
	Neutral	4	5
	Agree	27	33
	Strongly agree	31	39
	Total	80	100

Table 20: Time management

The study revealed that there was time management by teachers when performing their duties, 4% total number of the respondents strongly disagreed, 19% disagreed, 5% were neutral, 33% agreed and 39% strongly agreed.

Clammage (2001) examined that if one controls his time, he controls his life. Time is a precious commodity; everyone gets an equal share but one uses it very differently. According to Tio (2000), teaching experience, age and average family income and educational attainment in terms of master's degree units earned did not make any significant difference or no significant effect on the teachers' level of time management efficacy. Duggins (2001), supports clammage statement that since a lot of people waste time, there must be a lot of problems managing time.

4.5.2. Absenteeism

The study sought to find out the effect of absenteeism on the performance of teachers, Table 21 below shows the results.

	Satisfaction levels	Frequency	Percent
Valid	:		
	Strongly disagree	8	10
	Disagree	10	12
	Neutral	4	5
	Agree	26	33
	Strongly agree	32	40
	Total	80	100

Table 21: Absenteeism

The study revealed that teacher absenteeism was not common as indicated by the results obtained from the respondents that 10% total number of the respondents strongly disagreed, 12% disagreed, 5% were neutral, 33% agreed and 40% strongly agreed to the statement.

According to Miller *et al* (2008), research has found that when a teacher is absent ten days from class, student performance in mathematics is significantly reduced. Studies in the US show that teachers are absent more often in elementary schools, which has a significant impact on these students who are developing their knowledge and skills at an increased pace during these years (Pitkoff, 1993). Another finding in a study by Clotfelter *et al* (2007) was that higher teacher absenteeism is associated with more student absenteeism, which will also lead to poor student performance as the student is not present in class to participate and learn. It can also be concluded that a student may not view school attendance as important if their classroom teacher is absent from class regularly.

4.5.3. Syllabus Coverage

The study sought to find out the effect of syllabus coverage on the performance of teachers, Table 22 below shows the results.

	Satisfaction levels	Frequency	Percent
Valid	:		
	Strongly disagree	9	11
	Disagree	11	13
	Neutral	6	7
	Agree	24	30
	Strongly agree	31	39
	Total	80	100

Table 22: Syllabus Coverage

Concerning completion of syllabus in good time, the study found out as follows: 11% total number of the respondents strongly disagreed, 13% disagreed, 7% were neutral, 30% agreed and 39% strongly agreed.

The standards of education are regulated by school syllabus implemented through school curriculum and endeavor to inculcate certain skills and attitudes through various subjects (Chinyani, 2013). Early coverage of school syllabus allows time for working on students' self-efficacy and mathematical self-concept which are very important in developing self-confidence and improving performance of

individual students (Ferla, Valcke and Cai, 2009). According to Owoeye and Yara (2011), teaching and learning, and therefore syllabus coverage can occur through one's interaction with one's environment. Environment here refers to facilities and resources that are available to facilitate student learning outcomes.

4.5.4. Student Testing

The study sought to find out the effect of student testing on the performance of teachers, Table 23 below shows the results.

	Satisfaction levels	Frequency	Percent
Valid	:		
	Strongly disagree	3	4
	Disagree	4	5
	Neutral	14	17
	Agree	31	39
	Strongly agree	28	35
	Total	80	100

Table 23: Student Testing

The study revealed that teachers tested students and released test results promptly, 4% total number of the respondents strongly disagreed, 5% disagreed, 17% were neutral, 39% agreed and 35% strongly agreed to the statement.

Testing has assumed a prominent role in recent efforts to improve the quality of education and it is viewed as a reform and policy intervention. According to Popham (1987), those who embrace testing argue that not only is it a cost-effective way to improve instruction, but it is needed to bring order to the haphazard situation that exists because of the proliferation of high stakes testing that exerts significant influence on classroom learning. In addition to studying the effects testing has on curriculum, many studies have examined the effects that testing has on staff. Mandated testing creates tension. Corbett and Wilson (1988) found that "Maryland teachers were reported to be under great stress...and have experienced decreased reliance on their professional judgments than teachers in Pennsylvania" (where there was no direct attempt to raise scores) pp 30.

4.5.5. Workload

The study sought to find out the effect of workload on the performance of teachers, Table 24 below shows the results.

	Satisfaction levels	Frequency	Percent
Valid	:		
	Strongly disagree	4	5
	Disagree	8	10
	Neutral	15	19
	Agree	29	36
	Strongly agree	24	30
	Total	80	100

Table 24: Workload

The study found out that majority of teachers were comfortable with their current workload, 5% total number of the respondents strongly disagreed, 10% disagreed, 19% were neutral, 36% agreed and 30% strongly agreed with statement.

A study to examine the sudden changes in workload levels was designed and carried out by Cox Fuenzaalida in 2006. The purpose of the study was to make direct comparison between sudden increase and decrease in workload situations. Results indicated that performance was significantly impaired for both conditions. Findings suggested either a sudden decrease (high to medium) or increase (low to medium) workload could result in impaired performance (Cox, 2004). Furthermore, the study suggested that a sudden decrease may result in great detrimental effects. Workplace stress and stress related illnesses are frequently cited as common occurrence caused by workload extremes, with general perception that the workplace is becoming more and more stressful (Jones and Bright, 2001) with managers most likely to experience negative spillover from work to the non-work context (Grzywacz, Almeida and MacDonald, 2002).

4.5.6. Students Discipline

The study sought to find out the effect of students' discipline on the performance of teachers, Table 25 below shows the results.

	Satisfaction levels	Frequency	Percent
Valid	:		
	Strongly disagree	8	10
	Disagree	4	5
	Neutral	15	19
	Agree	29	36
	Strongly agree	24	30
	Total	80	100

Table 25: Students Discipline

The study found out that the discipline of students in most schools was very encouraging, 10% total number of the respondents strongly disagreed, 5% disagreed, 19% were neutral, 36% agreed and 30% strongly supported the fact.

Discipline and academic performance is the core of today's education. According to (Dunham, 1984), effective discipline does not only help in the achievement of goals, expectations and responsibility in students, but also creates a good image of the school and prepares learners for the future. He goes on to state that disruptive behavior among learners is eliminated if there is good discipline at school. That the implication of effective discipline at school is a key for the student in the journey to adulthood and that is why parents often have no choice but to enroll their children in a school with good discipline, which leads to better academic performance. Hernandez and Seem (2004) argue that effective schools demonstrate sound inclusive practices which include emphasizing school discipline, collaborative leadership and good practice. The school discipline therefore prescribes the standard of behavior expected of the teachers and students.

4.5.7. Classroom Management

The study sought to find out the effect of classroom management on the performance of teachers, Table 26 below shows the results.

	Satisfaction levels	Frequency	Percent
Valid	:		
	Strongly disagree	6	8
	Disagree	8	10
	Neutral	13	16
	Agree	24	30
	Strongly agree	29	36
	Total	80	100

Table 26: Classroom Management

The study revealed that most teachers had no problem with classroom management during their lessons, 8% total number of the respondents strongly disagreed, 10% disagreed, 16% were neutral, 30% agreed and 36 strongly agreed to the point.

Akpakwu (2003) defines classroom management as the orderly control of learners, teaching materials and teaching aids in order to obtain the desired learning objectives. In his part, Mgbodile (2004) sees classroom management and administration as the process of creating favorable conditions to facilitate classroom instructions as well as that of regulating social behavior of students. Today, classroom management according to Akpakwu (2003) is the most neglected area of our secondary schools, and the success or failure of any and learning process depends to a large extent on the way classrooms are managed. Failure to effectively manage the classroom can have an overall negative influence on the entire school, most especially in terms of sound academic performance of the school. He further states that, when educators talk about classroom management, one of the first things that comes to the mind is the maintenance of discipline, control, motivational teaching methods, leadership styles, use of instructional materials and communication.

According to Sweeney (1982), the direct responsibility of improving classroom management and therefore instruction and learning rested in the hands of the school principal who must be resourceful in terms of organizational acumen. This acumen is usually expressed in the effective school philosophy which cultivates in the students the desire to learn and excel.

4.5.8. Teacher Preparation

The study sought to investigate the effects of teacher preparation on the performance of secondary school teachers, Table 27 shows the results.

	Satisfaction levels	Frequency	Percent
Valid	:		
	Strongly disagree	2	3
	Disagree	5	6
	Neutral	14	17
	Agree	31	39
	Strongly agree	28	35
Total	80	100	

Table 27: Teacher preparation

The study revealed that majority of the respondents had no problem in preparation and use of professional records such as schemes of work, lesson plans, lesson notes and records of work, 3% total number of respondents strongly disagreed, 6% disagreed, 17% were neutral 39% agreed and 35% strongly agreed.

One stylized but common interpretation of current research on teacher effectiveness is that teacher matter but teacher preparation does not. For example, Gordon, Kane and Straiger (2006) examined recent research on teacher labour force and recommended that entry into teaching be opened to anyone with a college degree and requisite subject matter knowledge. This recommendation is based on a premise that on the job training, combined with actual experience teaching, is as effective as requiring specialized preparation to teach prior to entering the classroom.

4.5.9. Remedial Teaching

The study sought to find out the effect of remedial teaching on the performance of teachers, Table 28 below shows the result.

	Satisfaction levels	Frequency	Percent
Valid	:		
	Strongly disagree	3	4
	Disagree	15	18
	Neutral	4	5
	Agree	27	34
	Strongly agree	31	39
	Total	80	100

Table 28: Remedial teaching

The study established that majority of the respondents spared time to attend to students' remedial work at no extra fee, 4% total number of the respondents strongly disagreed to this, 18% disagreed, 5% were neutral, 34% agreed and 39% strongly agreed.

Remedial teaching is defined in the Oxford Advanced Learners Dictionary as "connected with school students who are slower at learning than others". Huang (2010) stated that the goal of remedial instruction is to provide low-achieving students with more chances to reinforce the basic knowledge in common subjects, so that they can meet minimum academic standards. To do this, it is important for teachers to make efforts to adapt instruction to students' special needs. Huang (2010) and Tseng (2008) emphasize that remedial education is considered a type of clinical teaching where a child receives both diagnosis and treatment until successful recovery is achieved.

4.5.10. Co-Curricular Activities

The study sought to find out the effect of co-curricular activities on the performance of teachers, Table 29 below shows the results.

	Satisfaction levels	Frequency	Percent
valid	:		
	Strongly disagree	3	4
	Disagree	7	9
	Neutral	17	21
	Agree	25	31
	Strongly agree	28	35
	Total	80	100

Table 29: Co-Curricular Activities

The study found out that 66% of the respondents were happy with their participation and progress in co-curricular activities, 4% total number of the respondents strongly disagreed, 9% disagreed, 21% were neutral, 31% agreed and 35% strongly supported the statement.

Researchers have found positive association between participation in co-curricular activities and academic performance of students (Guest and Schneider, 2003). Most of the co-curricular activities have been found to be good in constructing and enhancing academic performance of students although they do not have direct relationship with academic subjects (Marsh and Kleitman, 2002). A research conducted by the education department of the United States of America discovered that the students who actively contribute in co-curricular activities are more likely to have a Great Point Average (GPA) of 3.0 or more as compared to those who are not involved in co-curricular activities (Stephens and Schaben, 2002).

4.5.11. Respondent Participation per Subject

The study sought to find out the respondent participation per subject, Table 30 below shows the results.

Subject	Frequency	Percent
English	17	21
Kiswahili	7	9
Mathematics	11	14
Biology	6	8
Physics	8	10
Chemistry	5	6
History and Government	7	9
Geography	5	6
CRE	4	5
Agriculture	3	4
Business studies	5	6
Computer studies	1	1
Building and construction	1	1
Total	80	100

Table 30: Respondent participation per subject

The study established that 21% of the respondents were English teachers, 13% mathematics teachers, 10% physics teachers, the rest of the subjects had between 4% and 9% of their teachers as respondents with Computer Science and Building Construction having recorded only one respondent each.

4.5.12. KCSE Performance 2010 -2014

The study sought to find KCSE performance in the last five years 2010 - 2014, Table 30 below shows the results.

Subject	KCSE Subject MS from 2010 to 2014					Total ÷ 5	Av. MS
	2010	2011	2012	2013	2014		
English	3.38	4.07	3.78	3.63	3.76	18.62 ÷ 5	3.72
Kiswahili	3.93	3.76	3.46	3.80	3.64	18.59 ÷ 5	3.72
Mathematics	2.02	2.17	2.60	2.44	2.43	11.66 ÷ 5	2.33
Biology	3.14	3.16	2.87	3.40	3.09	15.66 ÷ 5	3.13
Physics	4.80	4.12	4.67	4.71	5.51	23.81 ÷ 5	4.76
Chemistry	2.47	2.27	2.61	2.38	3.07	12.80 ÷ 5	2.56
H/Government	4.93	4.79	5.25	5.80	6.13	26.90 ÷ 5	5.38
Geography	3.66	3.64	4.78	4.02	3.96	20.66 ÷ 5	4.01
CRE	4.00	4.27	5.18	4.42	4.28	22.15 ÷ 5	4.43
Agriculture	4.86	5.33	5.63	5.12	7.98	28.92 ÷ 5	5.78
B/Studies	4.11	4.01	5.22	4.92	4.59	22.85 ÷ 5	4.57
C/Studies	4.12	3.00	4.50	7.00	3.00	17.50 ÷ 5	3.50
B/Construction	2.50	2.88	2.43	2.25	2.00	09.56 ÷ 5	1.92

Table 31: KCSE Performance MS from 2010 to 2014

The study revealed that agriculture with average MS of 5.78, and history and government with the average MS of 5.38, had the highest average MSs for the last 5 years followed by physics with 4.76, business studies 4.57, CRE 4.57, geography 4.01, English 3.72, Kiswahili 3.59, computer studies 3.50, biology 3.03, chemistry 2.46, mathematics 2.33 and lastly building and construction 1.92.

5. Summary of Findings, Conclusion and Recommendations

5.1. Summary of the Findings

The study found out that there was gender imbalance of teachers in the schools in secondary schools in Trans Mara West; this was because 82% of the respondents were males while only 18% were females. It was also revealed that 69% of the teachers were in the age bracket of between 26-45 years. This was the age bracket when a person is energetic, most productive and hence in a position to perform. Also, it was found out that 76% of the teachers who participated as respondents in this study had attained the minimum qualification of a Bachelor's degree education which is accepted for one to teach in a secondary school. The study also established that 61% of the teachers in secondary schools had been in the teaching service for a period of between 0-10 years. The response rate for this study 100% although going by the different teacher categories the participation turned out to be 13 principals instead of 16, 13 deputies instead of 16, 17 DOSs instead of 16, 5 HODs instead of 16 and 32 assistant teachers instead of 16. This turn out rate in the different categories of respondents was brought about by the fact that there was delegation of responsibilities in most schools whereby the respondents quoted their actual job title and not that of the occupant of the office they were delegated to work. The study further

established that 70% of the teachers had served in their current job title for a period of between 0-10 years while only 30% had served for a longer period of over 11 years and above.

The findings on the leadership styles used by the different managements of schools revealed that all the six leadership styles investigated were in use. Starting with autocratic leadership style, 73% of the respondents disagreed that this style of leadership was not practiced in their schools, 12% were neutral and 15% agreed that this style of leadership was being practiced. Persuasive leadership style, 15% of the respondents disagreed, 19% were neutral and 66% agreed. Consultative leadership style, 16% of the respondents disagreed, 18% were neutral and 66% agreed. Democratic leadership style, 13% of the respondents disagreed, 21% were neutral and 66% agreed. Transactional leadership style, 14% of the respondents disagreed, 20% were neutral and 66% agreed. Finally, transformational leadership style, 13% of the respondents disagreed, 12% were neutral and 75% agreed. The results indicated apart from autocratic leadership which was rejected by 73% of the respondents, the other five styles of leadership were accepted as being in use by 66% to 75% of the respondents. This is because in practice, different situations in an institution may call for the leader to apply different styles of leadership.

Concerning the effects of teamwork in schools, investigation on Communication, decision making and problem solving as aspects of teamwork gave results respectively as follows: Those who disagreed as 15%, 11% and 12%; those who were neutral as 19%, 11% and 11% and those who agreed as 66%, 78% and 77%. The results indicate that teamwork had been embraced in schools even though its impact was yet to be reflected in KCSE performance which had remained at an average of 5.78 MS for the best performed subject in the years from 2010 - 2014.

As with the effects motivation on performance, investigation on recognition, delegation and working conditions as aspects of motivation obtained the results respectively as follows: Those who disagreed as 9%, 9% and 9%; those who were neutral as 17%, 9% and 17% and those who agreed as 74%, 82% and 74%. Just like teamwork, the results show that motivation as an HR practice was highly practiced in schools although little was reflected in KCSE performance which had remained at the average MS of 5.78 for the best performed subject.

Concerning performance of secondary school teachers, 72% of the respondents agreed of having no problem with time management. 73% agreed that they were not victims of absenteeism, 69% agreed that they covered the syllabus in good time. 74% agreed that they tested and evaluated students promptly. 66% agreed that they were satisfied with their current teaching workload. 66% of the respondents agreed that student discipline was good in their schools. 66% agreed that they had no problem with classroom management during their lessons. 74% agreed that they prepared and used professional records to teach. 73% agreed that they spared time to attend to students' remedial teaching and 66% of the respondents agreed that they participated in co-curricular activities. From these results on performance of duties and responsibilities, it shows that all the duties and responsibilities stated have been rated at 66% and above performance. Going by this, it would be expected that academic performance in KCSE should have been better or at least should have shown good improvement in the five years from 2010 to 2014. But instead, the performance in KCSE had remained low at an average MS of 5.78 and below for the best performed subject.

The study had also investigated on teacher participation per subject and it was revealed that 21% of the respondents were English teachers, 13% mathematics teachers, 10% physics teachers, the rest of the subjects had between 4% and 9% of their teachers as respondents with Computer Science and Building Construction having recorded only one respondent each. It was also established that the minimum number of subjects offered in the 8.4.4 curriculum which is eleven subjects was being offered in all schools.

5.2. Conclusions

In conclusion, this study was able to reveal quite a number of issues as concerns HR practices and secondary teachers' performance in Trans Mara West Sub-County and by extension Kenya. Concerning demographic information, it was established that there was teacher gender imbalance with 82% being males and only 18% being females, a conclusion was drawn from this that there was shortage of role models for the girl child in schools, an issue that needed urgent corrective measure by the TSC employing more female teachers. It was also established that 68% of the teachers were people who were in their late 20s and early 40s, that is, 26 to 45 years' age bracket. It was therefore concluded that most of these teachers were energetic, active and productive in addition to having enough experience in the teaching service, all these features place teachers in better position to deliver. As concerns the qualifications of teachers, 76% of the teachers had the recommended teaching qualification of at least a Bachelor's degree making the researcher to conclude that they were in a better position to deliver the content to the learners without any problem which therefore raises questions as to why KCSE performance in the Sub-County had continually remained dismal in the five years from 2010 and 2014. It also came out that 62% of the teachers had been in the teaching service for a period of between 0-10 years compared to 38% who had been in the teaching service for a period of between 11-60 years. This had the implication that there was high teacher turnover an element that could also affect performance negatively. It was also concluded that there was little teacher professional advancement as indicated by a large proportion of teachers serving at same job title for very many years. This was also supported by the fact that there were no teachers with PHD qualification an indication of lack of opportunities for further education. It was also concluded that teacher promotion policy was rigid and left teachers serving in the same job group for a long time hence making them not only demotivated but also looking for ways to move out of the teaching service.

Concerning the leadership styles employed by school managements, the study established that 73% of the respondents disagreed on the use of autocratic leadership style, 66% agreed on the use of both persuasive and consultative leadership styles, 66% agreed on the use of both democratic and transactional leadership styles, and 75% agreed on the use of transformational leadership style.

From the findings of this study, it was concluded that there was a strong willingness for both the management and the staff to embrace teamwork and motivation in schools. The respondents' rating on communication, decision making and problem solving as

aspects of teamwork were such that communication was rated at 66% agreement, decision making at 78% and problem solving at 77%. Motivation on the other hand had its three aspects of delegation, recognition and working conditions rated at 82%, 74% and 74% all agreements respectively.

It was also concluded that teachers performed their duties and responsibilities as expected of them. This was because the respondents' rating (agreement) about the listed duties and responsibilities ranged between 66% and 74% which was well above average, an indication that teachers were positive towards their work. This therefore puts the management of schools and their staff on the spot to produce results. This is because the HR practices surveyed, that is, styles of leadership, teamwork and motivation had been rated as being put into practice to the tune of well above average but this has not been translated into improved performance, an issue that questions for further research.

The schools offered the 8-4-4 curriculum. However, performance in KCSE for the five years from 2010 to 2014 was wanting and did not reflect the potential shown by respondents with respect to age, qualification, experience, leadership styles, teamwork, motivation and the performance of other duties and responsibilities.

5.3. Recommendation of the Study

There are a number of recommendations that have been put forward from the findings of this study. Some of these recommendations are as follows:

There was need for the Government to address the issue of gender imbalance amongst teachers in Trans Mara West Sub-County and in Kenya as whole. This was because the study established that 82% of the respondents in the schools visited were male teachers while only 18% were female teachers. This left a gap in the teaching service in that there was shortage of female teachers who were supposed not only to mould the girl child but also to serve as role models for girl child.

There was need for the Government to improve the working conditions and remuneration of teachers not only to make the profession attractive but also to retain experienced and qualified teachers in the profession. The study established that the number of respondents who had been in the teaching service for a period of between 0-10 years was 62% while those who had been in the service for 11 years and above was only 38%. This implied that there was high teacher turnover after 10 years of service.

There was need to conduct leadership training for teachers, Parent Associations (Pas), school managers and BOMs. The study revealed that the leadership of schools did not realize their mandate in producing the expected results especially in KCSE; this is despite the fact that the respondents had rated the various advocated leadership styles in use as being between 66% and 75% practiced except for autocratic style which was rejected by 73% of the respondents.

There was need for schools to make their HR practices functional, relevant and result oriented. According to this study, the respondents agreed at the rating of between 66% and 74% that teamwork and motivation were being practiced in their schools. However, there was little indication of the practice of the two HR practices being translated to performance in KCSE.

There was need for all teachers under the facilitation of personnel from the Quality Assurance and Standards Office to hold workshops to re-exam the teaching methodologies in use with the aim of finding out why the content delivered did not make learners to perform well in KCSE. The study had found out that the respondents had rated their performance of duties and other responsibilities as being between 66% and 74%. It was however unfortunate that these efforts were not reflected in the actual outcome in KCSE performance.

5.4. Suggestion for Further Research

There is need for further research in the areas of leadership styles in secondary schools, HR practices applicable to secondary schools and teaching methodologies with respect to performance.

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