



## HUMAN RESOURCE PLANNING DYNAMICS AND ACADEMIC PERFORMANCE OF UPGRADED NATIONAL SCHOOLS IN WESTERN KENYA COUNTIES

**Violet Wekesa<sup>1i</sup>,  
Kisilu Kitainge<sup>2</sup>**

<sup>1</sup>Doctoral Candidate,  
School of Education,  
University of Eldoret,  
Kenya

<sup>2</sup>Prof, Dean,  
School of Education,  
University of Eldoret,  
Kenya

### **Abstract:**

This paper looks at the human resource dynamics influencing performance of public secondary schools that were upgraded in Kenya. When they were upgraded, it was expected that performance of these schools would improve but analysis of data over the recent years showed fluctuation in performance. This paper therefore investigates the extent to which aspects of human resource provision and availability could explain the performance trend of eight upgraded national schools in Western region of Kenya. The study used a mixed method research approach with the target population the target population were 263 teachers and 8 principals from teachers in the 8 upgraded national schools. The sample size was 156 respondents purposively sampled for principals and heads of departments, while teachers were sampled using random sampling technique. Data was collected through observation checklist, interview schedule and questionnaire. The instruments were tested for validity and reliability through piloting in the extra county schools that were upgraded from county schools in the region. Data analysis was done using quantitative and qualitative measures. Research results showed that there was significant change (7.5%) in teacher staffing distribution in the above mentioned schools. analysis of data showed that to cover the human resource shortfall gap, schools employed teachers on contract basis. Despite the initiative taken by secondary schools to bridge the human resource shortfall, they did not post significant improvement in academic performance of their students in Kenya Certificate of Secondary Examinations. The research concluded that human resource supply did not match the demand (number of enrolled learners) in upgraded national schools and this did not significantly impacted

<sup>i</sup> Correspondence: email [violetwekesa37@gmail.com](mailto:violetwekesa37@gmail.com)

on academic performance ( $p > 0.05$ ). The paper recommends that Teachers Service Commission should post more teachers to upgraded national schools to match the curriculum standards. Moreover, schools' boards of management need to provide opportunity for training and attendance of career development workshops by their teachers to improve their knowledge, skills and competencies in classroom instruction to meet the demands of globalised world.

**Keywords:** human resource, teachers, influence, performance, supply, demand

## 1. Introduction

Education is one of the most promising paths for individuals to realise better, more productive lives and as one of the primary drivers of national economic development (Mobegi, Ondigi, & Oburu, 2010; Ipata, 2011). The Government of Kenya through Ministry of Education has invested heavily a lot of resources in improving access and quality of education. This is in line with national goals of education, Education for All objectives, Vision 2030 and Sustainable Development goals agenda. Through ensuring that each learner after completion of primary education access secondary schools irrespective of their status, location or even religion, the government decided to increase the number of national public secondary schools across the country in the year 2011 (Republic of Kenya, 2012). Western Kenya which did not have national schools saw upgrading of existing extra county schools to national status (Wekesa, Kosgei & Chepkoech, 2020). These upgraded secondary schools were; Lugulu Girls, Bunyore Girls, Friends School Kamusinga, Butula Boys, Kakamega Boys, Butere Girls, Kolanya Girls and Chavakali Boys which are located in the western region of Kenya. The national schools admit learners who had performed well in their Kenya Certificate of Primary Education to join national schools. Considering that the upgraded schools were considered to be second tier (extra county schools), the upgrading was expected to result to improvement in performance in KCSE examinations. Analysis of performance data from 2013 to 2017 showed that these schools failed to live to their expectations in terms of student academic performance to match the scores obtained by previous (18) national schools that existed in the country. The poor performance that was experienced by the upgraded national schools could point to lapse or gaps in planning of educational activities to ensure performance improvement is achieved. In planning, material and non-material resources forms a significant part of ensuring that what was planned is implemented to realise educational objectives.

The government of Kenya master plan argues that in order to enhance quality education provision in secondary schools, it is imperative to have a well-qualified and highly motivated teaching force capable of understanding the needs of learners and the curriculum (Republic of Kenya, 2012). Schools are comprised of people and so acquiring their services, developing their skills, motivating them to high levels of performance and ensuring they maintain total commitment to the organization is essential for the

achievement of the organization objectives (Muthoni, 2015). Teacher professional development can help overcome shortcomings that may have been part of teachers' pre-service education and keep teachers abreast of new knowledge and practices in the field (UNICEF, 2000 in Lasoi et al., 2017). A study by Caena (2011) indicated that there is a significant, positive correlation between teacher professional development and provision of quality education, as most important within-school factors explaining performance, and between in-service training and student outcomes, are consistently borne out by research. The highest quality teachers, those most capable of helping their students learn, have deep mastery of their subject matter and pedagogy (Darling-Hammond, 2012). The end result of quality learning is improved academic performance. This paper therefore looks at how planning for human resource development influenced academic performance of upgraded national schools in Western Kenya.

### **1.1 Statement of the Problem**

Proper planning is a prerequisite to effective management of schools. With planning, resources required are prioritised and communicated to the right channels so that implementation of the plans becomes easier. In secondary school, human resources play a significant role in ensuring curriculum documents are put into practices in schools. The upgrading of extra county schools in western region in the year 2011 was welcomed but five years down the line, the institutions have been performing below expectations. The government during upgrading committed itself to post and distribute the required number of teachers in those schools. However, research studies examining how human resource planning practices have influenced the performance of upgraded national schools are not adequate. This paper therefore looks at various human resource planning practices were adopted in upgraded national secondary schools in Western Kenya and their influence on performance in national examination (KCSE).

### **1.2 Objective of the Study**

To establish the human resource planning dynamics influence on performance of upgraded national schools in Western Kenya Counties

### **1.3 Research Questions**

How do human resource planning dynamics affect performance of upgraded national schools in Western Kenya Counties?

## **2. Literature Review**

Human resource in school includes teachers, support staff and students. Human resource as a factor of production is affected by adequacy and quality as reflected by level of training and level of motivation (Wilson, 2011). According to behavioural scientists, effective worker performance requires motivation ability and reward system that encourages quality work (Ivancevich, Konopaske & Matteson, 2007). Performance of

teachers as reflected by level of training and teaching experience will determine the quality of grades attained in an examination (Onyara, 2013). A trained teacher will have necessary pedagogical skills, which will promote students' understanding, motivating a student to learn, thereby promoting academic performance.

Adequacy of teachers is reflected by student teacher ratio. Student teacher ratio reflects the number of student that is handled by one teacher in a stream during a lesson (Lumuli, 2009). Low student teacher ratio means that a teacher will be able to handle fewer students, implying high attention level. High student ratio implies that a teacher will be able to handle many students at ago. This will make a teacher to employ teaching methods which are deductive rendering students passive (Michelowa, 2003). However, there is need to strike balance as extremely low student teacher ratio leads to under utilization of teachers while high student teacher ratio compromises academic performances affecting quality of education. This study therefore seeks to establish the personnel dynamics and performance of extra-county upgraded national schools.

In Britain, teachers emerging from programmes are only slightly better equipped for the demands that will confront them than their predecessors thirty years ago. This reflects the static teacher training force itself out of touch to some degree with recent developments in schools. In Britain, the return of adult learner to the classroom meant that schools were dealing with more sophisticated clientele than in the past. Staff development meant is essential for the school to meet the wider responsibilities it is now expected to fulfill (Wilson, 2011). Teachers are essential players in promoting quality education in schools because they are catalysts of change. Teachers at all levels of education system should have access to training and ongoing professional development so that they can be able to participate locally and internationally in decisions affecting their teaching environments (UNESCO, 2008).

Educational management has no choice as to whether to train teachers and other employees or not. This is because the competence of employees will never last forever due to such factors such as curriculum change, technological change transfers and promotions (Okumbe, 2011). Education reforms processes tend to maintain the classical scheme of incorporating teachers when the proposal has already been defined, counting teachers only as potential trainees and implementers, thus ignoring the importance of teachers' knowledge, experience and active participation in the reform process (Mbatia, 2004). The shortage of well-trained teacher was identified in the 1964 – 70 development plans as a major obstacle to achieving education for all. The plan emphasized the need of expanding teacher-training facilities in order to reduce the number of untrained teachers and meet the demand of a rapidly expanding primary education system.

Lucas and Mbiti (2014) from their studies confirmed that students with experienced teacher do better than those with less experienced teacher. Can the government then reverse to training on job and cut training costs to make education more cost effective. Nevertheless, Jaiyeoba and Atanda (2003) say experience is more associated with achievement of students only at the Secondary level and further research is necessitated. Conducting this production function with teacher variables will enable

me to discover the best combination of teacher characteristics (input) that can be functionally associated with performance (output). The Kenya Education Act 2013 and the Sessional Paper No. 1 of 2005, States that for better running of the schools, the BOMs must carry out their responsibilities effectively by balancing all areas that is human resources (Lasoi et al., 2017). In the case of Kenya, the literature review shows that no study has examined the input output relationship at the school level with particular attention to teacher variables. This study tends to fill this gap as well as provision of a rationale for re-training and professional re-orientations services for serving mathematics teachers for the educational planners and ensure cost effectiveness in the education system.

According to Crawford (2016), teachers who have limited teaching experience have a more positive impact on the students' achievement level than senior teachers. Such a conclusion could be attributed to the possibility that teachers who have recently become involved in the teaching career continue to acquire fresher pedagogic and professional knowledge in their educational field. Their competence can also be attributed to their higher enthusiasm for teaching. Some senior teachers are undoubtedly more experienced, but their long, excessive years of teaching the same discipline could have negatively influenced their teaching motivation. Thus, this study will seek to establish the teacher length of teaching experience and preparedness of upgraded national secondary schools adaptability to their current national status. Motivation of the employees is another role of the human resource manager. This can be done through rewards especially to those who he done well. The HR department needs to evaluate the performance of employees (Muthoni, 2015). Those employees who are found to have exceeded expectation should be compensated for their action. Some of the compensation may be holidays offer, end of year bonuses, awards, salary increments and promotion. If managers maintain such incentives there will be improvement of employees' satisfaction. This will also contribute to good employees' retention rates.

In India, Tamil Nadu (2011) conducted a study on In-service Teacher Training and it was found that of the 56 sample teachers, a higher proportion of 53 teachers (95%) informed that they have gained clarity and confidence in planning and preparing for their classroom interaction. They have become more empowered to handle the classes effectively) about 86 per cent of the teachers (48) opined that the in-service training under SSA has motivated them to do their levels best in teaching. In Thailand, Puangjakta and Vinitwatanakhun (2015) study was conducted to identify teachers' perceptions toward human resource management dimensions in an International School in Prawet district, Bangkok, and to compare teachers' perceptions classified by various demographic factors. A quantitative survey methodology was adopted for this study. The findings demonstrated that teacher' perceptions toward human resources management in school were at a low level and there was no significant difference in teachers' perceptions toward human resource management dimensions. However, the results also revealed that Thai teachers' and Asian teachers' perceptions toward professional development had a significant difference in the direction that the mean of Asian teachers' perception was

higher than Thai teachers'. The gap created from the study is that it was conducted in one school while this study involves eight schools.

In Nigeria, Osagie and Okafor (2015) investigated how human resources management variables influenced the academic performance of students in secondary schools in Egor local government area of Edo State in 2006 and 2007. A questionnaire of the human resources management variables was administered to test the hypotheses. Pearson product-moment correlation coefficient was used to analyse the relationship between the four dimensions of human resources management variables and the academic performance of students. Findings demonstrated support for the hypotheses relative to three dimensions of the variables and students' performance. The study determined that staff workload had a negative correlation with students' performance while human resources planning, staff supervision and staff evaluation had a positive correlation to students' academic performance. The gap created in Osagie and Okafor research is that they used data that exceeded beyond ten-year period. Further, the study was quantitative in nature while this study will be a mixed one. According to Oluwakemi (2011) in a study on teacher professional development as determinant of teacher productivity in Oyo Metropolis Senior Secondary schools, teachers are an important component of school performance. The study found that school management had not facilitated forums for in-service training such as workshops, seminars and conferences for teachers to improve their competencies. This is because professional development of teachers has a direct impact to the provision of quality education.

In Kenya, Bitange, Kipchumba and Magutu (2010) argue that for any institution to be successful, it has to depend on the quality and commitment of its human resources to implement laid strategies. This therefore means that strategic planning is key to success of a school in terms of its mission, goals and objectives. It is therefore essential for schools to put in place mechanisms to ensure that strategic plans are in place and followed to guide daily actions. According to Mobegi, Ondigi and Oburu (2010), headteachers should take up their roles as quality assurance officers in their schools and ensure that there is adequate departmental supervision. They should introduce staff appraisal through locally designed forms to enhance standards and engage in evaluative class observation to ensure that a variety of teaching methods apart from class discussion is utilized. Headteachers should devise school income generating activities to alleviate current financial problems that result in student absenteeism, transfers, indiscipline and inadequate facilities. They should frequently invite quality assurance officers to advice on school affairs and community relations. Head teachers should be in constant communication with the Teachers Service Commission (TSC) to ensure that the schools receive adequate staffing for the delivery of quality education. Headteachers should devise strategies such as the old students' associations and organize communal fundraisers to help equip schools for retention and delivery of quality education (Nzoka & Aluko, 2014).

Ipata (2011), in her study on cost saving measures on access, retention and performance in public secondary schools in KCSE examination in Teso District found that

most schools were under staffed. This contributed to high expenditure due to employment of BOM teachers affecting the quality of teaching process, schools lacked quality buildings, science equipment, shortage of teachers, and IGAs which would help needy students by giving them bursaries to enhance retention and performance. Akinyi and Odongo (2015) study was to establish the influence of the working conditions of the support staff on work performance in public secondary schools in Rarieda Sub-County. The study population consisted of 180 support staff, 34 head teachers and 34 BOM chairpersons from 34 secondary schools. Saturated sampling technique was used to select 31 head teachers and 31 BOM chairpersons. Saturated sampling technique used to select 150 support staff. The instruments of data collection were questionnaires and interview schedules. The study revealed that conditions of work influence work performance of support staff. The study also found that support staff in Rarieda Sub-County work under poor conditions. They experienced challenges such as inadequate working tools, low salary, inadequate housing and are overworked. In coping with the challenges faced, support staff carried tools from home, engaged in small-scale businesses and odd jobs, commuted from their homes and others who are unable to cope persevered. The gap created by Akinyi and Odongo study is that it was conducted with focus on non-academic staff while this study focused on academic staffs that were in a good position to show how planning dynamics of human resource practices influenced institutional performance.

Nyaboga, Ondieki and Ajowi (2015) examined the working conditions of the support staff in public secondary schools. The study population consisted of 170 public secondary schools, 170 principals, 172 deputy principals and 170 BOM chairpersons with 1020 support staff, totaling to 1532. Simple random and stratified sampling techniques were used to select 16 secondary schools. The study established that support staff in Nyamira County work under very poor conditions. The findings reveals that support staff motivation depends on the working conditions set by the principal in a school also influence workers motivation to work. The gap created by Nyaboga et al. research is that they failed to include teaching staff as part of respondents. In addition, they did not examine the relationship between the working conditions of support staff and institutional performance. Lasoi, Okoth and Nelson (2017) investigated the initiatives of the Board of Management that influences the provision of quality education in secondary schools in Kajiado West-sub County, Kajiado County. The study employed a descriptive survey design since the data to be collected required a quantitative and qualitative approach. The study targeted 42 public secondary schools in Kajiado County. Sixteen schools (16) were randomly selected from a pool of 42 schools in Kajiado County. Result findings showed that management of physical resources, teachers' professional development influences provision of quality education. Based on research finding it can be concluded that involving Board of Management initiative in the management of physical resources, teacher professional development influences provision of quality education. This study departments from Lasoi et al. research by investigating how human resource dynamics influenced performance of upgraded national schools in

western Kenya. Mutiso and Kilika (2017) examined the relationship between Human Resource Management Practices and Quality Service Delivery in the education sector in Kenya. The research was done as a case study of government sponsored secondary schools based in Taita-Taveta County. The results showed that the regression model used was significant and that the HRM practices as measured using the five practices explain approximately 45% of the variation in service quality delivery in the education sector in Taita-Taveta County in Kenya. They concluded that HRM practices in the Education sector in Kenya is still undertaken with an inclination towards the traditional personnel management perspective. The gap created in this study is that they did not link human resource management planning practices and institutional performance, a focus of this study.

### **3. Materials and Methods**

The study was conducted in Western Kenya four counties of Vihiga, Bungoma, Kakamega and Busia. They are located on western part of Kenya bordering Uganda. In 2011, the Ministry of Education upgraded eight extra county schools to national status. Data on students' population shows approximate figure of 5600 and 270 members of the teaching staff. The study utilised mixed method research paradigm. The reasons why the researcher used this approach are because qualitative and quantitative data was collected (Bryman, 2016). The study was based on the descriptive survey research design.

The study was conducted eight in the upgraded national schools in Western region; Lugulu Girls, Bunyore Girls, Friends School Kamusinga, Butula Boys, Kakamega Boys, Butere Girls, Kolanya Girls and Chavakali Boys. The target population comprised of principals and teachers totalling to 303 respondents which comprises of 8 principals and 295 teachers. The final sample size for the study involved 170 teachers and 8 principals. The teachers were selected using systematic sampling and principals using purposive sampling. Questionnaires, interview schedule and document analysis were used as the main instruments for data collection. Questionnaire was for teachers, interview schedule for principals and document checklist used by the researcher. Quantitative data will be coded, entered and analysed with the help of Statistical Product and Service Solutions (SPSS) Version 21. Data analysis was done using descriptive statistics; frequencies, percentages, means and standard deviation. Inferential analysis used was Karl Pearson Correlation to determine the relationship between different human resource planning dynamics and performance of upgraded secondary schools in Western Kenya. Qualitative data was analysed using thematic content analysis.

### **4. Results and Discussions**

Teachers were asked to indicate the extent to which they agreed or disagreed on how human resource improvements were done in their school. Their responses are given in Table 1.

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**Table 1:** Human Resource Dynamics in Upgraded National Schools

Human resource	SD	D	UD	A	SA	M	SD
More teachers have been posted in our school by TSC since it was upgraded to address shortage	86 (54.4%)	34 (21.5%)	8 (5.1%)	24 (15.2%)	6 (3.8%)	1.9241	1.24432
The school BOM has hired extra non-academic support staff since the school was upgraded to improve on service delivery	32 (20.3%)	24 (15.2%)	8 (5.1%)	78 (49.4%)	16 (10.1%)	3.1392	1.36129
The school BOM has hired extra academic support staff (PA) since the school was upgraded to improve on quality education	16 (10.1%)	22 (13.9%)	18 (11.4%)	90 (57.0%)	12 (7.6%)	3.3797	1.13209
Teachers have been provided with opportunities for further training since the school was upgraded to improve their pedagogic competencies	92 (58.2%)	32 (20.3%)	24 (15.2%)	4 (2.5%)	6 (3.8%)	1.7342	1.05527
Employees are competitively rewarded since the school was upgraded to increase their motivation and commitment	84 (53.2%)	40 (25.3%)	16 (10.1%)	10 (6.3%)	8 (5.1%)	1.8481	1.15200
Employment and other opportunities are offered on merit to ensure fairness	62 (39.2%)	40 (25.3%)	12 (7.6%)	24 (15.2%)	20 (12.7%)	2.3671	1.44696
Promotion is based on one's performance and is done competitively to rewards top performers after upgrade	76 (48.1%)	24 (15.2%)	6 (3.8%)	24 (15.2%)	28 (17.7%)	2.3924	1.60745
<b>Composite values</b>						<b>2.3978</b>	<b>1.2856</b>

**Key:** SD-Strongly Disagree, D-Disagree, U-Undecided, A-Agree, SA-Strongly Agree, M-Means and SD-Standard Deviation

**Source:** Field Data (2019).

The research result (Table 1) show that more than half 86 (54.4%) of teachers strongly disagreed that more teachers were posited in their schools by TSC after the upgrade. Only 24 (15.2%) agreed while 6 (3.8%) strongly agreed with the statement. The descriptive data shows that most respondents disagreed (M=1.92 and SD=1.24) with the statements. Researcher own observation revealed inadequate teaching personnel in majority of the eight school visited, even in those schools that were seen to be having adequate staff, the

additional ones had been employed by BOM at the cost of the parents. Most teachers strained a lot as the population of students was high and the TSC teachers' numbers remained the same. This outcome corresponds with Mutiso and Kilika (2017) found out that schools were not given enough teachers by TSC. In most cases, when there exist a situation of inadequate teachers, teachers workload increases and this makes it impossible for them to evaluate each learner academic progress. In some serious cases, some teachers seek transfer while others opt to resign because the workload is too high for them to carry. The research found out that in one girls school, five teachers transferred in the year 2018 had not been replaced by the time of collecting this data in early January 2019. As a planning strategy, 78 (49.4%) of teachers agreed that their institutions had hired extra non-academic staff to support school operations. The mean values shows that respondents were undecided ( $M=3.13$  and  $SD=1.36$ ). The positive responses by these teachers could be due to the fact that non-academic staff salaries are not high and therefore manageable by a majority of schools in the region.

Further, they are usually casuals and are not permanent and pensionable except the bursar, secretary and accounts clerk. This study is in line with Nyaboga et al. (2015) research that found out that most support staff lacked terms of service as reported by most principals and all support staff who participated in their study. The study also established that most of the support staff in secondary schools were lacking terms of service and that majority were working as casual workers or on contract without letters affirming them to such positions. In other instances, it was found out that majority of schools had an average of one matron per a student population of 1,000 which was considered inadequate. Even only two out of eight schools were found to have more than one nurse (2). This shows that workload that the non-teaching staff had in these upgraded schools. Another problem that was identified by the researcher during the study is that the government provides for hiring of four grounds men and ladies which majority of principals felt that it was low as per the student population. In line with this observation, Nyaboga et al. (2015) found out that 69.0% of support staff indicated it lack of allowances as a factor affecting their working conditions. The study further established through interviews that most of the principals were not bothered about the welfare of the support staff under them.

Even the number of librarians was less with most institutions having one who had to be assisted by teacher on duty during the night to facilitate library services. In addition, the numbers of lab technicians were found to be low with some schools having one against a student population of more than 1,000. This shows that despite the schools being upgraded, the money provided for hiring extra non-teaching support staff was not adequate to ensure smooth operations in the school. In addition to the above results, 90 (57.0%) of teachers also agreed that their institution had hired extra BOM teachers to bridge the human resource shortfall occasioned by inability of TSC to provide teachers. The money paid to BOM teachers could have been directed to other votes in the school but because students need to be taught, the schools have no other way but to hire those teachers on contractual terms. In most cases, these teachers may leave their employment

at any point in time as their jobs are not secure. When a situation and condition like this exist, performance of students may be affected because of lack of smooth transition from one teacher to another. The researcher observed that despite having employed teachers, the number was not adequate to provide proper instruction to the higher number of students enrolled in such institutions.

Professional development is very important for schools to train new teachers and maintain the effectiveness of teachers in the school. Despite employing additional teachers, the study found out that 92 (58.2%) of teachers strongly disagreed with the statement that they were always provided with opportunities for further training after upgrade of their school. This shows that majority of schools are not financial able to sponsor their teachers to go and further their knowledge and skills hence affecting quality education being provided in their schools. To some schools, they cannot send their teachers for short term training because there are no adequate teachers to replace them. In other institutions, the school leadership does not support continuous professional development of teachers. The study coincides with Mutiso and Kilika (2017) study that found out that most respondents disagreed on the level of training and development of teachers. In addition, Puangjakta and Vinitwatanakhun (2015) research in Thailand found out that the mean score of teachers' perception toward this was low. This indicated that there was a weakness in providing formal training for both new and existing teachers' needs. Teachers might not get enough training or the training does not meet their needs.

When teachers do not update their knowledge and skills, they may fail to provide adequate pedagogical direction to their students when implementing the school curriculum. With regard to reward and recognition, 84 (53.2%) of teachers strongly disagreed that all school staff (teaching and non-teaching) were rewarded for their performance. this statement appeared to be disagreed by a majority of respondents ( $M=1.84$  and  $SD=1.15$ ). despite the concerted efforts that teachers and other non-teaching staff are putting in ensuring curriculum is implemented well, the management appears to cast a blind eye in rewarding them. This makes majority of school staff to be demotivated and therefore may not perform to their best as their efforts are not recognised by the school administration. As it is mainly known, reward and recognition could in one way or another increase teacher satisfaction hence improved productivity in their duties. In line with the study findings, Lasoi et al. (2017) found out that motivating teachers through rewards, addressing teachers' welfare needs, conducting annual appraisals for teachers, respond to teachers training needs, teacher involvement in professional development and finance refresher courses for teachers were not addressed in secondary schools in Kajiado West Sub County.

When respondents were probed further to explain whether employment among other opportunities were offered on merit in their school to ensure fairness, equity and equality, 62 (39.2%) strongly disagreed, 40 (25.3%) disagreed, 12 (7.6%) were undecided, 24 (15.2%) agreed and 20 (12.7%) strongly agreed. The mean values shows that respondents disagreed with the statements ( $M=2.36$  and  $SD=1.15$ ). The result implies that

there exists no transparency by schools when they are offering employment opportunities to those who apply for different position in their schools. In most cases, the employees who are employed through the backdoor may not be properly qualified and hence may not reach the performance targets. This study is different from Puangjakta and Vinitwatanakhun (2015) research in Thailand, which showed that the highest mean score felled into recruitment and selection though teachers perceive it at moderate level. This shows disparity in human resource dynamics between Thailand and Kenya.

Most these employees end up slowing down the performance of the schools. Therefore, as part of human resource dynamics, most of the upgraded national schools have not taken measures of improving their human resource recruitment processes. To justify these claims, Nyaboga et al. (2015) found out that some support staff were semi-literate and could not see the importance of being given job description so long as they were on employment the other issues were not relevant. When asked as to whether individuals promotion in the school was based on one's performance, 76 (48.1%) strongly disagreed, 24 (15.2%) disagreed, 6 (3.8%) were undecided, 24 (15.2%) agreed and 28 (17.7%) strongly agreed. The findings shows that less than 32% of schools promotion criteria are done competitively based on an individual performance. According to the data obtained, it denotes skewed promotion based criteria, which are not based on ones achievement of targets but other factors to which the researcher was not open. The lack of true, fair, competitive and transparent promotion criteria may influence teacher motivation to teach hence affect student performance in academics. In some cases, teachers who feel that they were not properly rewarded (based on their institutional plans) end up seeking transfer to other institutions that offer competitive promotional rewards. In agreement with the study findings, Nyaboga et al. (2015) found out that majority of secondary schools support staff were hardly getting internal promotions as such all were stagnant. This shows the issue of promotion is not only to academic staff in secondary schools but those in non-academic positions.

Composite scores showed that majority of teacher disagreed ( $M=2.39$  and  $SD=1.28$ ) that human resource dynamics plans had been taking place in their schools improve the performance of their schools after upgrade. This shows that not much has taken place in terms of human resource transformation as a result of the eight public secondary schools being upgraded to national status.

To establish if there existed a relationship between human resource dynamics and performance of upgraded national schools in Western Kenya, a correlation statistics was computed. The results are given in Table 2.

**Table 2:** Human Resource Dynamics and Performance of Upgraded Secondary Schools

		Human resource dynamics	Performance after
<b>Human resource dynamics</b>	Pearson Correlation	1	.070
	Sig. (2-tailed)		.380
	N	158	158
<b>Performance after</b>	Pearson Correlation	.070	1
	Sig. (2-tailed)	.380	
	N	158	158

Source: Field Data (2019).

Findings shows that there exist no significant relationship ( $r=0.070$  and  $p=0.038$ ) between human resource dynamics and performance of upgraded secondary schools in Western region of the country, Kenya. This implies that human resource dynamics activities have not resulted to improvement in institutional performance. This outcome is in agreement with Nyaboga et al. (2015) who established that working conditions affected work performance of support staff and needed to be checked by the principals because it lowers the workers morale hence poor institutional performance. However, the study is somewhat different from Mutiso and Kilika (2017) who found out that human resource management practices had significant ( $p<0.05$ ) coefficient on service quality delivery level in Taita Taveta county public secondary schools. Even in Nigeria, Osagie and Okafor (2015) found out that the calculated correlation coefficient  $r$  was 0.392. Though it was not significant there was a positive relationship. Thus, the more there is human resources planning the better is the students' performance. This shows that when human dynamics practices are planned and implemented well, there is likelihood of attaining positive institutional performance. Nevertheless, the results suggest that if there would be appropriate and open human resource dynamics practices, performance of upgraded secondary schools would improve significantly. In addition, some of the non-teaching staff in some schools like nurses, boarding matrons did not have their own offices where they could plan their work from. They relied on temporary structures to plan their work activities.

## 5. Conclusions and Recommendations

Research results revealed that human resource dynamics had received less attention during planning in the upgraded national schools in Western Kenya. Computed correlation statistics showed that human resource planning dynamics had insignificant relationship with academic performance of upgraded national secondary schools. The lack of appropriate planning on human resources and investment lead to increased workload for existing teachers and lack of motivation by all staff in the school. However, the study respondents from interview said that if appropriate human resource dynamics are taken into consideration by the school board, TSC and also ministry of education, institutional performance would improve significantly. The government should spend a

considerable effort to recruit adequate staff in terms of quantity and quality and in particular to fill the areas of the most pressing needs. In service training of staff should be a continual exercise, especially in their subject areas. Staff should be given the opportunity to attend seminars and workshops which would expose them to new methods of teaching and learning.

### **Declarations of Interest**

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