



Influence of teachers service commission's human resource management practices on teacher's job commitment in public secondary schools: A case of rongai sub-county, Kenya

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Abstract

Teacher commitment is one of the most important aspects of performance and quality of employees in a school. The purpose of this research study was to assess the influence of Teachers' Service Commission human resource management practices on job commitment of public secondary school teachers in Rongai Sub County in Nakuru County. The study sought to find out the effects of reward system; training and development; performance appraisal and promotion on teacher job commitment. The study used descriptive research design. 390 full-time teachers drawn from all the 43 secondary schools in Rongai Sub County formed the study population. The target population consisted of principals, deputy principals, head of departments and ordinary teachers. The sample size for the study was 143 respondents. Stratified sampling was used to select the respondents. The study used primary data which was collected by use of structured questionnaires. A total of 143 questionnaires was given out to the respondents by dropping them and picking later when they had filled, of which out of which 87 were fully filled and returned. Pilot study was carried out in Nakuru Sub County prior to the main study to determine reliability and validity. Cronbach's alpha for the study was 0.73. Descriptive and inferential statistics were used to analyze data with the aid of Statistical Package for Social Sciences. Descriptive statistics included frequency and percent distribution and chi-square test of agreement. Inferential statistics included the use of Pearson's correlation coefficient and multiple linear regression. The findings showed an R² of 0.693 indicating that 63.9% of variation in job commitment can be explained by the four variables while 30.7% was as a result of other factors. Further, reward system (R=0.398, P ≤ 0.05), teacher training (R=0.398, P ≤ 0.05), teacher performance (R=-0.422, P ≤ 0.05), and teacher appraisal (R=0.470, P ≤ 0.05) were statistically significant determinants of job commitment in secondary schools. The study concluded that TSC should organize frequent training and development that are relevant to every teacher's commitment due to dynamics in the teaching and learning environment.

Keywords: commission's, human, management, commitment, rongai

1. Introduction

Teachers' commitment to their jobs is of great importance to all learners in all schools as well as to the teachers, civil servants, educational managers, leaders and employers. One of the predictors of teacher retention and, contributor to school effectiveness is teacher commitment. Some of the indicator of teacher commitment includes low absenteeism from duty, high academic performance among learners, and low staff turnover, fewer strikes among others. Studies by UWEZO Kenya indicate serious problems in Kenya on teacher absenteeism. A survey carried out in Narok County in 2011 shows that 18% of teacher were absent from duty daily while that conducted in 2012 showed that 21% of teachers were absent daily (Bernard *et al.*, 2014) ^[2]. The World Bank observes that without proper teacher management and low levels of teacher accountability affects many developing countries encouraging absenteeism in schools. The report by World Bank suggests incentives and support structures to motivate teachers and reduce absenteeism (Rogers & Vegas, 2009). Apart from teacher absenteeism, the other problem affecting Rongai Sub-county is that public secondary schools perform poorly unlike private schools which perform well. Analysis of the examination done after completing secondary school in Kenya in the year 2017 show that over 78% of candidates

do not score grade C+ and above which is the minimum entry requirement for University Courses in Kenya. These manifestations are a sign of low commitment on the part of teachers (Oluochi, 2006) ^[14]. Since job commitment is known to be related to how human resources are managed (Ndungu, 2017) ^[13], this phenomenon needs to be investigated to see how selected human resource practices factors influence teacher commitment. However, from the examined literature available, it is unclear to what extent reward, training and development, promotions and teacher appraisal as practiced by TSC influence teachers' job commitment in Kenya. This study therefore sought to establish the influence of Teachers Service Commission human resource on public secondary school teacher's job commitment in Rongai Sub-County.

2. Specific Objectives

1. To examine the extent TSC rewards system influence public secondary school teacher's job commitment in Rongai Sub County.
2. To establish to what extent TSC teachers' training and development influence public secondary school teacher's job commitment in Rongai Sub-County.
3. To examine to what extent TSC promotion influence public secondary school teacher's job commitment in

Rongai Sub-County.

4. To assess the extent TSC performance appraisal influences public secondary school teacher's job commitment in Rongai Sub-County.

3. Research Hypotheses

1. **H₀₁:** TSC reward systems have no significant influence on public secondary school teacher's job commitment in Rongai Sub-County.
2. **H₀₂:** TSC teachers training and development has no significant influence on secondary school teacher's job commitment in Rongai Sub-County.
3. **H₀₃:** TSC teachers' promotions have no significant influence on public secondary school teacher's job commitment in Rongai Sub-County.
4. **H₀₄:** TSC teachers' performance appraisals have no significant influence on public secondary school teacher's job commitment in Rongai Sub-County.

4. Literature review

According to Owence *et al.*, (2014) ^[15] an employee engagement is formed as psychological presence for the organizational role. Specifically, Schaufeli *et al.*, (2006) ^[19] defined work engagement as a positive, fulfilling work-related state of mind that is characterized by energy, motivation, and absorption. Vigor is characterized by high levels of energy, mental resilience while working, perseverance when faced with challenging times, and a willingness to invest effort in one's work. Dedication means a sense of inspiration, pride, importance, enthusiasm, and challenge at work. Absorption is being happy, fully motivated, and deeply engrossed in one's work, with trouble detaching from work (Ahmed, 2010) ^[1]. Similar to the side effect of burnout, employees' lack of morale leaves organization with a big problem. More study research attention has come to work engagement because of the realization that most employees remain disinterested leading to them performing much below their expected potential (Owence *et al.*, 2014) ^[15].

According to Owence *et al.*, (2014) ^[15], encouragement pay is pay done in related to individual commitment and hence performance, profits and other measures of success. Organizations choose forms of incentive pay to motivate, direct or control employees' behavior. It is fundamental because the amount paid is related to predefined behaviors or outcomes. According to Manu (2016) incentives are usually paid to specific employees whose work is exemplary. On the other hand, employees benefit available to all employees based on their membership and their rank in the organization.

A study done by Jackson, Hollmann & Gallan (2006) ^[7], showed that career counseling consists of workshops, mentoring, assessment, self-help books, resource centers, individual counseling and interviews. According to Alam, Saeed, Sahabuddin & Akter (2013) ^[2] noted that a division of responsibility where individuals are responsible for organizing for a career in a personally satisfying and productive way and where the organization should effectively select, assess, assign and develop employees to provide a pool of qualified human personnel to meet future needs of the organisation. He found out that both individual career planning and organizational career management can

be identified in two categories, one being the how it affects the individual or organization, and second on the flow of information provided to the individual or the organization (Jackson, Hollmann & Gallan, 2006) ^[7]. Career counseling may affect human resource in an organization in improving their skills, knowledge and abilities of works, and their motivation.

Manu (2016) did a research among Nigerian university librarians and found out that there was a positive relationship between training and employee commitment. He further noted that human resource get motivation and learn new skills through training which enable them value their jobs and have a broader view of the organization in which they work in hence leading to improvement in the performance and productivity. According to research done by Demeter and Tapardel, (2013) ^[5] there is a positive relationship between training programs and motivation of employees. The study found out that training improves the professional development skills of employees making them to perform the hard tasks more easily and to get the positive outcomes for the organizations in which they work for. He also found out a complicated relationship between commitment, turnover and training. He suggested that a formation that improves the skills of current workers leads to few employees leaving work, suggesting high organizational commitment and loyalty.

According to Peter (2012), failure of teacher promotion, career advancement, being recognized recognition and challenges in upward movement in the teaching profession among Kenyan primary and secondary school teachers was the leading cause of job dissatisfaction. For instance, Manu (2016) did a studied-on elements that determine dedication and non-dedication of primary school teachers' factors in Keiyo, Kakamega and Nyeri district, and he found that upward career growth followed by wage payment as a major cause of job dissatisfaction among teachers. The research done Demeter and Tapardel, (2013) ^[5] found out that not being appreciated, bad upward career mobility methods and minimum levels of forward movement in job causes dissatisfaction among teachers dissatisfies amongst teachers. According to Hervie & Winful, (2018) ^[6], teacher appraisal is a way of looking at the actions of teachers in teaching. Appraisal concerns the use of judgment meaning teaching staff actions can be rated to set levels. Ahmed (2010) ^[1] identified performance review as a way by which the actions of the employee is scrutinized. It is one of the fundamental factors to merit of human resource management (Ahmed, 2010) ^[1]. According to Peter (2012) there are three main purposes of performance appraisal and this includes: it shows and furnishes aspects of staff member performance, it alerts the staff member to the areas of improvement needed in the weaker aspect of their performance, and it put first the aspects of performance where improvement is much needed. Rahman, Jumani, Akhter, Chisthi & Ajmal (2011) ^[17] also noted other uses and functions like appraising performance for institutional development, for self-development which is the most important purpose of appraisal, for increased salary and for promotion (Owence *et al.*, 2014) ^[15].

Chow *et al.*, (2002) ^[4] in his research found out that the relationship between appraiser and appraisee is key and crucial to successful outcome of appraisal. Therefore, it is important that the appraiser be credible, respected and

skillful in appraising the junior staff. The appraiser must be seen as competent, have the ability of evaluating the teachers and not unfair based on summing up the results

which are reliable and important for giving advice on how to modify teaching staff actions.

Conceptual Framework

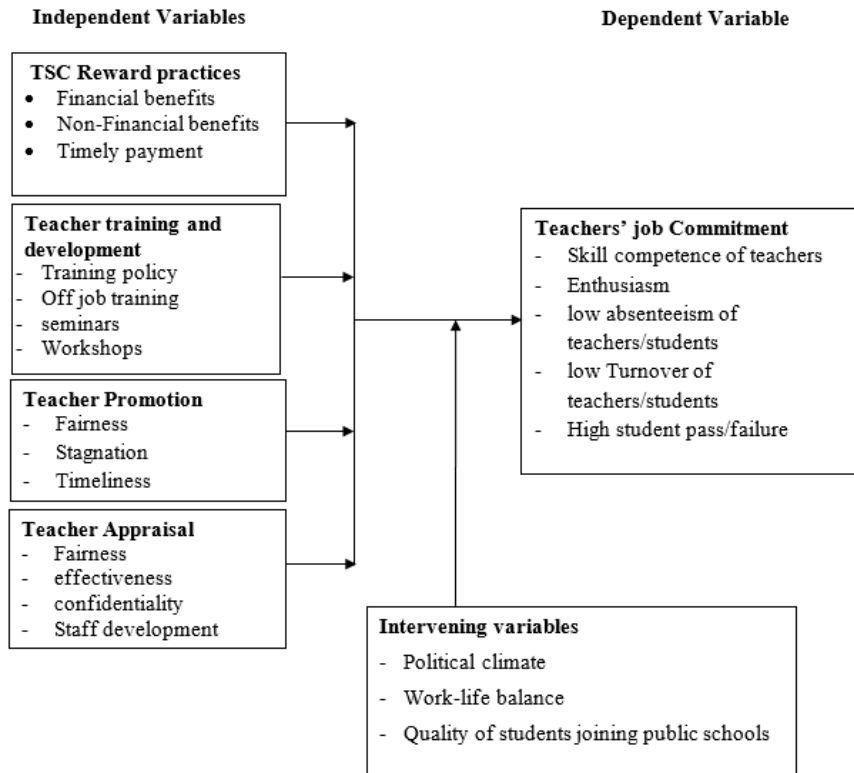


Fig 1

6. Research design and methodology

This research study used descriptive research design, an example of quantitative research design. The study was carried out among public secondary schools in Rongai Sub-County in Nakuru County. The target population consisted of the TSC teachers in the public secondary schools in Rongai Sub-County. According to records from Nakuru County TSC director’s office, there are 43 public secondary schools within Rongai Sub-County with a total of 390 teachers (TSC human resource data, Rongai sub-county, 2018). Nassiuma (2000) [12] formula was employed to calculate the sample size as outlined below.

$$n = \frac{NC^2}{C^2 + (N - 1)e^2}$$

Where: n, N, C and e represent the sample size, the population size, the coefficient of variation (20% ≤ C ≤30), and the precision level (0.02 ≤ e ≤ 0.05) respectively. The formula is used to calculate the sample as shown.

$$n = \frac{390 \times 0.3^2}{0.3^2 + (390 - 1) 0.02^2}$$

n = 142.9153
n ≈ 143

Therefore 143 respondents were involved in the study. A structured questionnaire was primarily used to collect data from the sampled population and therefore the findings from

the questionnaires were used to analyze the data. The questions and/or statements in the questionnaire were on a Likert scale and were drafted in a simple, explicit and understandable language. In addition to this data on quality of students admitted and performance in the last 5 years was collected from the sampled schools. The pilot study was conducted in Nakuru town Sub-County. The pilot study included finding information from 10% of the sample respondents (14 respondents) who were randomly selected. Cronbach alpha was used to determine the reliability of the instrument; it attained alpha 0.73 and was therefore deemed reliable. A recommendation letter was obtained from Kabarak University as well as a letter from National Commission for Science, Technology and Innovation (NACOSTI) that were used to conduct the research. A similar permit was sought from Rongai Sub-County TSC Office to be permitted to visit the schools. Upon visiting the schools, the researcher sought for permission from the respective school heads to administer the questionnaires to the teachers and students. Questionnaires were then given to the respondents to complete. The researcher took 21 days to complete the exercise. The collected data was processed, coded and analyzed with the aid of the Statistical Package for Social Sciences (SPSS). The collected data was analyzed by use of both descriptive and inferential statistics. The regressions model was
 $Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \epsilon$
 Where: Y = Teachers’ job Commitment
 B₀ = Constant
 X₁ = TSC Reward system

X₂ = Teacher training and development
 X₃ = Teacher promotion
 X₄ = Teacher Appraisal

ε = Error Term with zero mean and a constant variance
 β₁, β₂, β₃ & β₄ represent Regression coefficients of Independent variables

7. Data analysis, presentation and discussion

The study achieved a response rate of 60.84% as presented in Table 4.1.

Table 4.1: Response Rate

No. of Instruments Issued	No. of Instruments Returned	Response Rate (%)
143	87	60.84

The number of questionnaires that were administered to the respondents was 143 and a total of 87 were returned duly completed representing a response rate of 60.84%. Mugenda & Mugenda (2003) [10] and Kothari (2004), suggests that a response rate of 50% is adequate for a descriptive study. The response rate of 60.84%, therefore, was acceptable for analysis since it was more than 50% as recommended.

Inferential Statistics

Table 4.2: Correlation Analysis

Pearson Correlation		Teacher’s job commitment	Rewards system	Teachers’ training and development practices	Promotion practices	Teacher Appraisal
Teacher’s job commitment	R	1				
	Sig. (2-tailed)					
Rewards system	R	0.626**	1			
	Sig. (2-tailed)	0.001				
Teachers’ training and development practices	R	0.516**	0.693**	1		
	Sig. (2-tailed)	0.001	0.001			
Promotion practices	R	0.721**	0.585	0.730**	1	
	Sig. (2-tailed)	0.001	0.001	0.001		
Teacher Appraisal	R	0.654**	0.342**	0.684**	0.741**	1
	Sig. (2-tailed)	0.001	0.001	0.001	0.001	

** Correlation is significant at the 0.01 level (2-tailed).

Source: Researcher, 2019

Table 4.2 presents the results of correlation analysis. The results show that TSC rewards system and public secondary school teacher’s job commitment are positively and strongly significantly related (r= 0.626, P ≤.0001). The results further indicated that TSC teachers’ training and development practices and public secondary school teacher’s job commitment were positively and significantly moderately related (r =0.516, P ≤.0001). Moreover, TSC promotion practices and public secondary school teacher’s job

commitment are positively moderately related (r=0.721, P ≤.0001). Again, it was established that TSC teacher appraisal and public secondary school teacher’s job commitment are weakly related (r=0.654, P ≤.0001). These findings were in agreement with Muzalifah and Izah, (2011) who noted that appraising performance for institutional development, for self-development leads to improved pay as well as promotion.

Table 4.3: Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.883 ^a	0.693	.678	2.115

Source: Researcher (2019)

a. Predictors: (Constant), Rewards system, Teachers’ training and development practices, Promotion practices, Teacher’s Appraisal and public secondary school teacher’s job commitment

This data provides an R value of 0.883 which represent the simple correlation. This indicates a high degree of correlation between the dependent and independent variables. The R square value is the difference in the dependent variable being explained by the independent variable. The R square value was found out to be 0.693

meaning about 69.3% of the differences was as a result of the Teachers Service Commission human resource practices into which it is explained by the variables in the study. This further means that only 30.7% of the variation in the Teachers Service Commission human resource practices is explained by moderating variables in the model.

Table 4.4: ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	828.282	4	270.070	46.289	<.000 ^b
	Residual	366.821	82	4.473		
	Total	1195.103	86			

a. Dependent Variable: Public secondary school teacher’s job commitment

b. Predictors: (Constant), Rewards system, Teacher Training and development practices, Teacher promotion practices, Teacher Appraisal

Source: Researcher (2019)

Table 4.4 indicate that the model significance shows that, $F = 46.289, p < 0.001$. At 95% confidence level, a p value less than 0.05 indicates a measure of a statistically significance.

This indicates that the model developed remained significantly good in explaining the relationship that exist between independent variables and the dependent variable.

Table 4.5: Regression coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	5.009	1.997		2.508			
	X1	0.398	0.066	.540	6.010	0.014	.463	2.157
	X2	0.398	0.083	-.477	-4.269	0.000	.300	3.336
	X3	-0.422	0.113	.400	3.744	0.000	.328	3.049
	X4	0.470	0.099	.478	4.763	0.000	.372	2.685

a. Dependent Variable: Public secondary school teacher’s job commitment

Source: Researcher (2019)

The regression model coefficients result in table 4.5 indicates the degree into which each independent variable affects the variations in the dependent variable. As shown in the table 4.5, other things remaining constant, a unit increased in the TSC rewards system would results to 0.398 improvement in the public secondary school teacher’s job commitment in Rongai Sub-County which is statistically significant at $p < 0.05$ given that ($\beta = 0.398, t = 6.010, p \leq 0.014$). The results further indicate that a unit increased in the TSC teachers’ training and development practices would leads to 0.398 improvement in the public secondary school teacher’s job commitment in Rongai Sub-County which is statistically significant at $p < 0.05$ given that ($\beta = 0.398, t = -4.269, p \leq 0.001$).

Moreover, the results indicated that a unit increased in the TSC promotion practices would results to 0.422 decline in the public secondary school teacher’s job commitment in Rongai Sub-County which is statistically significant at $p < 0.05$ given that ($\beta = 0.422, t = 3.744, p < 0.001$). This implies that TSC promotion of the public secondary school teachers leads to reduction in their job’s commitment in Rongai Sub-County. Results also indicated that a unit increased in the TSC teacher appraisal would results to 0.470 improvement in the public secondary school teacher’s job commitment in Rongai Sub-County which is statistically significant at $p < 0.05$ given that ($\beta = 0.470, t = 4.763, p < 0.001$). These results, therefore, indicate that all the variables of the Teachers Service Commission human resource practices were found to have a positive effect on the public secondary school teacher’s job commitment in Rongai Sub-County.

The overall regression model was as presented below;

$$Y = 5.009 + 0.398X_1 + 0.250X_2 - 0.422X_3 + 4.763X_4$$

Where: Y = Teachers’ job Commitment

X₁ = Reward system

X₂ = Teacher training and development

X₃ = Teacher promotion

X₄ = Teacher Appraisal

4.4 Hypothesis Testing

Hypothesis I

The hypothesis stated that;

HO₁: TSC reward system has no significant influence on public secondary school teacher’s job commitment in Rongai Sub-County (HO: $p < 0.05$)

The hypothesis was tested in order to determine the relationship between TSC reward system and public secondary school teacher’s job commitment in Rongai Sub-

County using a multiple regression analysis in table 4.4. The tests were carried out at a significance level of $p = 0.05$ and the results indicated that there was a statistically significant positive relationship between TSC reward system and public secondary school teacher’s job commitment in Rongai Sub-County ($\beta = 0.398, t = 6.05, \rho < 0.01$). Therefore, the study rejected first hypothesis that TSC reward system does not have any significance effect on the public secondary school teacher’s job commitment in Rongai Sub-County.

Hypothesis II

The hypothesis stated that

HO₂: TSC teacher’s training and development practices have no significant influence on public secondary school teacher’s job commitment in Rongai Sub-County

The hypothesis was tested to determine the relationship between TSC teacher’s training and development practices and public secondary school teacher’s job commitment in Rongai Sub-County using a multiple regression analysis in table 4.4. The tests were done at a significance level of $p = 0.05$ confidence level. The test results indicated that there was a statistically significant positive relationship between TSC teacher’s training and development practices and public secondary school teacher’s job commitment in Rongai Sub-County given that ($\beta = 0.398, t = -4.269, \rho < 0.01$). Therefore, the study rejected the second hypothesis that TSC teacher’s training and development practices does not have any significance influence on the public secondary school teacher’s job commitment in Rongai Sub-County.

Hypothesis III

This hypothesis stated that

HO₃: TSC teachers’ promotion practices have no significant influence on public secondary school teacher’s job commitment in Rongai Sub-County

The hypothesis was tested in order to determine the relationship between TSC teachers’ promotion practices and public secondary school teacher’s job commitment in Rongai Sub-County using a multiple regression analysis in table 4.4. The tests were done at a significance level of $p = 0.01$ confidence level. The test results show that there was a statistically significant positive relationship between TSC teachers’ promotion practices and public secondary school teacher’s job commitment in Rongai Sub-County ($\beta = -0.422, t = 3.744, \rho < 0.01$). Therefore, the study rejected the third hypothesis that TSC teachers’ promotion practice does not have any significance effect on the public secondary school teacher’s job commitment in Rongai Sub-County.

Hypothesis IV

This hypothesis stated that:

HO₄: TSC teacher appraisal have no significant influence on public secondary school teacher's job commitment in Rongai Sub-County

The hypothesis was tested in order to determine the relationship between TSC teacher appraisal and public secondary school teacher's job commitment in Rongai Sub-County using a multiple regression analysis in table 4.4. The tests were done at a significance level of $p = 0.01$ confidence level. The test results show that there was a statistically significant positive relationship between TSC teacher appraisal and public secondary school teacher's job commitment in Rongai Sub-County ($\beta = 0.470$, $t = 4.763$, $\rho < 0.01$). Therefore, the study rejected the third hypothesis that TSC teacher appraisal does not have any significance effect on the public secondary school teacher's job commitment in Rongai Sub-County.

8. Summary of the findings

The findings from regression analysis found out that TSC reward system affected public secondary school teacher's job commitment. It was established that the three TSC reward practices aspects notably reward policy, payment system and communication as well as salary reviews affected public secondary school teacher's job commitment in Rongai Sub-County, Kenya. The study established that TSC teachers training and development practices influenced the public secondary school teacher's job commitment in Rongai Sub-County. It was noted that the four TSC teachers training and development practices factors particularly functional training and development, policy on training and development, seminars, and even awarding of certificates affected public secondary school teacher's job commitment in Rongai Sub-County, Kenya. Findings from the regression model indicated that TSC teachers' promotion practices influenced the public secondary school teacher's job commitment in Rongai Sub-County, Kenya. The study noted that fairness, stagnation, and timeliness are the major TSC teachers' promotion practices factors affecting public secondary school teacher's job commitment in Rongai Sub-County, Kenya. The study established that TSC teacher's appraisal influenced the public secondary school teacher's job commitment in Rongai Sub-County. It was noted that the four TSC teacher's appraisal had a significance positive effect on the teacher's job commitment in public secondary school in Rongai Sub-County, Kenya.

9. Conclusions of the study

The objective of this study was to investigate the effects of Teachers Service Commission human resource practices on public secondary school teacher's job commitment in Rongai Sub-County, Kenya. Based on the findings, the study concluded that Teachers Service Commission human resource practices have a positive and significant effect on the public secondary school teacher's job commitment in Rongai Sub-County, Kenya. The findings from regression analysis found out that TSC rewards practices affected public secondary school teacher's job commitment. Additionally, the study also found out that TSC teachers' training and development practices influenced the public

secondary school teacher's job commitment in Rongai Sub-County, Kenya. The findings further indicate that TSC teachers' promotion practices influenced public secondary school teacher's job commitment in Rongai Sub-County, Kenya.

10. Recommendations of the study

The study further recommends that TSC should organize frequent training and development courses that are relevant to every teacher's area of specialization since the teaching learning environment is dynamic. In addition, the training offered should benefit the teachers both professional and monetary. Moreover, the study recommends that TSC should organize regular training to train teachers on performance appraisal and development. This would ensure teachers benefit professionally from the appraisal practices and in turn improve the performance of students in their subjects. The study also recommends that the TSC should ensure that the performance appraisal should add value to the teaching and learning process. The study also recommends that TSC should ensure that Job promotions are awarded fairly and without bias to avoid uncompetitive promotion' from outside the institutions which lowers the motivation of the teachers working in the school where the vacancy arose. The study also recommends that TSC Promotion procedures should not take long time and high performance should be adequately considered to avoid lack of promotion in the same job group.

11. Recommendations for further study

Further study can be done to determine the factors affecting the implementation of TSC human resource practices in Kenya. The TSC can also commission a study to determine the relationship between the teacher job commitment and performance of public secondary school students in national examinations in Kenya. The study specifically focused on the influence of TSC human resource practices that include training and development, reward system, performance appraisal, and teacher's promotion on job commitment. Therefore, the study recommends that further studies should be carried out focusing on other variables not studied.

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