

**EFFECT OF EMPLOYEE MANAGEMENT PRACTICES ON TEACHERS'
PERFORMANCE IN PUBLIC SECONDARY SCHOOLS NAKURU WEST
SUB-COUNTY, KENYA**

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**A Project Submitted to the Institute of Postgraduate Studies of Kabarak University
in Partial Fulfilment of the Requirements for the Award of Master of Business
Administration (Human Resource Management) Degree**

KABARAK UNIVERSITY

NOVEMBER, 2025

DECLARATION

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Nelsah Jeruto Leting

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RECOMMENDATIONS

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The project entitled “**Effect of Employee Management Practices on Teachers’ Performance in Public Secondary Schools in Nakuru West Sub-County, Kenya,**” written by **Nelsah Jeruto Leting**, is presented to the Institute of Postgraduate Studies of Kabarak University. We have reviewed the research project and recommend that it be accepted in partial fulfillment of the requirement for the award of the degree of Master of Business Administration in Human Resource Management.

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DEDICATION

I humbly dedicate this work to my lovely mother, Pauline Jepchirchir, and my siblings, Priscah, Naomi, Obadia, and Carren. I owe my success to them. May God bless them all.

ACKNOWLEDGEMENTS

I would like to sincerely thank God for His love, grace, and good health throughout my studies. I am deeply grateful to my supervisors, Professor Mongare Omare and Dr. Emily Cheposero Tumwet, for their invaluable guidance, commitment, and constructive criticism, which shaped this work to completion.

ABSTRACT

According to the Nakuru County Director of Education Office, the performance of public secondary schools in Nakuru West Sub-County is still below average compared to other sub-counties. To address this problem, the study sought to establish the effect of employee management practices on teachers' performance in public secondary schools in Nakuru West Sub-County, Kenya. The specific objectives of the study were to assess the effects of employee target setting, employee performance monitoring, employee compensation, and employee work planning on teachers' performance in public secondary schools in Nakuru West Sub-County. The study was anchored in goal-setting theory, expectancy theory, Herzberg's two-factor theory, and the control theory of performance management. The study adopted a descriptive research design. The unit of analysis was 7 public secondary teachers in Nakuru West Sub-County. The unit of observation was 271 TSC teachers and 4 TSC officers at the Sub-County Office. I used the census technique to incorporate all 4 officers. For the teachers, the study adopted Nassiuma's formula to calculate a sample size of 73 respondents. Both descriptive and inferential statistics were used in the analysis. Descriptive statistics included percentages, frequencies, means, and standard deviations; inferential statistics involved using correlation and regression analyses to determine relationships between variables. The study's findings were presented in tables. The findings revealed a strong, positive, and statistically significant relationship between employee target setting and teachers' performance in public secondary schools in Nakuru West Sub-County ($r = 0.899$, $p = 0.000$). Furthermore, the findings indicated a strong, positive, and statistically significant relationship between employee performance monitoring and teachers' performance in public secondary schools in Nakuru West Sub-County ($r = 0.918$, $p = 0.000$). In addition, the study revealed a very strong, statistically significant, and positive relationship between employee compensation and teachers' performance in public secondary schools in Nakuru West Sub-County ($r = 0.974$, $p = 0.000$). Finally, the findings indicated a strong, positive, and statistically significant relationship between employee work planning and teachers' performance in public secondary schools in Nakuru West Sub-County ($r = 0.898$, $p = 0.000$). Based on the findings, the study concluded that employee target setting, employee performance monitoring, employee compensation, and employee work planning have a statistically significant and positive effect on teachers' performance in public secondary schools in Nakuru West Sub-County. Based on the conclusion, the study recommends that school principals and Boards of Management develop and implement a structured performance-target-setting framework for teachers. In addition, the study suggested that the Teachers Service Commission (TSC), in collaboration with school principals, establish a continuous performance monitoring system that incorporates regular appraisals, constructive feedback, and mentoring.

Keywords: *Target Setting, Performance Monitoring, Compensation, Work Planning, Teachers' Performance, Performance Management*

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LIST OF ABBREVIATION AND ACRONYMS

EPMD	Educator Performance Management and Development System
FNBE	Finnish National Board of Education
IRT	Item-Response-Theory
KICD	Kenya Institute of Curriculum Development
KICE	Korea Institute for Curriculum and Evaluation
KNEC	Kenya National Examination Council
KUREC	Kabarak University Research Ethics Committee
NACOSTI	National Council of Science, Technology, and Innovation
NEIMS	National Education Infrastructure Management System
NTI	National Teachers Institute
NUT	Nigeria Union of Teachers
OECD	Organization for Economic Cooperation and Development
PC	Performance Contract
PISA	Program for International Student Assessment
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SLO	Student Learning Objectives
SPSS	Statistical Package for Social Sciences
TDM	Teacher Development and Management
TIF	Teacher Incentive Fund
TJPS	The Teachers' Job Performance Scale
TPAD	Teacher Performance Appraisal and Development
TSC	Teachers Service Commission
UNESCO	United Nations Educational, Scientific, and Cultural Organization

CONCEPTUAL AND OPERATIONAL DEFINITION OF TERMS

Compensation: This refers to the remuneration and benefits provided to teachers in exchange for their work (Hattie, 2019). This study will involve salaries, allowances, and non-monetary rewards, analyzing how they motivate teachers and influence their overall performance.

Performance Management: This is a continuous process that involves planning, monitoring, and evaluating employees' work objectives and contributions toward organizational goals (Hanushek, 2021). This study will focus on strategies to enhance teachers' effectiveness and productivity, including setting targets, monitoring performance, offering compensation, and planning work schedules.

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Performance Monitoring: This is the regular assessment and review of teachers' activities and outcomes to ensure alignment with their set objectives (Khatete, 2020). This study will explore methods such as appraisals, feedback mechanisms, and supervision used to track and improve teacher performance.

Target Setting: This refers to the process of establishing specific, measurable, achievable, relevant, and time-bound goals that a teacher should work towards within a given period (Kimutai, Kurui & Anyira, 2021).

Teachers Performance: This refers to the effectiveness and efficiency with which teachers carry out their duties, including lesson delivery, student engagement, and achievement of learning outcomes (Nabangala, & Amuhaya, 2020). In this study teachers performance will measure teachers' performance through indicators such as student performance, syllabus completion, and teacher's attendance records.

Work Planning: This is a process of organizing tasks, schedules, and resources to meet educational objectives effectively (Krepf & Konig, 2022). In this study employee teacher work planning was measured using lesson plans, assessment planning and time planning

Teachers Performance: This refers to the effectiveness and efficiency with which teachers carry out their duties, including lesson delivery, student engagement, and achievement of learning outcomes (Nabangala, & Amuhaya, 2020). In this study teachers performance will measure teachers'

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Teachers' performance is a critical aspect of education, as it significantly impacts students' learning outcomes. Teachers are responsible for creating a positive learning environment, designing and implementing effective lesson plans, evaluating student progress, and providing feedback to students and parents (Maduka & Okafor, 2019). As such, teachers must maintain high standards of work to ensure that students receive the best possible education. One of the key components of Teachers' Performance is their subject-matter knowledge. Teachers must have a deep understanding of the content they teach and be able to communicate this knowledge to students effectively. They must also be up to date with the latest developments in their field and incorporate this knowledge into their teaching (Marete, 2018).

When teachers perform at a high level, they are better able to create a positive, engaging learning environment, help students reach their full potential, and contribute to the overall success of the school and the education system (Follain, 2017). Effective Teachers' Performance is crucial for several reasons. Firstly, teachers serve as role models and mentors for their students, shaping their attitudes, values, and aspirations. Research by Hattie (2019) emphasizes that teachers' influence is among the most powerful factors affecting student achievement. Secondly, teachers facilitate the acquisition of knowledge and essential skills necessary for success in both academic and real-world settings. Effective teaching practices are directly correlated with higher student engagement and improved academic performance (UNESCO, 2018). Thirdly, teachers contribute significantly to fostering a positive learning environment that promotes inclusivity, equity, and students' social-emotional well-being (OECD, 2019).

Across the globe, teachers play a pivotal role in shaping young minds, imparting knowledge, and fostering skills necessary for the future workforce. Finland's education system is renowned for its success, and teachers' performance is a critical factor in its achievements. Finnish teachers enjoy a high level of professional autonomy, and their expertise is highly valued within society. The emphasis on comprehensive teacher training and development results in a highly qualified and motivated teaching workforce (Sahlberg, 2018).

According to the Programme for International Student Assessment (PISA, 2018), Finland scored significantly above the OECD average in reading, mathematics, and science. This indicates the positive impact of effective Teachers' Performance on student learning outcomes. Despite the success of Finland's education system, the Finnish National Board of Education (FNBE, 2020) observed that there is increasing pressure on teachers to adapt to evolving curricula and cater to diverse student needs. Additionally, attracting and retaining qualified teachers in remote and rural areas remains a persistent challenge.

South Korea is known for its impressive academic achievements, and Teachers' Performance is a critical aspect of its education system. South Korean teachers are highly qualified and undergo rigorous performance evaluations. The country's education system emphasizes standardized testing, which can influence teachers' performance and foster a competitive environment among educators (Hammond, 2017). In the PISA 2018 results, South Korea outperformed the OECD average in reading, mathematics, and science, showcasing the impact of effective Teachers' Performance on student achievement. However, the high workload and intense pressure to deliver results are significant challenges faced by teachers in South Korea (Korea Institute for Curriculum and Evaluation, KICE, 2018). Moreover, the dominance of rote learning and the focus on

academic achievements may limit teachers' ability to employ innovative teaching methods.

South Africa's education system grapples with significant disparities, and Teachers' Performance varies across regions. While there are dedicated and committed educators in the country, the overall performance of teachers needs improvement. According to the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ, 2019), South Africa scored below the regional average in reading and mathematics assessments. This indicates the need to address Teachers' Performance to enhance educational outcomes. South Africa faces numerous challenges that impact Teachers' Performance. The National Education Infrastructure Management System (NEIMS, 2019) reported that many schools lack adequate resources and infrastructure, affecting teacher effectiveness. Additionally, issues like violence in schools and socio-economic disparities can create a challenging learning environment, further impacting teacher performance.

Teachers' Performance in Nigeria exhibits a mix of strengths and weaknesses. The country has a diverse teaching workforce, with variations in teacher qualifications and experience across regions. According to the National Teachers Institute (NTI, 2022) of Nigeria, the teacher-to-student ratio in secondary schools is approximately 1:45. This high ratio indicates a strain on teachers' ability to provide individualized attention to students. Nigeria faces several challenges that impact Teachers' Performance. The Nigeria Union of Teachers (NUT, 2021) reports that the country allocates a relatively low percentage of its budget to education, resulting in inadequate funding for schools. This leads to insufficient resources, including teaching materials and infrastructure, making it difficult for teachers to deliver quality education.

A mix of public and private schools characterizes Tanzania's education system. The government has made significant efforts to improve teacher quality through training and professional development programs. The country's National Examinations Council conducts periodic assessments to monitor teacher performance and student learning outcomes. The United Nations Educational, Scientific, and Cultural Organization (UNESCO, 2023) reports that the pupil-teacher ratio in primary schools in Tanzania is approximately 1:50. While this ratio is lower than in Nigeria, it still indicates overcrowded classrooms and limited personalized attention. Tanzania faces challenges that impact Teachers' Performance. The teacher shortage is a notable concern, particularly in rural areas, leading to overcrowded classrooms and compromised learning environments. This affects the teacher-to-student ratio and hampers personalized attention and effective teaching practices (UNESCO 2022)

Kenya's education system has shown improvement, with an increasing focus on teacher training and development. However, teacher quality remains a crucial aspect to address. According to the Kenya National Examination Council (KNEC, 2021), the national secondary school completion rate increased to 83% in 2020, indicating progress in educational access and quality. A shortage of qualified teachers is a significant challenge in Kenya. According to the World Bank (2022), the student-teacher ratio is 45:1, and many teachers in remote and disadvantaged areas lack adequate training and support. This impacts the overall quality of education and Teachers' Performance. Additionally, low teacher salaries and limited professional development opportunities can lead to demotivation and retention issues.

1.1.1 Employee Performance Management

Employee performance management in schools is the process of measuring, monitoring, and improving the performance of teachers, students, and schools as a whole. It involves

using various tools and techniques to assess the effectiveness of the educational process, identify areas for improvement, and implement strategies to achieve better results (Kumar, 2018). Employee performance management is essential in schools, as it helps enhance the quality of education provided to students and ensure they achieve their full potential.

According to Smith & Bititci (2017), employee performance management in schools involves the use of feedback mechanisms. Feedback can be provided to teachers, students, and schools in a variety of ways, including through regular evaluations, surveys, and performance reviews. This feedback helps to identify areas of improvement and provides actionable insights to help teachers and students achieve their goals. One of the most effective ways to implement employee performance management in schools is through Performance Contracts (PCs). The Employee Performance Contract (PC) is a valuable tool for articulating more precise definitions of objectives, supporting innovative management, monitoring, and control methods, and, at the same time, granting public service managers operational autonomy. It is, therefore, a management tool for ensuring public officials in public schools are accountable for results, as it measures the extent to which targeted results are achieved (Greer 2016).

Japan adopted an employee performance management system known as "Nenkanshi" to evaluate the performance of teachers. The system evaluates teachers' teaching ability, involvement in school activities, and relationships with students, parents, and colleagues (Chen & Wang, 2017). One unique feature of the Japanese teacher evaluation system is its emphasis on self-evaluation and reflection. Teachers are expected to engage in regular self-evaluation and to identify areas for improvement in their own teaching practice. They are also encouraged to engage in peer evaluation, observe and provide feedback to

other teachers, and participate in professional development activities to support their ongoing growth and development (Torrington, 2018).

Rwanda has implemented the Teacher Development and Management (TDM) system. This comprehensive teacher performance management system provides ongoing training and support for teachers and evaluates their performance against a set of competencies and professional standards (Nabangala & Amuhaya, 2020). The TDM system is designed to improve the quality of education by focusing on teacher development and improving teacher performance. It includes a range of activities, such as ongoing training and professional development, classroom observations, and teacher self-reflection. The TDM system also includes a career development component that provides teachers with opportunities to advance in their careers and take on leadership roles within their schools and communities (Greve & Gaba, 2019).

In Kenya, the Teacher Performance Appraisal and Development (TPAD) system is used to evaluate teachers' performance. TPAD is a comprehensive teacher performance management system that requires teachers to set performance targets and undergo regular evaluations based on their teaching practices, professional development, and contributions to the school and community (Sayagie, 2018). The TPAD system was introduced in Kenya in 2014 as part of the government's efforts to improve the quality of education. The system was developed by the Teachers Service Commission (TSC), the government agency responsible for managing and regulating the teaching profession in Kenya (TSC, 2016). The TPAD system was developed to address several challenges facing the Kenyan education system, including low student achievement, high teacher absenteeism, and a lack of teacher accountability. The system was designed to provide a structured, comprehensive approach to teacher performance management to address

these challenges and improve the quality of education in the country (Walter & Briggs, 2018).

Since its introduction, the TPAD system has undergone several revisions and updates in response to stakeholder feedback and changes in the Kenyan education landscape (Hafiza & Shah, 2016). The system is now seen as an essential tool for supporting teacher development and improving the quality of education in the country. However, there have been some implementation challenges, particularly around the need for ongoing support and training for school leaders and evaluators, as well as for aligning the system with other education policies and initiatives (Jamsheed & Zaman, 2024).

1.1.2 Teacher Performance Management in Public Schools

Teacher performance management is a crucial aspect of educational systems worldwide, aimed at improving teaching effectiveness and student learning outcomes. In Kenya, the government and academic stakeholders have implemented various strategies to manage and evaluate teacher performance (Mutisya, 2019). Teacher performance management in Kenya encompasses several key components aimed at enhancing teaching quality and professionalism. Performance appraisal systems are commonly used to assess teachers' effectiveness in meeting instructional goals, classroom management, and student engagement (Mokaya, 2020). These evaluations often involve classroom observations, student assessments, and feedback from peers and administrators. Additionally, continuous professional development programs play a vital role in improving teachers' knowledge, skills, and pedagogical practices (Kilonzo, 2018).

These programs provide opportunities for teachers to learn new teaching methodologies, integrate technology into instruction, and address specific areas for improvement identified through performance appraisals (Kamau & Mwangi, 2021). Furthermore, regular feedback and support mechanisms are critical for helping teachers reflect on their

practice, identify areas of strength and weakness, and receive guidance on professional growth (Mokaya, 2020). Mentoring, coaching, and peer collaboration are common strategies for providing ongoing support to teachers.

In this study, teachers' performance was evaluated based on four key indicators: timely syllabus completion, lesson preparedness and delivery, teacher attendance and punctuality, and student academic achievement Wambugu, 2022. These indicators reflect not only the teachers' commitment to their professional responsibilities but also the effectiveness of the performance management practices employed by school administrations (Kariuki & Ndiritu, 2021). Timely syllabus completion is a fundamental measure of teacher performance, as it ensures that students are adequately exposed to all topics within the academic calendar. Teachers who complete the syllabus on time enhance students' preparedness for internal and external examinations, thereby contributing to improved educational outcomes (Omondi & Otieno, 2020).

Practical target setting, which provides teachers with clear goals and timelines, plays a critical role in enabling timely syllabus completion. When teachers are involved in setting realistic and achievable targets, they become more accountable and motivated to manage their time efficiently, ensuring that learning objectives are met within the stipulated period (Mugambi & Njoroge, 2023). Lesson preparedness and delivery form the foundation of effective teaching and learning. A well-prepared teacher develops lesson plans, teaching aids, and assessment tools that align with curriculum requirements and student needs (Kibet & Rono, 2021). Performance monitoring ensures that teachers consistently maintain high standards of lesson preparation and delivery. Through classroom observations, peer reviews, and feedback sessions, school administrators can identify areas for improvement and provide necessary support or training (Chepkemoi & Kirui, 2022). This continuous evaluation and feedback mechanism fosters professional

growth and enhances instructional quality, leading to better student engagement and understanding (Mwangi, 2020).

Teacher attendance and punctuality are equally vital aspects of performance, as they directly affect the consistency and continuity of learning. Regular and timely attendance reflects teachers' professionalism, commitment, and sense of responsibility (Mutinda & Musau, 2021). Schools that implement robust performance monitoring systems can track attendance patterns and promptly address absenteeism and tardiness. Moreover, fair and transparent compensation systems often motivate teachers to maintain discipline in attendance, as they feel valued and adequately rewarded for their dedication and hard work (Kinyanjui & Wambui, 2020).

Lastly, student academic achievement is the outcome of effective teaching performance. It reflects the extent to which teachers' efforts translate into tangible learning outcomes (Otieno & Karanja, 2022). Work planning and structured performance management help teachers organize their instructional activities, allocate sufficient time to different subjects, and adapt teaching methods to meet students' diverse needs. When teachers plan their work effectively and are supported through feedback, incentives, and professional development, students tend to perform better academically (Ngeno, 2023).

Public schools in Kenya are established and funded by the government, with the Ministry of Education overseeing their operations (UNESCO, 2020). These schools follow the national curriculum prescribed by the Kenya Institute of Curriculum Development (KICD) and are responsible for providing education from primary to secondary levels (UNESCO, 2020). The structure of public schools typically includes primary schools, which offer education from Grade 1 to Grade 8, and secondary schools, which provide education from Form 1 to Form 4. Additionally, there are specialized public schools,

such as national and extra-county schools, which admit students based on academic performance and offer advanced educational programs (Ministry of Education, 2019).

Despite their crucial role in providing education to the masses, public schools in Kenya face several challenges. One significant challenge is inadequate funding, which affects infrastructure development, teacher recruitment, and the provision of learning materials (UNESCO, 2020). Overcrowded classrooms and a lack of essential facilities such as libraries, laboratories, and sanitation facilities are common issues in many public schools (Kothari, 2018). Additionally, teacher shortages, especially in remote and marginalized areas, impact the quality of education and student learning outcomes (World Bank, 2019). Furthermore, socio-economic disparities, including poverty and inequality, contribute to differences in access to quality education across regions and communities (UNICEF, 2020).

Despite the challenges they face, public schools in Kenya have achieved notable successes in various areas. One significant achievement is the expansion of educational access, with public schools accommodating a large number of students from diverse backgrounds (UNESCO, 2020). The implementation of free primary and subsidized secondary education policies has contributed to increased enrollment rates and improved school participation (Ministry of Education, 2019). Additionally, public schools have produced successful graduates who have excelled in various fields, including academics, sports, and the arts (UNESCO, 2020). Moreover, initiatives such as the school feeding program and the provision of free textbooks have enhanced students' welfare and academic performance in public schools (Ministry of Education, 2019).

1.2 Statement of the Problem

Teacher performance in public secondary schools in Kenya has been a critical factor, as it influences student outcomes and overall educational quality. Despite various

interventions, including performance contracting and the Teacher Performance Appraisal and Development (TPAD) system introduced by the Teachers Service Commission (TSC, 2016), significant challenges persist each year. According to TSC reports, teacher absenteeism and low commitment to professional development remain widespread issues. Studies show that about 16% of lessons in public schools are missed weekly due to absenteeism, significantly affecting curriculum coverage and student achievement (Teacher Service Commission, 2019). Furthermore, only 50% of teachers fully comply with TPAD requirements, such as lesson planning and self-assessment, undermining its effectiveness in improving performance.

The acute shortage of teachers further compounds these challenges. As of 2023, Kenya has a deficit of 111,870 teachers, with 64,541 needed in secondary schools. This shortfall leads to high teacher workloads, burnout, and reduced efficiency, negatively impacting their performance and the quality of education delivered to students. Moreover, many schools lack adequate professional development programs, limiting teachers' opportunities to enhance their skills and adapt to dynamic educational demands. In Nakuru West Sub-County, these issues result in poor student examination outcomes, with low mean scores in national examinations and high dropout rates. There is an urgent need to evaluate the efficacy of employee management practices in addressing these challenges and improving teachers' output in public secondary schools. Therefore, the study sought to explore the effect of employee management practices on teachers' performance in public secondary schools in Nakuru West Sub-County, Kenya.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of the study was to assess the effect of employee management practices on teachers' performance in public secondary schools in Nakuru West Sub-County, Kenya

1.3.2 Specific Objectives

The specific objective was to

- i. Assess the effect of employee target setting on teachers' performance in public secondary schools in Nakuru West Sub-County.
- ii. Determine the effect of employee performance monitoring on teachers' performance in public secondary schools in Nakuru West Sub-County.
- iii. Establish the effect of employee compensation on teachers' performance in public secondary schools in Nakuru West Sub-County.
- iv. Examine the effect of employee work planning on teachers' performance in public secondary schools in Nakuru West Sub-County

1.4 Research Hypotheses

H₀₁: Employee target setting has no statistically significant effect on teachers' performance in public secondary schools in Nakuru West Sub-County.

H₀₂: Employee performance monitoring has no statistically significant effect on teachers' performance in public secondary schools in Nakuru West Sub-County

H₀₃: Employee compensation has no statistically significant effect on teachers' performance in public secondary schools in Nakuru West Sub-County.

H₀₄: Employee work planning has no statistically significant effect on teachers' performance in public secondary schools in Nakuru West Sub-County

1.5 Scope of the Study

The purpose of the study was to assess the effect of employee management practices on teachers' performance in public secondary schools in Nakuru West Sub-County, Kenya. The unit of analysis was public secondary teachers in Nakuru West Sub-County. The unit of observation was 271 TSC teachers from 7 public secondary schools in Nakuru West Sub-County. The study also targeted 4 TSC officers at the Sub-County Education Office. Therefore, the total target population was 275 respondents. Since the target population for the Sub-County TSC Officers was 4 officers, the study adopted a census approach to include all 4. For the teachers, the study adopted Nassiuma's (2008) formula to calculate a sample size of 3 respondents. The study was conducted over 12 months, from May 2023 to May 2024, with an estimated budget of Ksh. 89,530.

1.6 Significance of the Study

The study's findings are significant to various stakeholders in the education sector. First, the study's findings inform human resource units in the education sector about the factors that inhibit the effectiveness of performance management, an essential tool for improving school performance. TSC can use the research results to develop appropriate policies for teacher performance management that enhance teachers' performance and positive attitude towards work, leading to improved overall school performance in Nakuru West Sub-County and the country at large. The findings are also valuable for other researchers who wish to conduct a study in a similar field.

1.7 Limitations and Delimitations of the Study

The study encountered various limitations. One limitation was the unwillingness of some respondents to provide information freely, out of fear of being victimized, which posed a challenge during data collection. In addition, many school head teachers were reluctant to allow the researcher to collect the data. The limitations of the study were addressed by providing assurances to the respondents that all information provided would not be used against them and that the completed questionnaires would remain anonymous.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter offers a comprehensive theoretical framework and literature overview that underpin the variables examined in this research. The chapter also reviews empirical studies on the various specific objectives and the conceptual framework.

2.2 Theoretical Literature Review

The theoretical review presents and explains the theory that clarifies why the research problem being examined exists. The study was anchored in goal-setting theory, expectancy theory, Herzberg's two-factor theory, and the control theory of performance management.

2.2.1 Goal Setting Theory

Edwin Locke developed goal-setting theory in the 1960s. This theory states that goal setting is essentially linked to task performance. It states that specific and challenging goals, along with appropriate feedback, contribute to higher task performance (Locke, 2008). Practical goal setting (including timelines), integrated with a method to track progress and identify obstacles, contributes to success and bottom-line results. The theory further argues that goal setting is adequate for any task in which people have control over their performance.

While goal-setting theory emphasizes the importance of setting specific and challenging goals to enhance performance, it has limitations. The theory assumes that all individuals are equally motivated by clearly defined objectives, overlooking differences in personality, skills, and external circumstances. Moreover, focusing too narrowly on specific goals can lead to unintended consequences, such as neglecting other critical tasks or ethical considerations. The theory also underestimates the impact of

environmental factors, organizational culture, and interpersonal dynamics on goal achievement. Additionally, it may place undue pressure on employees, leading to stress or burnout, particularly if the goals are perceived as unrealistic or overly demanding. (Lunenburg, 2011).

The theory is relevant to this study because it recognizes a relationship between conscious goal setting and performance, thereby enhancing one's urge to strive to achieve set goals. Consciously set goals by teachers, in liaison with their appraisers, motivate them to work even harder to achieve them, thereby leading to improved service delivery among them. Therefore, the theory explains the effect of target setting on Teachers' performance among public secondary school teachers in Nakuru West Sub-County.

2.2.2 Expectancy Theory

Expectancy Theory was developed by Victor H. Vroom in 1964. The theory was based on the components of performance-outcome expectancy, valence, and effort-performance expectancy. Performance- outcome concerns a person's expectation that remuneration is closely tied to the level of performance (Sloof & Praag, 2005). For example, a contracted employee who is considering doubling output may expect that doing so would result in praise, more pay, or perhaps no reward at all; the employee may even expect hostility from other employees. Expectancy Theory argues that an individual's efforts to perform in a certain way depend on the strength of the expectation that such performance will be followed by an outcome and on the attractiveness of that outcome to the individual (Robbins & Judge, 2007).

While expectancy theory has gained popularity and has been applied in various contexts, it has also faced criticism. Assumes that individuals are rational decision-makers who always calculate effort versus reward, ignoring emotional, cultural, and social influences on behavior. The theory also relies heavily on the premise that rewards are valued

equally by all employees, failing to account for diverse individual preferences and motivations. Furthermore, it does not address situations in which external factors, such as organizational politics or resource constraints, hinder the link between performance and rewards, thereby limiting its applicability in complex, real-world scenarios. (Baker, 2013).

The expectancy theory is applicable in this context because it motivates employees to exert a high level of effort when they believe that the effort will lead to a good performance evaluation, leading to rewards such as a bonus, promotion, salary increase, and that the reward will satisfy the employees' personal goals and instill a positive attitude towards work. Hence, the theory helps explain the effect of work planning on Teachers' Performance in public secondary schools in Nakuru West Sub-County.

2.2.3 Herzberg's Two Factor Theory

The theory was proposed by Herzberg (1959). Herzberg's two-factor theory of satisfiers and dissatisfiers, also known as the motivational-hygiene model, states that employee motivation is achieved when employees are faced with challenging but enjoyable work that allows them to succeed, grow, demonstrate responsibility, and advance in the organization. According to the two-factor theory, when employees' efforts are recognized, it leads to job satisfaction and motivation. It alludes to the fact that environmental factors such as poor lighting, poor ventilation, poor working conditions, low salaries, and poor supervisory relationships contribute to job dissatisfaction. These, for Herzberg (1959), are basic needs, and, for that matter, it is the responsibility of society's businesses and industrial institutions to provide for their people to self-actualize.

Herzberg's Two-Factor Theory has faced several criticisms. First, the theory has faced criticism for oversimplifying the complexity of employee motivation. The rigid separation between motivators (e.g., recognition, achievement) and hygiene factors (e.g., salary, work conditions) ignores the possibility of overlap, as some factors may act as both motivators and dissatisfiers depending on the context (King, 2016). The theory is also criticized for being overly focused on self-reported data, which may introduce bias, as individuals might attribute positive outcomes to internal factors and adverse consequences to external circumstances. Moreover, it underestimates the influence of individual differences, cultural contexts, and job roles on motivation. (House & Wigdor, 2014). Furthermore, the theory assumes universal applicability across job roles and cultural contexts, yet empirical studies reveal variations in how employees prioritize these factors based on industry, culture, and individual preferences (Mullins, 2019). Despite these critiques, the theory remains a foundational framework for exploring employee motivation and job satisfaction.

The theory is relevant to the current study, as it supports the need to improve the work environment to motivate employees to perform at higher levels and to eliminate workplace conditions that contribute to employee dissatisfaction and affect performance. The theory explains how the work environment affects employee performance. Thus, it helps explain the effect of compensation on Teachers' Performance among public secondary school teachers in Nakuru West Sub-County.

2.2.4 Control Theory of Performance Management

Control theory dates from the 19th century, when James Clerk Maxwell first described the theoretical basis for the operation of governors. Routh further advanced control theory in 1874, and Sturm and Hurwitz in 1895, who all contributed to the establishment of control stability criteria (Maxwell, 1868). Control theory is a framework in

performance management that explains how organizations can monitor and regulate their activities to achieve their goals. At its core, control theory suggests that performance management involves identifying performance standards, measuring actual performance, and taking corrective action as needed (Minorsky, 1922).

To effectively manage performance, an organization must establish performance standards for each component of the control theory. Performance standards are the expected level of performance for each input, process, and output. They provide a benchmark against which actual performance can be measured (Wang, 2016). Once performance standards have been established, the organization must measure actual performance. This involves collecting data on input, process, and output performance and comparing it to the established performance standards. If actual performance falls short of the performance standards, corrective action must be taken. Corrective action may involve adjusting inputs, modifying processes, or redefining performance standards. The goal is to align actual performance with established performance standards and achieve organizational goals (Kubica, 2015).

Critics argue that the theory's reliance on predefined performance standards and corrective measures assumes a stable, predictable context, which is rarely the complex case, rapidly evolving industries (Simons, 2014). Additionally, its focus on mechanistic control may overlook the human element, such as employee creativity, intrinsic motivation, and the role of interpersonal dynamics, which are critical in educational settings (Flamholtz, 2016). The theory's emphasis on quantitative metrics can also lead to a narrow view of performance, potentially overlooking qualitative aspects such as emotional engagement and long-term professional growth (Cardy & Leonard, 2017). Despite these limitations, its principles remain valuable for establishing accountability

and aligning performance with organizational goals when complemented by more adaptive and human-centered strategies.

The control theory of performance management can be applied to improve teachers' performance by establishing clear performance standards. These standards should be defined, measurable, and aligned with the school's goals and objectives. This may include factors such as student learning outcomes, teacher attendance, and instructional quality (Kundu & Neculai, 2013). Regular performance assessments should be conducted to measure teachers' actual performance against the established standards. This can be done through classroom observations, student evaluations, and assessments of student learning outcomes. The school may need to adjust the inputs and processes that affect teachers' performance, such as providing additional resources, modifying instructional approaches, or redefining performance standards (Goodwin, 2012).

The theory is relevant to the current study because applying control theory in performance management enables schools to monitor better and regulate teachers' activities to achieve their goals and improve student outcomes. This can result in increased teacher effectiveness, job satisfaction, and retention, as well as improved student performance. Hence, the theory helps explain the effects of performance monitoring on Teachers' Performance in public secondary school teachers in Nakuru West Sub-County.

2.3 Empirical Literature Review

2.3.1 Employee Target Setting and Teachers' Performance

Kimutai, Kurui, and Anyira (2021) conducted a study on the effect of employee performance target setting on teachers' performance in Londiani Sub-County Public Secondary Schools, Kericho County, Kenya. The theory applied in this research was goal-setting theory. An ex post facto design was adopted, with a target population of 300

teachers and a sample of 171. The study used stratified random sampling. The study findings revealed that target setting positively influenced teachers' performance; hence, it should be embraced. However, the study excluded teachers from other sub-counties, such as Nakuru West, thereby creating a contextual gap, as findings from Londiani Sub-County may not fully represent teachers in other regions with different administrative and socio-economic settings. Additionally, the study did not incorporate moderating variables, such as school management support or resource availability, thereby creating a conceptual gap in understanding how external factors influence the relationship between target setting and teachers' performance.

Tiya (2020) focused on the effects of employee target-setting practices on teacher performance appraisal and achievement in the Kenya Certificate of Primary Education in Turkana West Sub-County, Kenya. A descriptive survey design was adopted. The target population comprised 500 teachers and 71 head teachers, with a sample of 200 teachers and 20 head teachers selected using simple random sampling. Questionnaires and interview schedules were used for primary data collection. The study findings revealed that target-setting practices have a significant positive influence on performance in the Kenya Certificate of Primary Education. However, the study left out secondary school teachers and focused solely on primary education, creating a contextual gap in understanding how target setting affects teacher performance in secondary schools. Moreover, the study focused on performance appraisal outcomes without exploring broader indicators of teacher performance, such as syllabus completion and student achievement, thereby leaving a conceptual gap.

Odindo, Odinga, Onditi, and Monari (2020) focused on employee target setting as an antecedent of teachers' performance in public secondary schools. The study was guided by goal-setting theory and adopted a descriptive survey design. The study also used both

primary and secondary data. The primary data were collected through closed-ended questionnaires and interviews, while the secondary data were collected through document analysis. The study found a positive correlation between target setting and the performance of public secondary school teachers. However, the study excluded other sub-counties, such as Nakuru West, leaving a contextual gap due to regional variations in teacher management practices. Furthermore, the study relied heavily on self-reported data, which may introduce response bias, leaving the collected data's reliability and objectivity in question.

Lefever (2022) did a study on the influence of short-term target setting on student performance and motivation. The study adopted a mixed-methods approach to examine the effects of short-term target setting on students' performance and motivation in a fifth-grade classroom. Students set weekly targets and tracked their performance through daily self-reflection. The target-setting intervention provided students with an opportunity to experience success through intrinsic rewards and to strengthen their self-efficacy. Data were collected and analyzed over 3 weeks. The study revealed that target setting has a positive impact on academic performance for all students. However, the study omitted the context of employee target-setting in schools and instead focused on students, making its findings less applicable to teachers' performance management. This presents a contextual gap. Additionally, the study focused only on short-term academic motivation rather than long-term performance outcomes, leaving a conceptual gap relevant to employee target-setting frameworks.

Mwakidimi (2020) examined a human resource perspective on employee target setting and its impact on employee performance and job satisfaction: a case study of Crown Paints (K) Limited. This study used a simple survey. A 7-point Likert scale was used with the survey. The Sampling technique used was a disproportionate stratified random

sampling method. The descriptive statistics, including means, standard deviations, and correlations for all variables, were presented in a table. The main effect found was that participation in the input, while setting challenging and specific goals, was positively correlated with job performance. However, the study omitted the education sector, specifically teachers, creating a contextual gap in applying corporate HR findings to public secondary schools. It also did not examine how target setting interacts with performance appraisal mechanisms, creating a conceptual gap in linking goal participation with teacher evaluation systems

2.3.2 Employee Performance Monitoring and Teachers' Performance

Limon and Şenay (2020) focused on teacher performance monitoring and job performance level. The study sample consisted of three groups. There are 265 teachers in the first group, 509 in the second, and 1935 in the last. Exploratory factor analysis and confirmatory factor analysis were used to determine the factor structure of The Teachers' Job Performance Scale (TJPS). Results showed that teacher performance monitoring affects job performance level. However, the study omitted the Kenyan educational setting, creating a contextual gap, as teacher monitoring practices and accountability systems differ globally. Conceptually, the study focused on measurement validation but did not link monitoring practices directly to performance outcomes. Methodologically, it relied solely on statistical analysis, without field-based qualitative data, limiting the practical applicability of the findings.

Khatete (2020) focused on the effects of employee performance monitoring, specifically teachers' classroom observation. The target population comprised all 18 public secondary schools in Nyandarua South Sub-county. Descriptive statistics were used to analyze the collected data. The study's findings revealed that monitoring teachers based on reporting on and off duty improved their performance. However, the study omitted other counties,

such as Nakuru West, where demographic and administrative conditions vary, creating a contextual gap. Conceptually, the study failed to account for how feedback frequency or monitoring style influences teachers' attitudes and motivation. Methodologically, the use of descriptive statistics without inferential testing limited the ability to establish causal relationships between monitoring and performance.

Vipene and Kingston (2021) focused on the monitoring and evaluation of teacher performance as determinants of quality assurance in secondary education in Rivers State. The study adopted a descriptive survey research design. The study population comprised 268 principals, 268 vice principals' administrations, and 23 zonal directors' supervision. The study used a census sampling technique. The study revealed that employee performance monitoring affects the evaluation of teachers as determinants of quality assurance in secondary education in Rivers State. However, the study omitted the Kenyan context, creating a contextual gap, as differences in educational policies and supervision structures may influence outcomes. Conceptually, the study focused on administrative perceptions rather than actual teacher performance metrics. At the same time, methodologically, it relied on self-reported data from administrators, which may not accurately reflect teachers' performance realities.

Kariuki (2019), The effect of employee performance monitoring and employee participation on employee engagement at the Kenya Power. Theoretical and empirical studies were reviewed. The study adopted a census descriptive design with all 120 agents. Data was collected through a structured questionnaire. Both open- and closed-ended questionnaires were used. The findings were analyzed using SPSS and presented in frequency tables, bar charts, and pie charts. The study established that employee performance monitoring affects employee participation in employee engagement at Kenya Power. However, the study omitted the education sector context, creating a

contextual gap, as corporate work environments differ significantly from school settings. Conceptually, the study overlooked the role of supportive supervision and constructive feedback in mitigating stress and enhancing performance. Methodologically, the study's cross-sectional design limits its ability to establish long-term effects of monitoring on performance.

Adam (2020) conducted a study on the effect of an employee performance monitoring system on employee performance: a case study of the UN-Habitat Somalia Program. The study adopted a descriptive research design. A quantitative approach was applied. The study population comprised all 50 employees in the UN-Habitat Somalia Program. Since the population was relatively small, the study adopted a census of all 50 employees. Percentages and frequencies were utilized to present the findings. The study established that performance monitoring affects employee performance. However, the study excluded the public education sector; thus, a contextual gap exists, as international organizational systems differ from school environments. Conceptually, it did not integrate psychological or motivational dimensions of performance monitoring. Methodologically, the study relied solely on quantitative analysis, omitting qualitative insights that could have enriched the understanding of employees' attitudes toward monitoring.

Siegel, King, and Lazar (2022) conducted a meta-analysis of the impact of employee performance monitoring on employees' job satisfaction. The study collected data from 70 independent samples and 233 effect sizes for the meta-analysis. The study results indicate that employee performance monitoring affects employees' job satisfaction. However, the study omitted empirical analysis in the education sector, particularly among teachers in developing nations such as Kenya, creating a contextual gap. Conceptually, the study emphasized electronic monitoring but failed to explore the

effects of human-based supervision, such as classroom observation. Methodologically, the meta-analysis relied on secondary data, leaving a gap for primary field-based studies that contextualize monitoring practices within school settings.

2.3.3 Employee Compensation and Teachers' Performance

Marman, Arafat, and Syaiful (2021) conducted a study on the effects of teacher compensation and job satisfaction on teacher performance. The study adopted a descriptive quantitative research design. The sample for this research consisted of 77 respondents, with data collected through questionnaires. The results showed that teacher compensation affects job satisfaction and teacher performance. However, the study left out the Kenyan context, where compensation structures and incentive systems for public school teachers differ significantly, creating a contextual gap. Conceptually, it failed to examine how non-monetary rewards, such as recognition or professional development, influence teachers' motivation and performance. Methodologically, reliance on a small sample and purely quantitative data limits the generalizability and depth of the findings.

Emalia (2022) conducted a literature review on the effects of employee compensation on job satisfaction and on employee performance. The article reviewed determinants of job satisfaction and employee performance, analyzed workload and compensation, and examined the human resource management literature. The result revealed that employee compensation affects employee performance. However, the study lacked an empirical assessment, creating a methodological gap, as the review did not test the relationships using primary data. Conceptually, it did not account for variations across professions, such as teaching, where intrinsic motivation plays a stronger role in performance. In Kenya, the findings may not apply to the education sector, where compensation structures are influenced by government policy.

Keynan (2018) did a study on the effect of employee compensation management practices on employee performance in Wajir County, Kenya. The study targeted the entire political, technical, and civic leadership of Wajir County. The study used a descriptive research design. The chi-square test was used to assess the significance of the correlation coefficient at the 5% level. The study used a convenience sampling technique to select respondents from the sub-county categories. The study collected data using primary sources. Questionnaires were used to elicit responses from the respondents. Data were analyzed using SPSS and multiple regression. The study concluded that employee compensation management practices affect employee performance. However, the study left out the education sector, creating a contextual gap, as the public administration environment differs from that of teaching institutions. Conceptually, the study did not differentiate between short-term incentives and long-term rewards, nor did it examine their respective impacts on performance. Methodologically, the use of convenience sampling may have introduced selection bias, affecting the reliability of the findings.

Mangale (2019) investigated the effects of employee compensation on employee productivity in a case study of the Kenya Literature Bureau, South C, Nairobi. The study adopted a descriptive research design that enabled the use of questionnaires as research instruments. The target population consisted of one hundred and fifty (150) employees of the Kenya Literature Bureau, South C, Nairobi. Stratified proportionate random sampling was used to obtain a sample size of 45 respondents. The data were analyzed qualitatively and quantitatively using SPSS, and the results were presented in tables and figures. The study concluded that employee compensation affects employee productivity. However, the study omitted the educational context, creating a gap, as compensation systems in corporate organizations differ from those in public schools. Conceptually, it focused on productivity rather than the unique performance indicators relevant to teaching, such as

syllabus completion and student achievement. Methodologically, the study relied heavily on self-reported data without triangulation, creating a data validity gap.

Kakai (2019) assessed the effects of compensation on employee performance in organizations through a case study of Kenya Seed Company in Kitale, Kenya. The study used a survey design. Out of a targeted population of 4500 workers, a unit sample of 50 workers was drawn. The questionnaire interviews and observations were the main sources of primary data. The results revealed that compensation affects employee performance. However, the study omitted the education sector, creating a contextual gap, as teachers' working conditions and motivation drivers differ from those in the corporate sector. Conceptually, it did not consider how delayed or inadequate compensation affects teachers' morale and lesson delivery. Methodologically, it used simple descriptive statistics without regression analysis, leaving a methodological gap in determining the strength of relationships

2.3.4 Employee Work Planning and Teachers' Performance

Krepf and Konig (2022) did a study on the effect of work planning on employee performance. The study aimed to measure the challenge of structuring a lesson as an aspect of the situation-specific ability of lesson planning competence. Using appropriate indicators, the situation-specific planning perception, interpretation, and decision-making of pre-service teachers was reconstructed. The sample consisted of 211 written lesson plans of 106 pre-service teachers from the PlanvoLL project. Results show that work planning affects employee performance. However, the study excluded in-service teachers, creating a contextual gap, as pre-service and practicing teachers differ in their planning challenges. Conceptually, it focused on cognitive aspects of planning, without linking them to measurable performance outcomes such as teaching quality or student

achievement. Methodologically, it relied solely on written lesson plans, omitting observation-based data that could provide a more holistic evaluation.

Bremholm (2019) focused on teacher work planning from a learning outcomes perspective: A multiple-case study of mathematics and L1 Danish teachers. The study explored teacher planning in mathematics and L1 Danish, with particular focus on the role of instructional materials. Using data from a lesson study project and a theoretical framework that conceptualized planning in a local institutional setting, the study analyzed planning at both the teacher and school levels. The study's findings revealed that a focus on learning outcomes requires significant changes to teachers' planning practices. However, the study omitted the Kenyan educational context, creating a contextual gap due to differences in curriculum frameworks. Conceptually, it focused on the policy-implementation dimension rather than on how effective planning translates into performance outcomes. Methodologically, the multiple case study design limited the statistical generalizability of findings, presenting a methodological gap.

Kanellopoulou and Darra (2018) discuss the work planning of teaching in the context of lesson study. The survey results showed that the participating teachers were positively influenced by the detailed planning and preparation of the research lesson, gaining useful experience and valuable knowledge during the implementation of the Lesson Study phases. In addition, their attitudes and perceptions of the meetings and workshops conducted within Lesson Study were positively evaluated. However, the study left out developing countries such as Kenya, creating a contextual gap. Conceptually, it did not examine how such collaborative planning practices impact teachers' overall performance indicators, including timely syllabus completion. Methodologically, it used a qualitative survey without quantitative validation, creating a gap in measuring relationship strength.

Sifuna, Shitseswa, and Tsuma (2023) conducted a study on the effects of work planning on employee productivity in broadcast media outlets in Bungoma and Busia Counties, Kenya. The descriptive research design was utilized. A total of 153 participants were selected using Slovin's formula, and stratified sampling was employed to classify management into top, middle, and low tiers. Questionnaires were used to collect data, and the tool's credibility and consistency were verified. The outcomes indicated that performance planning had a statistically significant positive effect on employee productivity in broadcast media outlets. However, the study omitted the education sector, creating a contextual gap, as work planning dynamics differ across schools. Conceptually, it addressed productivity generally, rather than tailoring performance indicators to teaching. Methodologically, it relied solely on self-administered questionnaires, introducing a potential bias due to self-reporting.

Kandie and Chepkiot (2022) assessed the effect of work planning on employee performance in private hospitals in Uasin-Gishu County, Kenya. The study population comprised all licensed private hospitals in Uasin-Gishu County, Kenya. However, among the total of 2,298 permanent employees of 31 private hospitals, a sample of 341 was selected using the Yamane (1967) procedure. A self-administered questionnaire was adopted for data collection. Data were then analyzed through descriptive and inferential statistics. The hypotheses were tested through the entry regression analysis technique. The study concluded that hospitals that practice work scheduling and prioritization as part of time management practice enhance employee performance, specifically private Hospitals in Uasin-Gishu County, Kenya. However, the study left out the education sector, creating a contextual gap. Conceptually, it did not analyze how lesson planning and curriculum scheduling specifically affect teacher performance. Methodologically,

while regression analysis was applied, the study was cross-sectional, limiting the ability to infer long-term causal effects.

2.3.5 Teachers Performance

Sjamsir (2021) conducted a study on factors influencing teachers' performance in Junior High Schools in Samarinda, Indonesia. The study sought to determine the effects of work motivation, work discipline, and teacher interpersonal communication on teacher performance, and to identify the most prominent factor influencing performance. The study employed a sample of 60 randomly selected teachers drawn from six Junior High Schools in Samarinda. Data were collected through questionnaires, complemented by interviews with five teacher representatives from each school. Path analysis was used to analyze the data. The findings revealed that work motivation had a direct positive effect on teacher performance, work discipline had a direct positive influence on teacher performance, and teacher interpersonal communication had a direct impact on teacher performance. However, the study left out Kenyan schools, creating a contextual gap. Conceptually, it did not consider institutional performance management practices such as target setting or compensation. Methodologically, the study relied on a small sample, limiting its generalizability.

Abdulkarim (2022) conducted a study on the factors affecting the performance of higher education teachers at the Lebanese French University. The study aimed to establish how performance appraisal influences teacher performance in higher education institutions. Specifically, the study examined the effect of management by objectives, performance-based pay, employee training, competence, and assessment on teacher performance. The study found that management by objectives, performance-based pay, and employee training had the most significant impact on performance, while competence and assessment had a moderate effect. The findings concluded that for higher education

institutions to improve efficiency, teachers should be appropriately trained and compensated based on performance. However, the study left out secondary education, creating a contextual gap. Conceptually, it integrated performance appraisal components but not other performance management practices such as monitoring and planning. Methodologically, it used a single-institution sample, which reduces external validity.

Kanya, Fathoni & Ramdani (2024) conducted a study on factors affecting teacher performance in Bandung high schools in Indonesia. The study sought to determine the effect of school principal leadership, organizational culture, and teacher competence on teacher performance both individually and collectively. The study adopted a quantitative research approach using survey methods, with data analyzed through multiple regression. A sample of 385 teachers was selected using proportional stratified random sampling. The findings revealed that school principal leadership, organizational culture, and teacher competence significantly influenced teacher performance. The researchers concluded that these factors play a critical role in improving teacher performance and recommended that schools consider them as both theoretical and practical bases for enhancing teacher and institutional quality. However, the study left out the Kenyan context, creating a contextual gap. Conceptually, it failed to incorporate compensation and target setting, which are core aspects of performance management. Methodologically, the study was purely quantitative, limiting insight into how these factors interact in real school settings.

Suhayat, Suwatno, and Buchdadi (2024) conducted a study to explore factors affecting teacher performance in State Senior High Schools in Tangerang District, Banten Province, Indonesia. The study examined the influence of multicultural leadership and the role of the school board on teacher performance, with organizational climate serving as an intervening variable. The study employed a quantitative research approach and

utilized two units of analysis: 170 teachers and 30 school principals. Data was analyzed using Structural Equation Modeling (SEM) with Partial Least Squares (PLS-SEM). The findings revealed that both direct and indirect variables significantly affected teacher performance, with multicultural leadership and the role of the school board contributing through the mediating effect of organizational climate. However, the study excluded public secondary schools in Kenya, creating a contextual gap. Conceptually, it focused on leadership factors without integrating employee-centered practices such as compensation or monitoring. Methodologically, its reliance on PLS-SEM with a limited sample size may have restricted broader applicability.

Mwangi (2021) conducted a study on school-based factors influencing teacher performance in the implementation of curriculum in public primary schools in Njoro Sub-County, Nakuru County, Kenya. The study specifically examined the influence of teacher-pupil ratio, teacher workload, provision of instructional resources, and teaching strategies on teacher performance. The research adopted a descriptive survey design and targeted 10 public primary schools comprising 10 headteachers, 62 teachers, and 123 pupils. Data was collected through questionnaires administered to teachers and headteachers, as well as focus group discussions with pupils. Pearson's correlation coefficient was used to analyze the relationship between workload and teacher performance.

At the same time, simple linear regression was applied to establish the influence of teacher-pupil ratio, instructional resources, and teaching strategies. The findings revealed that the teacher-pupil ratio, workload, adequacy of instructional materials, and teaching methods significantly influenced teacher performance in curriculum implementation. However, the study excluded public secondary schools, creating a contextual gap, as secondary teaching demands and evaluation standards differ across public and private

schools. Conceptually, it addressed structural factors but did not integrate performance management practices such as work planning or target setting. Methodologically, the study's descriptive survey design limited the ability to infer causal relationships between variables.

2.4 Summary of Literature and Research Gaps

A review of previous studies revealed several conceptual, methodological, and contextual gaps that necessitate the present research on the effects of performance management on teachers' performance in public secondary schools. Regarding employee target-setting and performance studies, such as those by Kimutai et al. (2021), Tiya (2020), Odindo et al. (2020), Lefever (2022), and Mwakidimi (2020), these studies consistently show that target setting enhances employee performance. However, most of these studies were conducted outside Nakuru West Sub-County or in different sectors such as primary schools and corporate organizations. This creates a contextual gap, as the socio-economic and administrative dynamics in public secondary schools differ significantly. Furthermore, the studies largely ignored moderating factors, such as school management support and resource availability, thereby creating a conceptual gap. Methodologically, most relied on descriptive designs and self-reported data, which limit objectivity and the ability to infer causality.

Regarding employee performance monitoring, reviewed studies by Limon and Şenay (2020), Khatete (2020), Vipene and Kingston (2021), Kariuki (2019), Adam (2020), and Siegel et al. (2022) revealed that effective monitoring positively influences employee or teacher performance. Nonetheless, many of these studies were conducted in non-Kenyan or non-educational contexts, and few incorporated feedback mechanisms or psychological factors affecting motivation. This reveals a contextual gap regarding Kenyan secondary schools, particularly in Nakuru West Sub-County. In addition, a

conceptual gap exists because most of these studies failed to examine how different monitoring styles and feedback quality impact teacher productivity. Methodologically, many employed cross-sectional or purely quantitative designs without triangulation, limiting the depth and richness of the findings.

In relation to employee compensation and performance, studies such as those by Marman et al. (2021), Emalia (2022), Keynan (2018), Mangale (2019), and Kakai (2019) established that compensation has a positive effect on performance. Despite this, most of these studies were undertaken outside the education sector or in foreign contexts. They mainly emphasized monetary rewards while neglecting intrinsic motivation and non-financial incentives such as recognition and professional development. This creates a contextual gap specific to public secondary schools in Nakuru West Sub-County, as well as a conceptual gap regarding the influence of non-monetary rewards on teacher motivation. Additionally, the heavy reliance on descriptive research designs and convenience sampling in previous research creates a methodological gap that this study seeks to address through a more rigorous, representative approach.

Finally, previous studies on employee work planning, such as those by Krepf and Konig (2022), Bremholm (2019), Kanellopoulou and Darra (2018), Sifuna et al. (2023), and Kandie and Chepkot (2022), indicate that proper work planning enhances job performance. Nevertheless, the majority of these studies were conducted in other professions or foreign contexts and did not specifically explore the link between lesson planning, time management, and teacher performance in Kenyan secondary schools. This highlights both a contextual and a conceptual gap, as the specific components of work planning that affect teachers' effectiveness remain underexplored. Moreover, many of these studies were qualitative or cross-sectional, thereby creating a methodological gap because they were unable to establish long-term cause-and-effect relationships.

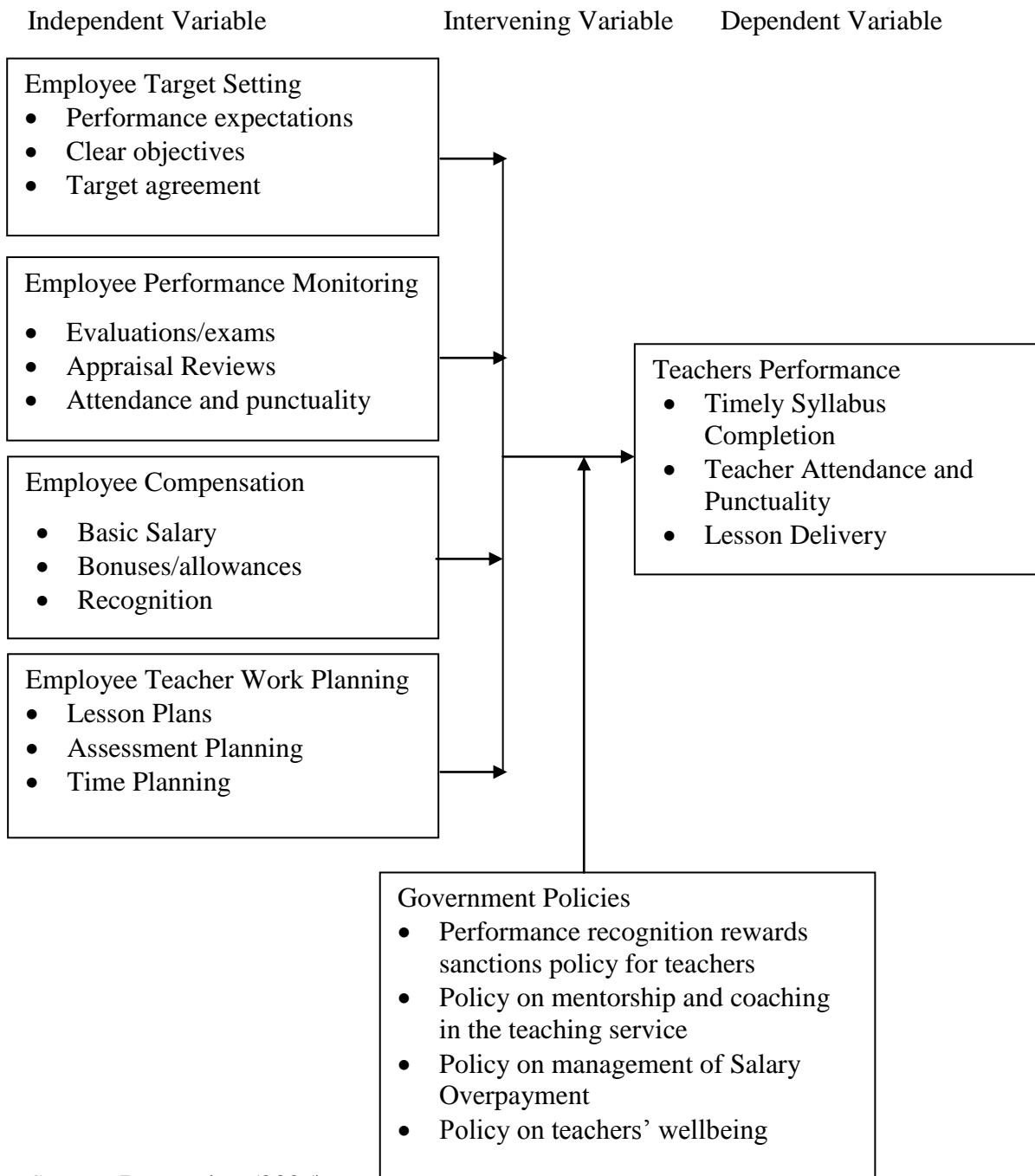
In summary, although existing studies have provided valuable insights into the relationship between performance management practices and employee outcomes, they exhibit significant contextual, conceptual, and methodological limitations. Most were conducted across different sectors or geographical regions, failed to account for moderating variables that influence teacher performance, and relied heavily on descriptive or self-reported data. The current study, therefore, seeks to fill these gaps by examining how performance management practices, specifically target setting, performance monitoring, compensation, and work planning, affect teachers' performance in public secondary schools in Nakuru West Sub-County, Kenya.

2.5 Conceptual Framework

A conceptual framework is a visual or written representation that illustrates the relationship between key variables in a study. It serves as a roadmap showing how the independent variables are expected to influence the dependent variable, based on theory, empirical evidence, and logical reasoning. A conceptual framework outlines the major concepts under investigation, clarifies their linkages, and explains the direction of influence among them. It helps the researcher demonstrate the study's underlying assumptions, guides the formulation of hypotheses, and provides a basis for data collection and analysis. In this study, the conceptual framework illustrates how employee performance management practices, specifically employee target setting, employee performance monitoring, employee compensation, and employee work planning, are presumed to affect the teachers' performance in public secondary schools in Nakuru West Sub-County. Through this framework, the study shows the cause-and-effect pathways and the overall logic behind the expected outcomes.

Figure 1

Conceptual Framework



Source: Researcher (2025)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the procedures used to conduct the research study. It describes the research design, target population, sample size, sampling technique, data collection instruments, pilot testing, data collection procedures, data processing and analysis, and the presentation of findings.

3.2 Research Design

The study adopted a descriptive research design, which was appropriate for examining and describing the existing status of employee performance management practices and their effect on teachers' performance in public secondary schools in Nakuru West Sub-County. The design aligned with the research objectives, which sought to assess the impact of employee target setting, employee performance monitoring, employee compensation, and employee work planning on teachers' performance. Descriptive research is particularly suitable for such a study because it enables the systematic collection and analysis of quantitative data, allowing the researcher to describe patterns, perceptions, and relationships without manipulating variables.

3.2 Study Area

The study was conducted in public secondary schools in Nakuru West Sub-County. The performance of public secondary schools in Nakuru West Sub-County has been below average compared to other sub-counties. From 2017 to 2020, the mean score in public secondary schools in Nakuru West Sub-County has decreased gradually. In 2018, the mean score for public secondary schools within the sub-county was 5.9. In 2019, the mean score was lower at 5.4. is as indicated in Appendix V.

3.3 Target Population

The unit of analysis was 7 public secondary teachers in Nakuru West Sub-County. The unit of observation was 271 TSC teachers and 4 TSC officers at the Sub-County Education Office. Therefore, the total target population was 275 respondents. The study included teachers employed by the Teachers Service Commission (TSC) currently teaching in public secondary schools within Nakuru West Sub-County because they are the primary implementers of educational policies and performance management practices at the school level. TSC teachers operate under a standardized national framework that governs recruitment, performance appraisal, target setting, and compensation, which aligns directly with the variables under investigation in this study. Their inclusion, therefore, ensures that the survey captures authentic, policy-relevant data on how employee management practices influence teachers' performance within the public education system.

Moreover, TSC teachers are subject to the Teacher Performance Appraisal and Development (TPAD) system, a nationally implemented performance evaluation tool that monitors, assesses, and enhances teacher effectiveness. Since TPAD encompasses target setting, performance monitoring, work planning, and professional development, TSC teachers provide firsthand insights into how these practices affect teaching outcomes, including timely syllabus coverage, lesson delivery, attendance, and student achievement. Their participation thus provides credible and standardized information on how performance management policies are translated into classroom practice.

The study excluded private school teachers and those not employed by the TSC (Teachers on Practice and teachers employed by the Board of Management, BOM). The study also excluded teachers on leave, including study, maternity, or sick leave, during the study period. Teachers with less than one year of experience in their current school

were also excluded. The study further excluded officers who do not directly oversee performance management or interact with teachers in Nakuru West Sub-County. The distribution of the target population is shown in Table 1.

Table 1
Target Population

Target	Target Population
Moi Secondary School	42
Mogoon Secondary School	33
Nakuru West Secondary School	45
Kilelwet Secondary School	33
Uhuru Secondary School	39
Nakuru West Secondary School	44
Tumaini House Secondary School	35
Sub-County TSC Officers	4
Total	275

Nakuru West Sub-County Director of Education Office (2025)

3.4 Sample and Sampling Procedures

Sampling is a procedure a researcher uses to gather people, places, or things to study (Mugenda and Mugenda, 2012). According to Webster (2015), a sample is a finite part of a statistical population whose properties are studied to infer information about the population as a whole. The study adopted a census and stratified sampling approach. Since the target population for the Sub-County TSC Officers was 4 officers, the study adopted a census approach to include all 4. For the teachers, the study adopted Nassiuma's (2008) formula to calculate a sample size of 73 respondents.

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

Where: n = Sample size,

$$N = \text{Population} = 271$$

$$C = \text{Coefficient of variation} = 50\%$$

$$e = \text{Standard error.} = 5\%$$

$$n = \frac{271 \times 0.5^2}{0.5^2 + (271 - 1) 0.05^2}$$

$$n = \frac{67.75}{0.925}$$

$$n = 73.2$$

Thus, the sample was 73

Stratified random sampling was adopted. Each school formed a stratum. Stratified Random Sampling was used to determine the sample size for each of 7 public schools.

Table 2
Sample Size

Target	Target Population	Sample
Moi Secondary School	42	11
Mogoon Secondary School	33	9
Nakuru West Secondary School	45	12
Kilelwet Secondary School	33	9
Uhuru Secondary School	39	10
Nakuru West Secondary School	44	12
Tumaini House Secondary School	35	10
Total	275	73

3.5 Data Collection Instruments

The study used primary data only. Questionnaires were used to collect primary data from respondents and consisted of questions related to the study's objectives. The questionnaire was designed using a multiple-item measurement scale. A five-point Likert scale was employed, with response categories ranging from strongly agree to strongly disagree, where 5=Strongly Agree, 4=Agree, 3=Undecided, 2=Disagree, and 1=Strongly Disagree. There are several advantages associated with the questionnaire, which inform its use in this study. These advantages include ease of distribution and data collection, ease of data analysis, standardized questionnaires, and cost efficiency.

3.6 Pilot Study

A pilot study is a small-scale, preliminary study conducted before the primary research to test the feasibility, methods, and instruments. In this pilot study, a study was conducted at Menengai High School in Nakuru East Sub-County. The research instrument was administered to 7 teachers, representing 10% of the sample.

3.6.1 Validity of the Research Instruments

Validity determines whether an instrument truly measures what it was intended to measure or how accurate the research results are. The study sought to assess the content validity of the research questionnaire. To achieve construct validity, the researcher had to ensure that the indicators and measures were carefully developed based on the study variables: professional development, work environment, motivation, and schoolwork performance.

3.6.2 Reliability Instruments

The internal consistency technique was used to establish the instrument's reliability. The reliability coefficient (Cronbach's Coefficient Alpha) was computed to indicate the

reliability of the instrument. A coefficient of 0.70 or more indicated that the instrument is highly reliable (Punch, 2015). The researcher conducted a pilot study at Menengai High School in Nakuru East Sub-County, where 7 questionnaires were distributed to teachers. Table 3 presents the findings.

Table 3

Reliability Test Results

Variable	No. of Items	Cronbach's Alpha Value
Employee target setting	7	0.765
Employee performance monitoring	7	0.786
Employee compensation	7	0.876
Employee work planning	7	0.876
Teachers' Performance	7	0.768
Overall Reliability		0.810

The reliability test results show that all the variables in the study have Cronbach's alpha values above the commonly accepted threshold of 0.7, indicating good internal consistency and reliability of the measurement scales. Specifically, employee target setting had an alpha of 0.765, employee performance monitoring of 0.786, employee compensation of 0.876, and employee work planning of 0.876. Teachers' performance recorded an alpha value of 0.768. The instrument's overall reliability was 0.810, further confirming that the survey items consistently measured the constructs under investigation.

3.6.3 Data Collection Procedure

Upon obtaining permission from the Institute of Postgraduate Studies to undertake fieldwork, the researcher sought a research permit from the National Council of Science, Technology, and Innovation (NACOSTI). The researcher also sought clearance from the Kabarak University Research Ethics Committee (KUREC). The researcher further

sought authority from the Nakuru West Sub-County Commissioner and the Director of Education to collect data. After obtaining the necessary approvals, the researcher sought consent from the respective Secondary School administrations to collect data from them. The researcher then provided the administration with an explanation of the study and its purpose. With the principal's assistance, the researcher identified teachers, explained the research to them, and each teacher was issued a questionnaire. The questionnaires were completed on the spot by the respondents themselves, and, if needed, the researcher clarified the questions.

3.7 Data Analysis and Presentation

Data analysis involves reducing accumulated data to a manageable size. The data collected in this study were quantitative and were analysed using the Statistical Package for the Social Sciences (SPSS) version 25. Both descriptive and inferential statistics were used. Descriptive statistics included percentages, frequencies, mean, and Std. Inferential statistics involved the use of correlation and regression analyses to determine relationships between variables. The study's findings were presented in tables. The following regression model guided the study.

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

Where:

Y	represents	Teachers' Performance
B ₀	represents	Constant
X ₁	represents	Target Setting
X ₂	represents	Performance Monitoring
X ₃	represents	Compensation
X ₄	represents	Work Planning
ε	represents	the Error term

$\beta_1, \beta_2, \beta_3, \beta_4$ represent Régressions Coefficients of Independent Variables

3.8 Diagnostic Test

The study conducted preliminary diagnostic tests to ensure the suitability of multiple linear regression. These tests included the normality and multicollinearity tests. The normality test assessed whether the data followed a normal distribution, a key assumption in regression analysis, using the Kolmogorov-Smirnov statistic. Multicollinearity refers to a situation in which one predictor variable in a multiple regression model can be linearly predicted from the others with a high degree of accuracy; the study used the Variance Inflation Factor (VIF) to detect its presence

3.9 Ethical Consideration

The study was conducted in strict adherence to ethical research principles, ensuring the respect, dignity, and protection of all participants. The researcher acknowledged all works of other authors referenced in the study and complied fully with academic citation and referencing standards. Before commencing any field activities, the researcher forwarded the research project to the Kabarak University Research Ethics Committee (KUREC) for ethical review and approval. Upon receiving clearance, the researcher sought additional authorization from the relevant institutions, including the Teachers Service Commission (TSC) and the Sub-County Education Office in Nakuru West Sub-County.

Participants were fully informed about the purpose of the study, the expected duration of their participation, the procedures involved, and their rights as respondents. Participation in the study was entirely voluntary, and all participants had the right to decline or withdraw at any time without facing any penalty or discrimination. Written informed consent was obtained from each participant before data collection.

Participants were informed of their right to skip any question they found uncomfortable and that they would not be required to explain their decision. The researcher also created a safe, private environment for data collection to ensure participants feel secure and are not subjected to any undue influence. Where necessary, contact information for professional support services was provided in case any participant experiences emotional discomfort arising from their participation in the study. Participants were given the autonomy to determine how much information they are willing to disclose and under what conditions.

To ensure completeness and integrity of the data during the questionnaire administration process, the researcher employed a rigorous data monitoring plan. Each questionnaire was checked immediately upon collection to confirm that all relevant sections had been completed correctly. The researcher kept a checklist to track completed responses against the sampling framework, ensuring that the collected data is comprehensive and representative. Any inconsistencies or incomplete responses were addressed in real time, either by following up with the respondent (where applicable) or by excluding flawed entries. If research assistants are involved in data collection, they receive training on ethical conduct, confidentiality, and accurate data collection procedures. The researcher also conducted periodic reviews of the collected data to ensure adherence to quality standards.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, AND DISCUSSIONS

4.1 Introduction

The chapter focuses on data analysis, results presentation, and discussion of the findings. The chapter covers both pilot study results, descriptive statistics results, and inferential statistics results

4.2 Response Rate

Response rate is the proportion of participants who complete and return a survey or take part in a study out of the total number invited.

Table 4

Response Rate

	Sample Size	Completely Filled	Non-Response Rate
Frequency	77	56	21
Percent (%)	100	73	28

Based on the findings, 77 questionnaires were distributed, of which 56 were correctly completed and returned. This yielded a response rate of 73%, indicating strong participation among the targeted respondents.

4.3 General Characteristics

The researcher sought to determine general information for this study, including respondents' gender, educational qualifications, and the duration of their employment with their current organization.

4.3.1 Gender of the Respondents

The researcher sought to determine the gender distribution of the respondents. The findings are indicated in Table 5

Table 5*Gender of the Respondents*

Gender	Frequency	Percentage
Male	27	48
Female	29	52
Total	56	100

The findings indicate that the majority of respondents were female, accounting for 52% of the sample. This suggests that women form a slightly larger proportion of the teaching workforce in public secondary schools within Nakuru West Sub-County. Male respondents accounted for 48% of the sample, representing a significant share of teachers and offering valuable perspectives on employee management practices and teachers' performance. The gender distribution suggests that the study captured views from both male and female teachers, ensuring a balanced gender representation in the analysis.

The relatively even distribution between male and female respondents may also reflect the overall gender balance in the teaching profession in public secondary schools in the area. The findings concur with Abdulkarim (2022), who found that performance appraisal mechanisms such as management by objectives and performance-based pay enhance teacher productivity, aligning with the finding that male teachers tend to show higher task-related performance when workload is well managed.

4.3.2 Age of the Respondents

The researcher sought to determine respondents' ages. The findings are indicated in Table 6.

Table 6*Age of the Respondents*

Age of the Respondents	Frequency	Percentage
20-30 years	12	21
3-40 Years	18	32
41-50 Years	20	36
More than 50 years	6	11
Total	56	100

From the findings, 21% of the respondents were aged 20–30, representing relatively young teachers who may bring fresh energy, modern teaching approaches, and adaptability to new performance management practices. The largest group, 36%, was aged 41-50 years, indicating a significant proportion of experienced teachers with substantial professional maturity and a strong understanding of the education system. Respondents aged 31–40 years accounted for 32% of the sample, representing mid-career teachers who likely balance both innovative teaching methods and established pedagogical practices. Lastly, 11% of the respondents were aged 50 or older, reflecting a group with deep-rooted experience, long-term institutional knowledge, and historical perspectives on education in the sub-county.

This distribution suggests that public secondary schools in Nakuru West Sub-County benefit from a well-balanced age mix that combines youthful innovation with seasoned expertise. The findings align with a study by Okumu (2024), which found that while age alone does not significantly predict learner outcomes, the combination of younger and older teachers creates complementary strengths that enhance school performance. Younger teachers were found to bring innovation, adaptability, and technological fluency, while older teachers provided stability, subject mastery, and strong classroom management

4.3.3 Education Qualification

The researcher sought to determine the respondents' educational qualifications. The findings are indicated in Table 7.

Table 7

Education Qualification

Education Qualification	Frequency	Percentage
Diploma	20	36
Degree	27	48
Masters	7	13
PhD	2	3
Total	56	100

From the findings, 36% of respondents held a diploma, indicating that teachers have foundational professional training that equips them with essential pedagogical and classroom management skills. The majority of respondents (48%) held a bachelor's degree, indicating that a significant proportion of teachers have undergraduate-level qualifications that equip them with both subject expertise and methodological competence for effective teaching. A further 13% had attained a master's degree, reflecting the presence of teachers with advanced academic preparation that can enhance instructional quality, curriculum development, and school leadership.

The smallest group, 3%, held a PhD, signifying the availability of specialized expertise that may contribute to research, educational policy development, and strategic decision-making. The overall distribution suggests that public secondary schools in Nakuru West Sub-County benefit from a well-qualified teaching workforce with diverse academic backgrounds, combining practical skills with advanced scholarly insight. The findings align with those of Chege and Mbugua (2019) in Kenya, who found that schools with

teachers from varied academic backgrounds benefit from a rich pool of knowledge that enhances curriculum delivery and broadens learning perspectives.

4.3.4 Duration of Service

The researcher sought to determine how long employees have been working. The findings are indicated in Table 8.

Table 8

Duration of Service

Duration of Service	Frequency	Percentage
Less than 1 year	2	4
1-5 Years	12	21
6-10 Years	18	32
More than 10 years	24	43
Total	56	100

From the findings, 4% of respondents had worked at their current school for less than 1 year, representing relatively new teachers who may bring fresh perspectives and innovative teaching methods but have limited institutional experience. A further 21% had served for 1–5 years, indicating a group still building familiarity with the school environment while contributing to ongoing performance initiatives. The largest group, 43%, had worked for more than 10 years, reflecting a strong presence of long-serving teachers with deep-rooted institutional knowledge, historical insight, and continuity in school culture and performance management practices. Additionally, 32% had served between 6–10 years, representing experienced teachers who combine professional maturity with adaptability to change. This distribution suggests that public secondary schools in Nakuru West Sub-County benefit from a balanced workforce that blends the fresh energy of newer teachers with the stability, expertise, and institutional memory of long-serving staff.

4.4 Descriptive Statistics

The study requested respondents to provide opinions on employee management practices and teachers' performance in public secondary schools in Nakuru West Sub-County, Kenya. The interpretation of the findings was made based on the mean and standard deviation. The mean value indicated the level of agreement. The mean ranged from 1 to 5, with 1 being the lowest and 5 the highest. Standard deviation is a measure of the dispersion of a set of data from its mean.

4.4.1 Employee Target Setting

The researcher sought to assess aspects of employee target-setting performance in public secondary schools in Nakuru West Sub-County. The findings were as indicated in Table 9.

Table 9

Employee Target Setting

Employee target setting	N	Min	Max	Mean	Std
Teachers set targets for student achievement, which enhances performance	56	4.00	5.00	4.3929	.49281
Teachers identify specific learning outcomes that they want their students to achieve by the end of a given period.	56	3.00	5.00	4.3750	.82158
Teachers set targets for classroom management, which enhances performance	56	3.00	5.00	4.3929	.80178
Through target setting, teachers can increase student engagement and improve student behavior	56	3.00	5.00	4.0000	.63246
Teachers set targets for developing and improving their curriculum, which enhances performance	56	2.00	5.00	3.8036	1.16650
Through target setting, teachers can create new lesson plans that improve performance	56	3.00	5.00	4.0000	.63246
Through target setting, teachers can incorporate new teaching strategies	56	3.00	5.00	3.9821	.64642
Average				4.1352	0.7420

From the findings, the majority of respondents strongly agreed that teachers set targets for student achievement, which enhances performance (mean = 4.3929, SD = 0.49281). This indicates that teachers consistently establish clear academic performance goals, fostering improved learning outcomes. In addition, most respondents agreed that teachers identify specific learning outcomes they want students to achieve by the end of a given period (mean = 4.3750, SD = 0.82158). This suggests that target setting is used as a deliberate approach to align instructional efforts with measurable student progress.

The majority also strongly agreed that teachers set targets for classroom management, which enhance performance (mean = 4.3929, SD = 0.80178), indicating that practical target setting extends beyond academics to create conducive learning environments. Respondents further agreed that, through target setting, teachers can increase student engagement and improve student behavior (mean = 4.0000, SD = 0.63246), suggesting that clear objectives foster positive classroom dynamics.

Moreover, the findings indicate that teachers set targets to develop and improve their curricula to enhance performance (mean = 3.8036, SD = 1.16650). Although the mean is relatively high, the larger standard deviation suggests variations in how teachers incorporate curriculum development in their target settings. Respondents also agreed that, through target setting, teachers create new lesson plans that improve performance (mean = 4.0000, SD = 0.63246) and incorporate new teaching strategies (mean = 3.9821, SD = 0.64642), reflecting the role of goal setting in encouraging innovation in instructional methods.

The overall mean score of 4.1352 and standard deviation of 0.7420 indicate that, generally, teachers in public secondary schools in Nakuru West Sub-County use target setting as an effective tool to enhance performance, both academically and behaviorally.

The high mean reflects a strong positive perception of target setting, while the moderate

variation suggests that, although widely practiced, its depth and consistency of application may differ among teachers. These findings align with previous studies, such as Odhiambo (2020), who noted that target setting in education provides clear direction and motivates both teachers and students, and Wanjiru (2021), who observed that schools with structured performance targets tend to register higher levels of student achievement and teacher accountability.

4.4.2 Employee Performance Monitoring

The researcher sought to assess the aspects of employee performance monitoring in public secondary schools in Nakuru West Sub-County. The findings were as indicated in Table 10.

Table 10

Employee Performance Monitoring

Employee performance monitoring	N	Min	Max	Mean	Std
Classroom observation is used to monitor teacher performance	56	4.00	5.00	4.3929	.49281
Through classroom observation, the supervisor identifies areas that need to be improved, which enhances teacher performance	56	3.00	5.00	4.3750	.82158
Teacher performance is monitored through student achievement	56	3.00	5.00	4.3929	.80178
Teachers' performance is monitored by tracking student progress on classroom assessments and examinations.	56	3.00	5.00	4.0000	.63246
The school monitors teacher performance through attendance and punctuality	56	2.00	5.00	3.8036	1.16650
Teacher attendance and punctuality in the classroom indicate dedication to their work, which enhances performance	56	3.00	5.00	3.9286	.56752
Average				4.1488	0.7471

From the findings, the majority of respondents strongly agreed that classroom observation is used to monitor teacher performance (mean = 4.3929, SD = 0.49281). This indicates that observation is a consistently applied practice for evaluating teaching quality and identifying areas for improvement. In addition, the majority agreed that, through classroom observation, supervisors identify areas for improvement, which enhance teacher performance (mean = 4.3750, SD = 0.82158), suggesting that observation feedback plays a critical role in guiding teachers' professional growth.

The majority also strongly agreed that teacher performance is monitored through student achievement (mean = 4.3929, SD = 0.80178), indicating that academic outcomes remain a primary measure of teaching effectiveness. Respondents further agreed that performance monitoring includes tracking student progress on classroom assessments and examinations (mean = 4.0000, SD = 0.63246), indicating that ongoing evaluation of student learning serves as a proxy for teacher performance.

Findings also reveal that monitoring includes tracking teacher attendance and punctuality (mean = 3.8036, SD = 1.16650). Although the mean is relatively high, the significant standard deviation suggests varying emphasis on this aspect across schools. Respondents agreed that teacher attendance and punctuality indicate dedication to work and enhance performance (mean = 3.9286, SD = 0.56752), highlighting the link between reliability and effectiveness in the classroom.

The overall mean score of 4.1488 and standard deviation of 0.7471 indicate that respondents generally perceive employee performance monitoring in public secondary schools in Nakuru West Sub-County as effective and consistent in supporting teachers' performance. The high overall mean reflects strong positive perceptions of monitoring practices, while the moderate variability suggests some differences in how these practices are implemented across schools. This indicates that while performance

monitoring is recognized as beneficial, contextual factors such as administrative support and school culture may shape how consistently it is applied. Overall, these results reinforce the view that effective performance monitoring is a critical driver of teacher performance, but its success depends on consistent implementation across educational institutions. The findings agree with Oduor (2020), who established that systematic employee performance monitoring enhances accountability and motivates teachers to align their efforts with institutional goals. Similarly, Wanjiku and Mugo (2020) found that consistent performance monitoring in public schools fosters improved instructional delivery by ensuring that teachers remain focused on curriculum objectives.

4.4.3 Employee Compensation

The researcher sought to assess the aspects of employee compensation in public secondary schools in Nakuru West Sub-County. The findings were as indicated in Table 11.

Table 11

Employee Compensation

Employee compensation	N	Min	Max	Mean	Std
Basic salary offered enhances teacher commitment, hence improving teacher performance	56	4.00	5.00	4.6786	.47125
Basic salary offered enhances the level of teacher satisfaction, which positively affects performance	56	4.00	5.00	4.6607	.47775
Bonuses improve teacher performance and engagement with students	56	3.00	5.00	4.3929	.80178
Bonuses are awarded to the best-performing teacher, which encourages other teachers to improve their performance	56	3.00	5.00	4.0000	.63246
Teachers receive praise for the work they do in school, which enhances performance	56	2.00	5.00	3.8036	1.16650
All teachers are accorded equal recognition in school	56	2.00	5.00	3.8036	1.16650
All teachers receive promotion based on merit in the school	56	4.00	5.00	4.2679	.44685
Average				4.2296	0.7376

From the findings, the majority of respondents strongly agreed that the basic salary offered enhances teacher commitment, thereby improving performance (mean = 4.6786, SD = 0.47125). In addition, most respondents agreed that basic salary increases teacher satisfaction, which positively affects performance (mean = 4.6607, SD = 0.47775). These high mean scores and low standard deviations suggest a strong, consistent perception that fair base pay is a critical driver of teacher morale and performance.

The majority also agreed that bonuses improve teacher performance and student engagement (mean = 4.3929, SD = 0.80178). Similarly, respondents agreed that awarding bonuses to the best-performing teachers encourages others to improve their performance (mean = 4.0000, SD = 0.63246), reflecting the role of financial incentives in promoting healthy competition and motivation. Furthermore, respondents moderately agreed that teachers receive praise for their work in school (mean = 3.8036, SD = 1.16650) and that all teachers are accorded equal recognition in school (mean = 3.8036, SD = 1.16650). Although these means are still relatively high, the large standard deviations indicate variations in recognition practices across different schools.

The majority strongly agreed that all teachers receive promotions based on merit (mean = 4.2679, SD = 0.44685), indicating that career progression opportunities are perceived as fair and performance-oriented. Overall, the average mean score for employee compensation was 4.2296, with a standard deviation of 0.7376, suggesting strong agreement that compensation practices both financial and non-financial play a vital role in enhancing teacher performance in public secondary schools in Nakuru West Sub-County. These results align with previous studies such as Muli (2020), who found that competitive salaries and fair promotion systems boost employee commitment, and Kariuki (2021), who observed that recognition and rewards foster positive work attitudes among teachers. Similarly, Odhiambo (2019) emphasized that a combination of

monetary and non-monetary rewards significantly influences motivation and job satisfaction in the education sector.

4.4.4 Employee Work Planning

The researcher sought to assess the aspects of employee work planning in public secondary schools in Nakuru West Sub-County. The findings were as indicated in Table 12.

Table 12

Employee Work Planning

Employee work planning	N	Min	Max	Mean	Std
Teachers use lesson plans when planning, which enhances their work performance	56	4.00	5.00	4.4643	.50324
Lesson plans help teachers to have clarity and focus in their work, which enhances performance	56	3.00	5.00	4.4107	.80401
Assessment planning allows teachers to identify the specific skills and knowledge that they want to assess, hence improving performance	56	3.00	5.00	4.0000	.63246
Assessment planning helps teacher to differentiate assessments to meet the diverse needs of their students	56	2.00	5.00	3.8036	1.16650
Time planning helps teachers to prioritize tasks, which enhances performance	56	2.00	5.00	3.8036	1.16650
Through time planning, teachers meet deadlines for assignments and grading, which enhances their work performance	56	4.00	5.00	4.2679	.44685
Average				4.1250	0.7866

From the findings, the majority of respondents strongly agreed that teachers use lesson plans when planning, which enhances their work performance (mean = 4.4643, SD = 0.50324). In addition, most respondents agreed that lesson plans help teachers to have clarity and focus in their work, thereby improving performance (mean = 4.4107, SD =

0.80401). These high mean scores indicate that structured planning tools are widely used and valued for supporting teacher effectiveness.

The majority also agreed that assessment planning allows teachers to identify the specific skills and knowledge they want to assess, improving performance (mean = 4.0000, SD = 0.63246). Similarly, respondents agreed that assessment planning helps teachers differentiate assessments to meet students' diverse needs (mean = 3.8036, SD = 1.16650). The relatively higher standard deviation in the latter suggests variation in the consistency with which differentiation practices are applied across schools. Furthermore, respondents agreed that time planning helps teachers to prioritize tasks, thereby enhancing performance (mean = 3.8036, SD = 1.16650). They also strongly agreed that, over time, teachers can meet assignment and grading deadlines, which improves their work performance (mean = 4.2679, SD = 0.44685).

Overall, the average mean score for employee work planning was 4.1250, with a standard deviation of 0.7866, indicating strong agreement that systematic work planning through lesson preparation, assessment design, and time management plays a key role in improving teacher performance in public secondary schools in Nakuru West Sub-County. These findings are consistent with previous studies, such as those by Kyriakides et al. (2021), who emphasized that structured lesson planning enhances instructional quality and student learning outcomes. Similarly, Stronge (2021) found that effective time management and targeted assessment planning significantly improve teacher productivity and classroom results. The results also align with Kariuki (2020), who observed that teachers who plan their work effectively are better able to balance administrative duties with instructional responsibilities, thereby sustaining high performance levels.

4.4.5 Teachers' performance

The researcher sought to assess the aspects of teachers' performance in public secondary schools in Nakuru West Sub-County. The findings were as indicated in Table 13.

Table 13

Teachers' Performance

Teachers' performance	N	Min	Max	Mean	Std
The school's overall mean score has improved over the past five years.	56	4.00	5.00	4.6786	.47125
The majority of the students have excelled in national exams in the past five years.	56	4.00	5.00	4.6607	.47775
Teachers have nurtured students' talents through co-curricular activities.	56	3.00	5.00	4.3929	.80178
The school has recorded higher performance in co-curricular activities	56	3.00	5.00	4.0000	.63246
Learners can effectively answer the majority of questions in class	56	2.00	5.00	3.9464	1.18198
Average				4.3357	07130

From the findings, the majority of respondents strongly agreed that the school's overall mean score has improved over the past five years (mean = 4.6786, SD = 0.47125). This indicates that academic performance has shown consistent progress, suggesting effective teaching practices and institutional support. In addition, most respondents strongly agreed that most students have excelled in national examinations during this period (mean = 4.6607, SD = 0.47775), highlighting sustained achievement in core academic outcomes.

Furthermore, respondents agreed that teachers have nurtured students' talents through co-curricular activities (mean = 4.3929, SD = 0.80178), reflecting an emphasis on holistic development beyond academics. The findings also show that schools have recorded higher performance in co-curricular activities (mean = 4.0000, SD = 0.63246).

However, this score is slightly lower than academic indicators, suggesting that while progress has been made, there may still be room for further strengthening in extracurricular domains. Additionally, respondents agreed that learners can effectively answer most questions in class (mean = 3.9464, SD = 1.18198). The relatively high standard deviation indicates some variation in classroom engagement and comprehension levels, possibly reflecting differences in subject areas, teaching methods, or student preparedness.

Overall, the average mean score for teachers' performance was 4.3357, with a standard deviation of 0.7130, signifying strong agreement that public secondary schools in Nakuru West Sub-County are performing well across both academic and co-curricular dimensions. These results align with previous research, such as that by Darling-Hammond (2022), which emphasizes that teacher effectiveness is a critical driver of improved student outcomes. Similarly, Kyriakides and Creemers (2023) highlight that a balance between academic excellence and talent development fosters comprehensive student success. The findings also support Musyoka's (2020) conclusion that consistent exam performance and active co-curricular engagement are indicators of a well-rounded, high-performing educational institution.

4.5 Diagnostic Tests

Pre-estimation diagnostic tests were conducted to justify the application of the regression model. These tests were essential in ensuring that the model met the underlying statistical assumptions for reliable and valid inference. Specifically, the diagnostics assessed issues such as data normality and multicollinearity. The satisfactory results from these tests confirmed that the regression model was appropriate and provided a sound basis for estimating the relationship between the study variables.

4.5.1 Normality Assumptions Test

The study conducted a normality test to determine whether the data on employee management practices and teachers' performance in public secondary schools are typically distributed. The results of the normality test are indicated in Table 14.

Table 14

Normality Assumption Test Results

Variable	Kolmogorov-Smirnov	Sig
Employee target setting	.212	.083
Employee performance monitoring	.255	.076
Employee compensation	.230	.080
Employee work planning	.187	.086
Teachers' Performance	.657	.078

The study findings indicated that employee target setting had a Kolmogorov-Smirnov significance value of $p = 0.083 > 0.05$, employee performance monitoring had $p = 0.076 > 0.05$, employee compensation had $p = 0.080 > 0.05$, employee work planning had $p = 0.086 > 0.05$, and teachers' performance had $p = 0.078 > 0.05$. Since all p-values were greater than the commonly accepted significance level of 0.05, the data for all study variables were normally distributed. This finding is consistent with Freeman (2017), who stated that data meet the assumption of normality when the p-value of the Kolmogorov-Smirnov test is greater than 0.05.

4.5.2 Multicollinearity Test

The study tested the multicollinearity assumption. Multicollinearity occurs when two or more independent variables are highly correlated. When multicollinearity is present, it can be challenging to determine each independent variable's unique contribution to the outcomes. The study result is presented in Table 15.

Table 15*Multicollinearity Assumption Test Results*

Variable	Tolerance	VIF
Employee target setting	.422	2.369
Employee performance monitoring	.513	1.949
Employee compensation	.611	1.637
Employee work planning	.682	1.466

The study tested for multicollinearity to determine whether there was a high degree of correlation among the independent variables, which could distort regression analysis results. The results indicated that employee target setting had a tolerance value of 0.422 and a Variance Inflation Factor (VIF) of 2.369; employee performance monitoring had a tolerance = 0.513 and a VIF = 1.949; employee compensation had a tolerance = 0.611 and a VIF = 1.637; and employee work planning had a tolerance = 0.682 and a VIF = 1.466. According to Gujarati (2004), multicollinearity is considered a problem if the VIF exceeds 10 or the tolerance level falls below 0.1. Since all the VIF values were well below the threshold of 10 and the tolerance values were above 0.1, the study concluded that multicollinearity was not a concern among the independent variables. Thus, the regression analysis could be reliably performed without the risk of inflated standard errors due to multicollinearity.

4.6 Correlation Analysis

Correlation analysis is a statistical method used to measure and describe the strength and direction of a relationship between two or more variables. It helps determine whether changes in one variable are associated with changes in another, and whether that relationship is positive, negative, or nonexistent.

Table 116*Correlation Matrix*

		Employee Target Setting	Employee Performance Monitoring	Employee Compensation	Employee Work Planning
Employee Target Setting	Pearson Correlation	1			
	Sig. (2-tailed)				
	N	56			
Employee Performance Monitoring	Pearson Correlation	.976	1		
	Sig. (2-tailed)	.043			
	N	56	56		
Employee Compensation	Pearson Correlation	.907	.942	1	
	Sig. (2-tailed)	.043	.035		
	N	56	56	56	
Employee Work Planning	Pearson Correlation	.758	.837	.955	1
	Sig. (2-tailed)	.034	.045	.035	
	N	56	56	56	56
Teachers' Performance	Pearson Correlation	.899**	.918**	.974**	.898**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	56	56	56	56

The findings revealed a strong, positive, and statistically significant relationship between employee target setting and teachers' performance in public secondary schools in Nakuru West Sub-County ($r = 0.899$, $p = 0.000$). This implies that clearly defined targets enable teachers to focus their efforts, track progress, and align their work with institutional goals, ultimately enhancing performance. This finding is supported by Locke & Latham (2002), who emphasized that goal-setting improves motivation and productivity, and by

Robbins & Judge (2019), who noted that well-structured targets help improve organizational outcomes.

Furthermore, the findings indicated a strong, positive, and statistically significant relationship between employee performance monitoring and teachers' performance in public secondary schools in Nakuru West Sub-County ($r = 0.918$, $p = 0.000$). This suggests that consistent monitoring ensures that teachers receive timely feedback, facilitating performance improvement and goal attainment. These results align with Armstrong (2023), who highlighted that regular monitoring enhances accountability, and with Dessler (2020), who found that performance reviews contribute significantly to professional growth.

In addition, the study revealed a very strong, statistically significant, and positive relationship between employee compensation and teachers' performance in public secondary schools in Nakuru West Sub-County ($r = 0.974$, $p = 0.000$). This indicates that fair and competitive compensation motivates teachers, fosters job satisfaction, and improves commitment to achieving high performance. This finding resonates with Herzberg's Two-Factor Theory (1959), which underscores the role of rewards in motivating employees, and with Milkovich et al. (2021), who found that competitive compensation is a strong predictor of performance.

Finally, the findings indicated a strong, positive, and statistically significant relationship between employee work planning and teachers' performance in public secondary schools in Nakuru West Sub-County ($r = 0.898$, $p = 0.000$). This demonstrates that effective planning, including lesson preparation and time management, enhances instructional quality and overall student outcomes. This aligns with Stronge (2018), who observed that effective planning is a hallmark of high-performing teachers, and with Marzano (2007),

who noted that structured instructional planning improves both teaching effectiveness and student achievement.

4.7 Multiple Regression

The study conducted a regression analysis to evaluate the combined effects of employee target setting, employee performance monitoring, employee compensation, and employee work planning on teachers' performance in public secondary schools in Nakuru West Sub-County. The study sought to determine the R² value. The R-squared is the proportion of the variance in the dependent variable explained by the independent variables.

Table 17

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.985a	.970	.968	.10448

a. Predictors: (Constant), Employee Target Setting, Employee Performance Monitoring, Employee Compensation, and Employee Work Planning

From the findings, the R-squared in this study was 0.970, which means that the four variables, employee target setting, employee performance monitoring, employee compensation, and employee work planning, jointly explain 97.0% of the variation in teachers' performance in public secondary schools in Nakuru West Sub-County without the inclusion of any moderating variable. These aspects are critical in enhancing teacher effectiveness, improving instructional delivery, and promoting overall academic outcomes in public secondary schools. The findings are consistent with prior studies, such as Ndegwa & Karanja (2021), which found that structured performance management systems positively influence employee productivity in educational settings. Similarly, Okello & Wanjiku (2023) noted that clear target setting, systematic

monitoring, adequate compensation, and practical work planning play a crucial role in sustaining and improving performance in teaching environments.

The analysis of variance in this study was used to determine whether the model is a good fit for the data. The outcomes are indicated in Table 18.

Table 18

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	18.172	4	4.543	416.211	.000b
	Residual	.557	51	.011		
	Total	18.729	55			

a. Dependent Variable: Teachers' Performance

b. Predictors: (Constant), Employee Target Setting, Employee Performance Monitoring, Employee Compensation, and Employee Work Planning

Based on the findings, the p-value of 0.000 was lower than the significance threshold of 0.05, indicating that the regression model is statistically significant. This means the independent variables employee target setting, employee performance monitoring, employee compensation, and employee work planning significantly predict teachers' performance in public secondary schools in Nakuru West Sub-County. In addition, the F-value of 416.211 further supports the model's statistical significance. A higher F-value, coupled with a low p-value, suggests that the observed relationship between the predictors and teachers' performance is unlikely to be due to chance. Table 19 shows the overall significant test results for the hypothesized research model.

Table 19*Regression Coefficients*

Model		Unstandardized		Standardized		Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta	t	
1	(Constant)	2.593	.430		6.029	.000
	Employee target setting	.545	.198	.537	2.756	.008
	Employee performance monitoring	.048	.168	.045	.286	.018
	Employee compensation	2.300	.253	2.349	9.091	.000
	Employee work planning	1.437	.264	.975	5.439	.000

a. Dependent Variable: Teachers' Performance

From the findings, the constant term β_0 was 2.593, with a significant p-value of 0.000, indicating that even in the absence of changes in employee target setting, performance monitoring, compensation, and work planning, there exists a baseline level of teacher performance within public secondary schools in Nakuru West Sub-County. This suggests that other unobserved factors, such as intrinsic motivation, professional ethics, or institutional culture, may help maintain a minimal level of performance among teachers.

In addition, the β_1 value for employee target setting was 0.545, with a p-value of 0.008. This means that a unit change in employee target setting leads to a 0.545 increase in teacher performance. This implies that when teachers are involved in developing clear, realistic, and measurable performance targets, their motivation and accountability levels improve, leading to better outcomes in syllabus coverage, lesson preparation, and student achievement. These findings align with those of Nguyen and Duong (2022), who found that goal clarity and participative target setting positively influence employee performance in educational institutions. Similarly, Mwangi and Karanja (2021) observed

that practical target-setting enhances teachers' focus and time management, thereby improving instructional delivery.

Furthermore, the β_2 value for employee performance monitoring was 0.048, with a p-value of 0.018. This indicates that a unit increase in performance monitoring results in a 0.048 improvement in teacher performance. However, the effect size is relatively small compared to other predictors, the positive, significant relationship suggests that consistent performance evaluation through classroom observations, feedback, and appraisal systems, such as the Teacher Performance Appraisal and Development (TPAD) tool, contributes to improved teacher accountability and productivity. This finding is consistent with Karimi and Muriithi (2020), who reported that structured monitoring systems enhance employee discipline and foster continuous improvement in performance outcomes.

The β_3 value for employee compensation was 2.300, with a p-value of 0.000, indicating that a unit increase in compensation is associated with a 2.300 increase in teacher performance. This implies that fair, transparent, and performance-based compensation systems play a critical role in motivating teachers to perform better. Competitive remuneration not only enhances job satisfaction but also encourages commitment and retention. This finding resonates with the work of Achieng and Gathungu (2020), who established that compensation systems significantly influence teacher motivation and instructional effectiveness. Similarly, Ali and Ahmad (2021) found that equitable reward structures are key drivers of employee productivity in the education sector.

Finally, the β_4 value for employee work planning was 1.437, with a p-value of 0.000. This means that a unit increase in work planning leads to a 1.437 improvement in teacher performance. This implies that effective planning of teaching activities, lesson schedules, and time allocation enables teachers to manage workloads efficiently and deliver quality

education within stipulated timelines. These findings are supported by Mutiso and Kimani (2022), who noted that systematic work planning fosters organizational efficiency, reduces burnout, and enhances overall teacher efficiency.

Overall, the findings demonstrate that all four performance management practices, employee compensation, work planning, target setting, and performance monitoring, have a statistically significant positive effect on teacher performance in public secondary schools in Nakuru West Sub-County. Employee compensation had the most critical influence ($\beta = 2.300$, $p = 0.000$), indicating that fair and motivating reward systems play the most vital role in enhancing teacher productivity and commitment. Employee work planning was followed ($\beta = 1.437$, $p = 0.000$), indicating that structured, well-organized planning of teaching activities significantly improves efficiency and instructional quality. Employee target setting ($\beta = 0.545$, $p = 0.008$) also had a meaningful effect, underscoring the importance of establishing clear, realistic, and measurable goals to motivate teachers and guide performance outcomes. Finally, employee performance monitoring ($\beta = 0.048$, $p = 0.018$) had the most minor but still significant impact, suggesting that while regular supervision and feedback contribute to accountability, their influence is comparatively lower than that of compensation and planning practices.

These findings underscore the importance of integrating both financial incentives (such as fair compensation) and non-financial practices (such as structured planning, effective target setting, and performance monitoring) to enhance teacher effectiveness. The results align with those of Omondi and Kariuki (2021), who found that a balanced combination of equitable reward systems, clear performance expectations, and regular evaluation mechanisms significantly improves employee performance in public institutions.

From the findings, the following regression model was derived from the coefficients:

$$Y=2.593+0.545X_1+0.048X_2+2.300X_3+1.437X_4$$

Where: Y = Teachers' Performance

X₁ = Employee Target Setting

X₂ = Employee Performance Monitoring

X₃ = Employee Compensation

X₄ = Employee Work Planning

4.8 Hypothesis Testing

The study sought to test the first hypothesis, which stated that employee target setting has no statistically significant effect on teachers' performance in public secondary schools in Nakuru West Sub-County. From the findings, the p-value was 0.008, which is less than the 0.05 significance level. Therefore, based on the rule of significance, the study rejects the null hypothesis and concludes that employee target setting has a statistically significant positive effect on teachers' performance in public secondary schools in Nakuru West Sub-County. These findings support the work of Achieng and Kiptoo (2022), who found that setting clear, achievable targets enhances staff motivation, guides performance expectations, and ultimately improves teaching outcomes.

The study sought to test the second hypothesis, which stated that employee performance monitoring has no statistically significant effect on teachers' performance in public secondary schools in Nakuru West Sub-County. The p-value obtained was 0.018, which is less than 0.05. Based on this, the study rejects the null hypothesis. It concludes that employee performance monitoring has a statistically significant effect on teachers' performance in public secondary schools in Nakuru West Sub-County. This outcome aligns with the findings of Muriuki and Waweru (2021), who noted that regular performance reviews and constructive feedback enable teachers to refine their

instructional methods, address performance gaps, and improve overall classroom effectiveness.

The study aimed to test the third hypothesis, which stated that employee compensation has no statistically significant effect on teachers' performance in public secondary schools in Nakuru West Sub-County. The results showed a p-value of 0.000, which is well below the 0.05 threshold. Consequently, the study rejects the null hypothesis and concludes that employee compensation has a statistically significant effect on teachers' performance in public secondary schools in Nakuru West Sub-County. This is consistent with the study by Njenga and Omondi (2020), who found that fair and competitive compensation packages enhance teacher satisfaction, reduce turnover, and encourage higher levels of professional commitment.

The fourth hypothesis proposed that employee work planning has no statistically significant effect on teachers' performance in public secondary schools in Nakuru West Sub-County. The study results indicated a p-value of 0.000, which is less than 0.05. Accordingly, the study rejects the null hypothesis and concludes that employee work planning significantly affects teachers' performance in public secondary schools in Nakuru West Sub-County. These results concur with Kilonzo and Mwangi (2021), who established that structured lesson planning, effective time management, and clear task prioritization enable teachers to deliver more consistent and impactful instruction.

Table 20*Summary Table*

Hypotheses	Findings	Decision
H0 ₁ : Employee target setting has no statistically significant effect on teachers' performance in public secondary schools in Nakuru West Sub-County.	$p=0.008 \leq 0.05$	Reject Null Hypothesis
H0 ₂ : Employee performance monitoring has no statistically significant effect on teachers' performance in public secondary schools in Nakuru West Sub,	$p=0.018 \leq 0.05$	Reject Null Hypothesis
H0 ₃ : Employee compensation has no statistically significant effect on teachers' performance in public secondary schools in Nakuru West Sub-County.	$p=0.000 \leq 0.05$	Reject Null Hypothesis
H0 ₄ : Employee work planning has no statistically significant effect on teachers' performance in public secondary schools in Nakuru West Sub,	$p=0.000 \leq 0.05$	Reject Null Hypothesis

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings on descriptive characteristics, study objectives, conclusions, policy recommendations, the study's contribution to knowledge, and areas for further research.

5.2 Summary of the Findings

5.2.1 Employee Target Setting on Teachers' Performance

The study revealed that employee target setting in public secondary schools in Nakuru West Sub-County is generally perceived as transparent and well-structured. This implies that teachers are provided with measurable, realistic, and time-bound objectives, which enhance their focus and accountability in delivering results. The involvement of teachers in setting their performance targets was also seen as a strength, fostering ownership, motivation, and alignment with school goals. However, some variation in how targets are set and reviewed indicates that not all schools apply the process consistently. These findings align with Locke and Latham's Goal-Setting Theory (2019), which emphasizes that specific and challenging goals, when properly communicated, lead to higher performance. Similarly, Mwangi (2021) found that participatory target-setting promotes teacher engagement and commitment, thereby improving instructional outcomes. This study reinforces the idea that structured, inclusive target-setting is a critical driver of teachers' performance.

5.2.2 Employee Performance Monitoring on Teachers' Performance

The study established that employee performance monitoring is widely practiced and considered adequate in public secondary schools in Nakuru West Sub-County. Regular observation, progress reviews, and constructive feedback were identified as key

strengths, enabling early identification of challenges and timely interventions. The use of both formal performance appraisals and informal monitoring methods has helped enhance accountability and continuous improvement among teachers. However, inconsistent monitoring frequency and feedback quality suggest that some schools may not fully leverage the benefits of systematic monitoring. These findings are consistent with Armstrong (2020), who noted that effective performance monitoring ensures ongoing performance alignment with institutional goals. Similarly, Nyambura (2022) emphasized that timely and actionable feedback supports professional growth and improved service delivery. This study underscores the importance of continuous, supportive performance monitoring for sustaining high levels of teacher performance.

5.2.3 Employee Compensation on Teachers' Performance

The study found that employee compensation in public secondary schools in Nakuru West Sub-County is perceived as moderately fair, with salary, allowances, and non-financial incentives influencing teacher motivation and retention. Schools that recognize and reward teachers' achievements tend to report higher levels of job satisfaction and commitment. However, disparities in the adequacy and timeliness of compensation were highlighted, potentially affecting morale and performance in some cases. These findings echo Herzberg's Two-Factor Theory (1959), which asserts that adequate compensation is a hygiene factor that prevents dissatisfaction, while recognition and rewards are motivators that enhance performance. In line with Otieno (2021), the study reinforces that fair and timely compensation, combined with non-monetary recognition, is essential for sustaining teacher motivation and optimizing performance outcomes.

5.2.4 Influence of Employee Work Planning on Teachers' Performance

The study revealed that employee work planning is generally well coordinated in public secondary schools in Nakuru West Sub-County, with teachers effectively organizing

their instructional schedules, lesson plans, and co-curricular activities. Transparent allocation of duties, coupled with collaborative planning sessions, improved task efficiency and reduced workload overlap. However, occasional last-minute changes to work plans and inadequate resource allocation were reported as challenges that may hinder smooth execution. These findings align with Mintzberg's (1994) perspective that structured work planning enhances organizational efficiency and goal attainment. Similarly, Kihoro (2022) noted that participatory work planning fosters ownership, teamwork, and timely delivery of tasks. This study affirms that effective, inclusive work planning is pivotal to ensuring that teachers consistently meet their performance expectations.

5.3 Conclusions

Conclusions were drawn based on the study objectives.

5.3.1 Employee Target Setting on Teachers' Performance

From the findings, the study concluded that employee target setting has a statistically significant effect on teachers' performance in public secondary schools in Nakuru West Sub-County. This suggests that schools that set clear, measurable, and realistic performance targets for teachers are more likely to realize improved teaching outcomes. Practical target setting provides teachers with a clear sense of direction, enhances motivation, and promotes accountability, as each teacher understands what is expected of them. It also enables objective, goal-oriented performance evaluation. These findings align with Goal Setting Theory, which posits that specific and challenging goals enhance performance by improving focus and effort. The results also reflect Expectancy Theory, as clear targets strengthen teachers' belief that their effort will lead to successful performance. Additionally, target clarity reduces ambiguity, which Herzberg regards as a

hygiene factor that prevents dissatisfaction. Through Control Theory, target setting provides the standards against which performance is monitored and adjusted.

5.3.2 Employee Performance Monitoring on Teachers' Performance

In addition, the findings showed that employee performance monitoring has a statistically significant, positive influence on teachers' performance in public secondary schools in Nakuru West Sub-County. This indicates that regular performance appraisals, constructive feedback, and timely identification of performance gaps help teachers improve instructional delivery and classroom management. Performance monitoring fosters a culture of continuous improvement, as teachers receive guidance on how to enhance their work. This outcome is strongly supported by Control Theory, which emphasizes that continuous feedback allows individuals to compare their current performance with set standards and make necessary adjustments. The findings also relate to Expectancy Theory, as regular monitoring signals organizational support and increases teachers' confidence that improved effort will lead to desired outcomes. Furthermore, constructive feedback acts as a motivator consistent with Herzberg's motivator factors, such as recognition and professional growth. Goal Setting Theory also complements this relationship by showing that feedback is essential for achieving set goals.

5.3.3 Employee Compensation on Teachers' Performance

Furthermore, the study concluded that employee compensation has a statistically significant and positive effect on teachers' performance in public secondary schools in Nakuru West Sub-County. This implies that fair and competitive remuneration packages motivate teachers to perform better, increase job satisfaction, and reduce turnover rates. Adequate compensation also enhances teachers' commitment and dedication to their duties, fostering a stable and effective teaching environment. These findings are reinforced by Herzberg's Two-Factor Theory, which categorizes salary and benefits as

hygiene factors that prevent dissatisfaction and support a conducive work environment. Expectancy Theory further explains that when teachers perceive compensation as fair and linked to performance, their motivation to exert effort increases. Goal Setting Theory is also relevant, as rewards reinforce achievement of set targets. Compensation further strengthens the performance–outcome linkage, which is essential for sustaining motivation and long-term commitment.

5.3.4 Employee Work Planning on Teachers’ Performance

Finally, the study concluded that employee work planning has a statistically significant and positive effect on teachers’ performance in public secondary schools in Nakuru West Sub-County. This suggests that effective planning of teaching schedules, lesson preparation, and resource allocation contributes to consistent and high-quality instruction. Work planning also ensures that tasks are prioritized and time is used efficiently, minimizing disruptions in learning. This finding corresponds with Goal Setting Theory, which emphasizes the importance of structured tasks and planned activities in guiding performance. Control Theory also supports the result, noting that clear work plans help teachers track progress and make timely adjustments. Expectancy Theory reinforces that when teachers have well-organized plans and adequate resources, they believe their efforts will lead to successful performance. Herzberg’s theory further suggests that proper work planning contributes to good working conditions, reducing stress and enhancing motivation.

5.4 Recommendations

5.4.1 Recommendation for Policy and Practice

The study recommends that school administrators and Boards of Management (BoMs) implement structured, participatory target-setting frameworks for teachers. Targets should be specific, measurable, attainable, relevant, and time-bound (SMART) to ensure

clarity and alignment with school objectives. The Teachers Service Commission (TSC) and the Ministry of Education should also provide training and policy guidelines on effective target-setting to ensure uniformity and accountability across schools. Regular target reviews should be encouraged to reflect changing educational needs and curriculum priorities.

The study recommends that school principals, deputy principals, and TSC quality assurance officers strengthen teacher performance monitoring by implementing frequent appraisals, constructive feedback sessions, and professional mentorship programs. Monitoring should not only focus on evaluation but also on providing supportive interventions to help teachers address identified performance gaps. Additionally, the TSC should digitize performance tracking tools to enhance transparency, data accuracy, and real-time feedback. Continuous monitoring will promote accountability while supporting teachers' professional growth and instructional improvement.

The study recommends that the Teachers Service Commission (TSC) and the Salaries and Remuneration Commission (SRC) should review teacher compensation packages to ensure they are competitive and commensurate with workload, qualifications, and performance. Timely payment of salaries and allowances should be prioritized to maintain teachers' motivation and morale. Furthermore, non-financial incentives such as recognition awards, career advancement opportunities, and housing or transport benefits should be enhanced to complement financial rewards. These measures will improve teacher satisfaction, reduce turnover, and strengthen classroom performance.

The study recommends that school heads and departmental leaders should promote a structured work planning culture among teachers by ensuring that lesson plans, schemes of work, and termly activity schedules are adequately developed and adhered to. Regular departmental meetings should be held to coordinate workloads, share resources, and

align teaching objectives. The Ministry of Education, through curriculum support officers, should provide continuous capacity-building programs on effective time management, instructional design, and resource allocation to enhance efficiency. A well-planned work environment will ensure consistency in teaching, reduce burnout, and promote better student outcomes.

5.6 Recommendations for Further Studies

The study recommends that further research should be conducted on the influence of teacher motivation strategies on organizational development in healthcare organizations, particularly focusing on how incentive structures and recognition programs affect employee performance and service delivery.

The study recommended that further studies should examine the moderating effect of organizational culture on the relationship between performance management practices and organizational development, with an emphasis on values, norms, and leadership styles that foster or hinder growth.

The study recommended that future research investigate the role of digital performance management systems in enhancing efficiency, accountability, and decision-making in healthcare organizations, particularly by exploring how technology can be integrated into monitoring, evaluation, and feedback processes.

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APPENDICES

Appendix I: Letter of Introduction

I am a postgraduate student at Kabarak University, pursuing a Master's degree in Business Administration. As part of the requirements for completing my studies, I am conducting a research study titled "Effects of Performance Management on Teachers' Performance in Public Secondary Schools in Nakuru West Sub-County, Kenya."

The purpose of this study is to assess how various performance management practices, such as target setting, performance monitoring, compensation, and work planning, influence teachers' performance in public secondary schools. The findings will provide valuable insights for education stakeholders and policymakers to enhance teacher performance and overall educational outcomes.

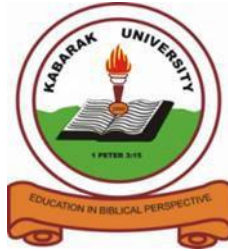
You have been selected to participate in this study because your experience and knowledge as a teacher (or education officer) are vital in providing accurate and relevant information. Kindly offer honest, accurate responses to the questionnaire to the best of your knowledge. Please note that all information you provide will be handled with the highest level of confidentiality and used strictly for academic purposes. Your participation is voluntary, and you may withdraw at any point without any consequences.

Thank you

Yours faithfully,

Leting Nelsah Jeruto

Appendix II: Informed Consent Form



Kabarak University Research Ethics Committee

Adult Informed Consent Form

(Template)

(The form is written in the English language, but can be translated to Kiswahili or any other appropriate language)

STUDY TITLE: EFFECT OF PERFORMANCE MANAGEMENT ON TEACHERS' PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN KENYA. A CASE STUDY OF NAKURU WEST SUB-COUNTY

PI_Affiliated Institution: Leting Nelsah Jeruto **Affiliated Institution** Kabarak University

Co-investigator(s) Prof. Mongare Omare & Dr. Emily Tumwet

Affiliated Institution(s) KABARAK UNIVERSITY

Introduction

You are invited to participate in this research study being undertaken by the above-listed investigators. This form will help you gather information about the survey so you can decide whether to participate voluntarily. You are encouraged to ask any questions regarding the research process, as well as any benefits or risks that you may accrue by participating. After you have been adequately informed about the study, you will be requested to either agree or decline to participate. Upon deciding to participate in the survey, you will be further asked to affirm that by appending your signature/thumbprint on this form. Accepting or declining to participate in this study does not in any way waive the following rights, which you're entitled to:

- a) Voluntary participation in the study;
- b) Withdrawing from the study at any time without the obligation of having

to explain, and

- c) Access to services that you're entitled to

A copy of this form will be provided to you for your own records

Should I continue? YES/NO _____

This study has been reviewed and approved by Kabarak University Research Ethics Committee(KUREC)

Is the Purpose of the Study?

The main reason(s) for conducting this study are to answer the following Questions:

- i. What is the effect of target setting on teachers' performance in public secondary schools in Nakuru West Sub-county?
- ii. What is the effect of performance monitoring on teachers' performance in public secondary schools in Nakuru West Sub-county?
- iii. What is the effect of compensation on teachers' performance in public secondary schools in Nakuru West Sub-county?
- iv. What is the effect of work planning on teachers' performance in public secondary schools in Nakuru West Sub-county?

(To answer these research questions, you are requested to answer question(s) voluntarily and/or accept some procedures performed on you.)

Who can Take Part in the Study?

The unit of analysis will be public secondary teachers in Nakuru West Sub-County. The unit of observation will be 176 TSC teachers from 7 public secondary schools in Nakuru West Sub-County.

The study will include teachers employed by the Teachers Service Commission (TSC) who are currently teaching in public secondary schools within Nakuru West Sub-County and have at least 1 year of teaching experience in their current school. The study will also include TSC Officers working at the Sub-County Education Office in Nakuru West Sub-County who are directly involved in the management, monitoring, or appraisal of teacher performance.

The study will exclude private school teachers and those not employed by the TSC (Teachers on Practice and teachers employed by the Board of Management, BOM). The study will also exclude teachers on leave, including analysis, maternity, or sick leave, during the study period. Teachers with less than one year of experience in their current school will also be excluded. The study will further exclude officers who do not directly oversee performance management or interact with teachers in Nakuru West Sub-County.

In Case You Agree to Participate in the Study, What Will Happen?

This is what is going to happen once you have agreed to participate in the study:

- *First, include a statement about the time commitments of the research for the participant, including the study duration and, if relevant, follow-up.*
First, the interview will take less than one hour, after which you are at liberty to fill the questionnaire immediately or within a period of two weeks
- *Second, a qualified and well-trained interviewer will ask you questions in a private place where you will feel comfortable. In case there is any question you feel uncomfortable responding to, you will not be coerced into responding. The questions will be on the following areas: (list the areas below)*
 - Target Setting*
 - Performance Monitoring*
 - Compensation*
 - Work Planning*
- *Third, after the interview, the following procedures will be done {detailed information on any procedures to be undertaken by the investigator(s)}*
The questionnaires will be cleaned and edited before being coded and further analyzed.
- *Lastly, you are requested to provide your contact details (phone number or another reliable contact method). This will help reach you in case new information regarding the study emerges. Other reason(s) for requesting your contact details are)*
- *The contact details you will provide shall remain confidential to the lead researcher (PI).*

LETING NELSAH JERUTO (0724447596)

What Potential Risks are Associated with Participation in this Study?

Participation in this study doesn't pose any risk or harm to you

Any research involving human subjects has the potential to impose risks/harms, or discomforts, including psychological, physical, emotional, environmental, and cultural risks.

The risks depend upon the nature and type of study and the interventions. State and explain the risk to the participant. Explain to the participant how this risk will be mitigated.

Participation in this study doesn't pose any risk or harm to you

Privacy & Confidentiality

Privacy is the right of an individual to control how their personal information/data is collected, used, and/or disclosed. Confidentiality is the duty to ensure information (data) is kept secret only to the extent possible/reasonable. *{Explain to the participants how privacy and confidentiality will be upheld. Explain to the participant any extra precautions you will take to ensure safety and anonymity. How well the data will be handled, how long it will be retained, and how it will be discarded.*

To ensure privacy and confidentiality, the researcher will obtain informed consent from participants before collecting any data. Clearly explain the purpose of the study, how the information will be used, and any potential risks or benefits involved. The researcher will also assure participants of their right to privacy and confidentiality. In addition, the researcher will collect data anonymously whenever possible to prevent the identification of individual participants. Finally, the researcher will avoid collecting personally identifiable information unless necessary for the research objectives.

To ensure the security of the collected data, the researcher will lock the questionnaire in a secure place to prevent unauthorized access or disclosure. The researcher will limit access to data only to authorized personnel who have a legitimate need to know. The researcher will establish protocols for the secure disposal or deletion of data once it is no longer needed for the research purpose. After data analysis, the researcher will ensure that all copies of data are properly destroyed to prevent unauthorized access or misuse. If

data sharing is required, the researcher will obtain participants' consent and ensure that any shared data are de-identified to protect privacy.

In case you aren't comfortable answering any of the questions during the interview because of feeling embarrassed or uncomfortable, it will be within your rights to decline. Otherwise, every measure has been taken to ensure the interview is conducted in a private area with minimal to no interference, so you feel comfortable.

In case of clinical procedures: You may experience some discomfort/pain after {State the procedure}. This may even cause some {state the effects of the procedure}

If at all you suffer any injury, illness, or complication(s) by participating in this study, kindly contact us immediately using the contact details provided at the bottom of this form. The study clinician will attend to you, and if there is a need for further assessment or treatment, you will be referred accordingly.

What Benefits are you going to accrue by participating in the Study

Benefits may be divided into benefits to the individual, benefits to the community in which the individual resides, and benefits to society as a whole as a result of finding an answer to the research question. Mention those that will be actual benefits, not entitlements.

{Highlight the significance of the study}

The study will be significant to various stakeholders in the education sector. First, the survey findings will inform human resource units in the education sector about the factors inhibiting the effectiveness of performance management, an essential tool for improving school performance. TSC will use the study results to develop appropriate policies for teacher performance management, thereby enhancing their performance and positive attitude towards work, leading to overall school performance in Nakuru West Sub-County and the country at large. The findings will also be helpful to other researchers who wish to conduct a study in a similar field.

What Will it Cost You to Participate in the Study?

Will the participant incur any cost to participate in the study? Explain it clearly to the participant.

The study will not cost you anything.

Will Any Expenditure that You Incur by participating in the Study be refunded? Or will you be paid for participating in the Study? *{Explain clearly to the participant whether or not they will be reimbursed}*

In Case I have any Further Questions/Concerns in the Future, Whom Should I contact?

If you need further clarification or have any questions regarding your continued participation in the study, feel free to contact the PI at {+254 724 447596}. In case of concerns regarding your rights and/or obligations as a research participant, do not hesitate to contact the secretary, KUREC, at {KUREC contact}

What Alternative Options are Available to Me?

Participation is entirely voluntary. You will be free to withdraw from the study at any point during the survey without providing any explanation.

How Will the Findings of this Study be Communicated or Shared?

The feedback on the study findings will be shared with you personally or through the TSC sub-county administration.

Statement of Consent

I have comprehensively read the consent form, or/the information has been comprehensively read to me by the researcher. I understand what the study is about, and all the questions and concerns I had have been addressed clearly and concisely. The study benefits and foreseeable risks have been explained to me. I totally understand that my decision to participate in this study is voluntary, and I have the right to withdraw at any point during the study.

I freely consent to participate in this study.

Signing this form does not in any way imply that I have given up the rights I am entitled to as a participant.

I agree to participate in this research

YES _____ NO _____

I agree to provide my contact details for follow-up

YES _____ NO _____

Participant's Name _____

Participant's Signature/Thumbprint _____

Date _____

Appendix III: Questionnaire

I hereby request your assistance in completing the provided questionnaires. I also wish to assure you that the information provided will be treated with the utmost confidentiality and used solely for this study.

Section A: Background Information of the Respondents

1. Gender

Male ()

Female ()

2. Age

20-30 years ()

31-40 years ()

41-50 years ()

Above 50 years ()

3. Academic qualifications

Diploma ()

University Degree ()

4. Years of Service

Less than 1 Year ()

1-5 Years ()

6-10 Years ()

More than 10 Years ()

Section B: Employee Target Setting on Teachers' Performance

In a scale of 1-5, where 5=strongly agree (SA), 4=Agree (A), 3= Neutral (N), 2=Disagree (D), and 1=strongly disagree (SD). Indicate the level of agreement on the target setting.

Employee Target Setting	SA	A	N	D	SD
Teachers set targets for student achievement, which enhances performance.					
Teachers identify specific learning outcomes that they want their students to achieve by the end of a given period.					
Teachers set targets for classroom management to enhance performance.					
By setting targets, teachers can increase student engagement and improve student behavior.					
Teachers set targets to develop and improve their curriculum, thereby enhancing performance.					
By setting targets, teachers can create new lesson plans that improve performance.					
Through target setting, teachers can incorporate new teaching strategies.					

Section C: Employee Performance Monitoring on Teachers' Performance

In a scale of 1-5, where 5=strongly agree (SA), 4=Agree (A), 3= Neutral (N), 2=Disagree (D), and 1=strongly disagree (SD). Indicate the level of agreement on the performance monitoring.

Employee Performance Monitoring	SA	A	N	D	SD
Classroom observation is used to monitor teacher performance.					
Through classroom observation, the supervisor identifies areas for improvement, thereby enhancing teacher performance.					
Teacher performance is monitored through student achievement.					

Teachers' performance is monitored by tracking student progress on classroom assessments and examinations.					
The school monitors teacher performance through attendance and punctuality.					
Teacher attendance and punctuality in the classroom indicate dedication to their work, which enhances performance.					

Section D: Employee Compensation on Teachers' Performance

In a scale of 1-5, where 5=strongly agree (SA), 4=Agree (A), 3= Neutral (N), 2=Disagree (D), and 1=strongly disagree (SD). Indicate the level of agreement on the employee compensation.

Employee Compensation	SA	A	N	D	SD
A higher basic salary offered enhances teacher commitment, thereby improving teacher performance.					
A higher basic salary offered enhances teacher satisfaction, which in turn positively affects performance.					
Bonuses improve teacher performance and student engagement.					
Bonuses are awarded to the best-performing teacher, which encourages other teachers to improve their performance.					
Teachers receive praise for their work in school, which enhances performance.					
All teachers are accorded equal recognition in school.					
All teachers receive promotion based on merit in the school.					

Section E: Employee Work Planning on Teachers' Performance

In a scale of 1-5, where 5=strongly agree (SA), 4=Agree (A), 3= Neutral (N), 2=Disagree (D), and 1=strongly disagree (SD). Indicate the level of agreement with the employee's work planning.

Employee Work Planning	SA	A	N	D	SD
Teachers use lesson plans when planning, which enhances their work performance.					
Lesson plans help teachers to have clarity and focus in their work, which enhances performance.					
Assessment planning allows teachers to identify the specific skills and knowledge that they want to assess, hence improving performance.					
Assessment planning helps teacher to differentiate assessments to meet the diverse needs of their students.					
Time planning helps teachers to prioritize tasks, which enhances performance.					
Through time planning, teachers meet deadlines for assignments and grading, which enhances their work performance.					

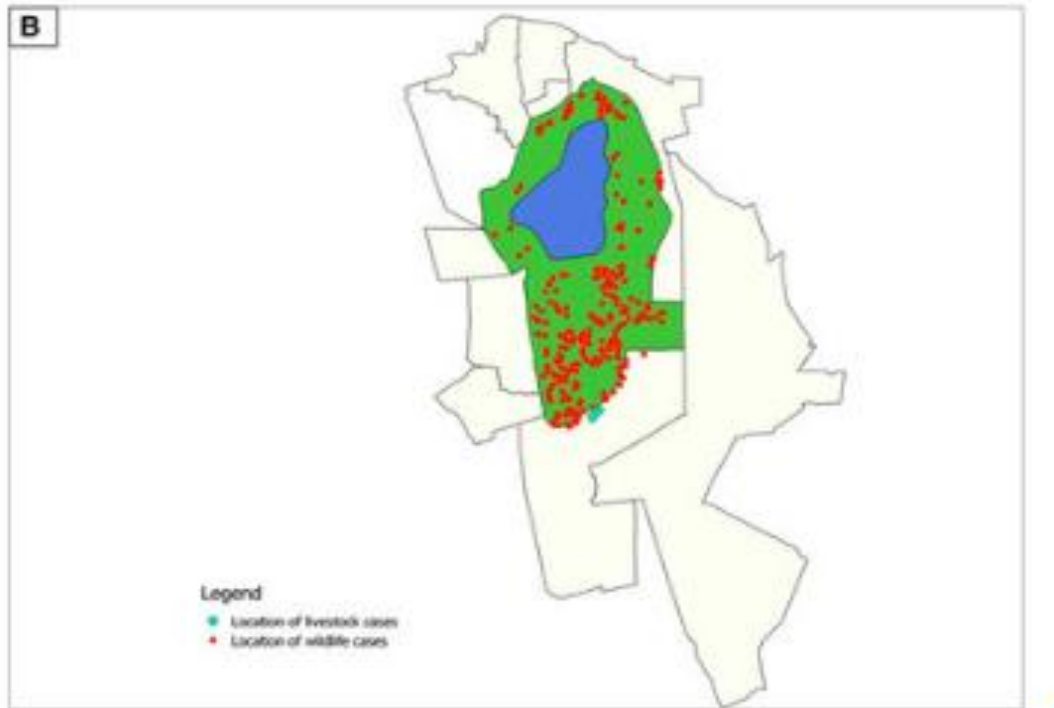
Section F: Teachers' Work Performance

In a scale of 1-5, where 5=strongly agree (SA); 4=Agree (A); 3= Neutral (N), 2=Disagree (D), and 1=strongly disagree (SD). Indicate the level of agreement on the effects of performance management on teachers' work performance in public secondary schools in Nakuru West Sub-County.

Items	SA	A	N	D	SD
The school's overall mean score has improved over the past five years.					
The majority of the students have excelled in national exams in the past five years.					
Teachers have nurtured students' talents through co-curricular activities.					
The school has recorded higher performance in co-curricular activities.					
Learners can effectively answer most questions in class.					

Thank you for your participation

Appendix IV: Map of Nakuru West Sub-County



Appendix V: KUREC Clearance Letter



KABARAK UNIVERSITY RESEARCH ETHICS COMMITTEE

Private Bag - 20157
KABARAK, KENYA
Email: kurec@kabarak.ac.ke

Tel: 254-51-343234/5
Fax: 254-051-343529
www.kabarak.ac.ke

OUR REF: KABU01/KUREC/001/02/07/25

Date: 2nd July, 2025

Leting Nelsah Jeruto
Reg No.: GMB/NE/3165/09/19
Kabarak University,

Dear Nelsah,

RE: EFFECT OF EMPLOYEE PERFORMANCE MANAGEMENT PRACTICES ON TEACHERS' PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN KENYA. A CASE STUDY OF NAKURU WEST SUB-COUNTY.

This is to inform you that **KUREC** has reviewed and approved your above research proposal. Your application approval number is **KUREC-020725**. The approval period is **2/07/2025 – 2/07/2026**.

This approval is subject to compliance with the following requirements:

- i. All researchers shall obtain an introduction letter to NACOSTI from the relevant head of institutions (Institute of postgraduate, School dean or Directorate of research)
- ii. The researcher shall further obtain a RESEARCH PERMIT from NACOSTI before commencement of data collection & submit a copy of the permit to **KUREC**.
- iii. Only approved documents including (informed consents, study instruments, MTA Material Transfer Agreement) will be used
- iv. All changes including (amendments, deviations, and violations) are submitted for review and approval by **KUREC**;
- v. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **KUREC** within 72 hours of notification;
- vi. Any changes, anticipated or otherwise that may increase the risk(s) or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to **KUREC** within 72 hours;
- vii. Clearance for export of biological specimens must be obtained from relevant institutions and submit a copy of the permit to **KUREC**;
- viii. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal and;
- ix. Submission of an executive summary report within 90 days upon completion of the study to **KUREC**

KABARAK UNIVERSITY
INSTITUTIONAL RESEARCH ETHICS COMMITTEE
Sincerely,

Prof. Jackson Kitetu Ph.D.
KUREC Chairman
P.O. PRIVATE BAG 20157 KABARAK

Cc Vice Chancellor
DVC-Academic & Research
Registrar-Academic & Research
Director-Research Innovation & Outreach
Institute of Post Graduate Studies



As members of Kabarak family, we purpose at all times and in all places, to set apart in one's heart, Jesus as Lord.

(1 Peter 3:15)

Kabarak University is ISO 9001:2015 Certified

Appendix VII: Evidence of Conference Participation



Appendix VIII: List of Publication

The International Journal of Business Management and Technology, Volume 10 Issue 11 November 2025
ISSN: 2543-3456

Research Article

Open Access

Effect of Employee Compensation on Teachers' Performance in Public Secondary Schools in Nakuru West Sub-County, Nakuru County

Leting Nelsah Jeruto¹, Dr. Emily Cheposero Tumwet², Prof. Mongare Omare³

Kabarak University, Po Box Private Bag Kabarak, 20157, Kenya

ABSTRACT: Employee performance is a fundamental determinant of educational quality, accountability, and service delivery within public secondary schools. Despite its critical role, evidence suggests that teacher performance in public secondary schools in Kenya, including those in Nakuru West Sub-County, has remained inconsistent and below optimal levels. Although the Teachers Service Commission (TSC) and the Government of Kenya have implemented salary structures, professional allowances, and recognition schemes aimed at motivating teachers and enhancing performance, the effectiveness of these compensation mechanisms in improving teacher performance remains unclear therefore the study sought to examine the effect of employee compensation on teachers' performance in public secondary schools in Nakuru West Sub-County, Kenya. Anchored on Herzberg's Two-Factor Theory (1959), the research adopted a correlational descriptive design. The target population comprised 271 TSC-employed teachers across 7 public secondary schools and 4 TSC officers at the Sub-County Education Office. Using Nassiuna's formula, a sample of 73 teachers was proportionately selected via simple random sampling, while a census included all 4 officers. Primary data were collected through structured questionnaires administered via drop-and-pick method, yielding a 73% response rate (56 usable responses). A pilot study in Menengai High School in Nakuru East Sub County confirmed instrument reliability (Cronbach's alpha: 0.876 for compensation; 0.768 for performance). Data was analyzed using SPSS version 25, employing descriptive statistics (means, standard deviations) and inferential statistics (correlation, regression). Results revealed strong agreement on compensation's role (overall mean = 4.23) and teachers' performance (overall mean = 4.34). Correlation analysis showed a strong positive relationship ($r = 0.974$, $p = 0.000$), while regression indicated a unit increase in compensation leads to a 2.300-unit rise in performance ($\beta = 2.300$, $p = 0.000$). The study concluded that employee compensation has a significant effect on teachers' performance in public secondary schools in Nakuru West Sub-County, Nakuru County. The study recommends that TSC and SRC review packages for competitiveness, ensure timely payments, and integrate non-financial incentives to enhance motivation, retention, and instructional quality.

Keywords: Employee Compensation, Teachers' Performance, Herzberg's Two-Factor Theory

I. Background of The Study

Employee compensation refers to the total remuneration provided to employees in recognition of their roles, responsibilities, and contributions toward organizational objectives (Armstrong & Taylor, 2021). In educational institutions, compensation encompasses salaries, performance allowances, teaching excellence awards, and other benefits aimed at motivating teachers, enhancing their professional commitment, and promoting effective instructional delivery (Larkin, Pierce & Gino, 2020). By linking compensation to performance and responsibilities, schools create an environment that encourages teachers to align their efforts with educational goals and institutional standards (Nyaga, 2020).

Globally, employee compensation has been recognized as a key factor in improving teacher performance and overall education quality. In the United States, structured reward systems, including merit allowances and recognition programs, are used to incentivize high-performing educators, improve student learning outcomes, and reduce teacher turnover (Thompson & Meyer, 2022). In Europe, countries such as the United Kingdom, Germany, and Sweden integrate performance-related allowances and recognition schemes to enhance teacher motivation, instructional effectiveness, and accountability within public schools (Brown & Purcell, 2021). In Asia, nations like Japan, China, and Singapore employ compensation strategies that link rewards to teaching quality and student achievement, contributing to improved educational standards (Li & Zhang, 2022).