

PERFORMANCE MANAGEMENT PRACTICES AND EMPLOYEE PERFORMANCE IN SELECTED PUBLIC SCHOOLS IN KIAMBU COUNTY, KENYA

Elizabeth Wanjiku Ngugi

Master of Business Administration (Human Resource Management), Kenyatta University, Kenya

Dr. Hannah Bula

Department of Business Administration, Kenyatta University, Kenya

©2019

**International Academic Journal of Human Resource and Business Administration
(IAJHRBA) | ISSN 2518-2374**

Received: 4th November 2019

Published: 30th November 2019

Full Length Research

Available Online at: http://www.iajournals.org/articles/iajhrba_v3_i7_533_551.pdf

Citation: Ngugi, E. W. & Bula, H. (2019). Performance management practices and employee performance in selected public schools in Kiambu County, Kenya. *International Academic Journal of Human Resource and Business Administration*, 3(7), 533-551

ABSTRACT

Inappropriate performance practices in organizations have impacted negatively on employees' performance which in turn has a negative effect on the output. The challenges that are experienced include inappropriate channel of feedback, improper competency evaluation and career planning. The purpose of this study is to assess the link between performance practices and employees performance. The study specifically focused on establishing the effect of goal setting on employee performance in selected public schools in Kiambu County, Kenya; determining the effect of continuous feedback on employee performance in selected public schools in Kiambu County, Kenya; establishing the effect of competency-based evaluation on employee performance in selected public schools in Kiambu County, Kenya; and establishing the effect of career planning on employee performance in selected public schools in Kiambu County, Kenya. The study was based on Goal Setting Theory; Performance Feedback Theory; Competency-Based Theory; and Career Planning theory. The study adopted a descriptive research design on a target population of 90 public schools within Kiambu County registered by the county education statistics. From the target population the accessible population consisted of 50 principals, 67 school accountants, 70 senior teachers and 47 subordinate staff of the schools. The sample size therefore was 234 public school staff. Validity and reliability tests were conducted to ensure that the questionnaires are reliable and valid. Collected data was analysed using means, frequencies, standard deviation and percentages. Analysed data was presented

using tables and figures. The study was important to the top management team of public schools in Kiambu County, regulatory bodies like KNEC, Ministry of education and future scholars. For the public management team, the study will offer important findings on how best to improve on employee's performance for improved output. The study established that goal setting, continuous feedback, competency-based evaluation and career planning significantly and positively influenced the performance of employees among public schools in Kiambu County. The study concluded that the schools were keen on setting goals for employees but were not consultative and sufficiently compliant. The study further concludes that feedback was significantly embraced among the schools however it was not timely, precise, procedural and open. The study concluded that competency-based evaluation was employed to a little extent as a performance management practice among public schools in Kiambu County but it had a positive effect on the performance of employees. It was also concluded that career planning was not sufficiently employed among public schools in Kiambu County but it had a positive relationship with performance. The study recommends that there is need to for the schools to set realistic goals for employees, be consultative and compliant with the laid down government policies on employee performance. The study recommends continuous, timely, precise, procedural and open feedback to promote employee performance and improvement.

Key Words: *performance management practices, employee performance, public schools, Kiambu County, Kenya*

INTRODUCTION

During the independence in 1964, the Kenyan government inherited the British system of education which was later modified by the current constitution in 2010. In Kenya teachers are employed by the Teacher's Service Commission. Regardless of the race, class or ethnic background the Public Service gives every Kenyan a clear cut right for education and equal employment opportunity (Constitution 2010). The guidelines of promotion of employees are clearly done on merit. The guidelines of promotion are derived from the annual reports provided by Public Service Commission. During the early stages the service was working efficiently and the employees were paid considerably well but as a result of political instability, the economic status also declined which has directly affected the public service by eroding its principles. There are a number of factors that were responsible for the deterioration in performance of employees in public schools. These factors include creation of amorphous structures, administrative inexperience, political interference and sectarianism (Riyanto, Ustrina, & Ali, 2017).

There are changes that are linked with the structural growth that is experienced among the public schools. These changes are designed by the Kenya Constitution of 2010, the Teacher's Service Commission guidelines and Public Service commission work ethics. These changes were as a result of ever growing economic crisis and imbalanced financial problems faced by developing countries. According to Mayne (2017), there are new and substantial reforms that must be followed for effective performance of an organization.

The current changes that are in the public schools in Kenya are as a result of structural changes that that have been laid down by the ministry of education in conjunction with the government public sector policy makers Olmedo, and Wilkins, (2017). The formulation of monetary funds in 1970s was to ensure that there is effectiveness in service delivery. Its formulation was to curb economic growth crisis that was rapidly and consistently growing each day (Hill, 2017; Basheka & Tshombe, 2017). Motivation of workers through initiative helps organization to attain set goals. This initiative may include paying the employees in accordance with the experience acquired, setting up reward system and improvement of the work environment. According to World Bank Report (2018), incentives also involve clear terms of employment and work procedure. Public schools therefore need to offer transparency and adequate value for money to the employees and client.

The Kenyan government started the implementation of public schools reforms in the year 2010. This was aimed at maximizing the output of the public schools Bett (2016). However intervention has been formulated to increase the output even more. The intervention was to be carried out in three phases (Riddell & Niño-Zarazúa 2016). This was aimed at increasing the work management and efficiency. According to World Bank (2018) report implementation of these reforms was to take place in several phases. For example the republic of Botswana introduced public reform three decades ago. According to Nkwe (2016) the main reason was to enhance the modernization and efficiency of school performance. The reforms were formulated

around new performance management. Botswana government report revealed that reforms were largely integrated on performance management system and human resource development (Clair & Mhlauli, 2018).

The current study will seek to determine performance management practices and employees performance in selected public schools in Kiambu County, Kenya. Public schools are under the Ministry of Education, Science and Technology. Public schools in Kiambu County are picked at random to represent the other public schools and their efficiency measured in terms of performance output. The ministry has the largest number of employees, which consist of institution of higher learning and schools (which the study concentrates on) Ministry of (Education and Sports Databank, 2017).

STATEMENT OF THE PROBLEM

Inappropriate performance practices have impacted the negatively the employees performance which in term have a negative effect on the performance output. The challenges that are experienced include inappropriate channel of feedback, improper competency evaluation and career planning. Onywera, Muthuri, Hayker, Wachira, Kyallo, Mang'eni, and Mireri, (2016) conducted a study on public schools in Nairobi County and revealed that improper management system is the root curse of decimal performance. Otieno (2016) also conducted a similar study in Kisii County and revealed that factors that majorly affect the performance is quality of feedback, career planning, and competency evaluation. Munge, Kimani, and Ngugi, (2016) revealed that public schools had many advantages as compared with private schools. This is due to subsidized fees and availability of resources which are basically provide by the government. Reports of Kenya national examination counsel indicate that more than 70% of student admitted to higher learning institution comes from public schools. However, they are hit by mismanagement of funds, poor task perforation, and uncommitted teacher and higher percentage of teacher student ratio (Gachoka, 2016). It is important to note that public schools remained ineffective as they are mismanaged. This contributes heavily on the underperformance of public schools. It is due to this problem identified by other scholars that the researcher is determined to solve the performance management practices and employee's performance in that is applied in public schools in Kiambu County.

GENERAL OBJECTIVE

The main objective of the study was to investigate performance management practices and employees performance in selected public schools in Kiambu County.

SPECIFIC OBJECTIVES

1. To establish the effect of goal setting on employee performance in selected public schools in Kiambu County, Kenya.
2. To determine the effect of continuous feedback on employee performance in selected public schools in Kiambu County, Kenya.

3. To establish the effect of competency-based evaluation on employee performance in selected public schools in Kiambu County, Kenya.
4. To establish the effect of career planning on employee performance in selected public schools in Kiambu County, Kenya.

RESEARCH HYPOTHESIS

H₀₁: Goal setting has no significant effect on the employee performance in selected public schools in Kiambu County, Kenya.

H₀₂: Feedback has no significant effect on employee performance in selected public schools in Kiambu County, Kenya.

H₀₃: Competency-based evaluation has no significant effect on employee performance in selected public schools in Kiambu County, Kenya.

H₀₄: Career planning has no significant effect on employee performance in selected public schools in Kiambu County, Kenya.

THEORETICAL LITERATURE

Goal Setting Theory

This theory was developed by Locke in 1960s. According to Locke goal setting involves procedure, duration and plan to guide an organization set up. There are several assumptions as indicated by Landers, Bauer and Callan, (2017) study on performance management and employees relationship. The study revealed that there is a direct link between goal specification, measurable goal and the organization performance. Similarly, he identified that emphasis should be made on goal setting and employees encouragement to increase their performance. Each individual should be given the right to do his work independently free interaction to take action on the outcome (Thompson 2017). According to Brügger, Feichter and Williamson, (2017) freedom gives employees greater opportunity to involve themselves in the organization growth and issues that affect their work environment. By so doing it implies that the employees have a contribution to make on the key performance indicators (KPIs). The employees are also given an obligation to identify the Critical Success Factors (CSFs) concerning their job specifications. When employees are given the mandate to engage themselves on the decision making, they have a higher degree of exceeding their performance goals.

The authenticated function of performance goal is to ensure that the goals shared among the employees has a positive effect on the growth of the organization. The main short coming of sharing responsibility is that some of them go unfulfilled. Therefore, the organization must work in line with employees to make sure that the responsibility is fulfilled. To meet organization vision, it must be accountable for its action and finances. The employees are source of growth for the organization and must be viewed as such rather than viewing them as organizational cost reduction. Each and every employee must be ready to individually or collectively work as a

team to contribute to the growth of the organization (Bryson&White, 2017). This theory is therefore relevant to support performance management practices and employees performance in the study.

Performance Feedback Theory

This theory was developed by Ashford (1986); he argued that knowledge has a direct link to the behavior of organization performance. Feedback is the center of measurement of organization performance. The analysis of organization behavior helps the employees to evaluate and adjust performance to archive the organization goals (Sharma, Kong & Kingshott, 2016). The environment in which the employees work must receive more meaningful feedback from their superior to archive the maximum output in their work areas and the employees are also able to compare themselves with the output results. An organization which seeks to provide and listen to the feedback is stronger and can cope with a harsh environment to reap from it maximally and the employee's performance increases as a result of committed management which motivates them (Cappelli & Tavis, 2016).

The perception that the employees have on feedback influence their performance. The output of the employees is influenced by several perceptions. The more the employees perceive that they are getting relevant and positive feedback from the employers, the more they perceive they are secure they will have a good opportunity to improve their skills. The employees will also be eager to learn new skills and technology which positively influence the organizational internal growth (Patiar& Wang, 2016).

Career Development theory

This theory was developed by Valentich and Gripton (1978). They argued that it consist of a well stipulated design and patterns to control the employees careers development. Similarly according to Allmendinge (2017), career planning entails a proper procedure for organizational self-assessment and formulation of goals to archive the laid down organizational objective. Employees and employers must be connected to each other to ensure they identify the correct goals for the firm and find ways of fulfilling the identified goals. Allmendinge (2017) continued to identify that the employees abilities should be maintained by relevant procedural guidelines. This can be done through coaching, mentoring and counseling. By so doing the management is able to identify the training needs that the staff needs to increase their productivity and the work station that employees need to be situated.

It also helps the management to acquire competitive advantage over their competitors. This also increases their productivity by matching each task assigned to each employee. Any firm that has increased their productivity must have properly increased the role and responsibility definition for each staff and planning must have been identified effectively. This increases the output of the firm and productivity. Finally career planning according to Leigh and Blakely, (2016) is the process of goal identification and formulation of the path to follow to ensure every goal is

fulfilled. Similarly its main role is to effectively assist the employees of an organization to archive a specific goal. Mone and London (2018) revealed that assessing employees and correct career planning effectively motivate the employee's ability to perform their work.

Career planning is a day to day activity on how individual can deliver on their mandate at their work station (Kerzner & Kerzner, (2017). It also influences employee's motivation to perform set tasks. The other function of career planning is for assessment of the performance output ratio which always targets the employee's career development (Kiruja & Mukuru 2018).

EMPIRICAL LITERATURE REVIEW

Goal Setting on Employee Performance

Goal setting allows the employees a right to contribute to the firm's decision. Therefore, staff contributes to the KPIs (Mone & London, 2018). According to Landers, Bauer and Callan (2017), emphasis should be made on goal setting and employees' encouragement to increase their performance. Each individual should be given the right to do his work independently for free interaction to take action on the outcome. Audia and Tams, (2017) indicated that when employees are given the mandate to engage themselves on the decision making, this have a higher degree of exceeding their performance goals. This finding is supported by Cappelli and Tavis, (2016) who indicated that for firms to grow, there must be individual contribution towards the objective of the study. Decision made by the management affect the output of the organization and each and every member the company (Clair, & Milliman, 2017).

Roderick (2016) noted that most of the public-school servants are employed with an aim that they achieve a given set of objectives and vision. He concluded his argument by clearly stating that this assumption must not be applied on any public offices. The public firms should therefore hold the public interest at hand (Rosenbloom, 2016). Employee's participation in decision making is inappropriate whenever there is a complexity in the choices made which can be resolved by definition of tasks to each staff (McIlwraith 2016). Similarly, Ezennaya (2017) noted that the process of definition of tasks to each staff can be done through giving the subordinate control and freedom to make decision that bridge the gap of communication that exist between the staff and the management. Employee's involvement in the decision making is their opportunity to also contribute to the strategic planning activities (Payne & Calton, 2017). The organizations continuity is directly associated with formulation of well thought directions for future activities. Involvement of employees in such directives provides employees involvement on goal achievement and improves their commitment (Shafii, Rafiei, Abooe, Bahrami, Nouhi, Lotfi & Khanjankhani, 2016).

Gessler (2017) revealed that public schools goals are formulated by the government and passed to the relevant authority to implement them. In other words it's on the respective public organization to identify the correct strategic development mechanism to follow for the achievement of company vision. But the most effective approach is to bring in employees to

participate in strategic planning (Bryson, 2018). This is done for motivation of staff because they are directly involved in implementing their own decision (Bryson, 2018).

The employee's opinion incorporation also facilitates decentralization of various decisions that require swift action (Sahito, Khawaja, Panhwar, Siddiqui, & Saeed, 2016). Similarly Gan, Sellar&Lingard, (2016) established that the process of decentralization relieves the management of some work load. Doss (2016) revealed that centralization of decision makes certain important employees to be ignored. According to Grissom, Viano and Selin (2016), the frontline employees are more important to an organization because they are directly in contact with the customers. They also have knowledge of the needs that market requires and the gaps the product does not satisfy.

Giving employees a right to make decision improves the organization performance and level at which objectives are achieved (Mayne, 2017). This argument is in line with Lee and Steers (2017) who indicated that employee's involvement on the organization decision flow improve the communication flow and improve on the task performance.

Continuous Feedback on Employee Performance

Feedback facilitates employees effectiveness by changing their behavior positively towards achievement of laid down objectives. Therefore, the way each employee receives feedback affect the determination of the firm's success (Gong, Wang, Huang and Cheung, 2017). One on one confrontation of one's mistake is painful. Feedback therefore shifts the employee's personal belief to make him realize the fault and mistake rendered for correction (Mone & London, 2018). If the available condition is acceptable there is a higher degree changes will occur in the organization. According to Bradler, Dur, Neckermann and Non (2016), confidentiality of the feedback is a major contributor to the firm's growth to protect the employees from mental disagreement.

In a favorable environment the discrepancies can be resolved through discussions to reduce its effect (Harper, Harper and Snowden, 2017). Mone and London (2018) revealed that constant and effective communication between the management and the staff is more effective in the process of performance appraisal. Supervisors and the subordinate communication should be performed frequently and less formal for them to achieve regular updates on good and bad outcomes that affect the success of the organization (Harper, Harper& Snowden 2017). For feedback to be effective it must be from a credible source (Brehaut, Colquhoun, Eva, Carroll, Sales, Michie, & Grimshaw, 2016). Roberts (2003) also concluded that feedback should be frequently administered and any wrong doing to be pointed out and corrected. A timely and precise feedback contributes positively to the success of the firm and behavior changes (Landers, et al 2017). Cappelli and Tavis (2016) noted that adequate time should be given for counseling to improve on supervisory support and satisfaction.

Clair and Milliman (2017) further explained that to improve on the work station satisfactions and commitment the firm must have compatible feedback procedure. Furthermore, it contributes more strongly when goal-setting and performance feedback is combined together. Similarly, Roderick (2016) revealed that objective and work unity is given a broader background when goal-setting is appraised. McIlwraith (2016) also talked about goal-setting. She revealed that it positively has an effect on the firms' growth. In her recommendation she pointed out that a proper evaluation interview provide procedures of solving problems and increases employee's interventions.

Competency-Based Evaluation on Employee Performance

Task completion should not be an indicator of effective achievement of a firm's objective (Rekman, Gofton, Dudek, & Hamstra, 2016). Van and Kirschner (2017) on the other hand revealed that transactional and transformational aspects of a firm acknowledged on competency-based view. Therefore, several scholars have explained the core principle of competency-based view which defined a well stipulated strategic advantage of the firm (Marchington, 2016).

The style of the management is a key ingredient in increasing the employee's performance according to Sanghi, (2016). Similarly, Gervais (2016) supported the Sanghi (2016) argument by revealing that employee's contribution is a key element in increasing the performance and its measurement. This finding is also in line with Marchington (2016) who identified that staff' behavior must be included in designing the system of measuring performance. Cate, Hart, Ankel, Busari, Englander, Glasgow and Touchie, (2016) revealed that whenever there is proper human resource management then there is success in performance management tool.

The study conducted by Sanghi (2016) on the competence of management revealed that the management tries to set desirable measures to control performance appraisal. According to Cate et al. (2016), the study on HR management concluded that performance of a firm increases when the employees are rewarded and trained according to the job requirement.

The study conducted by Gervais, (2016) to determine the effect of competency on performance revealed that competency-based systems has a positive impact on the organization performance. Nasriyah, Arham, and Aini, (2016) conducted the study on profile matching and competency based human resources management approaches for employee placement decision support system. The study revealed that to archive sustainable results it is important to incorporate the competency-based systems which is in line with the organization objectives.

Career Planning on Employee Performance

Career planning involves roles that human resources play in organization management. The employees are always concerned with how their career could improve each and every day (Mon&London, 2018). Allmendinge (2017) continued to identify that the employees abilities should be maintained by relevant procedural guidelines. This can be done through coaching,

mentoring and counseling. By so doing the management is able to identify the training needs that the staff needs to increase their productivity and the work station that employees need to be situated.

Similarly its main role is to effectively assist the employees of an organization to archive a specific goal. Leigh and Blakely, (2016) revealed that assessing employees and correct career planning effectively motivate the employee's ability to perform their work. Career planning is a day to day activity on how individual can deliver on their mandate at their work station (Kerzner & Kerzner, 2017). It also influences employee's motivation to perform set tasks. The other function of career planning is for assessment of the performance output ratio which always targets the employee's career development (Kiruja & Mukuru, 2018).

According to Hassan (2016) career planning is effective when the organization fully utilizes the skills and knowledge of their employees and they are motivated to achieve maximum performance and be satisfied with their work. This helps the organization to achieve its objectives and their employees are motivated to achieve maximum performance. Therefore she recommended that it is important to introduce guiding and counseling to employees to increase their efficiency (Friedman, 2017). According to Wilensky (2017), the most pronounced and effective way to motivate employees is by conducting seminars, workshops and developing career centers. This finding is in line with Chandani, Mehta, Mall, and Khokhar (2016) who established that counseling helps in identification of career paths. He also revealed that the paths that are followed should be progressive, flexible and structured in a way that they are in line with the organization mission.

RESEARCH METHODOLOGY

Research Design

Various methods can be used to carry out a specific research. This method is known as Research design. According to Orodho (2003), it is basically schemes that are followed to get answers to research problems. Descriptive research design is employed because it creates a collect of events and problems that are association with the study and enable the study to generalize findings on the study. This design also enhances the analysis process and comparison of the variables in question.

Target Population

Target population is defined as population from which a researcher acquires data to draw relevant conclusion on the study (Mugenda & Mugenda, 2003). The study employed census survey to collect data since the schools are few. The study therefore targeted 90 public schools with Kiambu County registered by the county education statistics (2018).

Sampling Design and Sample Size

Purposive sampling was employed on the 90 targeted public-school staff. From the target population the accessible population consisted of 50 principals, 67 school accountant, 70 senior teachers and 47 subordinate staff of the schools. The sample size therefore was 234 public school staff.

Data Collection Process

This study used primary data collected by structured questionnaire to determine the research objectives. In a study conducted by Mugenda and Mugenda, (2003) it revealed that questionnaires are the most effective way to collect reliable data. The study also used structured and unstructured questionnaire. The researcher dropped questionnaires to the relevant respondent. This data was therefore picked later. The key informant questionnaires were directed face to face to enhance reaction rates.

Data Analysis and Presentation

Data analysis of the findings was done through descriptive and inferential statistics. The questionnaire was grouped and coded on SPSS software. The grouping was done to show information's on the issues under investigation to make sure they are clearly understood. Both qualitative and quantitative techniques were used to analyze the data. Descriptive statistics were used to analyze the quantitative data. This data was presented in terms of tables, percentages, pie charts, frequencies, measures of central tendency and measures of dispersion. Inferential statistics was analyzed using ANOVA and regressions at 5% significance level. Multiple linear regressions were used to test for the relationship that variables have on each other. The following analytical model was used.

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

Where: Y = Performance; β_0 = Constant; β_1 , β_2 , β_3 and β_4 = the slopes of the regression equation; X_1 = Goal setting; X_2 = Continuous Feedback; X_3 = Competency based Evaluation; X_4 = Career Planning; ε = Error term

RESEARCH RESULTS

The main objective of the study was to establish the effect of performance management practices on the performance of employees among public schools in Kiambu County. The study sought to establish the effect of goal setting, continuous feedback, competency-based evaluation and career planning on the performance of employees among the schools. Both descriptive and inferential statistics were used to analyze and present data.

Goal Setting and Employee Performance

The study established that goal setting positively and significantly influenced employee performance among public schools in Kiambu County. The respondents were neutral on whether employees in their institutions were given the right to do their work independently, were allowed to contribute to decision making, their schools had clearly defined task for each member and whether their policies were in line with government policies on performance management respectively indicating that a significant number were for and against the statements. The study further established that the respondents disagreed that their policies were formulated forwards public interest and that their institutions give all the stakeholders opportunity to contribute to future directives.

Continuous Feedback and Employee Performance

The study found out that continuous feedback significantly influenced performance of employees among public schools in Kiambu County. The respondents significantly disagreed that their institutions have laid down feedback procedures, the available policy in their schools is acceptable to information flow, their institutions solve discrepancies in an open manner, there is constant communication between management and staff in their organization, their schools have a timely and precise feedback mechanisms and that their institutions have combined both goal setting and performance feedback as performance management mechanisms. The respondents on the other hand indicated agreed that the information received among the schools is confidential and is used only for management purposes in our institution, management formulates policy which is easily understood by each employee and regular updates on the institution are always available for every employee.

Competency-based Evaluation and Employee Performance

The study pointed out that competency-based evaluation positively influenced employee performance among public schools in Kiambu County. The respondents were neutral on whether their schools acknowledge competence-based practices or evaluate competency by task complication. The respondents disagreed that there is a well stipulated system for measuring performance, the schools have adequate human resource management tool, there is desirable measure for performance appraisal and that competency-based systems in the institutions are in line with organizational objectives. The respondents however strongly disagreed that the schools conduct training according to job requirement and that the schools have a well laid down reward system.

Career Planning and Employee Performance

The study established that career planning significantly influenced performance of employees among public schools in Kiambu County. The study respondents significantly disagreed that the institutions have development plans for target career improvement, the available policy in the

schools is acceptable to information flow, the schools carry out mentoring and coaching for their employees, the employees' ability, strength and weakness are supported in the schools, the institutions have long term employees' interest, the institutions mold employees' personal values to be in line with institutional objective, the employees' task in the schools is in line with the employees' talent, career planning is used to assess performance output in the institutions and that counseling is done to identify career path among the institutions.

INFERENCE STATISTICS

The study used inferential statistics to establish the correlation between the independent and dependent variables of the study. The findings of coefficient of correlation and coefficient of determination are as shown in Table 1.

Table 1: Model summary

Model	R	R square	Adjusted r square	Std. Error of the estimate
1	.859 ^a	.766	.811	1.23641

a. Predictors: (constant), Goal setting, continuous feedback, competency-based evaluation, career planning

The study shows that coefficient of correlation R of 0.859 an indication of strong of correlation between the variables. Coefficient of adjusted R² was 0.811 which translates to 81.1%. This show that changes in dependent variable can significantly and sufficiently be explained by independent variables (Goal setting, continuous feedback, competency-based evaluation and career planning). The residual of 18.9% can be explained by other variables not incorporated in the current study.

An ANOVA was conducted at 95% level of significance. The findings of F_{Calculated} and F_{Critical} are as shown in Table 2.

Table 2: ANOVA

Model	Sum of squares	Df	Mean square	F	Sig.
Regression	396.260	9	44.029	18.315	.000 ^b
Residual	411.131	171	2.404		
Total	807.391	180			

a. Dependent variable: Employee performance

b. Predictors: (constant), Goal setting, continuous feedback, competency-based evaluation, and career planning)

It was established that the study had F_{Calculated} of 18.315 and F_{Critical} was 3.471, this show that of F_{Calculated} > F_{Critical} an indication that the overall regression model was significant for the study. The p value was 0.00<0.05 an indication that at least one independent variable significantly influenced the performance of employees among the public schools in Kiambu County, Kenya.

The study used a regression coefficient to establish the effect of individual variables of performance management practices on performance of employees among public schools in Kiambu County. The findings are indicated in Table 3.

Table 3: Regression Coefficient

Model	Unstandardized coefficients		Standardized coefficients	T	Sig.
	B	Std. Error	Beta		
(constant)	5.618	1.311		2.120	.000
Goal Setting	0.655	.076	.515	2.652	.000
Continuous feedback	0.698	.067	.165	3.833	.000
Competency-based evaluation	0.569	.087	.492	2.556	.000
Career planning	0.557	.079	.438	3.796	.000

a. Dependent variable: Employee Performance

$$Y = 5.618 + 0.655X_1 + 0.698X_2 + 0.569X_3 + 0.557X_4$$

Where: Y = Performance of employees among public schools in Kiambu County; X₁ = Goal setting; X₂ = Continuous feedback; X₃ = Competency-based evaluation; X₄ = Career planning

Table 3 indicates that all variables held constant, employee performance would be at 5.618. A unit increase in goal setting while holding other variables constant, employee performance would be at 0.655. A unit increase in continuous feedback while holding other factors constant, employee performance would be at 0.698. A unit increase in competency-based evaluation while holding other factors constant, employee performance would be at 0.569. A unit increase in career planning while holding other factors constant, employee performance would be at 0.557.

The p values of all the independent variables which include Goal setting, continuous feedback, competency-based evaluation, and career planning were 0.000 < 0.05 an indication that the variables significantly influenced employee performance among public schools in Kiambu County. This is supported Gessler (2017) who in his study on performance management practices and employee performance concluded that performance management practices are critical for optimizing employee performance.

CONCLUSION

The study concluded that goal setting, continuous feedback, competency-based evaluation and career planning significantly and positively influenced the performance of employees among public schools in Kiambu County.

The study concluded that the schools were keen on setting goals for employees but were not consultative and sufficiently compliant. The study further concludes that feedback was

significantly embraced among the schools however it was not timely, precise, procedural and open.

The study concluded that competency-based evaluation was employed to a little extent as a performance management practice among public schools in Kiambu County but it had a positive effect on the performance of employees

It was also concluded that career planning was not sufficiently employed among public schools in Kiambu County but it had a positive relationship with performance.

RECOMMENDATIONS

The study recommends that there is need to for the schools to set realistic goals for employees, be consultative and compliant with the laid down government policies on employee performance.

The study recommends continuous, timely, precise, procedural and open feedback to promote employee performance and improvement.

It is further recommended that the schools need to embrace career planning, development and mobility among the members of staff to enhance their capacity to perform.

REFERENCES

- Allmendinger, P. (2017). *Planning theory*. Macmillan International Higher Education.
- Alvarez, S. A., & Barney, J. B. (2017). Resource-based theory and the entrepreneurial firm. *Strategic entrepreneurship: Creating a new mindset*, 87-105.
- Audia, P. G., & Tams, S. (2017). Goal setting, performance appraisal, and feedback across cultures. *The Blackwell Handbook of Cross-Cultural Management*, 142-154.
- Bailey, C., Mankin, D., Kelliher, C., &Garavan, T. (2018). *Strategic human resource management*. Oxford University Press.
- Basheka, B. C., &Tshombe, L. M. (Eds.). (2017). *New Public Management in Africa: Emerging Issues and Lessons*. Routledge.
- Bett, H. K. (2016). The cascade model of teachers' continuing professional development in Kenya: A time for change?. *Cogent Education*, 3(1), 1139439.
- Bradler, C., Dur, R., Neckermann, S., &Non, A. (2016). Employee recognition and performance: A field experiment. *Management Science*, 62(11), 3085-3099.
- Brehaut, J. C., Colquhoun, H. L., Eva, K. W., Carroll, K., Sales, A., Michie, S., ... &Grimshaw, J. M. (2016). Practice feedback interventions: 15 suggestions for optimizing effectiveness. *Annals of internal medicine*, 164(6), 435-441.
- Brüggen, A., Feichter, C., & Williamson, M. G. (2017). The effect of input and output targets for routine tasks on creative task performance. *The Accounting Review*, 93(1), 29-43.
- Bryson, A., & White, M. R. (2017). HRM and Small-Firm Employee Motivation: Before and after the Recession.
- Bryson, J. M. (2018). *Strategic planning for public and nonprofit organizations: A guide to strengthening and sustaining organizational achievement*. John Wiley & Sons.

- Bryson, J. M. (2018). *Strategic planning for public and nonprofit organizations: A guide to strengthening and sustaining organizational achievement*. John Wiley & Sons.
- Camps, J., Oltra, V., Aldás-Manzano, J., Buenaventura-Vera, G., & Torres-Carballo, F. (2016). Individual performance in turbulent environments: The role of organizational learning capability and employee flexibility. *Human resource management, 55*(3), 363-383.
- Cappelli, P., & Tavis, A. (2016). The performance management revolution. *Harvard Business Review, 94*(10), 58-67.
- Cappelli, P., & Tavis, A. (2016). The performance management revolution. *Harvard Business Review, 94*(10), 58-67.
- Chandani, A., Mehta, M., Mall, A., & Khokhar, V. (2016). Employee engagement: A review paper on factors affecting employee engagement. *Indian Journal of Science and Technology, 9*(15).
- Clair, J., & Milliman, J. (2017). Best environmental HRM practices in the US. In *Greening People* (pp. 49-73). Routledge.
- Doss, J. A. (2016). *Perceived stress among public school music educators: Stress over time, demographic differences, common self-identified factors of stress, and relationships between demographic differences and emergent stress themes* (Doctoral dissertation).
- Epstein, M. J. (2018). *Making sustainability work: Best practices in managing and measuring corporate social, environmental and economic impacts*. Routledge.
- Etikan. J. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics, 5*(1), 1-4.
- Ezennaya, N. P. (2017). *Employee participation in decision making and its impact on productivity: an appraisal of government printing press and two other private publishing firms in Enugu* (Doctoral dissertation).
- Ferreira, M. P., Serra, F. R., Costa, B. K., & Almeida, M. (2016). A Bibliometric Study of the Resource-based View (RBV) in International Business Research Using Barney (1991) as a Key Marker. *Innovar, 26*(61), 131-144.
- Friedman, S. D. (2017). Succession systems in large corporations: Characteristics and correlates of performance. In *Leadership succession* (pp. 15-38). Routledge.
- Friedman, S. D. (2017). Succession systems in large corporations: Characteristics and correlates of performance. In *Leadership succession* (pp. 15-38). Routledge.
- GACHOKA, M. P. (2016). *Influence of Practical Approach of Teaching on Student Achievement in Geometry in Public Primary Schools in Thogoto Zone, Kiambu County, Kenya* (Doctoral Dissertation, Kenyatta University).
- GAN, A. H., Sellar, S., & LINGARD, B. O. (2016). Corporate social responsibility and neo-social accountability in education: The case of Pearson plc. In *World Yearbook of Education 2016* (pp. 127-144). Routledge.
- Gertler, P. J., Martinez, S., Premand, P., Rawlings, L. B., & Vermeersch, C. M. (2016). *Impact evaluation in practice*. The World Bank.
- Gertler, P. J., Martinez, S., Premand, P., Rawlings, L. B., & Vermeersch, C. M. (2016). *Impact evaluation in practice*. The World Bank.
- Clair, J., & Milliman, J. (2017). Best environmental HRM practices in the US. In *Greening People* (pp. 49-73). Routledge.

- Gervais, J. (2016). The operational definition of competency-based education. *The Journal of Competency-Based Education*, 1(2), 98-106.
- Gessler, M. (2017). Areas of Learning: The shift towards work and competence orientation within the School-based Vocational Education in the German Dual Apprenticeship System. In *Competence-based Vocational and Professional Education* (pp. 695-717). Springer, Cham.
- Gong, Y., Wang, M., Huang, J. C., & Cheung, S. Y. (2017). Toward a goal orientation-based feedback-seeking typology: Implications for employee performance outcomes. *Journal of Management*, 43(4), 1234-1260.
- Grissom, J. A., Viano, S. L., & Selin, J. L. (2016). Understanding employee turnover in the public sector: Insights from research on teacher mobility. *Public Administration Review*, 76(2), 241-251.
- Harper, C., Harper, C. L., & Snowden, M. (2017). *Environment and society: Human perspectives on environmental issues*. Routledge.
- Harper, C., Harper, C. L., & Snowden, M. (2017). *Environment and society: Human perspectives on environmental issues*. Routledge.
- Hassan, S. (2016). Impact of HRM practices on employee's performance. *International Journal of Academic Research in Accounting, Finance and Management Sciences*, 6(1), 15-22.
- Hill, T. (2017). *Manufacturing strategy: the strategic management of the manufacturing function*. Macmillan International Higher Education.
- Hitt, M. A., Xu, K., & Carnes, C. M. (2016). Resource based theory in operations management research. *Journal of Operations Management*, 41, 77-94.
- Kerzner, H., & Kerzner, H. R. (2017). *Project management: a systems approach to planning, scheduling, and controlling*. John Wiley & Sons.
- Kiruja, E. K., & Mukuru, E. (2018). Effect of motivation on employee performance in public middle level Technical Training Institutions in Kenya. *IJAME*.
- Kothari, R., (2008). *Research Methodology*. VishwaPrakashan: New Delh
- Landers, R. N., Bauer, K. N., & Callan, R. C. (2017). Gamification of task performance with leaderboards: A goal setting experiment. *Computers in Human Behavior*, 71, 508-515.
- Landers, R. N., Bauer, K. N., & Callan, R. C. (2017). Gamification of task performance with leaderboards: A goal setting experiment. *Computers in Human Behavior*, 71, 508-515.
- Lee, T. W., & Steers, R. M. (2017). Facilitating effective performance appraisals: The role of employee commitment and organizational climate. In *Performance measurement and theory* (75-93). Routledge.
- L'Égreid, P. (2017). *Transcending new public management: the transformation of public sector reforms*. Routledge.
- Leigh, N. G., & Blakely, E. J. (2016). *Planning local economic development: Theory and practice*. SAGE publications.
- Marchington, M. (2016). Employee involvement. In *Encyclopedia of Human Resource Management*. Edward Elgar Publishing Limited.
- Mayne, J. W. (2017). *Monitoring performance in the public sector: Future directions from international experience*. Routledge.

- McIlwraith, A. (2016). *Information security and employee behaviour: how to reduce risk through employee education, training and awareness*. Routledge.
- Mhlauli, M. B. (2018). Understanding the roles of deputy school heads in primary schools in Botswana. *Advances in Social Sciences Research Journal*, 5(11).
- Mitra, A. (2016). *Fundamentals of quality control and improvement*. John Wiley & Sons.
- Mone, E. M., & London, M. (2018). *Employee engagement through effective performance management: A practical guide for managers*. Routledge.
- Mone, E. M., & London, M. (2018). *Employee engagement through effective performance management: A practical guide for managers*. Routledge.
- Mone, E. M., & London, M. (2018). *Employee engagement through effective performance management: A practical guide for managers*. Routledge.
- Mone, E. M., & London, M. (2018). *Employee engagement through effective performance management: A practical guide for managers*. Routledge.
- Mugenda, M., & Mugenda, G., (2003). *Research Methods: Quantitative and Qualitative Approaches*. Nairobi, Acts Pres
- Munge, M. N., Kimani, E. M., & Ngugi, D. G. (2016). Factors influencing Financial Management in Public Secondary Schools in Nakuru County, Kenya.
- Nason, R. S., & Wiklund, J. (2018). An assessment of resource-based theorizing on firm growth and suggestions for the future. *Journal of Management*, 44(1), 32-60.
- Nasriyah, R., Arham, Z., & Aini, Q. (2016). Profile matching and competency based human resources management approaches for employee placement decision support system (case study). *Asian J. Appl. Sci*, 9(2), 75-86.
- Nkwe, D. O. (2016). Evaluating the effectiveness of performance management system (PMS) on teachers' performance in Junior Secondary Schools of Botswana: a case study of Kweneng region.
- Olmedo, A., & Wilkins, A. (2017). Governing through parents: a genealogical enquiry of education policy and the construction of neoliberal subjectivities in England. *Discourse: Studies in the Cultural Politics of Education*, 38(4), 573-589.
- Onywera, V. O., Muthuri, S. K., Hayker, S., Wachira, L. J. M., Kyallo, F., Mang'eni, R. O., ...& Mireri, C. (2016). Results from Kenya's 2016 report card on physical activity for children and youth. *Journal of physical activity and health*, 13(11 Suppl 2), S195-S200.
- Orodho, A. J. (2003). *Essentials of Educational and Social Sciences Research Method*. Nairobi: Masola Publishers
- Otieno, G. B. N. K. (2016). Effectiveness of Kenya National Examinations Council Measures in Curbing National Examination Malpractices in Public Secondary Schools in Kisii County. *International Journal of Scientific Research and Management*, 4(2).
- Patiar, A., & Wang, Y. (2016). The effects of transformational leadership and organizational commitment on hotel departmental performance. *International Journal of Contemporary Hospitality Management*, 28(3), 586-608.
- Payne, S. L., & Calton, J. M. (2017). Towards a managerial practice of stakeholder engagement: Developing multi-stakeholder learning dialogues. In *Unfolding stakeholder thinking* (pp. 121-135). Routledge.
- Rekman, J., Gofton, W., Dudek, N., Gofton, T., & Hamstra, S. J. (2016). Entrustability scales: outlining their usefulness for competency-based clinical assessment. *Academic Medicine*, 91(2), 186-190.

- Riddell, A., & Niño-Zarazúa, M. (2016). The effectiveness of foreign aid to education: What can be learned?. *International Journal of Educational Development*, 48, 23-36.
- Riyanto, S., Sutrisno, A., & Ali, H. (2017). The Impact of Working Motivation and Working Environment on Employees Performance in Indonesia Stock Exchange. *International Review of Management and Marketing*, 7(3), 342-348.
- Roderick, G. (2016). *Victorian education and the ideal of womanhood*. Routledge.
- Rosenbloom, D. H. (2016).3a. Public Administrative Theory and the Separation of Powers. In *The Constitutional School of American Public Administration* (pp. 78-94). Routledge.
- Sahito, Z., Khawaja, M., Panhwar, U. M., Siddiqui, A., & Saeed, H. (2016). Teachers' time management and the performance of students: A Comparison of government and private schools of Hyderabad, Sindh, Pakistan. *World Journal of Education*, 6(6), 42.
- Sanghi, S. (2016). *The handbook of competency mapping: understanding, designing and implementing competency models in organizations*.
- Sanghi, S. (2016). *The handbook of competency mapping: understanding, designing and implementing competency models in organizations*. SAGE Publications India.
- Sanghi, S. (2016). *The handbook of competency mapping: understanding, designing and implementing competency models in organizations*. SAGE Publications India.
- Shafii, M., Rafiei, S., Abooe, F., Bahrami, M. A., Nouhi, M., Lotfi, F., & Khanjankhani, K. (2016). Assessment of service quality in teaching hospitals of Yazd University of Medical Sciences: Using multi-criteria decision making techniques. *Osong public health and research perspectives*, 7(4), 239-247.
- Sharma, P., Kong, T. T. C., & Kingshott, R. P. (2016). Internal service quality as a driver of employee satisfaction, commitment and performance: Exploring the focal role of employee well-being. *Journal of service management*, 27(5), 773-797.
- Syed, R., Bandara, W., French, E., & Stewart, G. (2016). The status of research on leadership in business process management: A call for action.
- Ten Cate, O., Hart, D., Ankel, F., Busari, J., Englander, R., Glasgow, N., ...& Touchie, C. (2016). Entrustment decision making in clinical training. *Academic Medicine*, 91(2), 191-198.
- Thompson, J. D. (2017). *Organizations in action: Social science bases of administrative theory*. Routledge.
- Van Loon, N. M. (2017). Does context matter for the type of performance-related behavior of public service motivated employees?. *Review of public personnel administration*, 37(4), 405-429.
- Van Merriënboer, J. J., & Kirschner, P. A. (2017). *Ten steps to complex learning: A systematic approach to four-component instructional design*. Routledge.
- Wilensky, H. L. (2017). *Careers, life-styles, and social integration*. In *Organizational careers* (pp. 50-53). Routledge.
- World Bank. (2018). World Development Report 2018: Learning to Realize Education's Promise.
- Yin, R. K. (2013). *Case study research and applications: Design and methods*. Sage publications.