



**HUMAN RESOURCE MANAGEMENT PRACTICES AND PUBLIC SECONDARY SCHOOLS PERFORMANCE IN
WAJIR EAST SUB-COUNTY, KENYA**

Salah Yussuf Abdinoor & Dr. Mary Mugwe Chui, PhD

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¹ Salah Yussuf Abdinoor & ² Dr. Mary Mugwe Chui, PhD

¹ Candidate, Master of Education in Management, Administration and Leadership, Mount Kenya University, Kenya

² Lecturer, School of Education, Mount Kenya University, Kenya

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ABSTRACT

This study investigated the influence of human resource management practices on the performance of public secondary schools in Wajir East Sub-County. Using a descriptive survey research methodology, both quantitative and qualitative data were collected from 15 public secondary schools in the sub-county, involving 255 educators, 15 principals, and 15 board of management (BOM) members, totaling 285 respondents. Data collection tools included principal interview guidelines and teacher questionnaires, which underwent pilot testing to ensure validity and reliability. The findings revealed significant relationships between the examined variable and school performance. The findings showed that human resource management practices played a significant role in enhancing school performance. Clear job descriptions, regular training, fair performance evaluation systems, and mechanisms for addressing staff grievances were identified as key factors in fostering a motivated and skilled teaching workforce, ultimately benefiting student learning outcomes. Based on the study findings, the study recommended that schools should adopt effective human resource management practices to support teacher effectiveness and improve school performance.

Key Words: Human Resource Management Practices, Public Schools

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INTRODUCTION

In India, the government has also recognized the importance of effective governance practices in public schools. A study by Jha and Jha (2019) found that schools with strong governance practices had higher levels of teacher motivation and were more likely to provide high-quality education to students. The study recommended that the government prioritize governance reform in public schools to improve teacher motivation and enhance the quality of education.

In South Africa, the School Governing Body (SGB) is responsible for school governance, including the management of resources, appointment of staff, and development of school policies. However, there have been concerns about the effectiveness of SGB governance practices in motivating teachers, including inadequate training, lack of communication with teachers, and conflict between SGB members and school management (Maphosa, 2019; Ndimande & Mestry, 2019).

In Kenya, the government established Boards of Management (BoMs) to oversee the management of public schools. The BoMs are made up of elected members from the school community and appointed members by the government. The BoMs are responsible for managing the school's finances, overseeing academic programs, and ensuring compliance with government policies.

Several studies have examined the impact of BoM governance practices on teacher motivation in Kenyan public secondary schools. For example, a study by Njoroge et al. (2018) found that BoM support for teachers, such as providing teaching materials and organizing teacher development programs, was positively associated with teacher motivation. On the other hand, BoM interference in teacher management and lack of transparency in decision-making were negatively associated with teacher motivation. In Wajir East Sub-County, which is predominantly inhabited by pastoralist communities, there is a need to investigate the influence of BoM governance practices on teacher

motivation. The study contributed to the existing literature on human resource management practices and teacher motivation in Kenya, and provide insights for policy and practice in the education sector.

Statement of the Problem

The Board of Management (BOM) plays a crucial role in shaping the educational environment and determining the overall performance of secondary schools in Wajir County. The BOM is responsible for making important decisions related to resource allocation, curriculum implementation, teacher recruitment, and school governance (Abdi & Karanja, 2019). Their decisions and actions can have a direct impact on the academic achievements of students in these schools. Through effective management and strategic decision-making, the BOM can create an environment conducive to learning, provide necessary resources, and support teachers in delivering quality education. However, despite the existence of BOMs in public secondary schools, there are concerns about their effectiveness and their impact on school performance. Wajir East Sub-County, located in Kenya, is no exception. The performance of public secondary schools in the sub-county has been a matter of concern, with low academic achievement and high dropout rates being observed (Ministry of Education, 2018). This raises questions about the role and influence of BOM practices on school performance in the Sub-County.

In Wajir County, a multitude of intertwined challenges deeply affect student academic performance. These issues encompass resource constraints in schools, including inadequate facilities, and are exacerbated by prevalent poverty, leading to nutrition and resource scarcity (Noor, 2021). Cultural norms, such as early marriages and FGM, hinder girls' education. A shortage of qualified teachers and disparities in teaching quality further impede learning. Additionally, limited access to technology compounds these challenges, creating a complex barrier to academic success (Njeri, 2022). This study therefore investigated the influence of

human resource management practices on public secondary school's performance in Wajir East Sub-County, Kenya.

Purpose of the Study

The purpose of this study was to assess the influence of human resource management practices on public secondary school's performance in Wajir East Sub-County, Kenya. The study was guided by the following research questions;

- What is the impact of human resource management practices on secondary school performance in Wajir East Sub-County, Kenya?

LITERATURE REVIEW

Empirical Literature Review

A collection of organizational activities known as human resource management (HRM) techniques are used to recruit, train, and retain people in order to help a business reach its strategic objectives. When referring to HRM practices in the context of public secondary schools, it is important to note that this term refers to the rules and procedures put in place by school administrators to manage their staff of teachers, staff members, and other individuals. By ensuring that the proper personnel are hired, trained, and motivated to provide students with high-quality education, effective HRM practices can have a major impact on the success of public secondary schools (Shen, Huang, Wong, Liao, & Lou, 2018).

On the other hand, infrastructure development methods describe the process of organizing, developing, and constructing physical buildings and structures that assist public secondary schools' pedagogical mission. This covers the building of classrooms, libraries, labs, sports facilities, and other amenities that give pupils a secure and comfortable learning environment (Brunet, 2019). By fostering a relaxed and encouraging learning atmosphere that encourages students to concentrate on their work and achieve academic achievement, infrastructure building methods can

have a direct impact on the performance of public secondary schools. According to An and Tang (2020), the overall caliber of instruction children receive has a significant impact on how well they achieve in public secondary schools (An, & Tang, 2020). Academic performance and overall school performance can be enhanced by attracting teachers and students of high caliber to schools with well-designed and maintained facilities. Furthermore, having access to current facilities and resources can improve the efficiency of instruction and learning by giving students access to the most recent tools, technologies, and equipment (Kapur, 2018).

Practices for infrastructure development can enhance students' social and emotional wellbeing in addition to their academic achievement. Students are more likely to form positive social bonds and encourage regular physical activity at schools that offer welcoming classrooms, secure learning spaces, and appealing outdoor areas. According to Khan, Zhang, Kumar, Zavadskas, and Streimikiene (2020), this can enhance students' mental health and general quality of life, which can help them succeed academically.

Although the physical environment is a significant factor, infrastructure development techniques also have an impact on public secondary school performance. According to Love and Ahiaga-Dagbui (2018), these procedures must be accompanied by efficient HRM procedures that aid in the hiring, induction, and retention of employees and teachers of the highest caliber. Creating a supportive workplace culture that encourages cooperation and teamwork, as well as assuring equitable salary and benefits, are all part of this (Ogunode & Musa, 2020).

Performance in secondary schools may be significantly impacted by human resource management procedures that place a high priority on the efficient recruitment and selection of teachers. This involves ensuring that the school recruits and hires the best and brightest teachers

out there, who are knowledgeable in their fields and has strong pedagogical abilities. Along with that, it entails making sure that the school employs a varied teaching staff that reflects the cultural and linguistic diversity of the student body (Nederhand & Klijn, 2019).

Improved secondary school performance can also be a result of human resource management strategies that place a high priority on supporting teachers and their ongoing professional development. This involves giving instructors access to top-notch, needs- and interest-driven professional development options. It also entails developing a supportive work atmosphere that encourages collaboration and teamwork, as well as regularly giving teachers with feedback and coaching (Knickmeyer, 2020).

Practices in human resource management that place a high priority on accountability and performance management can also help students do better in secondary school. This entails establishing clear criteria and objectives for teachers as well as periodically evaluating their performance in relation to these goals (Thannimalai, & Raman, 2018). Holding instructors accountable for obtaining the required results also entails giving them feedback and support in order to help them improve their practice. Schools can raise the standard of instruction and the academic results of their students by ensuring that teachers perform at a high level (Arif, Zainudin, & Hamid, 2019).

Ensuring that the infrastructure of public secondary schools is utilized to its best potential may also be accomplished with the aid of effective HRM practices. Schools may make sure that the infrastructure investments they have made are being utilized to improve student learning, for instance, by giving teachers access to training and tools that help them use technology in the classroom effectively (Fitria, 2018). Similar to this, schools can inspire instructors to investigate novel teaching techniques and technologies by fostering

an environment that values experimentation and creativity. In senior high schools in Ghana, Adu-Gyamfi, Anarfi, and Yidana (2017) investigate how the physical environment of the schools affects students' academic performance. They discovered that the quality of the school's facilities had a big impact on kids' academic performance. Particularly, it was found that factors that were highly predictive of students' academic achievement were classroom size, the presence of furniture, and the state of the walls and flooring.

A thorough evaluation of the literature on the impact of school infrastructure on learning was undertaken by Altschul et al. (2016). They discovered that school infrastructure significantly affects student achievement, with physical amenities and resources including classrooms, libraries, labs, and computers playing a key role. The study also emphasized the requirement for focused infrastructure expenditures in order to enhance educational results. In 2017, Bobonis and Rubio-Codina looked into the effects of building schools in rural Peru. They discovered that while improvements in school infrastructure had a positive impact on student learning results, attendance and grade progression remained unaffected. The study emphasized the significance of taking into account various outcomes and possible trade-offs when making investments in school infrastructure.

Eng and Fen (2019) looked into how junior high school pupils in Indonesia performed academically in relation to their school's facilities. They discovered that factors related to school facilities, such as the standard of classrooms, the availability of libraries, and computer access, had a significant favorable impact on students' academic performance. The study stressed how crucial it is to upgrade school facilities in order to improve student learning results. Faleye and Ajiboye (2018) looked at how secondary school pupils in Nigeria's secondary schools fared academically. They discovered that factors such as classroom size, the state of the walls and flooring, and the availability

of teaching aids were strong predictors of academic accomplishment. These factors all had a significant impact on students' academic performance. The study suggested strengthening school infrastructure as a way to raise academic attainment among students.

In their 2017 study, Kala and Sharma looked at how secondary school pupils' academic performance was impacted by the infrastructure of their schools. The authors observed that school infrastructure has a beneficial impact on student academic achievement after conducting a study with 400 students from different secondary schools in India. They discovered that factors related to infrastructure, such as available classroom space, library resources, and lab resources, had a substantial impact on students' academic performance.

In Turkey, Korkmaz and Korkmaz (2018) looked into how school facilities affected students' academic performance. To ascertain the connection between school infrastructure and academic achievement, the authors examined data from the 2012 PISA (Programme for International Student Assessment). They discovered that aspects of the educational infrastructure, like school size, computer accessibility, and library resources, had a beneficial effect on students' academic performance.

Liu and Muralidharan (2018) looked at how learning in rural Cambodia is impacted by school infrastructure. In 156 rural primary schools in Cambodia, where the authors conducted a randomized controlled experiment, half of the schools were given a package of infrastructural upgrades, including school buildings, water and sanitation facilities, and instructional materials. The infrastructure package significantly improved the outcomes of student learning, according to the study. A thorough evaluation of the literature on the connection between Nigerian school infrastructure and academic achievement was carried out by Ogenyi and Amon (2019). The academic performance of students was positively

impacted by school infrastructure, according to the authors' evaluation of 29 studies done between 1990 and 2018. They also discovered that factors related to the infrastructure, such as the size of the classroom, the accessibility of textbooks, and the availability of lab equipment, were effective predictors of academic achievement.

Pekmez and Yardimci (2017) looked into how Turkey's educational system affected both student achievement and economic growth. In order to ascertain the connection between school infrastructure and academic achievement, the authors analyzed data from the 2014 PISA and carried out a regression analysis. According to the study, factors related to the school infrastructure, such as computer accessibility, library resources, and classroom size, had a favorable effect on students' academic performance. The authors also discovered that Turkey's economic development was positively impacted by school infrastructure.

In 2019, Naim and Naseer explored the effects of Board Practices on School Academic Performance in Pakistan. Their research revealed that effective board practices, including strategic planning, financial oversight, and teacher recruitment, were associated with improved academic performance in schools. Nevertheless, the study acknowledged the necessity for additional research to thoroughly examine the influence of board practices on various dimensions of academic performance and to explore potential mediating factors.

Okumbe and Kariuki (2015) delved into The Role of Board of Management in Enhancing Academic Performance in Public Primary Schools in Kenya, focusing on Uasin Gishu County. Their study in Kenya found that board of management practices, particularly in the areas of teacher motivation and resource allocation, significantly improved academic performance in public primary schools. However, the study also highlighted the need for further investigation into the role of board practices in addressing specific academic challenges, such as literacy and numeracy levels.

Concept of School Performance

Performance in schools is greatly influenced by teacher quality. The learning results of students are significantly impacted by highly skilled and successful teachers. They are able to design engaging and welcoming learning environments because they have strong topic knowledge, pedagogical skill, and pedagogical understanding. Continuous professional development opportunities, encouraging leadership, and cooperative school cultures are all factors that affect the quality of teachers (Leithwood, Louis, Anderson, & Wahlstrom, 2004). The entire management and governance procedures used by the school are included in organizational effectiveness. Organizational success is influenced by solid decision-making procedures, clear goals and objectives, efficient resource allocation, and effective school leadership. A well-managed school makes sure that resources are used properly, policies and procedures are carried out successfully, and the school community is united in pursuing common objectives.

The Organization for Economic Co-operation and Development (OECD) performed a research that found that public secondary school performance varied greatly between nations (OECD, 2019). The study examined the reading, arithmetic, and science test scores of 15-year-old kids and discovered that certain students fared noticeably better than others. The study discovered that socioeconomic status, access to resources at the school, and the caliber of teachers all significantly influence students' performance in public secondary schools (Ogunode & Musa, 2020).

Theoretical Review

Transformational Leadership Theory

The Transformational Leadership Theory originated in the late 1960s with James V. Downton's initial work and was further developed by James MacGregor Burns in 1978. This theory underscores the importance of leaders who inspire and motivate their followers by addressing their needs and

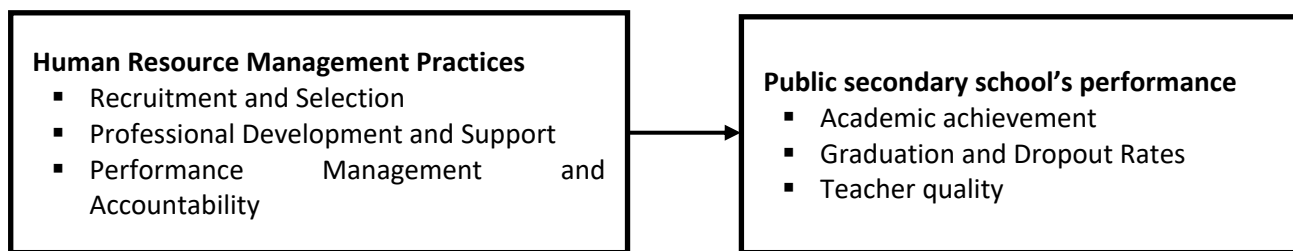
aspirations, ultimately resulting in exceptional achievements. According to the Transformational Leadership Theory, effective leadership can inspire and motivate followers to attain higher levels of performance. In the context of public secondary schools, board of management practices that embrace transformational leadership principles, such as visionary decision-making, setting high expectations, promoting a positive school culture, and empowering teachers and staff, can have a positive impact on school performance. This theory posits that board members who exhibit transformational leadership qualities can enhance the overall organizational climate, student outcomes, and school performance (Siangchokyoo, Klinger, & Campion, 2020).

Transformational leaders in the board of management can shape the school's culture and create a positive working environment for teachers and students (Berkovich, 2016). They can inspire and motivate teachers to go beyond their regular duties, encouraging innovation and creativity in teaching practices. By fostering a shared vision for educational excellence, transformational leaders can align the efforts of the school community towards achieving higher levels of academic performance (Hay, 2006). Additionally, transformational leaders can provide individualized consideration by recognizing and addressing the unique needs and talents of teachers and students. They can support professional development opportunities, mentorship programs, and create avenues for teacher input and involvement in decision-making processes. This personalized approach can enhance teacher satisfaction, engagement, and ultimately contribute to improved student performance (Ghasabeh, Soosay, & Reaiche, 2015). Moreover, transformational leaders act as role models by exhibiting high ethical standards, integrity, and empathy. They create a climate of trust and promote open communication within the school community. These leadership qualities can help build strong relationships between the board of management, teachers,

parents, and other stakeholders, fostering a collaborative approach to school governance and

performance improvement (Rolfe, 2011).

Conceptual Framework



Independent Variables

Dependent Variable

Figure 1: Conceptual Framework

METHODOLOGY

This study employed a mixed-methods approach, utilizing both quantitative and qualitative methods to gain a comprehensive understanding of the research issue. A descriptive survey approach was used, incorporating both quantitative and qualitative methods. The location of the study was Wajir East Constituency which is a voting district situated in Kenya, and it formed one of the six constituencies within Wajir County. For the purpose of this study, the focus was on 15 public secondary schools situated in Wajir East Sub-County, Kenya. As such, the total number of participants targeted was 285 individuals. This comprised 255 teachers, 15 school principals, and 15 members of the Board of Management (BOM). The study's sample size was calculated using Yamane's Formula. A sample size of 167 was used in the study. A purposive sampling method was used to select 40 teachers and one principal from each zone's public secondary schools. In this study, various tools were employed to collect information related to the specific themes of the research goals. These tools encompassed principal interviews and the distribution of questionnaires to teachers for their input.

In the preliminary stage of the research, a sample of 17 individuals from public secondary schools in Wajir East Sub-county was used to test the research tools.

In this study, the data analysis process commenced with identifying recurring themes within the accounts provided by participants regarding their experiences. Initially, the quantitative data were collected and analyzed, followed by the examination of qualitative data. The relevant content was condensed into succinct phrases or sentences to convey clear and individual ideas. To gain a deeper insight into the characteristics of the participants, closed-ended question responses were assigned codes and labels, and frequency counts were calculated.

For the qualitative data, a thematic analysis was performed, presenting the findings in a narrative style aligned with the study's objectives. The quantitative data underwent descriptive analysis using SPSS Version 26, which included computing frequencies, percentages, means, and standard deviation. Additionally, inferential analysis using multiple linear regression was conducted to examine the relationships between the variables. The results of the quantitative analysis were displayed through tables and charts. Correlation and regression analysis were used to explore the relationships between the variables.

RESULTS AND DISCUSSION

Descriptive Analysis

Descriptive research entails using statistical procedures to characterize the population under

investigation. The responses to each of the items of the means, as well as the standard deviation.

Human Resource Management Practices on Secondary School's Performance

The study sought to assess the influence of human resource management practices on secondary school's performance in Wajir East Sub- County, Kenya. The study responses are as shown in Table 1.

Table 1: Human Resource Management Practices on Secondary School's Performance

	N	Mean	Std. Deviation
The school has a well-defined job description and selection criteria for all staff positions.	130	4.21	.804
The school provides regular training and professional development opportunities for all staff members.	130	4.25	.771
The school has a fair and transparent performance evaluation system for staff members.	130	4.20	.801
The school has a system in place for addressing staff grievances and complaints.	130	4.38	.613
The school has a supportive working environment for all staff members.	130	4.19	.864
The school has a well-defined system for promoting and rewarding staff members based on merit.	130	4.22	.647
The school has a system in place for attracting and retaining highly qualified and experienced staff members.	130	4.25	.663

Source: Researcher (2024)

The findings presented in Table 1 revealed that most respondents perceive their schools to have well-defined job descriptions and selection criteria for all staff positions, with a mean score of 4.21. This indicates clarity in roles and expectations, essential for effective staff performance. This finding aligns with the research of Orodho (2018), who emphasized the importance of clear job descriptions in improving organizational efficiency. They also revealed that the provision of regular training and professional development opportunities for staff members is valued by respondents, reflected in a mean score of 4.25. This underscores the importance of continuous learning and skill enhancement in the education sector. These findings are consistent with the work of Awan and Khan (2018), who highlighted the positive impact of professional development on teacher performance and student outcomes. The respondents perceive their schools to have a fair and transparent performance evaluation system for staff members, with a mean score of 4.20. This suggests accountability and recognition of staff

contributions, crucial for motivation and improvement. This finding resonates with the research by Ngaruiya and Wambui (2017), who emphasized the importance of fair evaluation systems in fostering teacher commitment and performance. The presence of a system for addressing staff grievances and complaints is highly valued by respondents, as indicated by a mean score of 4.38. This underscores the significance of fostering a supportive work environment and resolving conflicts promptly. These findings align with the study by Kiamba and Ndirangu (2019), which emphasized the importance of addressing staff concerns to promote job satisfaction and retention.

The respondents perceive their schools to have a supportive and collaborative working environment for all staff members, with a mean score of 4.19. This highlights the importance of fostering teamwork and camaraderie among staff, essential for organizational cohesion and effectiveness. This finding is consistent with the research by Wawire and Otieno (2016), who emphasized the positive

impact of a supportive work environment on teacher morale and performance. The presence of a well-defined system for promoting and rewarding staff members based on merit is perceived positively by respondents, with a mean score of 4.22. This suggests recognition of individual contributions and incentivizes excellence. These findings align with the study by Kibera (2016), which highlighted the importance of merit-based rewards in motivating staff and improving performance. Respondents perceive their schools to have a system in place for attracting and retaining highly qualified and experienced staff members, with a mean score of 4.25. This underscores the importance of talent management strategies in ensuring a competent workforce. This finding resonates with the research by Njagi and Mwangi (2019), who emphasized the role of effective recruitment and retention practices in enhancing organizational performance.

On interview, the school principal said that: In our school, human resource management practices are characterized by effective recruitment, professional development opportunities, performance

evaluation, and a supportive work culture. We prioritize the continuous growth and well-being of our staff, recognizing that their dedication and expertise are crucial for the success of our students.

The influence of these practices on the overall performance of the school is significant. A motivated and well-supported teaching staff translates into improved student outcomes. Teachers who feel valued and supported are more likely to be effective in the classroom, leading to enhanced learning experiences for students. Additionally, ongoing professional development ensures that our staff remains up-to-date with the latest pedagogical approaches and subject knowledge, further contributing to the school's academic excellence.

Public Secondary School's Performance in Wajir East Sub- County, Kenya

The study sought to determine the public secondary school's performance in Wajir East Sub-County, Kenya. The study responses are as shown in Table 2.

Table 2: Public Secondary School's Performance

	N	Mean	Std. Deviation
The academic performance of students in this school is commendable.	130	4.20	.730
The school provides extensive resources and facilities to enhance teaching and learning.	130	4.14	.869
The school efficiently manages its financial resources to optimize benefits for students.	130	4.20	.709
The teachers in this school are highly skilled and dedicated to their profession.	130	4.18	.734
The school effectively implements strategies to foster student discipline and positive conduct.	130	4.29	.640
The school actively engages parents and the community in school activities and decision-making processes.	129	4.16	.734
The school efficiently prepares students for further education or employment opportunities after graduation.	130	4.18	.802

Source: Researcher (2024)

The findings as presented in Table 2 revealed that most respondents perceive the academic performance of students in the schools to be commendable, as indicated by a mean score of 4.20. This suggests a positive view of the

educational outcomes achieved by these institutions. This finding aligns with the research by Orodho (2018), who emphasized the importance of academic excellence in measuring school performance. The perception that schools provide

extensive resources and facilities to enhance teaching and learning is valued by respondents, reflected in a mean score of 4.14. This indicates a recognition of the importance of adequate infrastructure and resources in supporting student achievement. These findings resonate with the study by Njagi and Mwangi (2019), which highlighted the positive impact of resource provision on school performance. Respondents perceive schools to efficiently manage their financial resources to optimize benefits for students, with a mean score of 4.20. This underscores the importance of effective financial management in ensuring resource utilization aligns with educational goals. This finding aligns with the research by Wawire and Otieno (2016), who emphasized the role of financial stewardship in enhancing school effectiveness. Highly Skilled and Dedicated Teachers: The perception that teachers in these schools are highly skilled and dedicated to their profession is valued by respondents, as indicated by a mean score of 4.18. This suggests confidence in the quality of teaching staff and their commitment to student success. These findings are consistent with the study by Awan and Khan (2018), which highlighted the importance of teacher quality in driving school performance.

The respondents perceive schools to effectively implement strategies to foster student discipline and positive conduct, with a mean score of 4.29. This indicates a focus on maintaining a conducive learning environment conducive to student success. This finding resonates with the research by Kiamba and Ndirangu (2019), who emphasized the importance of discipline in promoting academic achievement. While slightly lower, respondents still acknowledge the active engagement of parents and the community in school activities and decision-making processes, with a mean score of 4.16. This suggests recognition of the importance of collaboration between schools and the community in promoting student success. These findings align with the study by Kibera (2016), which highlighted the positive impact of community involvement on

school performance. The respondents perceive schools to efficiently prepare students for further education or employment opportunities after graduation, with a mean score of 4.18. This underscores the importance of equipping students with the necessary skills and knowledge for future success. This finding is consistent with the research by Ngaruiya and Wambui (2017), who emphasized the role of secondary education in facilitating transitions to higher education or the workforce.

SUMMARY

The study revealed that human resource management practices significantly influence the performance of public secondary schools. Schools with well-defined job descriptions and selection criteria for staff positions ensure clarity in roles and expectations, enhancing organizational efficiency. Moreover, providing regular training and professional development opportunities for staff members promotes continuous learning and skill enhancement, ultimately benefiting student outcomes. Fair and transparent performance evaluation systems recognize staff contributions and motivate improvement, while addressing staff grievances fosters a supportive work environment. Additionally, systems for promoting and rewarding staff members based on merit and attracting highly qualified personnel contribute to a competent workforce.

CONCLUSIONS

The study concluded that human resource management practices significantly contribute to the performance of public secondary schools. Clear job descriptions, regular training, fair performance evaluation systems, and mechanisms for addressing staff grievances were identified as key factors in fostering a motivated and skilled teaching workforce. These practices lead to improved teacher effectiveness and ultimately benefit student learning outcomes.

RECOMMENDATIONS

The study recommended that schools should adopt effective human resource management practices to support teacher effectiveness and improve school performance. This includes establishing clear job descriptions and selection criteria, providing regular training and professional development opportunities, implementing fair and transparent performance evaluation systems, and establishing

mechanisms for addressing staff grievances. Additionally, schools should create a supportive and collaborative working environment to foster teamwork and enhance staff morale. By prioritizing human resource management practices, schools can attract and retain skilled teachers, promote continuous improvement, and ultimately enhance student learning outcomes.

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