

The Influence Of Teaching Staff Compensation On Academic Performance Of Secondary Schools In Machakos County

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Abstract: *The aim of the study was to establish the influence of human resource management practices on academic performance of secondary schools in Machakos County. The study sought to examine the influence of teaching staff compensation on the academic performance of secondary schools in Machakos County, Kenya. The study employed mixed methods research design. The target population was the 413 secondary schools in Machakos County. The school principals were selected as units of observation. The study used primary data that was collected using self-administered semi-structured questionnaires and interview schedules. Qualitative data collected was analysed using content analysis while for the quantitative data, descriptive analysis and inferential analysis were carried out. The study found that human resource management practice teaching staff compensation positively and significantly influenced the academic performance of secondary schools in Machakos County. The study recommends that the Teachers Service Commission ought to continuously and regularly review the compensation packages for teachers so that they are at all times competitive and also market based.*

Keywords: *Academic Performance, teaching staff, compensation and Human resource management practices*

I. INTRODUCTION

Human resource management practices are key components of performance in almost all organizations. Organizational performance is an indicator which measures how well an enterprise achieves its objectives (Oladipo, Abdalkedar & Danlamis, 2011). Embracing human resource management leads to an increased organizational performance. A number of studies have found a favorable relationship between the alleged high-performance work practices and different measures of company performance (Uysal & Koca, 2009; Khan 2010).

CONCEPT OF PERFORMANCE

Organizational performance is concerned with among others, product or service quality, product or service innovation, employee attraction, employee retention, customer satisfaction, management/employee relation and employee relation (Okpara & Wynn 2008). Armstrong (2010) observes

that the effective functioning of an organization is enhanced where employees perform their jobs at a satisfactory level of proficiency and there are opportunities for the continued development and training of employees not only in their jobs, but as well develop them for other jobs for which they might later be considered when all the practices are managed well. Academic performance is a threshold assessment used to measure a student's ability to meet performance criteria. Grades are used to measure learning or knowledge and attainment of learning objectives and acquisition of skills and competencies (York2015). Academic performance of a student is regarded as the observable and measurable behavior in a particular situation (Komba, Hizza, & Jonathan, 2013).

Academic performance as measured by the examination results is the aggregate form in a course or GPA is one of the major goals of a school globally (Oredein, 2016). The social and economic development of a county is directly linked with student academic performance (Mushtaq & Khan 2012). Students with quality results become great leaders and manpower for the country thus responsible for country's

economic and social development. York, Gibson and Rankin (2015) notes that academic failure is not only frustrating to the pupils and the parents; its effects are equally grave on the society in terms of death of manpower in all spheres of the economy and politics.

Education outcomes are measured through examinations which have been accepted as an important aspect of the educational system. In Kenya, the Kenya Certificate of Secondary Education (KCSE) examination administered by the Kenya National Examinations Council (KNEC) measures student performance. It is used as the main basis for judging a student's ability and also as a means of selection for educational advancement and employment (Kieti, 2017). The education system in Kenya places a minimum grade C+ which students must obtain before they are admitted to public and private universities (Kigotho, 2012). Those who fail in the KCSE examination are most likely to join the high number of unemployed youngsters who look for informal jobs in a country that has few of them (Maina, 2017).

SECONDARY SCHOOLS IN KENYA

In Kenya, there are 8892 public secondary schools, 1350 private secondary schools (Economic Survey, 2017). The public secondary schools are further categorized as National schools, extra county secondary schools, County secondary schools and sub-county secondary schools. In Machakos County there are 413 secondary schools: three 331 Public schools and 81 private schools which offer the Kenya Certificate Secondary Examination. Among the public schools, there are two (2) National schools, 18 extra county schools, 43 county schools and 207 sub-county schools and 81 private schools (NEMIS, 2018).

Public secondary schools are managed by principals who are appointed by the Teachers Service Commission (Musera, Achoka, & Mugasia, 2012). The principals are expected to improve professionalism and address the issue of capacity building. They play a key role in the achievement of goals and objectives of a school. The principals are required to undertake a one year Kenya Education Management Institute Diploma in Education Management course, for effective management and good governance of schools (Hossain & Musembi, 2012).

SECONDARY SCHOOLS IN MACHAKOS COUNTY

Statistics of KCSE analysis in the last six years, indicate that majority of the secondary schools in Machakos County registered a mean score below that of the other schools of similar categories in other counties. Schools in other counties of the same category post results with a higher index, for example in the national category, Friends school Kamusinga in Bungoma County in the year 2017 posted a mean of index 10.28, while Machakos School posted an index of 7.8.

In the year 2017 Alliance Girls, a national school in Kiambu posted a mean score of 9.52 while Kathiani girls of similar category posted a mean of 5.81. Machakos Girls, an extra county school posted a mean index of 7.09 while Muthale Girls in Kitui posted an index of 9.65. Kyeni Girls an extra county school in Embu posted a mean of 8.6 while

Muthetheni Girls of similar category posted a mean of 6.8. In the year 2015 Vyulya Girls an Extra county school posted an index mean 6.5 while Nguviu Girls in Embu posted a mean index 7.4.(KNEC online).

One of the objectives of secondary education in Kenya is to prepare students to make a positive contribution to the development of society and to acquire attitudes of national patriotism, self-respect, self-reliance and self-discipline (National Economic Security Program 2013/2018). Secondary education provides the skills and tools to help meet a country's growing demands for highly skilled and educated workers in a globalized world (Amini, 2015). Schools like other organizations need to achieve their desired goals/objectives. One of the tools of measuring academic success are performance in examinations (York, Gibson, & Rankin, 2015).

YEA R	TOT AL	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	C. MEAN
2019	27222	2	117	374	788	119 8	157 2	227 4	310 5	381 0	569 8	493 0	863	3.744
2018	23856	4	53	210	531	906	131 9	175 1	265 8	364 1	554 2	615 8	122 4	3.11
2017	23479	0	34	144	353	642	905	141 4	213 2	325 2	521 2	762 0	173 3	3.112
2016	21662	0	81	270	522	799	116 3	158 1	214 4	304 6	451 5	617 6	136 5	3.29
2015	20891	12	153	437	763	128 3	180 8	240 9	313 3	353 1	411 8	292 1	317	3.725
2014	19152	28	169	442	799	115 1	165 3	217 9	296 6	335 6	365 1	247 0	284	4.799
2013	18416	18	171	728	998	257	186 8	238 1	280 1	339 2	238 7	338	404	4.567

Source: Machakos County Director of Education Office (2020)

Table 1.1: KCSE Performances in 2013 -2019 in Machakos County

Despite the increasing number of candidates registered for KCSE each year, the results show a decline in quality grades and an increase in weak grades especially from 2013 to 2017. The results also show an increasing number of weak grades each year. The overall mean of the entire county has been below 5 out of the expected 12 for the period under study, and on a constant declining trend. This is of great concern to stakeholders. The percentage of candidates scoring grade C+ and above in the county has been very low. For instance, 2013 it was 27%; 2014-22.7%; 2015- 21.35%; 2016- 13.8%; 2017- 8.83%; 2018 -12.68% and 2019-14.88%.

The performance in KCSE in Machakos county therefore implies that majority of the students cannot be admitted for the competitive degree courses. In Kenya the ministry of Education observes that education is a means for developing and enhancing the human resources that the country needs in order to achieve industrial and technological advancement (Ministry of Education, 2015). The results therefore imply that very few candidates from Machakos County fit in the top cadre. The long term implication is shortage of quality manpower nationally and in the county.

STATEMENT OF THE PROBLEM

A number of factors could be attributed to declining performance trends, among them teacher management, lack of basic infrastructural facilities, lack of motivation, lack of supervision, indiscipline of students or lack of human resource management practices which are key to good performance (K'Obonyo, Busienei & Ogutu, 2013). Many studies have been done on some of the factors that affect performance of

secondary schools. Studies by Olufemi, Adediran and Oyediran (2018), and Kormla (2012) addressed other areas like geographical factors, socioeconomic factors, and lack of resource materials, housing type and leadership practices and not the influence of HRM practices in secondary schools. Studies by Kepha (2014), Sang (2015) and Mutiso (2013) though conducted in different contexts, demonstrated that there was a link between human resource management practices and performance.

Based on the declining trends of performance of secondary schools in the Machakos County, there was a justifiable need for a study to examine the influence of human resource management practices on academic performance, and if putting in place such practices would improve academic performance. This study examined the influence of human resource management practices, school infrastructure and academic performance of secondary schools in Machakos County, Kenya.

OBJECTIVES OF THE STUDY

The general objective of the study was to examine the relationship between human resource management practices and academic performance of secondary schools in Machakos County, Kenya,

SPECIFIC OBJECTIVES

- ✓ Establish the influence of teaching staff compensation on academic performance of secondary schools in Machakos County.

RESEARCH HYPOTHESES

- ✓ There is no significant relationship between teaching staff compensation and academic performance of secondary schools in Machakos County.

II. LITERATURE REVIEW

RESOURCE BASED THEORY

Barney's (2007) resource-based view (RBV) theory observes that a company must have valuable, rare, inimitable and non-substitutable resources to have a sustainable competitive advantage, and that these resources include everything internal to the firm. Barney (2007) listed all of the assets, capabilities, organizational processes, firm attributes, information and knowledge as resources. Wright and McMahan (1992) further explain what people, as resources, must have for the company to be competitive. They must give value to the organization's production processes; they must have rare skills to promote significant performance. The human capital investment must not be easily imitated. A company's human resources must not be substituted or replaced by technological alternatives. The high levels of automation in many industries and the continuing shift towards a service economy have made substitution less likely (Armstrong, 2013).

The theory argues that good human resource management practices lead to good functioning of internal organization which eventually becomes the source of creativity, innovation and successful performance of organization (Ahteela & Vanhala, 2011). Thus, the practices should be considered as a strategic issue within the learning institution. The policies, systems and practices influencing attitude, behavior and performance of employees compose the HRM (Noe, Hollenbeck, Gerhart, & Wright, 2007). Porter (2008) observes that the resource-based theory has been an imperative step in human resource management since it has given a new point of view to explain a firm's success. According to the focus on resources, an institution's success is due to joint resources and capabilities which an organization owns and makes it different from its competitors.

Among such resources and capabilities are the human resources and the crucial attributes of knowledge, skill, and talent. These resources and capabilities may constitute a source of competitive advantage (Hesketh & Fleetwood, 2008). From this point of view, the HRM practices in an organization are geared towards strengthening those significant capabilities and knowledge. Secondary schools are not exceptional and this calls for resource mobilization towards improved performance.

Wright and McMahan (2001) show the relation between strategy, HRM practices and human resource capital pool. They observe that if resources are strategic for the firm, it implies that they are scarce, valuable, specific or difficult to transfer. This is possible if the organization implements HRM practices such as recruitment of essential employees, compensating them conveniently, training them or to develop new capabilities and motivate them through incentives. Consequently, the HRM practices are likely to affect the performance.

The resource-based view of the organization gives a new perspective to human resource management. The organization creates and implements new measures in areas such as recruitment and selection, training and career development, compensation among others (Grant, 2002). An organization will usually train its employees in order to increase productivity for this reason, an organization will only train employees in those abilities and skills that are crucial to making tasks better and faster (Grant, 2002). As far as compensation is concerned, the focus is compensating individual performance and the value created by an employee. The resource-based theory has thus made it possible to mark the importance of human resources for an enterprise because it is able to create competitive advantages.

Capabilities are another key concept within resource-based theory. Resources refer to what an organization owns, capabilities refer to what the organization can do (Mullins 2005). Capabilities tend to arise over time as a firm takes actions that build on its strategic resources. They are important in part because they are about how organizations capture the potential value that resources offer. Capabilities are needed to bundle, to manage, and otherwise to exploit resources in a manner that provides maximum productivity.

Overall, the resource-based theory provides a useful basis for understanding the value that HRM adds to the performance of the organization. Human resource management (HRM)

practices have been widely researched and accepted as playing an instrumental role in creating and sustaining organizational performance (Hesketh & Fleetwood, 2008). It is argued that the resource-based view of the firm (RBV) on human resource management generates sustainable competitive advantage through recruiting, developing and retaining exceptional human talent (Steinkellner, Czerny, & Lueger, 2010).

The resource-based theory is relevant to this study because the theory emphasized on the importance of developing and enhancing the resources that are distinctive for a competitive advantage (Perce & Robinson, 2007). It relates to this study in that teachers who form part of human resources should be properly recruited and selected, trained and developed, properly remunerated and work in a healthy and safe place with the proper physical infrastructure for better performance. If this is done the academic performance is expected to improve.

UNIVERSALISTIC THEORY

The universalistic theory was postulated by Dewar and Werbel (1979) who sought for best practices in human resource management. Several researchers have contributed to the universalistic theory such as Beh and Loo (2013), Hamid (2013) and Hughes (2002). The researchers admit that there is a linear relationship in organizational performance if certain HRM practices are implemented. They argue that some HRM practices are superior to others and therefore all organizations should assume these best practices. Hamid (2013) for example refers to the universalistic theory as the “best” practice model which is based on the assumption that there is a set of superior/best HRM practices, and that adopting them will definitely lead to superior organizational performance. If certain HRM practices are implemented in the organization, they can guarantee increases in performance.

The ‘best’ HRM practices are seen through improved employee attitudes and behaviors, lower levels of absenteeism and turnover, higher levels of skills and therefore higher productivity, enhanced quality and efficiency and of course increased profitability (Marchington & Wilkinson, 2008). Therefore, all organizations will benefit and experience improved organizational performance if they will be able to identify, get committed to and implement a set of best HRM practices.

The universalistic perspective maintains that firms will see performance gains by identifying and implementing best practice irrespective of the product market situation, industry or location of the firm (Pfeffer, 2001). It is up to the firm to decide what may be relevant in general terms and what can be adopted to fit its particular strategic and operational requirements. There are certain “best” HRM practices that contribute to increased organizational performance regardless of the strategic goals of the organization (Hughes, 2002). These are recruitment and selection, socialization, job design, training, communication, participation, career development, performance management, employee reward and job security (Maina, 2012). The universalistic approach to HRM research assumes that HRM practices contribute to worker motivation (and thereby increased productivity) as well as increased

efficiency (Ichniowski, Kochan, Levine, Olson, & Strauss, 2000).

Boxal (2007) observes that the universal human resource management practices among them, recruitment, training, reward management, job rotation and staff welfare and firm performance are related and supported by arguments from universalistic theory which suggests that people possess skills, knowledge and abilities through effective human resource management practices that provide economic value to firms. Therefore, increased productivity derived from human capital depends on the effectiveness of HRM practices in organizations (Storey, 2004).

Wayne, Musisca and Fleeson (2010) suggest that HRM practices that signal the organization’s intentions to invest in employees (such as developmental experiences and training) produced higher levels of (influence) organizational commitment. In recent times, HRM has assumed new prominence because of continuing concerns about global competition, the internalization of technology and the productivity of labour through effective HRM practices (Bratton & Gold, 2006). Joan Marques (2015) notes that the strength of universalism is its consistency and with the moral approach, there is no question about the decision to be made what is right for one should be right for all. Managers need to change the way they manage the employment relationship in order to allow the most effective utilization of human resources.

The universalistic approach does not consider that what works well in one organization will not necessary work well in another because it may not fit its strategy, technology or working practices. The theory is relevant to this study because each secondary school should have a set of best HRM practices; procurement of teaching staff, training and development, compensation practices and safety which are the independent variables for this study. The best practices if well managed will influence academic performance, which is the dependent variable.

HUMAN CAPITAL THEORY

The Human Capital Theory was developed by Samuel and Gary (1930). It is defined as the knowledge, skills, assets, and experiences that an individual has which add value to a company (mixture of human and skill). Human capital is a way to determine economic performance in a workforce and this idea of human capital itself gave rise to human capital theory (Armstrong, 2010). However, not every employee has the same value; it depends on their knowledge, skills, and assets.

The human capital theory acknowledges the values that people can contribute to an organization and regards people as assets stressing that investment by organizations in people will generate worthwhile returns (Tan, 2014). Torrington (2008) explains that human capital theory signifies the combined intelligence and experience of staff. He specifically points out that effective HRM practices are an organization’s source of competitive edge. The theory has, cross-cutting significance in HRM practices such as recruitment and selection, training and development, human resource planning among others that are meant to help organizations achieve their goals.

Armstrong (2013) observes that individuals generate, retain and use knowledge and skills to create intellectual capital. Their knowledge is enhanced by the interactions between themselves and this generates the additional knowledge possessed by an organization. Further, individuals generate, retain and use knowledge and skills to create intellectual capital. Throughout the investment of human capital, an individual acquires knowledge and skills that can easily be transferred to certain goods and services (Whitaker, Debbie, Wilson, & Laura, 2007).

Shrader (2007) notes that without investments in human capital we would be left with only hard physical labour and high levels of poverty. The human capital theory has the ability to use the knowledge skill and experience to achieve results and potential for growth. The theory is relevant to the proposed study because it is indeed the knowledge, skills and abilities of individuals that create value. This is why the focus of any organization has to be on the means of hiring, developing and rewarding. The theory contributes to the study because schools need to ensure that they have the right human resources right from recruitment if they have to produce quality results.

Each organization has to focus on the means of recruitment of the right people, training and development of the people for better results. Therefore, it informs two independent variables and suggests that when the right people with proper skills are put in place productivity is expected. When the focus is on the right means of recruiting and training the people then secondary schools can expect to produce quality grades.

STAFF COMPENSATION

Compensation is an important part of human resources management as it affects the performance of employees and establishes the degree of relationship between the employer and employee. Armstrong (2012) notes that total compensation is a combination of financial and non-financial rewards given to employees. Employees anticipate adequate compensation in order to satisfy their needs after helping the organization achieve its goals (Adeniji & Osibanjo, 2012). In the age of global competition, it is very essential to identify and retain the efficient, competent and knowledgeable employees in organizations by developing and maintaining an effective compensation program for getting the best job performance from the employee (Aker & Moazzam, 2016). Compensation is a vital part of human resource management, which helps in encouraging the employees and improving organizational effectiveness.

Compensation packages with good pay and advantages can help attract and retain the best employees. A quick survey of employees about compensation is likely to expose an expectation that wages are fair and cover basic living expenses, keep up with inflation, leave some money for savings (perhaps for retirement) and leisure, increment over time. Compensation includes payments like bonuses, profit sharing, overtime pay, recognition rewards. Mullins (2010) argues that compensation is concerned with the formulation and implementation of strategies and policies that aim to reward people fairly, equitable and consistently in accordance

with their value to the organization. Therefore, compensation includes, but not limited to health care benefits, educational incentives, part time off, vacation time, flexible schedules, retirement, special programs, work environment and salary.

Compensation policies addresses the broad issues that serve to guide the organization on how to remain competitive in the market, practice equity and transparency and pay structure to be adopted in an organization (Armstrong, 2012). Compensation policies help in defining employment relationships, contractual obligations and the implied psychological contract between the employer and the employee. A compensation policy promotes the relationship by having committed employees who have trust with the organization, are willing to perform their duties and have readiness to assist other employees. Compensation is an important part of human resources management as it affects the performance of employees and establishes the degree of relationship between the employer and employee.

Compensation can also include monetary and non-monetary perks like a company-paid car, company-paid housing and stock opportunities. Armstrong (2012) notes that total compensation is a combination of financial and non-financial rewards given to employees. Employees anticipate adequate compensation in order to satisfy their needs after helping the organization achieve its goals (Adeniji & Osibanjo, 2012). Gituathi (2012) recommends that the government should invest in HRM practices that motivate teachers so as to enhance academic performance of such teachers in national examinations.

III. RESEARCH METHODOLOGY

This study employed a mixed methods research design. The target population of this study was all the 413 secondary schools in Machakos County which offered KCSE. The schools consisted of 2 national secondary schools, 30 extra county secondary schools, 93 county secondary schools, 207 sub-county secondary schools and 81 private secondary schools. The Yamane's formula (1989) was then used to determine the sample size for the remaining secondary schools which were considered in the survey as follows;

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

Where N is the target population

n is the desired sample size

δ is the critical value of the confidence level (0.05)

The regression equations were specified as follows;

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

$$Y_1 = \beta_0 + \beta_1 X_1 + e$$

$$Y_2 = \beta_0 + \beta_2 X_2 + e$$

$$Y_3 = \beta_0 + \beta_3 X_3 + e$$

$$Y_4 = \beta_0 + \beta_4 X_4 + e$$

Where:

Y = is the dependent variable which is a measure of academic performance of secondary schools in Machakos County for all the HRM practices under study

Y_1, Y_2, Y_3, Y_4 = dependent variables which are measures of academic performance of secondary schools in Machakos County for each HRM practice.

X_1 = Teaching staff recruitment and selection
 X_2 = Teaching staff training and development
 X_3 = Teaching staff compensation
 X_4 = Teaching staff safety

$\beta_1, \beta_2, \beta_3$, and β_4 = Beta coefficients for each of the four independent variables

β_0 = Constant Term

ε = Error term

DIAGNOSTIC TESTS

Various diagnostic tests were conducted before the estimating the model in order to in check whether the assumptions of the ordinary linear regression model were met or not. This assisted in reducing the risks of obtaining biased, inefficient, and inconsistent parameter estimates.

NORMALITY TEST

Multiple linear regression assumes that study variables have normal distributions since variables with substantial outliers can distort relationships and significance tests (Fox, 2019). Thus, it is assumed that errors are normally distributed for any combination of values on the predictor variables (Uyanık & Güler, 2013). Therefore, the normality tests were conducted in order to check whether the data on teaching staff recruitment and selection, teaching staff training and development, teaching staff compensation, teaching staff safety, school infrastructure as well as the academic performance of secondary schools in Machakos County were drawn from a normal distribution. This was necessary in order to ensure that there were no outliers that were likely to distort relationships and significance tests as this would affect the accuracy of inferences made. The normality of data was tested using the Kolmogorov-Smirnov test. The rule of the thumb was that the null-hypothesis of a normal distribution should not be rejected when the Kolmogorov-Smirnov p-values for the study variables were greater than 0.05.

MULTICOLLINEARITY TEST

Multicollinearity is a condition in which the independent variables are highly correlated ($r=0.8$ or greater) such that the effects of the independent variables on the outcome or dependent variable cannot be separated (Daoud, 2017). The assumption of the ordinary linear multiple regression is that the dataset does not suffer from multicollinearity, that is, the independent variables are not highly correlated with each other (Kraha, Turner, Nimon, Zientek, & Henson, 2012). Hence, the purpose of conducting a multicollinearity test in this case was to determine if the independent variables in the study namely teaching staff recruitment and selection, teaching staff training and development, teaching staff compensation as well as teaching staff safety were strongly correlated or not since when these variables are strongly correlated, it is difficult to predict the effect that a particular independent variable has on the dependent variable (Zainodin, Noraini, & Yap, 2011). A Variance Inflation Factor (VIF) test was therefore be conducted where a VIF value of 1 indicated no correlation between predictor variables, a value of between

1 and 5 indicated moderate correlation while a VIF value above 5 indicated that independent variables were strongly correlated.

LINEARITY TEST

One of the assumptions of ordinary linear regression is that there must be a linear relationship between the outcome or dependent variable and the independent variables (Kelley & Bolin, 2013). If the relationship between the dependent variable and the independent variables is not linear, the results of the regression analysis will underestimate the true relationship. Thus, the linearity test was conducted to determine if the relationship between a given independent variable (teaching staff recruitment and selection, teaching staff training and development, teaching staff compensation as well as teaching staff safety) and the dependent variable was linear or not. This was crucial because standard multiple regression can only accurately estimate the relationship between dependent and independent variables if the relationships are linear in nature (Williams, Grajales, & Kurkiewicz, 2013). Scatter plot diagram were considered in this case where for variables to have a linear relationship, the data distribution should show a linear trend with a roughly constant variance.

IV. ANALYSIS

TEACHING STAFF COMPENSATION

The study sought to determine the influence of teaching staff compensation on the academic performance of secondary schools in Machakos County. Descriptive statistics were first extracted to show the level of teaching staff compensation in the sampled schools. The findings obtained are outlined in the following subsections: -

ASPECTS OF TEACHING STAFF COMPENSATION

The principals reacted to a number of statements relating to staff compensation in their schools by rating their level of agreement or disagreement with the statements based on a Likert scale which ranged from 1=strongly disagree to 5=strongly agree. The mean of responses and standard deviation for each statement is provided in Table 4.11. The study established that on average, the principals neither agreed or disagreed that there were established overtime policies in their schools, given a Mean of 2.709 and Std. deviation of 1.203 and whether their schools offered good allowances packages compared to other schools as shown by Mean of 3.152 and Std. deviation of 0.985. On the other hand, the principals on average, agreed that their schools offered diverse incentives to teachers, Mean of 3.636, Std. deviation of 0.934. That the rewards and benefits offered by their schools were proportionate with the amount and quality of work done by teachers by a Mean of 3.715 and Std. deviation of 1.029. That there was fairness and equity in the manner in which allowances and other benefits were given to teachers in their schools, given by a Mean of 4.046 and a Std. deviation of

0.955. The findings further showed that the principals also agreed that the teachers who produced good results in their schools were always recognized and rewarded given a Mean of 4.232 and Std. deviation of 0.734. Overall, the mean of responses of 3.582 and a standard deviation of 0.706 implied that the principals on average, were agreeing with most of the statements presented on staff compensation and that there was variation in their responses as indicated by the standard deviation.

Statements	N	Mean	Standard Deviation
There is an established overtime policy in this school.	151	2.709	1.203
The school offers good allowances packages compared to other schools.	151	3.152	0.985
The school offers diverse incentives to teachers.	151	3.636	0.934
The rewards and benefits offered by the school are proportionate with the amount and quality of work done by teachers.	151	3.715	1.029
There is fairness and equity in the manner in which allowances and other benefits are given to teachers in this school.	151	4.046	0.955
The teachers who produce good results in this school are always recognized and rewarded.	151	4.232	0.734
Composite Mean and Standard Deviation		3.582	0.706
Valid N	151		

Table 4.11: Aspects of Teaching Staff Compensation

The findings provided in Table 4.11 above demonstrate that in the sampled schools, much emphasis was largely directed towards recognizing and rewarding teachers who produced good results and also guaranteeing fairness and equity in the manner in which allowances and other benefits were given to teachers. The schools had also to a large extent paid attention to offering rewards and benefits that matched the amount and quality of work done by teachers and also offering them diverse incentives. However, the schools had not optimally capitalized on offering better allowance packages to their teaching staff in comparison to other schools and also establishing overtime policies.

Akter and Moazzam (2016) argues that its necessary for organizations to develop and maintain an effective compensation programme if they are to attract and retain efficient and competent employees who can perform well in their duties. Dessler (2009) also posits that the formulation of an excellent plan for rewarding employees within an organization is critical for both the organization and its staff. The compensation given according to Pongah (2016) comprises of not only basic rewards but also extrinsic and monetary rewards. Odunlade (2012) also views staff compensation as all forms of financial returns and tangible benefits received by staff as part of the employment relationship where the benefits encompass payments made to employees indirectly, both monetary and non-monetary.

The findings provided in Table 4.11 are consistent with the arguments of Mullins (2010) that the strategies and policies used when compensating employees should aim at rewarding individuals fairly, equitably and consistently in

accordance with their value to the organization. The findings of the study also support the observations of Otonde and Gloria (2014) that the rewards given to employees are formed on the basis of the job value, the personal input of the employee, their efforts in addition to the way in which they perform. Kitur (2015) posits that competitive payment packages should be given to employees in order to motivate them. Akinyi (2014) also argues that compensation and benefits packages for employees ought to be comparative and also market based so that the highly qualified personnel can be attracted to continue working for the organizations.

POSSIBLE WAYS OF IMPROVING TEACHING STAFF COMPENSATION

The principals were also asked to suggest the possible ways of improving teaching staff compensation in their schools so as to enhance academic performance. The suggestions are as shown in Table 4.15. The findings show that all the principals suggested salary increments or better pay for teaching staff. According to 149 (98.68%) of the principals, more funds for better allowances should be availed, 145 (96.03%) called for timely or prompt payments so that teachers meet their targets, 139 (92.05%) noted that teachers needed to be awarded immediately results were released, 128 (84.77%) suggested that more investments in income generating activities were necessary to increase revenues to be used to pay teachers for overtime while 115 (76.16%) of the principals called for increased budget allocations by BOM for compensating BOM teachers.

The study results also show that 106 (70.20%) of the principals called for fairness in compensation to enhance teacher motivation, 102 (67.55%) suggested diverse rewards for teachers so as to improve grades in different subjects, 99 (65.56%) believed that increased promotions and monetary awards were necessary, 86 (56.95%) of the principals noted that other aspects of performance other than academics should be recognized while 75 (49.67%) of the principals suggested that tokens given to teachers should match the actual performance of each teacher per subject (earn as you perform).

The creation of strong welfare office for teachers was suggested by 57 (37.75%) of the principals. Improved free lunch and accommodation and implementation of Work Injury Benefits Act (WIBA) policies were emphasized by 54 (35.76%) and 39 (25.83%) of the principals respectively. The findings further show that 31 (20.53%) of the principals thought it was necessary for TSC to establish a reward system for teachers, 13 (8.61%) stated that teachers should be refunded when they spent their monies on revision materials while an equal number of principals, 1 (0.66%), each noted that teachers can be awarded some tenders in the school and that school heads can be allowed to charge some motivation fees respectively.

Teaching Staff Compensation and Academic Performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.797a	0.635	0.632	0.669898
a Predictors: (Constant), Teaching Staff Compensation				
ANOVAa				

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	116.244	1	116.244	259.031	.000b
	Residual	66.866	149	0.449		
	Total	183.109	150			
a Dependent Variable: Academic Performance						
b Predictors: (Constant), Teaching Staff Compensation						
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
1		B	Std. Error	Beta		
	(Constant)	0.036	0.155		0.229	0.819
	Teaching Staff Compensation	0.825	0.051	0.797	16.094	0.000
a Dependent Variable: Academic Performance						

MODEL SUMMARY

The results presented in Table 4.34 show that staff compensation was linked to 63.5% of the variation in academic performance of secondary schools in Machakos County given a coefficient of determination (R Square) of 0.635. The rest of the variation in the academic performance of the secondary schools considered in this study, 36.5%, were attributed to other factors not considered in this study. The study also assessed whether the model used in linking staff compensation to academic performance of secondary schools in Machakos County was significant.

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GOODNESS OF FIT

As shown by the findings outlined in the second output in Table 4.34, the p value associated with the F statistic calculated was less than the critical p set at 0.05 in this study and this led to the conclusion that the model used to link these variables was significant or adequate given, $F(1, 149) = 259.031, p = .000, p < 0.05$.

REGRESSION COEFFICIENT

The study further established that the academic performance of secondary schools in Machakos County was positively and significantly influenced by staff compensation in the schools as supported by ($\beta = 0.825, t = 16.094, p =$

.000). The implication of these results was that increased staff compensation by one unit would result to enhanced academic performance of the schools under study by 0.825 units, holding all other factors constant. From the findings, the p value computed was 0.000 which was less than 0.05. Consequently, the null hypothesis was rejected and a conclusion made that teaching staff compensation has a significant influence on the academic performance of secondary schools in Machakos County. These findings confirm the argument of five of the KIs who stated that better compensation translated to good academic performance. Nonetheless, these findings are inconsistent with views of KI 1 that it was not compensation but the commitment of the teachers and interaction level with students that resulted to better academic performance.

Compared to past research, the findings of this study were in agreement with that of Muguongo, Muguna and Murithi (2015) which suggested that compensation packages were likely to improve teacher satisfaction and commitment in their work hence improved students' academic performance. The findings also supported that of Arasa, Katua and Kimani (2018) which showed that employment benefits such as allowances, incentives and bonuses positively affected employees' performance by motivating them to be productive culminating to organizational success. The following model was fitted based on the regression estimates obtained;

$$Y = 0.036 + 0.825 X_3$$

Where; Y =Academic performance of secondary schools in Machakos County, X_3 =Teaching staff compensation

V. SUMMARY AND RECOMMENDATIONS

TEACHING STAFF COMPENSATION AND ACADEMIC PERFORMANCE OF SCHOOLS

The study sought to establish the influence of teaching staff compensation on academic performance of secondary schools in Machakos County. The study found that in compensating their teaching staff, these secondary schools largely focused their efforts on the recognition and rewarding of teachers who produced goods and also demonstrated fairness and equity is giving allowances and other benefits to the teachers. The schools also to a great extent offered rewards and benefits that matched the amount and quality of work done by teachers and were giving diverse incentives to the teachers. Nonetheless, the secondary schools on average offered better allowance packages to their teaching staff in comparison to other schools and established overtime policies to a moderate extent.

The study established that in general, secondary schools in Machakos County compensated their teaching staff using both financial and non-financial packages. The different forms of compensation applied comprised of regular salary payments alongside different allowances, rewards and incentives which were contingent to the capability of the school and established compensation policies. The compensation of teaching staff was also perceived to influence the academic performance of secondary schools in Machakos County by the respondents. Overall, competitive or better compensation was found to be

an incentive for increasing teachers' motivation and willingness to work extra hard and give their very best so that they could produce better results as per the set targets.

The correlation analysis revealed that teaching staff compensation and academic performance of secondary schools in Machakos County were positively and significantly associated as illustrated by $r=.797$ and $p=0.000$. The association was strong. The regression results obtained confirmed that the compensation of teaching staff in secondary schools in Machakos county positively and significantly influenced the academic performance of these schools as illustrated by a calculated p value of 0.000 associated with the beta coefficient ($\beta = 0.825$) for this variable. These findings meant that increasing the level of compensation for teaching staff would enhance the academic performance of secondary schools in Machakos County considerably. The null hypothesis that teaching staff compensation has no significant influence on the academic performance of secondary schools in Machakos County was therefore rejected.

On staff compensation, the study recommends that for schools that support overtime teaching, the management should put in place clear policies to ensure that teachers embark on overtime teaching when it is very necessary and that they are not tempted to exploit the opportunities available for selfish gains. For the private schools, the study recommends for diversification of income streams by the schools' management so that the compensation packages given to their teachers are competitive. The management of these schools should also review their teachers' salaries with an intention of increasing their pay and also ensure that the payments are made on time. This will allow them to attract qualified teachers.

For public schools with BOM teachers, the study recommends that the schools' board of management should solicit for more funds to be allocated to paying these teachers. The study recommends that the management of secondary schools in Machakos County ought to establish teachers' welfare offices to cater for all issues touching on the compensation of their staff. This will be a great stride towards improving the incentives given to teachers. The study further recommends that schools' management should also allow for teacher recognition for excellent performance in non-academic areas since such aspects ensuring that there is an enabling environment for schools to perform well.

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