Influence Of Resource Availability On Effectiveness Of Performance Management System In Public Secondary Schools In Nairobi County, Kenya

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Abstract
The Teachers Service Commission introduced performance management in public secondary schools in Kenya in 2016. However, the performance management system did not work as per plan and has not attained the expected teaching and learning outcomes. The purpose of this study was to examine the influence of resource availability on the effectiveness of the performance management system in public secondary schools in Nairobi County, Kenya. This research was anchored on the resource-based view theory and used the positivism research philosophy. The study population was 7,797 drawn from 109 public secondary schools in Nairobi County which included 109 principals, 121 deputies, and 7,567 teachers. Multi-stage sampling was applied to select a sample of 369 teachers, 5 principals and 6 deputy principals. A structured questionnaire was applied to gather data and analysis of the collected quantitative data was through descriptive statistics (frequencies, percentages and means) and inferential statistics (simple linear regression analysis). The research findings established that resource availability had a positive and significant influence on effectiveness of PMS in public secondary schools in Nairobi, Kenya (β = 0.810, t = 23.707, p < 0.05). The study recommends that policymakers in education such as the Ministry of Education and Teachers Service Commission to ensure that public secondary schools have the necessary resources, such as teaching materials, technology, and infrastructure, to support effective performance management system. Public secondary schools should also invest in technology that supports performance tracking and management, including software for tracking student progress and teacher performance.
Keywords: *Effectiveness, Performance management system, Public secondary schools, Resource availability.*

I. Introduction

Effective performance management is crucial for organizations as it assists in aligning employees, resources, and systems with strategic goals through formal and informal approaches. A performance management system (PMS) functions as a dashboard, offering early alerts of possible issues and enabling managers to determine when changes are necessary to maintain organizational alignment (Armstrong, 2012). Performance management is the regular check-ins between managers and staff that include goal-setting and progress review by monitoring performance indicators and metrics (Aguinis, 2015). The aim of performance management is to enhance results inside an organisation, as well as within teams and individuals. This is accomplished by understanding and efficiently managing performance within an established framework of specified goals, standards, and competency requirements (Melo & Figueiredo, 2020). Regular assessments may improve employee motivation and commitment, while also promoting job satisfaction, individual development, and the attainment of individuals' full potential. This reciprocal process entails evaluating the internal human resources of the organisation, so facilitating skill development and fostering contributions to the general success of the organization.

The benefits of PMS have made various public educational institutions to adopt it to improve teaching and learning in schools. Nonetheless, the introduction of PMS has proven ineffective across numerous jurisdictions worldwide. The implementation of PMS in public schools in the United Kingdom began in 2000 (Toytok & Yavuz, 2018). The implementation yielded both favourable and unfavourable results owing to a limited understanding of its fundamental concepts and practices (Mohamud & Belle, 2019). Nonetheless, after several enhancements over the years, Waeyenberg et al. (2020) concluded that the PMS has been beneficial in UK schools. Numerous nations in Africa have also implement PMS in educational institutions (Dixit & Sharma, 2021). The introduction of the PMS in Botswana's governmental framework, including the education sector, began in 1999 to improve public service delivery (Republic of Botswana, 2012). Moreover, PMS was established and implemented in state secondary schools in Mauritius in 2006 (Mohamud & Belle, 2019). Agyei and Abdul-Rahaman (2020) note that in Ghana, the PMS was instituted in secondary schools in 2007, facing several implementation issues such as bias in performance assessments, absence of defined methodologies, and inadequate utilisation of performance data.

The Teachers Service Commission (TSC) implemented PMS in public secondary schools in Kenya in 2016 to improve educational performance, consistent with its goal of being a premier institution that provides efficient and effective services for high-quality teaching. The implementation of the PMS in public secondary schools in Kenya did not deliver the envisaged significant improvements in learning outcomes and academic performance (Joseph et al., 2020). In Nairobi County, the implementation of PMS in public secondary schools reflects the national implementation, with no significant improvement in performance recorded. Owuonda et al. (2020) suggest that PMS may not have achieved its anticipated aims owing to implementation issues that need investigation and resolution. The implementation of PMS as per Bauwens et al. (2019) has been hindered by inadequate resource commitment. Resource availability is crucial for effectiveness of PMS because it ensures that employees have the tools, time, and support needed to meet performance expectations.

Employees need access to the right tools, technology, and equipment to perform their jobs effectively. Without these resources, even highly skilled employees may struggle to meet performance targets (Al Ghamdi, 2013). The resources required in the context of implementation of the PMS includes human resources, material resources and financial resources (Suppa & Webb, 2016). The availability of resources is essential for the successful execution of a strategy (Singh et al., 2015). In the context of resource availability in effectiveness of PMS in schools, this could mean ensuring that vital human, physical and financial resources are availed. According to Dothan and Lavie (2016), resource reconfiguration is a strategic approach that allows organisations to effectively respond and adapt to dynamic circumstances. This is achieved by the supplementation, removal, recombination, or deployment of resources. Furthermore, Rindova et al. (2016) assert that the act of reconfiguration plays a fundamental role in making diverse resource commitments across all phases of the implementation of the PMS.

Statement of the Problem

In 2016, TSC implemented PMS in public secondary schools to enhance the teaching and learning in the institutions (TSC, 2016). Nevertheless, Wanzala (2017) contends that the implementation has not provided the anticipated outcomes due to a variety of issues that undermined the process's effectiveness. Teaching and learning will be adversely affected if the PMS in secondary schools in Kenya continues to encounter challenges. Numerous successful performance management initiatives have been implemented in schools, including those in Australia (Down et al., 2015), the United Kingdom (UK), and New Zealand (Gordon & Whitty, 2017). There are few instances of achievement in the African region, where numerous countries have implemented PMS in institutions. Notable failures include Botswana (Republic of Botswana, 2012) and Ghana (Bulawa, 2011), among others. There have been numerous global, regional, and local studies conducted on the how resource availability affects effectiveness of PMS but these studies are characterised by methodological, conceptual, and contextual gaps.

Taylor and Taylor (2014) investigated the factors affecting execution of PMS in SMEs and large firms. This study used data from 349 UK manufacturing firms and established that resource availability was key in influencing effectiveness of PMS. This study leaves two knowledge gaps. First, this research was undertaken in UK which is a developed nation and the factors affecting effectiveness of PMS in UK may not be generalizable to Kenya. Secondly, this research was conducted in the private sector while the current research was undertaken in public educational institutions. A study by Ochoti, Maronga, Muathe, Nyabwanga and Ronoh (2017) explored the factors affecting PMS at the ministry of interior and national administration in Kenya. Study findings determined that availability of human and material resources significantly influenced effectiveness of the PMS. This study has some research gaps as it was conducted in the ministry of interior and national administration in Nyamira District, while the current research was conducted in public secondary schools in Nairobi County.

A study in Tanzania by Chwaya (2015) investigated the aspects affecting effectiveness of PMS in public institutions. The study was a case of National Social Security Fund in Tanga. The research determined that the resources provided for the execution were not adequate and this adversely affected the effectiveness of the PMS. This study has some knowledge gaps because it was conducted in Tanzania and it applied judgmental sampling which could have biased the findings. This study aimed to address these knowledge gaps by examining the influence of resource availability on the effectiveness of PMS in public secondary schools in Nairobi County, Kenya.

Study Hypothesis

The null hypothesis tested in this research was:

H_0: Resource availability has no significant effect on the effectiveness of performance management system in public secondary schools in Nairobi County, Kenya.

II. Literature Review

Theoretical Review

Resource based theory (RBT) by Wernerfelt (1984) posits that an organisation's strategic capabilities and resources as the fundamental sources of its value creation which essentially can facilitate its realisation of competency and subsequent competitive advantage. Resources and capabilities are depicted as bundles of tangible and intangible assets, which also includes management skills, organization routines and processes, as well as the information and knowledge an organization controls and can enable an organization to conceive, choose and implement strategies that enhance their positioning (Barney, 1991). From the extant literature it can be established that these assets are imperative for understanding effectiveness in an organization (Barney et al., 2011). The study was anchored on the resource-based view theory. The theory takes a firm specific view as to why organization succeed or fail and views resources that are inimitable, rare, valuable, and non-substitutable (VRIN), as enablers for organization to develop and sustain competitive advantage (Madhani, 2010). This research applied this theory to relate resource availability to the effectiveness of PMS. The theory depicts that when public secondary schools have adequate material, human and financial resources, implementation of PMS is effective.

Empirical Review

Ochoti, Maronga, Muathe, Nyabwanga and Ronoh (2017) explored the aspects affecting PMS at the ministry of interior and national administration in Kenya. The study location was Nyamira District, Kenya and it targeted a population of 76 employees. The research gathered primary data using a questionnaire and analysis of the collected data was through multiple regression analysis technique. Study findings suggested that availability of human and material resources significantly influenced effectiveness of the PMS. This study has some research gaps as it was conducted in the ministry of interior and national administration in Nyamira District, while the current research was conducted in public secondary schools in Nairobi County. Another study in Tanzania by Chwaya (2015) investigated the aspects affecting effective effectiveness of PMS in public institutions. The study was a case of National Social Security Fund in Tanga. The study investigated the effect of resources on the PMS among other factors. The research applied questionnaire, interviews and observations to collect primary data from the employees of the NSSF Tanga including heads of departments. The research used judgmental sampling technique to select 76 employees from the institution. The research determined that the resources provided for the execution were not adequate and this adversely affected the effectiveness. This study left some gaps in knowledge. First, it was conducted in Tanzania and secondly, it applied judgmental sampling which could have biased the findings.

A study by Watuma (2015) assessed the factors influencing performance appraisal effectiveness at National Bank of Kenya. The research was conducted using a descriptive research design and the population was 156 employees in the head office of bank. Departments that participated in the study included technical and planning, finance and human resource. The study relied on primary data gathered using questionnaires and analyzed through regression analysis, descriptive statistics, and correlation. The study findings established that the resources budgeted for the implementation were adequate and this enhanced the effectiveness of the PMS. The study by Watuma (2015) left a contextual gap as it was conducted in the banking sector and not in the education sector where the current study was undertaken. The findings relate with the findings by Taylor and Taylor (2014) who investigated the factors affecting execution of PMS in SMEs and large firms. This study used data from 349 UK manufacturing firms and established that resource availability was key in influencing effectiveness of PMS. This study left two knowledge gaps. First, this research was undertaken in UK which is a developed nation and the factors affecting effectiveness of PMS in UK may not be generalizable to Kenya. Secondly, this research was conducted in the private sector while the current research was undertaken in public educational institutions.

Conceptual Framework

Figure 1 illustrates the conceptual framework that guided the study. The independent variable was resource availability, which denotes the extent to which necessary resources such as personnel, equipment, materials, and finances are accessible and ready for use in the organization (Dothan & Lavie, 2016). Resource availability was measured through the human resources, financial resources and material resources available in the institution. The dependent variable is the effectiveness of PMS which is measured through integration of the PMS into the culture of public secondary schools, improvement in teaching and learning, and acceptability of the PMS by employees.
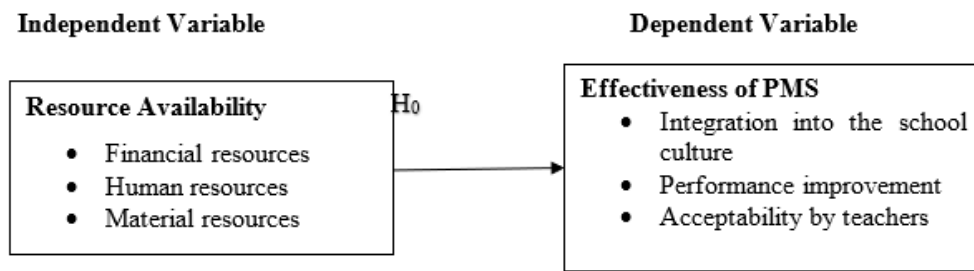
Figure 1: Conceptual Framework

III. Methodology

The positivism research philosophy was employed in this study to evaluate a hypothesis that was derived from the resource-based view theory. The descriptive correlational research design was employed to identify and examine causal relationships between the study variables. The population for this study was 7,797 from 109 public secondary schools in 11 sub-counties of Nairobi County. This comprised 7,567 teachers, 121 deputy principals and 109 principals in public secondary schools in Nairobi County, Kenya (TSC, 2024). The study employed multi-stage stratified sampling to select a sample of 380 that consisted of principals, deputy principals, and teachers from 86 public secondary schools in Nairobi County, Kenya. The data was collected using a structured questionnaire that had been pretested. The research adhered to ethical principles, including managing conflicts of interest, upholding integrity, respecting justice, promoting benefit, safeguarding data, maintaining confidentiality, and obtaining informed consent. The data was analysed using the Statistical Package for Social Sciences (SPSS) version 28.0 using descriptive statistical methods (means, percentages, and standard deviations) and inferential statistical methods (simple regression analysis).

IV. Study Results

Demographic and General Information

The research received a response rate of 77.9%, with a total of 296 responses from the 380 questionnaires that were distributed. According to the gender findings, 56.8% of the participants were female, while 43.2% were male. The majority of the study respondents (78.7%) reported that they had obtained a bachelor's degree in education, while 14.2% indicated that they had obtained a master's degree. In terms of the years of teaching expertise, 33.1% of the respondents had been teachers for a period of four to nine years, while 29.1% had been teachers for a period of one to three years. Additionally, 10.5% indicated that they had been teachers for a period between 10 and 15 years, and those who had been teachers for more than 20 years were 20.6%. The results of the study further indicated that 33.8% of the research participants had been teaching in their current institutions for one to three years, 31.8% for four to nine years, and 18.2% for 10 to 15 years. Further, 11.5% of the teachers had been in their current institutions for less than one year, 3.4 percent for 16 to 19 years, and 1.4% for over 20 years. The study results also indicated that 96.9% of the respondents were teachers, 1.7 percent were deputy principals, and 1.4 percent were principals.

Descriptive Analysis of Effectiveness of Performance Management System

The effectiveness of PMS was the dependent variable, and it was operationalised using three constructs: performance enhancement, integration into the school culture, and acceptability by teaching staff. The research questionnaire was composed of items that assessed the indicators on a five-point Likert scale of one to five, with one representing a very small extent and five representing a very large extent. The responses were analysed using means (M) and standard deviations (SD). Table 1 provides the research findings.

Table 1

Descriptive Summary of Effectiveness of Performance Management System

Items	Mean	Std. Deviation
Performance management has been clearly integrated in all aspects of teaching in this school	3.28	1.135
Performance of teachers in this school has improved after introduction of teacher performance management	3.31	1.117
Teachers in this school have accepted and internalized performance management system	3.50	1.067
Student learning has improved after introduction of teacher performance management	3.18	1.185
Variable aggregate	**3.32**	**1.126**

Table 1 summarises the research findings, which indicate that the participants generally perceived that PMS was modestly effective in the surveyed public secondary schools (Aggregate mean = 3.32, SD = 1.126). However, the results suggested that the performance management system had been largely embraced and

internalised by the instructors in the surveyed institutions (M = 3.50, SD = 1.067). Further, the results suggested that the performance of teachers in the schools had moderately improved following the implementation of teacher performance management (M = 3.31, SD = 1.117). The survey participants also expressed their opinion that performance management has been moderately integrated into all aspects of instruction in the secondary schools (M = 3.28, SD = 1.135). In addition, respondents felt that student learning had improved moderately following the implementation of teacher performance management (M = 3.18, SD = 1.185).

Descriptive Analysis of Resource Availability
The independent variable for the research was resource availability. This research used a range of key measures to operationalize resource availability that comprised availability of financial resources, human resources and material resources. The questionnaire for the research had numerous statements that assessed the indicators and the descriptive findings in Table 2 presents analysis of the participants' responses to the statements for resource availability.

Table 2
Summary of Resource Availability Items

Items	Mean	Std. Deviation
Teachers in this school have been provided with necessary documentation about the performance management system	3.56	1.215
This school has enough financial resource allocated for the performance management system	2.90	1.149
Teachers in this school have access to support when they have issues relating to the performance management system	3.28	1.160
Teachers in this school have enough teaching materials	3.44	1.265
In classrooms, there are enough learning materials	3.54	1.231
Variable aggregate	**3.34**	**1.204**

The results in Table 2 revealed that teachers in the surveyed schools had been provided with necessary documentation about the performance management system to a great extent (M = 3.56, SD = 1.215). The findings also revealed that to a great extent in classrooms, there were enough learning materials (M = 3.54, SD = 1.231). The study results established that to a great extent, teachers in the schools had enough teaching materials (M = 3.44, SD = 1.265). The respondents indicated that teachers in the school had moderate access to support when they had issues relating to the PMS (M = 3.28, SD = 1.160). Moreover, the results suggest that the schools have moderate financial resources allocated for the performance management system (M = 2.90, SD = 1.149). These findings suggest that resource availability in the surveyed schools was moderate and thus having an implication on the leadership and policymakers to enhance resource availability for effective effectiveness of PMS. The results provided in Table 4.11 indicate that, overall, the respondents were of the view that there was moderate resource availability for effectiveness of PMS (Aggregate mean = 3.34, SD = 1.204).

Regression of Management Commitment on Effectiveness of PMS
The purpose of the research was to examine the influence of resource availability on the effectiveness of PMS in public secondary schools in Nairobi County, Kenya. Simple linear regression model was fitted after regression assumptions on normality, linearity, and heteroscedasticity were tested and satisfied. Table 3 presents the regression findings of the model summary which includes the correlation coefficient (R) and the value of R-square.

Table 3.
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the estimate
1	.810[a]	.657	.655	.49737
a. Predictors: (Constant), Resource Availability				
b. Dependent variable: Effectiveness of Performance Management System				

The research findings provided in Table 3 indicate that resource availability has a strong and positive linear relationship with the effectiveness of PMS in public secondary schools in Nairobi County, Kenya (r = 0.810). The study findings also demonstrated that resource availability explains 65.5% of the variation in the effectiveness of PMS in public secondary schools in Nairobi County, Kenya (Adjusted R-square = 0.655).
The fitness of the model was assessed using the analysis of variance (ANOVA) test, and the results are presented in Table 4. The study findings show that the f-value was statistically significant, implying that the model was significant and fitted the empirical data (F = 562.010, p < 0.05). These results show that resource availability had a statistically significant effect on the effectiveness of PMS in public secondary schools in Nairobi County, Kenya.

Table 4

ANOVA

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	139.031	1	139.031	562.010	.000[b]
	Residual	72.730	294	.247		
	Total	211.761	295			

a.   Predictors: (Constant), Resource Availability
b.   Dependent variable: Effectiveness of Performance Management System

To assess to the magnitude and direction of the influence of resource availability on the effectiveness of PMS in public secondary schools in Nairobi County, Kenya, regression coefficients were calculated. The research findings are summarized in Table 5.

Table 5

Regression Coefficients

		Unstandardized Coefficients		Standardized Coefficients		
	Model	B	Std. Error	Beta	t	Sig.
1	(Constant)	1.155	.103		11.223	.000
	Resource Availability	.699	.029	.810	23.707	.000

a.   Predictors: (Constant), Resource Availability
b.   Dependent Variable: Effectiveness of Performance Management System

The research findings presented in Table 5 led to the following regression model:

$$\text{Effectiveness of PMS} = 1.155 + 0.810 \text{ (Resource Availability)}$$

The results in Table 5 indicate that the effectiveness of PMS in public secondary schools in Nairobi, Kenya was significantly and positively influenced by resource availability ($\beta = 0.810$, $t = 23.707$, $p < 0.05$). The null hypothesis was rejected, as the p-value was less than 0.05, indicating that resource availability had a positive and significant impact on the effectiveness of PMS in public secondary schools in Nairobi, Kenya.

V.   Discussion Of Findings

The research findings indicated that resource availability had a positive and significant influence on effectiveness of PMS in public secondary schools in Nairobi, Kenya ($\beta = 0.810$, $t = 23.707$, $p < 0.05$). The findings indicated that the null hypothesis should be rejected, since the p-value was less than 0.05. This implies that resource availability had a substantial and positive effect on the effectiveness of PMS in public secondary schools in Nairobi, Kenya. These findings support the resource-based view theory by Wernerfelt (1984) which indicates that resources and capabilities that include physical and intangible assets that encompass management skills, organizational routines and processes, as well as the information and knowledge controlled by an organization to effectively implement its processes and plans such as the PMS. Furthermore, the results of the study agree with the findings from a study by Watuma (2015) that assessed the factors influencing performance appraisal effectiveness at National Bank of Kenya. The study determined resource availability to be vital for effectiveness of PMS in the bank.

The findings that resource availability had a positive and significant influence on effectiveness of PMS in public secondary schools in Nairobi, Kenya collaborate the findings by Ochoti et al. (2017) who investigated the factors that influence Performance Management Systems (PMS) in the Ministry of Interior and National Administration in Kenya. Analysis indicated that the presence of adequate people and material resources had a substantial impact on the execution of the PMS. This was also supported by the findings in a study in Tanzania by Chwaya (2015) that examined the factors that influence the successful execution of PMS in public institutions. The research focused on the National Social Security Fund operations in Tanga. Among other variables, the research examined the impact of resources on the PMS. The study used questionnaires, interviews, and observations to gather primary data from the personnel of the NSSF Tanga, including department heads. The findings indicated that the resources allocated for the execution were insufficient, which had a negative impact on the effectiveness and this indicates the centrality of resource in the effectiveness of PMS.

VI.   Conclusions And Recommendations

The study concludes that there was a modest level of resources available for the effectiveness of PMS in the public secondary schools in Nairobi County. Further, teachers had a modest level of access to assistance when they encountered challenges with the PMS in their schools. Despite the schools having access to modest material, human and financial resources, the resource availability played a vital role in the effectiveness of PMS in the public secondary schools in Nairobi County. Therefore, the study rejected the null hypothesis that resource

availability has no significant effect on the effectiveness of performance management system in public secondary schools in Nairobi County, Kenya.

The study recommends that policymakers in education such as the Ministry of Education and TSC to ensure that public secondary schools have the necessary resources, such as teaching materials, technology, and infrastructure, to support effective performance management system. Public secondary schools should also invest in technology that supports performance tracking and management, including software for tracking student progress and teacher performance.

Acknowledgments

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