

**CHALLENGES AFFECTING IMPLEMENTATION OF PERFORMANCE  
MANAGEMENT SYSTEMS IN PUBLIC SCHOOLS, KAMUKUNJI  
SUB COUNTY OF NAIROBI COUNTY**

**BY**

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**MASTER OF BUSINESS ADMINISTRATION  
(HUMAN RESOURCE MANAGEMENT)**

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## **DECLARATION**

I declare that this dissertation is my original work and has not been previously published or submitted elsewhere for award of a degree. I also declare that this contains no material written or published by other people except where due reference is made and author duly acknowledged.

Signature.....

Reg No.....

Date.....

I do hereby confirm that I have examined the master's dissertation of

**Monica Muthoni Gakinya**

And have approved it for examination.

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(Dissertation Supervisor )

## ABSTRACT

Performance management systems encompass the various tools and approaches that organizations utilize to evaluate and improve the performance of their managers and employees. In particular, operation managers hold responsibility for overseeing the performance of their subordinates as they serve as their direct supervisors. However, it is important to note that each organization has its unique approach in determining how their performance management system will operate and function. TSCs have set guidelines for evaluating teachers' performance in Kenya. Despite the TSC's best efforts, it is still being determined whether the set guidelines for evaluating teachers' performance at Kenya's public primary and secondary schools in Kamukunji Sub County are practical. The present study was keen to establish the challenges facing successful implementation of performance management system in Kenya public school, Kamukunji Sub County. The specific objectives of the study included determination of the influence of leadership commitment on implementation of performance management system, to determine the influence of performance management system design and to establish the influence of employees' attitudes on performance management system implementation in Kenya public school, Kamukunji Sub County. This study was guided by the Goal Setting Theory, Contingency Theory of Project Management and Self-Efficacy Theory. The research implemented descriptive study design. The study targeted population was made of the 320 teachers and non-teaching staffs. This study made use of stratified sampling method. Determination of the sample size was achieved through application of Taro Yamane's formula that has an assumption of error value of 0.05. The study therefore had a sample size made up of 178 respondents obtained using a factor of 0.556 of the target population. In achieving primary data, the researcher will make use of a structured questionnaire. The survey study questions were presented on a Likert scale where the respondents found it easy to indicate their level of agreement and disagreement with the respective questions. The study will obtain both qualitative and quantitative data. Analysis of the quantitative data was done through descriptive statistics. Descriptive statistics played a crucial role in summarizing the study variables, providing an overview of their characteristics. The quantitative data collected through the survey were presented using measures such as mean averages, frequencies, and percentages. In addition, Statistical Package for Social Sciences (SPSS), version 25, was utilized for data analysis. The qualitative data, on the other hand, was analyzed using content analysis techniques. The study findings were presented in the form of percentages and tables, allowing for a clear and concise representation of the results. The study determined that the nature of the management system design has a substantial impact on this implementation process. Specifically, a well-structured and thoughtfully designed system is more likely to facilitate the effective adoption of performance management practices. Additionally, the study highlighted several challenges related to employee attitudes that can hinder the effective implementation of performance management systems. These challenges include the level of employees' commitment to their schools, their job satisfaction, and their degree of involvement in organizational activities. The study concluded that leadership commitment is a crucial factor that significantly influences the successful implementation of performance management systems in public schools. It was also concluded by the research that educational leaders in Kamukunji Sub County must prioritize and enhance their commitment to the implementation of performance management systems. A well-structured and carefully thought-out system design sets a solid foundation for the successful incorporation of performance management practices within educational institutions.

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## **ACCRONYMS AND ABBREVIATIONS**

**MIS:** Management Information System

**NACOSTI:** National Commission for Science, Technology and Innovation

**PMS:** Performance Management Systems

**SPSS:** Statistical Package for Social Sciences

**TSC:** Teachers Service Commission

## OPERATIONAL DEFINITION OF TERMS

- Data Accuracy** Refers to the degree to which data is correct, complete, and free from errors or inconsistencies (Sharman et al., 2017).
- Employee Attitude** Refers to an individual's overall mindset and feelings towards their job, organization, and work environment and includes their beliefs, values, opinions, and emotional reactions to various aspects of their job and work environment (Denison, 2016).
- Leadership Commitment** Refers to the level of dedication, support, and involvement that leaders demonstrate towards achieving the goals and objectives of their organization (Lawler, 2013)
- Performance Management system** Refers to a structured approach to managing employee performance that involves setting clear expectations, providing ongoing feedback and coaching, and evaluating employee performance against established goals and objectives (Haroon & Malik, 2018).

## **CHAPTER ONE INTRODUCTION**

### **1.1 Background of the Study**

The pursuit of development and effective public service delivery in the government sector heavily relies on the performance of its employees, alongside the efficient utilization of economic and public resources (Setlhare, 2019, p.1). In recent decades, many countries worldwide have embraced public sector reforms in an effort to enhance their performance (Pollitt and Bouckaert, 2017). This has created substantial pressure on the human resource systems within public schools, particularly in their endeavor to keep up with the standards set by private schools. Bititci et al. (2017) have emphasized the urgent need for public school management to ensure that their employees are delivering value for their time and efforts, as they strive to remain competitive in the globalized economy. Besides, implementation of performance management systems in learning institutions has made it necessary for the human resource departments of public schools to develop robust performance management systems to promote employee efficiency and productivity (Aguinis, 2019).

Broadbent & Laughlin, (2018) established that performance management systems are procedures created by management and imposed on staff members primarily to connect performance with reward. This is done by evaluating each person's performance in relation to predetermined objectives or deliverables that align with organizational goals when used in conjunction with best practices. According to Brudan (2018), key performance areas are assessed using KPIs, and a person's performance rating is then utilized to determine incentives like bonuses, promotions, and compensation increases.

A study conducted in Yemen by Buckingham & Goodall (2018) revealed that while organizations strive to achieve their goals, the implementation of performance management systems (PMS) ensures that this is done effectively. PMS encompasses the strategies and tools that organizations utilize to manage their employees' performance, with operation managers being responsible for overseeing and evaluating their subordinates' performance as their superiors (Cascio, 2018). However, each organization has the flexibility to determine the specific approach and framework for their PMS. Consequently, organizations aim to maximize employee performance, aligning it with their mission, goals, and overall purpose (Pulakos, 2019).

Performance management is a crucial tool that assists managers and HR in getting the most out of their workforce while assisting employees in realizing their full potential. It examines the employee's past, present, and potential, as well as what may be done to support their future performance in achieving future objectives. In a study conducted by Mahad (2017) in Ghana, it was observed that performance management serves as a mechanism to establish performance expectations and motivate employees to work hard in line with organizational norms. Furthermore, a performance management system provides organizations with a comprehensive and professional approach to evaluating the performance of both the organization as a whole and individual employee. It also facilitates the anticipation, assessment, and encouragement of employee performance. Ahmad Ali (2017) emphasized that the significance of a performance management system lies in its ability to enhance overall organizational performance through the improvement of individual employee performance. Therefore, utilizing a performance management system to enhance employee performance is an effective means to enhance organizational performance.

A study conducted by Muliba (2018) in Uganda emphasized the importance of establishing structured processes within an organization for identifying, certifying, measuring, evaluating, improving, and rewarding employee performance. On the other hand, Flapper (2018) conducted a study that highlighted how the implementation of human resource management practices can influence the behavior of individual employees. The impact of these HR practices on employees' commitment and performance is contingent upon how employees perceive and interpret these practices.

Many public schools within the sub-counties of Nairobi have problems with their performance management systems, and managers and employees frequently lament their inefficiency (Mwende, 2019). This is simply due to managers' reluctance to give employees honest feedback and engage in open dialogue for fear of repercussions or endangering their connection with them. On the other hand, employees believe that their bosses lack the necessary skills to discuss their performance. Lack of coordination amongst the organization's stakeholders during the implementation makes it look so bureaucratic that some stakeholders need a sense of ownership (Juma and Kiprono, 2019). Lack of leadership engagement in the project makes employees less serious about it. These challenges force managers and employees to approach performance management systems as an unavoidable evil of the working world that should be reduced instead of a necessary procedure that produces crucial effects for individuals and organizations.

Successful implementation of performance management systems in institutions is influenced by the level of commitment shown by leaders. It has been pointed out by Guerrero et al., (2017) that organizational leaders are responsible for championing the talent management process and prioritizing employee development. Gruman & Saks (2018) emphasized the importance of leaders being financially prepared to invest in skills development in order to align



with organizational objectives. They argued that leaders should establish appropriate structures, effectively communicate talent management initiatives to employees, and raise awareness about the talent management process. The level of commitment shown by the administration of an organization is a significant contributor to the success and improved performance of operations run by an institution (Yussuf, 2019).

Lawler (2018) emphasizes the crucial role of information exchange in shaping the performance management systems of different institutions. Communication serves as a fundamental aspect of organizational functioning, as it enables the transfer of information to the intended audience regarding the organization's mission, vision, policies, procedures, tasks, duties, and overall activities (Nankervis & Compton, 2018). Despite its apparent simplicity, research has demonstrated that effective communication can either contribute to the success or detrimentally impact an organization's existence. Hence, the implementation of a robust communication strategy is essential for the survival and thriving of a business. According to Fletcher and Williams (2018), frequent discussions between the management and employee are necessary to build action plans, examine potential areas of disagreement, and implement a sustainable performance management system. The benefits of quarterly communication between the stakeholders include increased organizational commitment and job satisfaction. In addition, individual performance should be discussed at such formal gatherings.

Effective formal communication can be utilized in an organization to improve individual and group decision-making, increasing productivity (Amaratunga, D., & Baldry, 2018). The Performance management system places a lot of importance on feedback. Longenecker (2019) asserts that employees should receive feedback on their performance and general advancement within the firm. Feedback must match the specified performance standards and be timely, specific,

and accurate. Employees have a right to know how they are doing with the tasks they have been given and to get feedback. Continuous feedback should be provided, such as daily, weekly, or monthly reviews (Lee, 2005).

In implementing the Performance management system, the attitude shown by employees towards interaction with the design dictates the level of performance. According to Pulakos (2019), employees have opinions and attitudes about their jobs, professions, and associations. Job attitudes are judgments of one's job that "reflect one's thoughts, convictions, and devotion to one's job," according to Judge and Kammeyer-Mueller (2012). Even though prior academics have established several employee attitudes, job satisfaction and commitment are the most frequently used and studied (Saleem, 2015).

Aziri (2011) found a direct correlation between employees' mental and emotional health and the successful implementation of performance systems in Nigerian Hospitals. Employee behavior is influenced by how satisfied they are with their jobs, and this attitude impacts the organization's operations. Job satisfaction was cited by Musheke and Phiri (2021) as a significant contributor to job churn. Therefore, it is crucial to maintain a high level of job satisfaction within an organization to impact the company's productivity and expansion. In as much as the enhancement of the performance of institutions is essential, the management needs to determine the extent to which the attitude and employees' feelings towards the implemented systems would impact performance (Klein, 2018).

### **1.1.1 Performance Management System**

A Performance Management System refers to the comprehensive framework, processes, and practices implemented by organizations to manage and improve the performance of their employees or teams (Bouckaert & Peters, 2022). It encompasses various activities, such as goal

setting, performance appraisal, feedback, coaching, and development planning, all aimed at aligning individual and organizational objectives. The primary objective of a Performance Management System is to enhance employee productivity, motivation, and development while ensuring that the workforce's efforts are in sync with the company's strategic goals and vision (Kagioglou, 2020). This system plays a pivotal role in providing a structured approach to monitor, evaluate, and enhance the overall performance of employees, ultimately contributing to the organization's success.

One of the central components of a school's Performance Management System is the evaluation of teachers' performance. This typically includes classroom observations, assessment of instructional methods, and reviews of curriculum delivery. The aim is to assess and support teachers in their efforts to enhance student learning. The system also includes methods for assessing student performance and progress. This can involve standardized tests, coursework evaluations, and other forms of student assessments to gauge their academic achievements and growth. According to Johansen (2019), Educators and administrators collaboratively set performance goals and objectives, both for individual teachers and for the school as a whole. These goals should align with educational standards and the school's mission.

The role of a Performance Management System (PMS) in schools is pivotal in ensuring that educational institutions function efficiently, improve teacher and student performance, and achieve their goals effectively. PMS helps in setting clear and measurable objectives for both teachers and students. It aligns these objectives with the overall educational goals of the institution. This clarity ensures that everyone understands what is expected and works towards achieving these objectives. PMS provides a structured framework for continuous monitoring and evaluation of teacher and student performance. It allows schools to track progress, identify areas for

improvement, and take timely corrective actions. Performance Management Systems provide a mechanism for feedback and recognition (Meave, 2018). Teachers receive feedback on their teaching methods and can be recognized for their outstanding contributions. This feedback loop motivates teachers and promotes a culture of excellence. According to Jensen (2019), performance Management Systems contribute to maintaining and improving the quality of education provided by a school. They ensure that educational standards are met and that schools are accountable for the quality of their services.

The performance management system is helpful in the communication process for all the organizational objectives and goals, reinforcing accountability for individuals in meeting the set goals and evaluating and tracking corporate and individual performance results (Taylor & Pierce, 2019). Noe et al. (2016) assert that nearly all organizations utilize a performance management system with the intention of achieving several crucial objectives related to human capital management. The primary goals of implementing such a system include motivating performance, fostering individual skill development, cultivating a performance-oriented culture, identifying individuals for promotion, addressing underperformers, and aligning with business strategies. Militao (2019) adds that a performance management system capable of achieving multiple objectives is likely to have a positive impact on organizational effectiveness. However, there remains a need for further clarification regarding the specific practices that contribute to the effectiveness of a performance management system.

It can be reasonably argued that linking rewards to performance appraisal outcomes enhances the effectiveness of performance management systems. Leaders and managers within organizations should prioritize their performance appraisal responsibilities, as the outcomes of these appraisals directly influence their ability to allocate rewards based on performance and

motivate their subordinates (Werner, 2021). Likewise, employees are aware that the success of their performance reviews will impact the rewards that hold importance to them, thus motivating them to actively prepare for the appraisal and strive for a positive outcome.

It is pointed out by Tarascon & Armand (2018) that performance management system has grown in importance in recent years. It is crucial to ensure proper PMS implementation because the performance of an organization greatly depends on the performance of individual employees. High-performing firms indeed make significant contributions to the development of their employees, which in turn results in an increase in employee motivation and productivity (Kean, 2019). Performance management for the teacher is more than just a tool for assessing individual performance and competencies. It is needed in a school for multiple objectives from personal and organizational points of view. From an individual's point of view, one must assess one's performance and competencies to improve them properly (Zheng et al., 2018). Every teacher should be proud of themselves and their job.

To adequately fulfill the purpose mentioned above, the performance management system should be visible, accurate, fair, and consistent. This is beneficial for the teachers from an organizational standpoint. If a performance management system is implemented without a clear grasp of its guiding principles, it may not succeed in meeting its goals (Rothwell, 2018). Therefore, it is the responsibility of the school administration to guarantee that instructors are aware of the fundamentals guiding the implementation of a performance management system. As a result, they provide their best effort, work extra hard to improve performance, and are given tasks that best suit their abilities. Accountability of teachers' work has evolved into the system's main goal from an administrative perspective (Yan et al., 2018).

To provide learners with the best education, teachers are essential. Every school works hard to hire competent teachers who can provide their students with a high-quality education (Boyd et al.,2019). Because only qualified instructors can provide the most excellent education for the pupils, schools must retain their most skilled or important teaching staff members. To increase staff effectiveness, Roberts (2012) defines performance appraisal as an organizational system comprising deliberate mechanisms for grading staff accomplishments. According to Chadbourne (2015), organizations frequently use appraisals to help establish reward outcomes by identifying the workers who should receive the majority of the merit-based compensation, such as salary raises, bonuses, and promotions. For the same reason, evaluation results are used to identify underperformers who may need counseling or, in difficult situations, demotions, pay cuts, or termination.

Mpungose and Ngwenya (2014) claimed that adopting performance appraisal systems in South African schools has yet to go smoothly. The evaluated teachers have shown a lot of anger, antagonism, and resistance. The difficulties that the principals encountered were from a lack of cooperation, a lack of trust, a haziness regarding roles, and inadequate training. It is advised that principals and instructors establish trust and a better understanding through information-sharing seminars and workshops and regular feedback from the educational authorities.

Many academics and specialists in human resources concur that establishing good rules for performance management will invariably produce excellent performance. Performance metrics were traditionally created for cost accounting. This particular financial point of view performance measure could have been more effective for multidimensional performance management (Rhodes, 2018). When the term "performance management" became popular in the 1970s, the transition from just financial results to multidimensional performance became the focal point. Since then,

many contemporary firms eager to take advantage of their employees' skills have become accustomed to performance management (Zoe et al.,2018).

### **1.1.2 Employee Performance**

Employee performance refers to the level of achievement and effectiveness of an individual employee in fulfilling their job responsibilities and contributing to the overall goals and objectives of the organization (Jurgen, 2019). It is a critical aspect of organizational success, as high-performing employees can positively impact productivity, efficiency, and the overall performance of the company.

Employee performance on the other hand is defined by Derow (2018) as the assessment of an individual's or a group's effectiveness and productivity in carrying out their job responsibilities within an organization. It involves evaluating how well employees meet the expectations, standards, and goals set by their employers. Employee performance is a critical aspect of organizational success as it directly impacts the achievement of business objectives, customer satisfaction, and overall efficiency. Employee performance is often evaluated based on various factors, including job-related tasks, competencies, behaviors, and results achieved. According to Mendy (2016), employee performance is essential for an organization's success and growth. Nurturing a culture of performance, recognizing and rewarding high achievers, and providing opportunities for skill enhancement contribute to a motivated and high-performing workforce.

Effective performance management systems are used by organizations to monitor and improve employee performance. These systems involve setting clear expectations, providing feedback and support, and offering opportunities for professional development. Performance appraisals and evaluations are often conducted to assess employee performance against established goals and expectations. Gillian (2019) highlights that the feedback from these evaluations can be used to

identify areas for improvement, provide recognition for achievements, and make decisions related to promotions, rewards, and career development. The adoption of management systems in schools is crucial for optimizing employee performance, improving overall school effectiveness, and ultimately enhancing the learning experience for students. By providing structure, support, and clear expectations, management systems contribute to a conducive work environment where employees can thrive and contribute to the success of the school (Ogos, 2017).

## **1.2 Statement of the Problem**

Teachers Service Commission (TSC) implements performance rating systems to increase teaching effectiveness and, as a result, improve student learning in primary, secondary, and postsecondary institutions (Kemunto, 2013). In Kamukunji Sub County, it is still being determined whether the performance rating system is practical in public primary and secondary schools despite the Teachers Services Commission's best efforts in setting guidelines for evaluating teachers' performance (Obaigwa, 2019). Teachers Service Commission (TSC) implements performance rating systems to increase teaching effectiveness and, as a result, improve student learning in primary, secondary, and postsecondary institutions (Kemunto, 2013). But according to a study by Odhiambo (2015) that examined the state of teacher evaluation in Kenyan secondary schools, there is a need for an improved teacher evaluation model. It also revealed that the policies and practices for teacher evaluation in Kenyan secondary schools have flaws that must be urgently fixed if teacher evaluation is to be used to raise the caliber of institutions.

The impacts of performance reviews in public institutions, particularly public schools, have been the subject of numerous studies. Still, they have yet to examine the shortcomings or challenges associated with implementing a performance management system. Choke (2016) studied the relationship between strategic planning and performance management in state



corporations in Kenya and discovered that most managers view performance management systems as helpful tools for meeting objectives. According to Mburugu (2017), the performance management system for public enterprises has helped many countries successfully increase the performance of their public enterprises, including local administrations. He concluded that local authorities that agreed to adopt a performance management system outperformed those that took longer to adapt the idea. According to Agilo's (2017) study of the strategic planning and performance of public corporations in Kenya, the use of a performance management system is a process of performance management that results in effective and efficient management practices, ensures improved staff performance, increases staff autonomy, and expedites service delivery.

Kaupa and Atiku's (2020) study focused on challenges in implementing performance management systems in Namibia's public sector. The key findings from the survey revealed the following as the key challenges faced by the public sector in implementing the performance management system in the public sector. Lack of consultation, flexibility, high level of conformity to processes, poor training of the implementing officers, and poor communication. A study by Amin (2019) did not review the influence of major variables influencing performance of management information system such as leadership commitment and employee attitude. This study was keen to fill the present gap by establishing the challenges facing successful implementation of performance management system in Kenya public school, Kamukunji Sub County, by considering leadership commitment, management information system design and employee attitude.

### **1.3 Objectives of the Study**

#### **1.3.1 General Objective**

The study was keen to establish the challenges affecting implementation of performance management systems in public schools in Kamukunji Sub County of Nairobi County.

### **1.3.2 Specific Objectives**

The study was guided by the following objectives;

- i. To determine the effect of leadership commitment on implementation of performance management system in Kamukunji sub-County of Nairobi County.
- ii. To determine the effect of system design on implementation of performance management system in Kamukunji sub-County of Nairobi County.
- iii. To determine the effect of employees' attitudes on performance management system implementation in Kamukunji sub-County of Nairobi County.

### **1.4 Research Questions**

The study was keen to answer the following questions;

- i. What is the effect of leadership commitment on implementation of performance management system in Kenya public school, Kamukunji Sub County?
- ii. How does performance management system design affect its implementation in Kenya public school, Kamukunji Sub County?
- iii. How does employees' attitudes affect performance management system implementation in Kenya public school, Kamukunji Sub County?

### **1.4 Significance of the Study**

The findings from the study will be of great significance to different parties including;

#### **1.5.1 Management of Schools in Kamukunji Subcounty**

The findings from the study will help the management of schools in Kamukunji sub county and the nation at large to understand performance management system better especially on the challenges they are likely to encounter during its implementation. This may help the schools to improve on the strategies used in implementation of performance management systems.

### **1.5.2 Teaching and Non-Teaching Staff members**

The research study's findings will provide valuable feedback to both teaching and non-teaching staff members within their respective schools. This feedback will enable them to make a fair assessment of the performance management system (PMS) and understand how the challenges associated with it have impacted their daily instructional and supervisory activities.

### **1.5.3 Researchers and Future Scholars**

Moreover, the study will add to the existing body of knowledge on performance management systems and encourage stakeholders to conduct further research on the challenges associated with implementing such systems in public schools in Kenya.

## **1.6 Scope of the Study**

The scope of a research study provides a highlight of where the study will be carried out, the objectives guiding the study, time duration for the study and studies' target population (Mugenda and Mugenda, 2013). This is a study of public schools in Kamukunji Sub County, which are government entities in the ministry of education. This research was carried in the month of July 2022 through September 2023, targeting a study population of 17 public schools in Kamukunji Sub County, with 320 teachers. The respondents were made up of teaching and non-teaching staff in public schools Kamukunji constituency.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1. Introduction**

This chapter focuses on investigating the obstacles that arise when implementing a performance management system in public schools. It begins by conducting a thorough analysis of pertinent literature related to performance management. The literature review encompasses theoretical discussions, empirical research findings, the development of a conceptual framework, the process of operationalizing variables, and the formulation of hypothesis statements.

#### **2.2 Theoretical Framework**

A review of theories serves as a framework that provides backing for the concepts examined in the study. The theoretical literature review entails examining the theoretical basis upon which the researcher conducts the study, with the aim of exploring existing theories and formulations related to the objectives being investigated (Mugenda, 2018). The framework for reviewing theories provides elaborations and description to the theory that explains the existence of the study problems. This study will review the Goal Setting Theory, Contingency Theory of Project Management and System theory of management.

##### **2.2.1 Goal-setting theory**

In 1979, Latham and Locke developed a hypothesis known as the goal-setting hypothesis (Latham & Locke, 2018), which examines the influence of goal setting on subsequent performance. Edwin Locke's research suggests that individuals who set specific and challenging goals tend to outperform those who set generic and easy goals (Klein & Sorra, 2018). The goal-setting hypothesis proposes that setting clear and challenging goals, along with receiving timely feedback, can lead to enhanced performance.

Action planning is an integral part of goal setting and serves to motivate employees and guide teams towards achieving desired outcomes. One commonly used set of criteria for defining goals

is the "SMART" criteria. Typically, "S" and "M" stand for specific and measurable, while the remaining letters represent achievable, relevant, and time-bound in the most common interpretation. Research suggests that goal setting has a significant impact on staff performance (Lunenburg, 2011).

The effectiveness of organizational goal setting is likely to be higher when individuals actively participate in setting those goals, rather than simply being assigned to them. It is important for both managers and employees to receive flexible training on how to effectively set goals, ensuring that they are detailed and aligned with the organization's objectives (Fredericksen et al., 2020). Organizational goals play a crucial role in performance management, as they promote agreement, ownership, understanding, commitment, and contribution from the entire organization towards achieving the objectives. Clear communication of the purpose of performance management is essential within the organization (Johansson, Almqvist, & Skoog, 2019).

The Goal setting theory can be linked to leadership commitment. : Effective leaders ensure that the goals they set for their teams align with the overall organizational objectives. They communicate the strategic vision clearly and involve employees in the goal-setting process to create a sense of ownership and commitment. According to Johnson (2019), leadership commitment inspires employees by setting an example of dedication and hard work. When leaders are visibly committed to achieving the organization's goals, employees are more likely to be motivated and inspired to follow suit. Leaders who commit to the organization's goals provide clarity in expectations for their teams. They communicate the importance of specific goals and outline the steps required to achieve them, making it easier for employees to understand their roles and contributions. Adoption of this theory will hence be suitable for the study in establishing a

relationship between leadership commitment on implementation of performance management system in Kenya public school, Kamukunji Sub County.

### **2.2.2 Contingency Theory**

The contention behind the contingency theory of project management is that organizations cannot use a single, universally applicable PM system under all circumstances. Instead, the effectiveness of the system's specific features depends on various organizational and contextual factors (Otley, 2018). For example, it has been amply demonstrated that factors related to the external environment, strategy, culture, organizational structure, size, technology, and ownership structure impact the control system (Franco-Santos, 2018). In addition, according to Speckbacher and Offenberger (2018), "non-profit-specific" characteristics or "the non-profit character of an organization" affect how a management control system should be designed.

The contingency theory of PM is based on the argument that no universally appropriate PM system applies equally to all organizations in all conditions, but particular features of the system and its effectiveness will depend on specific organizational and contextual. Contingency Theory is a leadership and management concept that suggests that there is no one-size-fits-all approach to leadership or management. Instead, it posits that the most effective leadership or management style depends on various factors, including the situation, the task at hand, the characteristics of the followers or employees, and the overall context. This theory asserts that different situations require different leadership or management styles for optimal results. It has been pointed out by Haroon & Malik (2018) that variables relating to external environment, strategy, culture, organizational structure, size, technology and ownership structure have an impact on the control system." Speckbacher and Offenberger (2019) conclude that "non-profit-specific" attributes or "the non-profit character of an organization" influences the appropriate design of its

management control system. Lecy et al., (2017) observe that the organizational effectiveness of NPOs depends upon the environment and organizational context.

The theory can be linked to performance management system design. According to Mendez (2019), Contingency Theory and performance management system design are linked through the idea that the most effective design of a performance management system depends on the specific circumstances and context in which it operates. Contingency Theory suggests that there is no one-size-fits-all approach, and different organizations may require different performance management strategies based on various situational factors. Besides, according to Contingency Theory, the size and structure of an organization can influence the design of its performance management system. Larger organizations with more complex structures may require more formal and elaborate systems to manage performance effectively. On the other hand, smaller organizations may find simpler and more flexible systems sufficient (Limbe, 2016).

### **2.2.3 Self-Efficacy Theory**

"Self-Efficacy Theory," proposed by Albert Bandura, a prominent psychologist in 1978, Self-efficacy is the belief that individuals hold about their capability to successfully perform specific tasks or achieve particular goals. It is a key factor in determining motivation, performance, and resilience in the face of challenges. The Self-Efficacy Theory is widely applied in various fields, including organizational behavior, education, and sports psychology. The Self-Efficacy Theory posits that individuals' beliefs in their own competence significantly influence their behavior, motivation, and performance. According to Bandura, self-efficacy is domain-specific, meaning that a person's belief in their ability to perform well may vary across different tasks and situations.

Mastery Experience: Successful experiences in completing tasks and achieving goals lead to increased self-efficacy and employee attitude (Gabriela, 2018). Previous accomplishments reinforce the belief that one has the skills and abilities to handle similar challenges in the future. Observing others succeed or fail in similar situations can impact self-efficacy. When individuals see others similar to themselves achieve success, it can boost their confidence. On the other hand, witnessing others fail might lower self-efficacy. The Self Efficacy theory suggests that Employees with high and positive attitude are more likely to set challenging goals, persist in the face of obstacles, and exhibit greater effort and commitment to tasks.

Gilbert (2019) suggests that self-efficacious individuals are more motivated to take on new tasks and challenges, as they believe in their ability to succeed. This can lead to increased enthusiasm and engagement in the workplace. Leaders can therefore support their employees' attitude and self-efficacy by providing encouragement, constructive feedback, and recognition for achievements. Overall, the Self-Efficacy Theory highlights the importance of nurturing employees' belief in their abilities to improve overall performance, motivation, and well-being in the workplace. The theory is therefore key in establishing the relationship between employees' attitudes influence performance management system implementation.

## **2.3 Empirical Literature Review**

### **2.3.1 Leadership Commitment and implementation of Performance of Management System**

Julius et al. (2018) emphasized that organizational leaders hold the crucial role of leading and promoting the talent management process while giving priority to employee development. Similarly, Jain & Gautam (2018) underscored the importance of leaders being financially prepared to invest in skill development initiatives that align with organizational objectives.



Leadership commitment is a critical aspect of effective leadership within organizations. It reflects a leader's dedication, passion, and responsibility towards the goals, values, and success of their team or organization (Abdullahi, 2019). The concept of leadership commitment has been extensively studied and discussed in academic literature, and it plays a fundamental role in shaping organizational culture and achieving organizational objectives. According to Otis (2019), leadership commitment is often viewed as a driving force behind organizational success. Various studies have highlighted the positive impact of committed leaders on employee morale, performance, and overall organizational effectiveness. Leadership commitment can serve as a catalyst for change and innovation within an organization.

Furthermore, it has been argued that leaders should establish appropriate structures, effectively communicate about talent management to employees, and raise awareness about the talent management process. The level of commitment shown by the management of an organization is a major contributor of the success and improved performance of operations run by an institution (Gillian, 2019). Leadership commitment significantly contributes to the development of organizational culture. When leaders demonstrate commitment to values such as integrity, transparency, and ethics, it sets the tone for the entire organization. A culture of commitment can lead to increased trust among employees and stakeholders.

Leadership commitment starts at the top of the organization. When senior leaders, such as the CEO and top executives, express their dedication to the PMS, it sets the tone for the entire organization. Their visible support communicates the importance of the system to all employees. Georges (2018) highlights that commitment from leadership often involves allocating the necessary resources, including time, budget, and technology, to implement and maintain the PMS. This ensures that the system has the support it needs to function effectively. Leaders play a role in

defining clear and measurable performance objectives that align with the organization's strategic goals. This helps ensure that the PMS focuses on what truly matters for the organization's success. Leadership commitment is essential for the successful implementation of a Performance Management System. It involves not only vocal support but also resource allocation, clear communication, modeling behavior, and a commitment to continuous improvement (Azda, 2019). When leaders prioritize and actively engage in performance management, it increases the likelihood of achieving the desired performance outcomes and organizational success.

Across the globe, studies have been done concerning challenges facing successful implementation of performance management system. There are studies which have been done to assess precisely the level of leadership commitment and how it affects performance of management implementation. In Scotland, Pendola & Fuller (2021) conducted a study based on the relationship between management commitment and performance of management systems in mineral processing firms. The period for the study was one year, from April 2021 to March 2022. The study targeted 40 individuals, consisting of the management and staff within the mineral processing firms in Scotland. The Census sampling method was adopted by the study, from which the study considered all the respondents. Data collection was achieved through the use of structured questionnaires. Data obtained by the study was analyzed through analysis of variance and linear correlation. The study findings revealed that the leadership role encompasses tasks such as identifying skills gaps, providing support to employees in addressing those gaps, and leading the talent management process. Additionally, the study identified that managers have recognized the necessity for the organization to move away from an ineffective management style and strive for improvement.

Okolie (2020) assessed the effects of management and leader's commitment on the performance of management systems in commercial banks in Lagos, Nigeria. The study considered all the 47 registered commercial banks in Lagos State. A total population of 148 staffs was targeted by the study. The study adopted a stratified sampling technique from which the study considered 88 respondents. Data collection was achieved through the use of research questionnaires. Data obtained by the study was analyzed with the help of multicollinearity models. The study findings highlighted that to achieve improved performance levels, it is upon the management to take transformational steps towards adopting a leadership style that recognizes its role as going beyond operational technical roles, moving towards empowering employees. The study further determined that there is a strong correlation between the efforts put by the management and improved performance of management information systems.

In Kenya, Omollo & Oso (2018) assessed the impacts of leadership commitment practices on the performance of hospital management systems in Mama Lucy Hospital. The study was conducted for one year, June 2017 and August 2018. The survey made use of a cross-sectional survey study design. The target population for the study was made up of 54 medical staff within Mama Lucy Hospital. The Census sampling method was adopted by the study, from which the study considered all the respondents. Data collection was achieved through the use of study questionnaires as well as guides for the interview. Data obtained by the study were analyzed using statistical bivariant models. The study findings indicated that transitioning from a traditional approach to a transformational mindset presents challenges. Moreover, Johnson (2018) emphasized the importance of managers prioritizing the organization's best interests over their own and actively supporting talent management initiatives. By doing so, the organization can maximize the value derived from the talent management process.

### **2.3.2 Employee's Attitude and implementation of Performance of Management System.**

The attitude of employees is highly influenced by actions which in turn shape perception and behavior (Brilliant, 2019). It is fundamental to have a clear understanding of the employees' attitude and what they feel about the performance management system in firms because this will help decide how well it is implemented (McDowall & Fletcher, 2004). For the procedure to be successful, both the appraiser and the appraisee must get proper training and preparation. The skills of control, coaching, counseling, dispute resolution, setting performance criteria, connecting the system to compensation, and giving feedback to employees should be especially prepared for by supervisors (Khuwaja et al., 2020). Employee attitudes toward the performance management system are a key factor in determining the system's acceptance and efficacy. The system may fail due to extreme unhappiness and feelings of injustice and inequity in the ratings (Mtshali et al., 2018). Employee indifference brought on by extreme unhappiness may reduce the system's effectiveness.

Multiple studies have been conducted to assess the association between employee attitude and performance in multiple institutions and organizations. In essence, Gullate et al., (2019) conducted a study to determine the influence of employees' attitude and performance of Steel Manufacturing firms in Brussels, Belgium. The study was conducted for one year, from January to December 2019. The study targeted 168 employees within selected 24 steel manufacturing firms in Brussels. Stratified random sampling was used in sampling the study population from which the study identified 120 respondents. Data collection was achieved through the use of structured questionnaires and interview guides. Data obtained by the study were analyzed with the use of multiple regression and correlation analysis. The findings from the study revealed that there is a significant relationship between employee attitude and performance of systems implemented for improved operations in Steel Manufacturing firms. According to Gullate et al., (2019), the study

further determined that the attitude shown by employees towards performance management system are a key factor in determining the system's acceptance and efficacy.

Nkula & Kivisto (2020) assessed the relationship between employee perception and attitude and performance of management information systems at the Ministry of Agriculture in North Kivu, in the Democratic Republic of Congo. The study duration was one and half years, from June 2019 to December 2020. The study targeted 251 staff members within the Agricultural department in North Kivu. A systematic sampling technique was adopted by the study, from which the study selected a total of 165 respondents. The study data was collected using interview guides and research study questionnaires. The study also obtained secondary data from the journals published within the Ministry. Data obtained by the study were analyzed using multiple regression and correlation analysis. The findings from the study indicated that employees' attitude and commitment on achieving improved performance management system practices, can contribute to employees being more committed towards performance management and the organization, in general.

Abdullahi & Zakaria (2020) conducted a study to determine the relationship employee attitude, job satisfaction and implementation of performance management system in Kenyan insurance firms. A cross-sectional study design was adopted for the survey. The study targeted a population of 245 staffs from the 49 registered insurance companies in Kenya. Clustered sampling was used in sampling the study population, from which 154 were declared to be the study respondents. Data collection was achieved through the use of structured questionnaires and interview guides. Data obtained by the study were analyzed using multiple regression and correlation analysis. The findings from the study indicated that the level of commitment of staff members in the insurance companies in Kenya determines the extent of implementation of

performance management systems. Besides, the findings from the study indicated that whenever employees are provided with better performance management system and training and development, it will lead to higher organizational commitment to implementation, hence a change in their attitude and job commitment levels.

### **2.3.3 System Design and implementation of Performance of Management System.**

According to Yan et al., (2014), a work environment marked by stringent regulations and procedures results in practical implementation delays, subsequently stifling overall performance. This argument is in line with Denison & Schein (2017). In essence, it was also determined by Ruger et al., (2019) that implementation of performance management system design in the public sector is characterized by While it can appear that doing so brings regularity and order to daily operations, it has been recognized to be a barrier to creativity. In Kenya, Papazoglou et al., (2018) determined that performance management implementation is influenced by system design when Ministry of Education staff members are obliged to provide individualized and distinctive service. Additionally, this emphasis on conformity discourages process innovation, eventually harming the desire for continual process improvement. This rigidity hinders the development of the favorable conditions necessary for the performance management system's successful implementation. Instead of focusing exclusively on rigid, rule-bound procedures that thwart adaptation to change, the Ministry of Education, in particular, should engage in practices that will facilitate and encourage optimal performance.

The impact of system design on the implementation of a Performance Management System (PMS) is a critical aspect that influences the success and effectiveness of PMS in organizations. The design of the PMS encompasses various elements, and how these components are structured can significantly shape the outcomes and results of the system. It was established by Robinson et

al., (2019) that an effectively designed PMS should align with the strategic goals and objectives of the organization. It should be structured in a way that ensures that the performance metrics and indicators being tracked are directly tied to the overall mission and vision of the organization. When the PMS is well-aligned, it helps employees understand how their work contributes to the broader organizational goals, motivating them to perform at their best. The design of the PMS should prioritize clarity and simplicity. Complex and convoluted systems can lead to confusion among employees and hinder the successful implementation of PMS (Lawler, 2019). A well-designed system should be straightforward, with clearly defined performance criteria and measurement processes that are easy to understand and follow.

A study by Opio (2019) established that effective PMS design includes mechanisms for providing timely and constructive feedback to employees. This includes regular performance reviews, coaching, and opportunities for self-assessment. The design should facilitate open communication between employees and supervisors, allowing for discussions about performance and improvement. It was further determined by Armstrong & Baron (2019) that organizations should design their PMS to be flexible and adaptable to changing circumstances and goals. Performance indicators and targets may need to be adjusted as the business environ. The design of a Performance Management System plays a vital role in its successful implementation. An effective design aligns with organizational goals, prioritizes clarity, and simplicity, leverages user-friendly technology, incorporates feedback mechanisms, allows for flexibility, and provides training and support to users. When these elements are well-designed and thoughtfully implemented, they contribute to improved performance and the achievement of organizational objectives.

There are studies that have been made in the past with regard to implementation of performance management and system design. In Canada, Apollo (2017) conducted a study evaluating the relationship between system design and performance management implementation in food processing firms. The study made use of longitudinal and cross-sectional designs. The study targeted a population of 800 employees within 120 food processing firms in Canada. Stratified random sampling was used in sampling the study population, from which 564 were declared to be the study respondents. Data collection was achieved through the use of structured questionnaires and interview guides. Data obtained by the study were analyzed with the use of multiple regression and correlation analysis. The findings from the study revealed that continuous review of the designed system is fundamental in ensuring better performance management implementation.

Gibson et al., (2017) assessed the relationship between system design and the performance management system implementation in insurance firms in Guinea. The survey adopted the use of a descriptive survey study design. The study targeted a population of 245 staff from 65 insurance firms in Guinea. The Census sampling technique was adopted by the survey from which the study considered all the 245 staff in the insurance firms. Data collection was achieved through the use of structured questionnaires and interview guides. Data obtained by the study was analyzed with the use of multiple regression and correlation analysis. Quantitative data was analyzed through statistical packages, while content analysis was helpful in the analysis of qualitative data. The study determined a significant relationship between a system design and implementation of performance management systems. Further, it was established by the study that a high degree of adherence to systems and regulations, which has the effect of limiting unconventional thinking, contributes towards development of effective and operational performance management system.



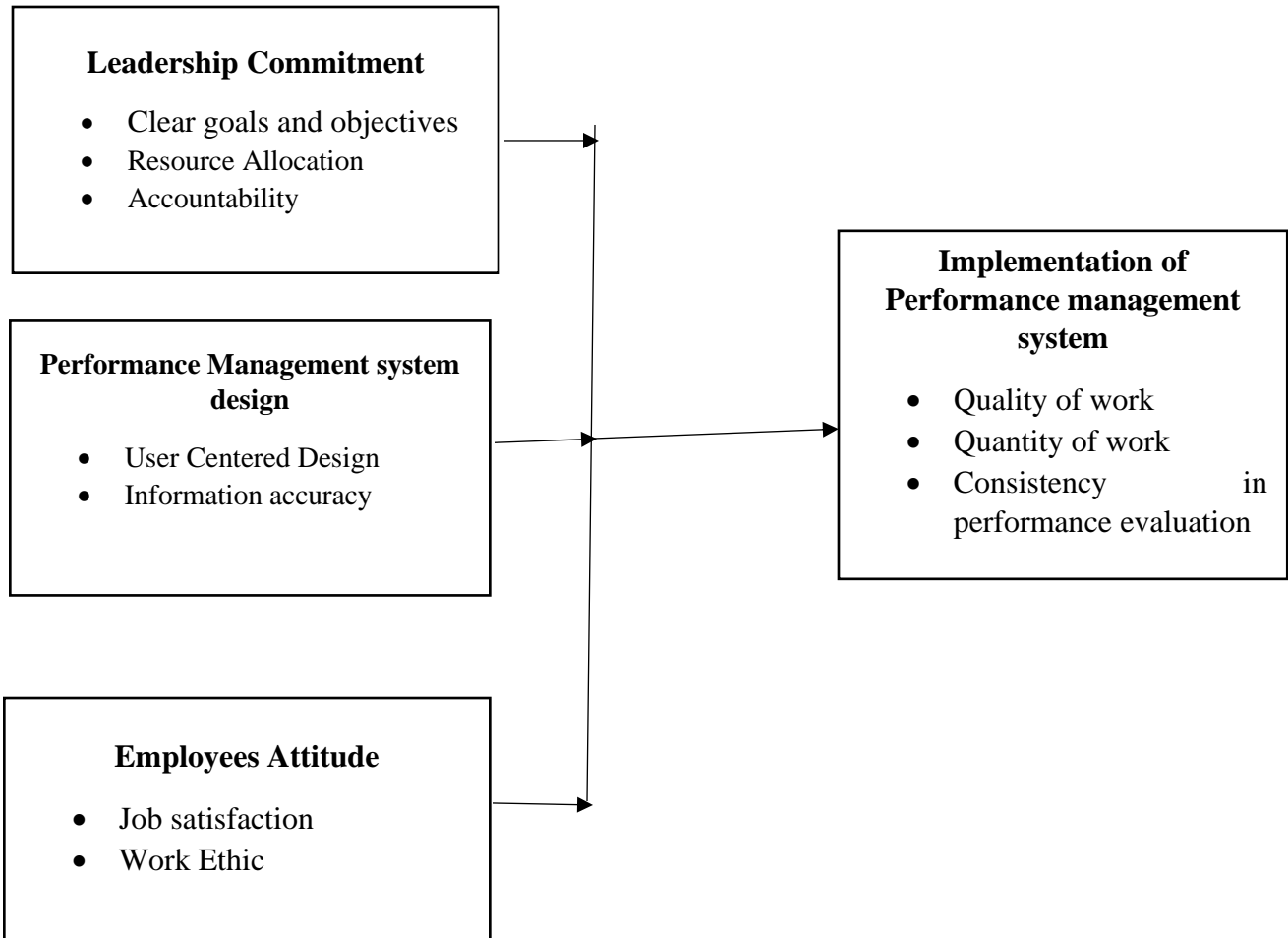
In Kenya, Opondo (2017) assessed the association between the use of designed information systems and the performance of employees at Kenya Technical Training Institute. The study was conducted for a period between May 2017 and June 2018. The survey made use of a cross-sectional survey study design. The target population for the study was made up of 5 human resource managers and 25 staff members within the Kenya Technical Training Institute. Data collection was achieved through the use of structured questionnaires and interview guides. Data obtained by the study were analyzed using multiple regression and correlation analysis. The findings from the survey revealed that the nature of designed systems is positively correlated with the implementation of performance management systems. Besides, the findings from the study determined that having 360 degrees review of a system design eliminates possible occurrence of errors that hinders performance.

## **2.4 Conceptual Framework**

A conceptual framework is employed in research to visually depict the existing relationship between independent and dependent variables in a study. It serves as a diagrammatic representation. In a research study, a conceptual framework can be utilized to outline the indicators of the study variables, as well as other concepts and ideas being explored. The independent variables in a conceptual framework are presumed to influence all the dependent variables in the study. In the context of this study, the dependent variable is the implementation of performance management systems. The dependent variables for the study on the other hand include; leadership commitment, system design and employees' attitude as illustrated in figure 2.1 below

**Independent Variables**

**Dependent Variable**



**FIGURE 1**  
**Conceptual Framework**

## 2.5 Operationalization of Variables

**TABLE 1**  
**Operationalization of variables**

<b>Variable</b>	<b>Indicators</b>	<b>Measurement</b>	<b>Tools of Analysis</b>
<b>Dependent Variable</b> Implementation of Performance management system	<ul style="list-style-type: none"> <li>• Quality of work</li> <li>• Quantity of work</li> <li>• Employees productivity</li> <li>• Employee efficiency</li> <li>• Employees engagement</li> </ul>	Likert Scale	Descriptive Statistics
<b>Independent Variables</b>			
X1=Leadership Commitment	<ul style="list-style-type: none"> <li>• Clear vision and mission</li> <li>• Communication</li> <li>• Resource Allocation</li> <li>• Accountability</li> </ul>	Likert Scale	Descriptive Statistics
X2=Performance Management system design	<ul style="list-style-type: none"> <li>• User Centered Design</li> <li>• Data Accuracy</li> <li>• Completeness</li> <li>• Flexibility</li> </ul>	Likert Scale	Descriptive Statistics
X3=Employees Attitude	<ul style="list-style-type: none"> <li>• Job involvement</li> <li>• Job satisfaction</li> <li>• Organizational commitment</li> </ul>	Likert Scale	Descriptive Statistics

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This section highlights the study mechanisms. This chapter highlights the study design, study expected population, sample study design, and instrumentation. The section also discusses those ways of analysing data obtained operation of the study variables, and means of conducting the study ethically.

#### **3.2 Research Design**

The research design in a study refers to a methodological approach employed to effectively address the research problems at hand (Creswell, 2014). A well-designed research plan should establish connections between the study objectives, research questions, empirical investigations, study conclusions, and recommendations. The chosen research design should offer a clear roadmap on how to obtain research findings from the study population (Bramwell, 2017).

The research implemented descriptive study design. Johnson (2008), states that descriptive study design is suitable in obtaining accurate study information. Besides, descriptive study design provides highlights on obtaining reliable study information. The researcher therefore adopted this design in establishing the challenges facing successful implementation of performance management system in Kenya public school, Kamukunji Sub County.

#### **3.3 Target Population**

A study target population is a representation of people and items that are useful in obtaining study findings (Ngechu,2016). In Kamukunji Sub County, there are 17 public schools with 320 teachers and non-teaching staffs. The study targeted population was therefore made up of the 320 teachers and non-teaching staffs. This was as presented in Table 2.

**TABLE 2**  
**Target Population**

<b>Strata</b>	<b>Stratification (*0.556)</b>	<b>Percentage</b>
Teaching Staff	230	71.88
Non-Teaching Staff	90	28.12
<b>TOTAL</b>	<b>320</b>	<b>178</b>

Source: Ministry of Education Report, 2021.

### **3.4. Sampling and Sampling Procedure**

The sample size is defined as the collection of elements or units that meet certain selection criteria and are considered for thorough evaluation, from which a research sample is drawn (Kothari, 2014). It is important to note that sampling involves the process of selecting individuals, organizations, or people from a population of interest to facilitate researchers' understanding of it. In this study, a stratified sampling method will be utilized. Stratification was employed to divide the respondents into two categories, namely teaching and non-teaching staff, ensuring adequate representation of all respondents. Simple random sampling was employed to select respondents within each department.

Determination of the sample size was achieved through application of Taro Yamane's formula that has an assumption of error value of 0.05. Conducting research on an entire population can be time-consuming, expensive, and, in some cases, practically impossible. By using the Yamane formula to determine an appropriate sample size, researchers can reduce the time and resources required to gather data while maintaining a high level of accuracy in their conclusions.

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

$$n = \frac{320}{1 + 320(0.05)^2}$$

$$n = 178$$

The study therefore had a sample size made up of 178 respondents obtained using a factor of 0.556 (55.6%) of the target population as illustrated below. The sampling factor helps in achievement of uniform distribution of the respondents.

**TABLE 3**  
**Study sample population**

<b>Strata</b>	<b>Stratification (*0.556)</b>	<b>Sample Size</b>
Teaching Staff	230	128
Non-Teaching Staff	90	50
<b>TOTAL</b>	<b>320</b>	<b>178</b>

### **3.5 Research Instrument**

In the pursuit of primary data, the researcher utilized a structured questionnaire. This research instrument facilitated the acquisition of insights from various respondents regarding the study variables. The questionnaire comprised three parts, with the first part dedicated to gathering data on the background information of the respondents. The second part contained information regarding the challenges that affected the implementation of performance management systems in public primary schools. The survey study questions were presented on a Likert scale, which allowed the respondents to easily indicate their levels of agreement and disagreement with the respective questions.

### **3.6 Data Collection Procedure**

Briefing of the management was done by the researcher. The researcher will provide a highlight of the rational for the research study and the importance of data collection. The researcher assured all the respondents of high confidentiality level. The researcher communicated the date for commencing data collection to the respondents. Drop and pick method will be used by the researcher to collect the study data. A letter of introduction from the University was presented to the respondents by the researcher prior to data collection. In ensuring total rates of response, the researcher provided time for the gathering of all done questionnaires. It is worth noting that 21 days was enough for the process.

### **3.7 Pilot Study**

The study piloting is a procedural action in a research study that is used to determine how valid and reliable the research instrument is. According to Mendez (2017), a pilot study is significant in determining the possible limitations of the research data collection instrument. This study conducted a pilot study to assess how reliable the research instrument is. 10% of the study sample size which was 18 respondents was part of the pilot group from which they were not included in the final research as highlighted by Mugenda and Mugenda (2003). Achieving minimum of 10% of participants from the study sample size in the pilot study was significantly used justifying reliability of the instrument for the study (Mugenda and Mugenda, 2003).

#### **3.7.1 Research Instrument Validity**

Validity assesses if a measurement yields the desired results (Zikmund, 2013). Nix and Chen (2013) state that the main issues with validity are the data's relevance and accuracy, as well as how far the conclusions may be drawn. This examination addressed the question of whether the questionnaire adequately measured the variables and whether the questions matched the study's aims. This study took advantage of content validity. The researcher also sought guidance from

experts in the field of study. The experts assessed the substance of the questionnaire. This helped to improve the questionnaire before any data was collected.

### **3.7.2 Research Instrument Reliability**

According to Mugenda and Mugenda (2003), reliability refers to the degree to which a research instrument consistently provides reliable data and consistent results through repeated efforts. In this study, the reliability of the research tools and elements was assessed using a test-retest method. This approach helped determine if the responses obtained are consistent and suitable for the research. If the instruments yield a reliability coefficient higher than 0.7, they would be considered effective. However, if the coefficient falls below the desired level, the researcher would need to revise the instruments accordingly.

### **3.8 Data Processing and Analysis**

The study obtained both qualitative and quantitative data. Analysis of the quantitative data was conducted through descriptive statistics. Descriptive statistics played a significant role in providing an overview of the study variables. This method of data analysis was chosen for its simplicity and its ability to offer summaries of the variables investigated by the study. The quantitative data collected from the survey were summarized using measures such as mean averages, frequencies, and percentages. Additionally, the data analysis involved the utilization of Statistical Packages for Social Sciences, specifically version 25.

Regarding the qualitative data, content analysis was employed to analyze and interpret the data, allowing for the derivation of meaningful insights from the study. The study findings were presented in the form of tables and percentages, facilitating clear and concise communication of the results.



The equation for regression is given by:

$$Y = \beta_0 + \beta_1x_1 + \beta_2x_2 + \beta_3x_3 + s$$

Whereby

Y= Performance Management System

X<sub>1</sub>= Leadership Commitment

X<sub>2</sub>= Performance management System Design

X<sub>3</sub>= Employee Attitude

$\beta_1$ - $\beta_2$ -  $\beta_3$  = Regression Constants

$\varepsilon$  is coefficient of an error

### **3.9 Diagnostic Tests**

In order to examine the relationship between the dependent and independent variables in the study, a multiple regression model was employed. The researcher made use of panel regression analysis and conduct diagnostic tests to identify any potential issues with residuals and model specification. Several diagnostic checks were conducted to ensure the robustness of the panel regression model, including assessments for multicollinearity, heteroscedasticity, and normality. These checks are important for evaluating the reliability and validity of the regression model used in the study.

#### **3.9.1 Test of Multicollinearity**

A multicollinearity test was conducted to assess whether there is a high correlation between any two independent variables. If a strong relationship is found between two independent variables, it indicates a high degree of correlation. The test for multicollinearity involved using variation inflation factors (VIF). A VIF value between 1 and 10 suggests the absence of multicollinearity. If the assumption of multicollinearity is violated, collinear variables can inflate the significance levels, leading to the model appearing highly significant when, in reality, the significance is lower. In the presence of multicollinearity, one of the variables would be excluded from the model to mitigate its impact.

### **3.9.2 Linearity Test**

Regression analysis assumes a linear relationship between the independent and dependent variables. A scatter plot of the data was used to visually inspect the linearity of the relationship. The test is particularly important in regression analysis, where we want to assess the relationship between the dependent variable and the independent variable (Snyder, 2019). This test was fundamental in ensuring visual inspection of scatter plots and statistical tests like Pearson's correlation coefficient and residual plot analysis which helped determine whether a linear model is appropriate for the data. If a linear relationship is not evident, considering alternative modeling techniques might be necessary.

### **3.9.3 Homoscedasticity Test**

Homoscedasticity refers to the assumption that the variance of the errors is constant across all levels of the independent variable. A scatter plot of the residuals (errors) was used to check for homoscedasticity. If the residuals have a consistent spread across the range of the independent variable, the assumption of homoscedasticity is met.

### **3.9.4 Autocorrelation Test**

To ensure the statistical independence of the residuals over the research period, an autocorrelation test was conducted. The Wooldridge test was employed to detect autocorrelation. A chosen statistic with a significance level below 0.05 indicated the absence of autocorrelation in the data. If autocorrelation is detected, the study incorporated one lag order into the panel regression model (a statistical method used to analyze data that involves observations of the same entities (e.g., individuals, firms, countries) over multiple time periods) provided the violation is not severe. However, if the violation is substantial, the study explored possible transformations that can be applied to the independent and dependent variables. The aim enhanced the stationarity of the data through appropriate deflating, logging, and differencing technique.

**CHAPTER FOUR**  
**DATA ANALYSIS, FINDINGS AND DISCUSSIONS**

**4.1 Introduction**

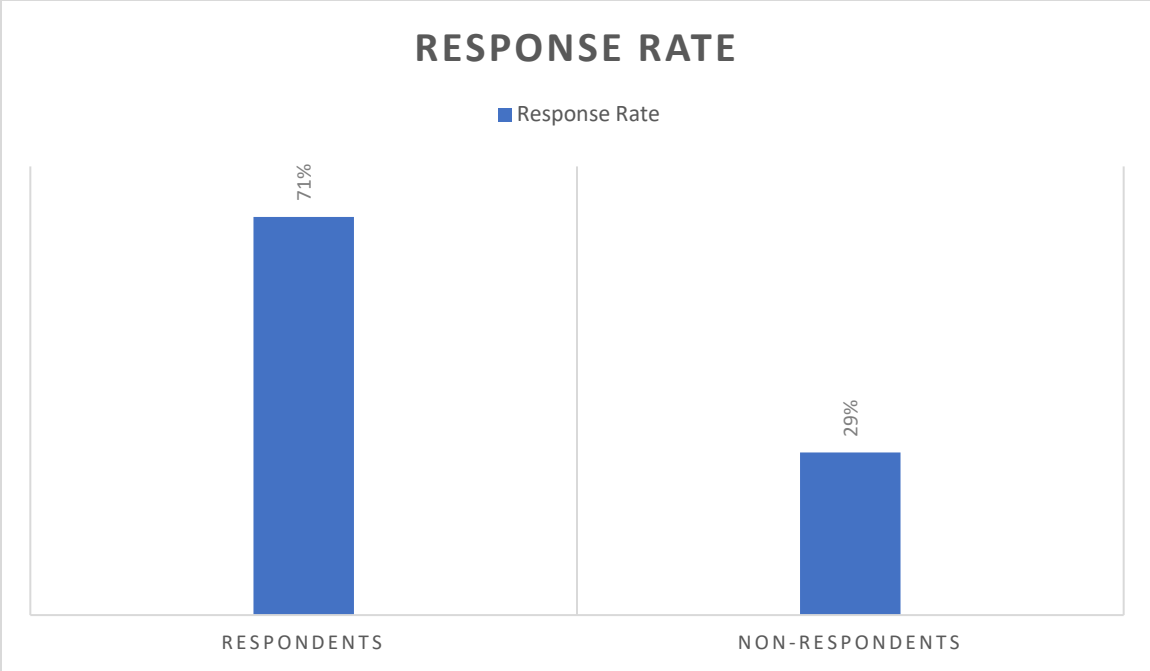
This chapter focuses on three key aspects: the examination of the gathered data, the explanation of the study's discoveries, and the ensuing discussion. After thoroughly analyzing all the gathered data, the study's results are presented in alignment with the survey's goals. Responses to the study variables are depicted using a 5-point rating scale, while statements related to the same topic are evaluated using a Likert scale. Additionally, this chapter includes an assessment of regression, a summary of the model used in the study, and the conclusions drawn from that model.

**4.2 Response Rate**

The study had a sample size made up of 178 respondents obtained using a factor of 0.556 (55.6%) of the target population. A sum of 178 questionnaires were administered to the teaching and non-teaching staffs in public schools in Kamukunji Sub-County and 126 were returned when fully filled. The rate of return showed indicated 71% response rate. The response obtained was enough to arrive at the conclusion and summary of the findings since the rate was above 70%, hence was recommended as highlighted by Orodho (2012).

**TABLE 4**  
**Rate of the responses**

<b>Indicators</b>	<b>Frequency</b>	<b>Percentage Representation</b>
Respondents	126	71%
Non-Respondents	52	29%
<b>TOTAL</b>	178	100



**FIGURE 2**

**Response Rate**

**4.3 Demographic characteristics of the Respondents**

**4.3.1 Gender of the Respondents**

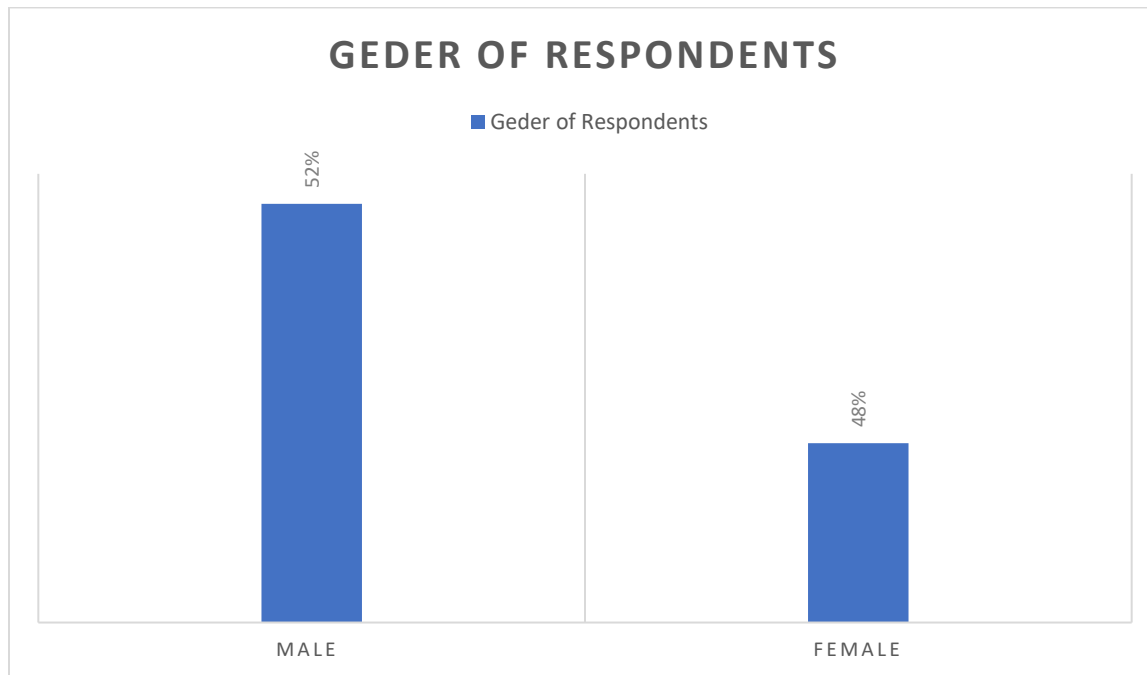
The respondents were requested to indicate their gender in the research instruments as the researcher was interested in knowing the actual respondents’ gender. It was determined by the survey that male was the dominant gender, indicated by 51.6% of all the respondents with the female being represented by 48.4%. This is an indication that the researcher considered all the genders and therefore there was no gender bias.

**TABLE 5**

**Gender of the respondents**

<b>Gender Type</b>	<b>Number</b>	<b>Percentage</b>
Male	65	51.6%
Female	61	48.4%
<b>Total</b>	<b>126</b>	<b>100%</b>

**Source: Research Data (2023)**



**FIGURE 3**

**Gender of Respondents**

**4.3.2 Age of Respondents**

The table below shows the findings based on the age group of the respondents as requested by the researcher in the questionnaires. Based on the outcome from the study with regard to age of the respondents, it was determined that those who are above 50 years of age are 13, which is 10.4% of all the total respondents. Besides, those respondents having an age range between 30-40 were

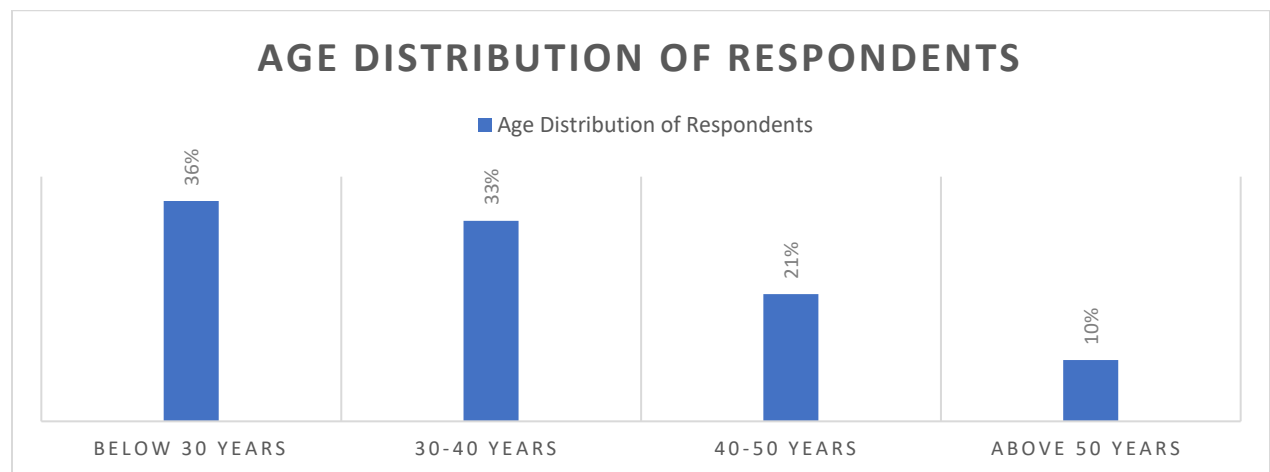
represented by 32.8% of the total respondents, indicated by 41 out of the total 126. The respondents having the youngest ages, below 30 years recorded the highest representation as they were only indicated by 45 respondents out of all the possible 126. On the other hand, those having ages ranging between 40-50 years had the highest presentation as determined by 32.8% of all the total respondents. The age range distribution for the respondents was therefore well established.

**TABLE 6**

**Age group of the respondents**

<b>Indicators</b>	<b>Frequency</b>	<b>Percentage</b>
Below 30 years	45	36%
Range of 30-40	41	32.8%
Range of 40-50	26	20.8%
More than 50	13	10.4%
<b>Aggregate</b>	<b>126</b>	<b>100%</b>

**Source: Research Data (2023)**



**FIGURE 4**

**Age distribution of the respondents**

### 4.3.3 Period of Service at the institution

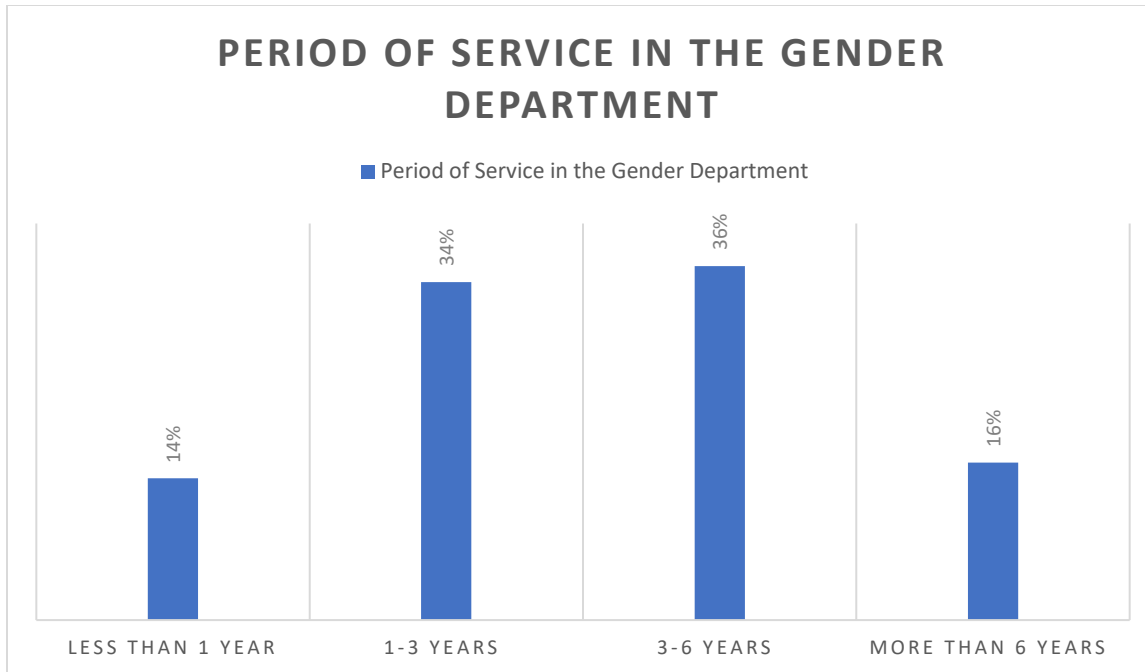
The researcher was keen to determine the period of the service within public schools in Kamukunji Sub-County in Nairobi. The findings from the study highlighted that majority of the staffs have served for a period between three and six years as indicated by 35.7% of the entire study respondents whereas 34.1% of the respondents have served for a period between 1-3 years. The staffs in public schools in Kamukunji County who served for less than one year was indicated by 14.3%, having a least representation.

These who had served for a period of more than 6 years were determined to be 20 staffs out of the 126 respondents.

**TABLE 7**  
**Period of Service in the Gender Department**

<b>Indicators</b>	<b>Frequency</b>	<b>Percentage</b>
Less than one year	18	14.3%
1-3 Years	43	34.1%
3-6Years	45	35.7%
More than 6 years	20	15.9%
<b>Aggregate</b>	<b>126</b>	<b>100%</b>

**Source: Research Data (2023)**



**FIGURE 5**

**Period of Service in the Gender Department**

**4.3.4 Level of Education of Respondents**

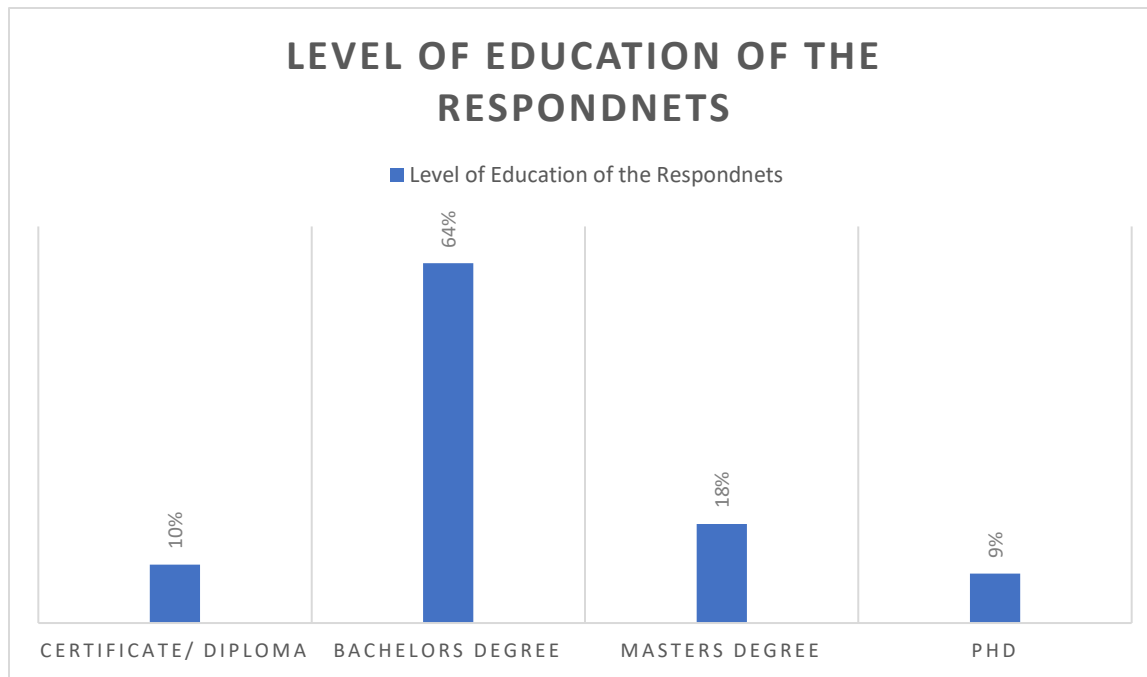
The researcher went ahead to ask the respondents to indicate their highest level of education. It was determined that majority of the respondents had attained up to Bachelor's Degree level of education, determined by 63.5% whereas, 17.5% of the respondents achieved up to Master's Degree level of education. Those respondents who attained up to Certificate and Diploma educational level as their highest level of education was determined to be 10.3% of the study respondents whereas only 8.7% attained up to Doctor of Philosophy as their highest educational level. Based on the study findings, it was evident that the respondents were well educated and could comprehend all the study questions.



**TABLE 8**  
**Level of Education of Respondents**

<b>Indicators</b>	<b>Frequency</b>	<b>Percentage</b>
Certificate/ Diploma	13	10.3%
Bachelor’s Degree	80	63.5%
Master’s Degree	22	17.5%
PhD	11	8.7%
<b>Aggregate</b>	<b>126</b>	<b>100%</b>

**Source: Research Data (2023)**



**FIGURE 6**

**Level of Education of Respondents**

#### **4.4 Descriptive Statistics on Challenges affecting implementation of PMSs**

The researcher considered the use statistical measures and analyses to help in indicating the extent of data analysis through mean values, standard deviations and coefficient of variation.

#### **4.4.1 Leadership Commitment**

The researcher went ahead to determine the influence of leadership commitment on implementation of performance management system in Kamukunji sub county of Nairobi County. Respondents were required to rate the extent of agreement with the following statements that seek to establish the relationship between challenges on leadership commitment on implementation of performance management system in Kamukunji sub county of Nairobi County. The findings from the study determined that level of commitment of leaders influence Implementation of Performance management system in Kenya public school, Kamukunji Sub County. This was determined by significant mean value of 4.36 and standard deviation of 0.85. It was also determined by the study that having a clear vision and mission among the leaders in public schools in Kamukunji Sub County influence the implementation of performance management (mean=4.10 std dev=1.15). In Kenyan public school, Kamukunji Sub County, it was determined that the level of commitment shown by the management of the schools is a major contributor of the success and improved performance of operations run by respective institutions (mean=4.15 std dev=1.08). Further, the study found out that to achieve improved performance levels and implementation of performance management systems, it is upon the management to take transformational steps towards adopting a leadership style that recognizes its role as going beyond operational technical roles, moving towards empowering employees as determined by significant mean values of (mean=4.51 std dev=0.84). In relation to leadership commitment, it was determined by the study that commitment by the leaders and management of various schools enhances accountability in resource allocation following implementation and adoption of performance management system (mean=4.39 std dev=0.82).

The findings from the study were determined to be matching those for several authors. In essence, the findings were established to be similar to that of Pendola & Fuller (2021) who

determined that the leadership role encompasses tasks such as identifying skills gaps, providing support to employees in addressing those gaps, and leading the talent management process.

Additionally, the study identified that managers have recognized the necessity for the organization to move away from an ineffective management style and strive for improvement. The findings also matched that of Okolie (2020) who established that to achieve improved performance levels, it is upon the management to take transformational steps towards adopting a leadership style that recognizes its role as going beyond operational technical roles, moving towards empowering employees. The study further determined that there is a strong correlation between the efforts put by the management and improved performance of management information systems. Further, the findings from the study can be compared to that of Jain & Gautam (2018) whose findings underscored the importance of leaders being financially prepared to invest in skill development initiatives that align with organizational objectives. The level of commitment shown by the management of an organization is a major contributor of the success and improved performance of operations run by an institution (Gillian, 2019)

**TABLE 9**  
**Leadership commitment on implementation of PMSs**

	Mean	Std. Deviation
Level of commitment of leaders influence Implementation of Performance management system in Kenya public school, Kamukunji Sub County	4.36	.85
Having a clear vision and mission among the leaders in public schools in Kamukunji Sub County influence the implementation of performance management.	4.10	1.15
The level of commitment shown by the management of the schools is a major contributor of the success and improved performance of operations run by respective institutions	4.15	1.08
To achieve improved performance levels and implementation of performance management systems, it is upon the management to take transformational steps towards adopting a leadership style that recognizes its role as going beyond operational technical roles,	4.51	.84
Commitment by the leaders and management of various schools enhances accountability in resource allocation following implementation and adoption of performance management system	4.39	.82

#### **4.4.2 Performance Management System Design**

The study was also keen to determine the influence of system design on implementation of performance management system in Kamukunji sub-County of Nairobi County. Respondents were required to rate the extent of agreement with the following statements that seek to establish the relationship between challenges on system design on implementation of performance management system in Kamukunji sub county of Nairobi County.

The findings from the study highlighted that the nature of Management system design influence implementation of Performance management system in Kenya public school in Kamukunji Sub County as determined mean and standard deviation values of (mean=4.40 std dev=.85). The study further established that having a continuous review of the designed system is

fundamental in ensuring better performance management implementation in Kenyan public school, Kamukunji Sub County (mean=4.19 std dev=1.03). The study further established that designed performance management systems help in achieving user centered designs that further influence the implementation of implementation of Performance management system in Kenya public school in Kamukunji Sub County (mean=4.00 std dev=1.10).

In Kenyan public school in Kamukunji Sub County, it was determined that a high degree of adherence to systems and regulations, has the effect of limiting unconventional thinking contributes towards development of effective and operational performance management system (mean=4.08 std dev=1.09). The findings also found that the nature of designed systems is positively correlated with the implementation of performance management systems (mean= 4.01 std dev=1.20). Having 360 degrees review of a system design eliminates possible occurrence of errors that hinders performance (mean=4.42 std dev=0.78).

**TABLE 10****Performance Management System Design on implementation of PMSs**

	Mean	Std. Deviation
The nature of Management system design influence implementation of Performance management system in Kenya public school in Kamukunji Sub County.	4.40	.84
Continuous review of the designed system is fundamental in ensuring better performance management implementation.	4.19	1.03
Designed performance management systems helps in achieving user centered designs that further influence the implementation of implementation of Performance management system in Kenya public school in Kamukunji Sub County.	4.00	1.10
A high degree of adherence to systems and regulations, has the effect of limiting unconventional thinking contributes towards development of effective and operational performance management system.	4.08	1.09
The nature of designed systems is positively correlated with the implementation of performance management systems.	4.01	1.20
Having 360 degrees review of a system design eliminates possible occurrence of errors that hinders performance	4.42	.78

**4.4.3 Employees' Attitude**

The study was also keen to determine the influence of employees' attitudes on performance management system implementation in Kamukunji sub-County of Nairobi County. Respondents were required to rate the extent of agreement with the following statements that sought to establish the relationship between employee challenges and performance management system in Kamukunji sub county of Nairobi County. The findings from the study determined that employees' attitude influence Implementation of Performance management system in Kenya public school, Kamukunji Sub County as determined by significant mean and standard deviation values of 4.29 and 0.92 respectively. The study also established that the level of employees' commitment toward their schools may hinder successful implementation of performance management system in Kenya

public school, Kamukunji Sub County (mean=4.32 std dev=0.99). Besides, it was determined by the study that the extent and level of job satisfaction among the employees impact their attitude towards implementation of performance management system in Kenya public school, Kamukunji Sub County (mean=4.26 std dev=0.90).

The study findings highlighted that the extent of employees' involvement in organization activities may hinder implementation of performance management system in Kenya public school, Kamukunji Sub County (mean=4.04 std dev=1.09). Further, the study determined that employees' indifference brought on by extreme unhappiness may reduce the system's effectiveness in in Kenyan public school, Kamukunji Sub County (mean=4.08 std dev=1.07). Further, the survey determined that attitude shown by employees towards performance management system are a key factor in determining the system's acceptance and efficacy among the public school, Kamukunji Sub County(mean=4.04 std=1.19).

The findings from the study were found to be similar to that of Brillian (2019) who determined that the attitude of employees is highly influenced by actions which in turn shape perception and behavior. Therefore, it is fundamental to have a clear understanding of the employees' attitude and what they feel about the performance management system in schools because this will help decide how well it is implemented. Besides, the findings were also found to be matching that of Mtshali et al., (2018) who established that employee attitudes toward the performance management system are a key factor in determining the system's acceptance and efficacy. From the present findings, it was established that the system may fail due to extreme unhappiness and feelings of injustice and inequity in the ratings. Employee indifference brought on by extreme unhappiness may reduce the system's effectiveness. According to Gullate et al., (2019), attitude shown by employees towards performance management system are a key factor

in determining the system's acceptance and efficacy, hence a justification to the present study findings.

**TABLE 11**  
**Employees' Attitude on implementation of PMSs**

	Mean	Std. Deviation
Employees' attitude influence Implementation of Performance management system in Kenya public school, Kamukunji Sub County.	4.29	.92
The level of employees' commitment toward their schools may hinder successful implementation of performance management system in Kenya public school, Kamukunji Sub County.	4.32	.99
The extent and level of job satisfaction among the employees impact their attitude towards implementation of performance management system in Kenya public school, Kamukunji Sub County.	4.26	.90
Extent of employees' involvement in organization activities may hinder implementation of performance management system in Kenya public school, Kamukunji Sub County.	4.04	1.09
Employees' indifference brought on by extreme unhappiness may reduce the system's effectiveness.	4.08	1.07
Attitude shown by employees towards performance management system are a key factor in determining the system's acceptance and efficacy.	4.04	1.19

#### **4.4.4 Descriptive Statistics on implementation of Performance Management Systems**

The study was keen to measure the extent of implementation of performance management system in public schools in Kamukunji Sub County. The findings from the study determined that implementation of performance management system contributes towards increasing employees' productivity within the schools (mean=4.17 std dev=0.96). Study also determined that implementation of performance management system gives clear and measurable goals that help on improving employees' efficiency (mean=4.51 std =.76). Having a successful performance



management system encourages employee engagement, involvement, motivation and commitment to the goals set by the school (mean=4.22 std dev=1.03). Further, the survey determined that performance management system should be fair and transparent, with clearly defined criteria and processes for evaluating employee performance (mean=4.06 std dev=1.10). In public schools in Kamukunji Sub-County, performance management system provides clear goals and ensures regular feedback which are aligned with the organization's values and culture to ensure that it is promoting the desired behaviors and outcomes (mean=4.35 std dev=.95). Further the study established that Implementation of performance management system contributes towards quality services offered by the schools to various stakeholders (mean=4.33 std dev=1.08).

The findings from the study can be compared to that of Papazoglou et al., (2018) who established that performance management implementation is influenced by system design when Ministry of Education staff members are obliged to provide individualized and distinctive service. Additionally, this emphasis on conformity discourages process innovation, eventually harming the desire for continual process improvement. This rigidity hinders the development of the favorable conditions necessary for the performance management system's successful implementation. Besides, the study findings matched that of Apollo (2020) who revealed that continuous review of the designed system is fundamental in ensuring better performance management implementation.

The present study indicated that there is a significant relationship between a system design and implementation of performance management systems. Further, it was established by the study that a high degree of adherence to systems and regulations, which has the effect of limiting unconventional thinking contributes towards development of effective and operational performance management system. Achieving 360 degrees review of a system design eliminates possible occurrence of errors that hinders performance.

**TABLE 12**  
**Descriptive Statistics on Performance management system**

	Mean	Std. Deviation
Implementation of performance management system contributes towards increasing employees' productivity.	4.17	.96
Implementation of performance management system gives clear and measurable goals that help on improving employees' efficiency.	4.51	.76
A successful performance management system encourages employee engagement, involvement, motivation and commitment to the goals set by the school.	4.22	1.03
Performance management system should be fair and transparent, with clearly defined criteria and processes for evaluating employee performance.	4.06	1.18
The performance management system provides clear goals and ensures regular feedback which are aligned with the organization's values and culture to ensure that it is promoting the desired behaviors and outcomes.	4.35	.95
Implementation of performance management system contributes towards quality services offered by the schools to various stakeholders.	4.33	1.08

#### **4.5 Diagnostic Test**

The researcher ran diagnostic tests to see if the data sets could be used for analysis. Tests for multicollinearity, homoscedasticity, linearity and autocorrelation were performed. A linearity test was performed on the data set to determine whether or not its distribution was linear. To be certain that there was no relationship between any of the study's variables, a multicollinearity test was performed. On the other hand, to determine whether the variance of the regression residuals altered, a homoscedasticity test was employed.

##### **4.5.1 Multicollinearity Test**

The multicollinearity test was used to find the correlation between the variables using the variance inflation factor (VIF). As it was, this was presented in Table 13.

**TABLE 13**  
**Multicollinearity Test**

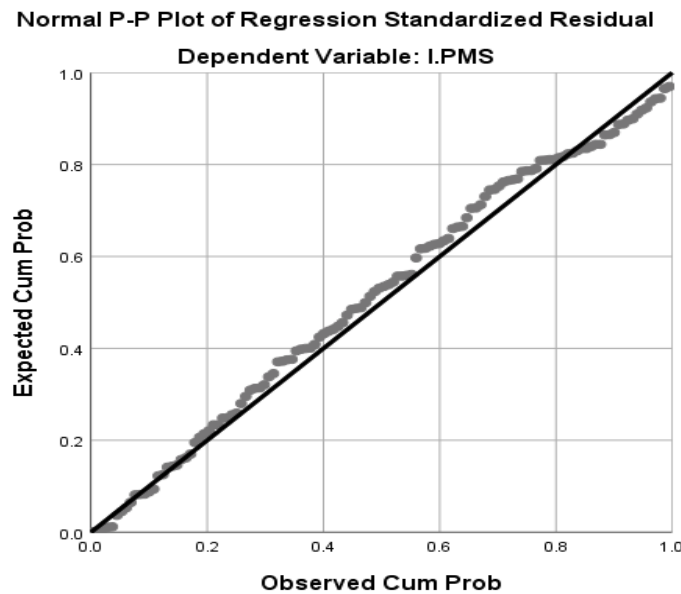
Coefficients <sup>a</sup>		Collinearity Statistics	
Model		Tolerance	VIF
1	L.C	.907	1.103
	PM.SD	.855	1.170
	E.A	.907	1.102

a. Dependent Variable: I.PMS

The study indicated that leadership commitment had a VIF of 1.103, performance management system and design had a VIF of 1.170 and employee attitude had a VIF of 1.02. Since there was no relationship between the variables and all of the VIF coefficient values ranged from 1 to 10, the test was judged legitimate to continue and evaluate the data.

#### 4.5.2 Linearity Test

A linearity test, which ascertains whether or not the data points show a linear trend, is commonly conducted using P-P plots.



**FIGURE 7**

## Linearity Test

Given that the P-P plot, as seen in Figure 7, has a linear form, the data passes the linearity test.

### 4.5.3 Homoscedasticity Test

Levene's test of homogeneity of variances was used to check for homoscedasticity. By using this test, one can ascertain whether the variances of the independent and dependent variables are equal. When the null hypotheses of equal variance are not supported, there is a difference between the variances in the population (Levene, 1960). Nonetheless, since the variances are about similar, the assumption can be accepted if Levene's test produces a non-significant result ( $p > .05$ ). This was as presented in Table 14

**TABLE 14**  
**Homoscedasticity Test**

	Levene Statistic	Sig.
Leadership commitment	.224	.637
Performance management style and design	5.880	.017
Employee attitude	.312	.578
Implementation of Performance management system	1.224	.271

The significance thresholds for all four variables are more than 0.05. Performance management style and design had the lowest significance (0.017) and leadership commitment the highest

(0.637). Because the significance levels were greater than 0.05, the variances were consequently statistically similar. The study is unable to reject the null hypothesis because Levene's statistic is not significant for any of the variables, as shown in Table 14 above. This implies that the assumption is tenable and that the variances are reasonably equal.

#### 4.5.4 Autocorrelation Test

The study utilized the use of Durbin Watson to test for Autocorrelation

**TABLE 15**  
**Autocorrelation Test**

<b>Model Summary<sup>b</sup></b>					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.193 <sup>a</sup>	.037	.014	.41638	1.560

a. Predictors: (Constant), E.A, L.C, PM.SD

b. Dependent Variable: I.PMS

The estimated errors for the Durbin-Watson model .41638 a, as shown in Table 15. The predictors (constant) are the employee attitude, leadership commitment and performance management system and design. This test was designed to assess the degree of correlation between challenges and performance management systems. The Durbin Watson test was used to evaluate the null hypothesis, which states that the linear regression residuals of time series data are uncorrelated. Generally speaking, the results of the statistical test can vary from 0 to 4, with a score of 2 signifying an uncorrelated set of residuals. A value > 2 indicates a negative correlation, whereas a number < 2 indicates a positive association. With a Durbin Watson value of 1.560, the study's results show that a positive association was discovered. In light of the hypothesis that was tested,

it was determined that the alternative hypothesis that the time series data was correlated was accepted and the null hypothesis was accepted.

#### 4.6 Inferential Statistics

##### 4.6.1 Regression Analysis Model Summary

The findings indicated that the R square value was determined to be 0.037 meaning that 3.7% of the variation in leadership commitment on implementation of performance management system in Kamukunji sub-County of Nairobi County. The remaining 96.3 percent is due to other factors not tested in this model. On the other hand, the correlation was determined by an overall coefficient of correlation of (R) to be 0.193. Besides, from the regression model, the adjusted R square value was determined to be 0.014 meaning that 98.6% of the variation in system design on implementation of performance management system in Kamukunji sub-County of Nairobi County. From the regression model, the R square value was determined to be -0.037 meaning that 96.3% of the variation in employee attitude strategies on the results from implementation of performance management system in Kamukunji sub-County of Nairobi County.

**TABLE 16**  
**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.193 <sup>a</sup>	.037	.014	.41639

a. Predictors: (Constant), E.A, PM.SD, L.C

##### 4.5.2. Analysis of Variance

The ANOVA analysis results showed that there was a statistically but insignificant relationship between the independent variables (leadership commitment, system design and employee attitude)

and the dependent variable (implementation of performance management system in Kamukunji sub county of Nairobi County) at  $F=1.575$ ,  $P=0.199$ . The findings indicated that the variance was significant in predicting implementation of performance management system in Kamukunji sub county of Nairobi County at 95% confidence level hence the data is suitable for making conclusions about the population. The findings are presented in the table below.

**TABLE 17**  
**ANOVA**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.819	3	.273	1.575	.199 <sup>b</sup>
	Residual	21.151	122	.173		
	Total	21.970	125			

a. Dependent Variable: I.PMS

b. Predictors: (Constant), E.A, L.C, PM.SD

#### 4.5.4. Correlation Analysis

Correlation analysis was conducted to test the existing relationship between the independent variables (leadership commitment, system design and employee attitude) and the dependent variable (implementation of performance management system in Kamukunji sub County of Nairobi County). The analysis showed a no significant correlation between system design and implementation of performance management system in Kamukunji Sub County, as determined by a factor of -0.009. On the other hand, employee attitude is positively but insignificantly correlated with implementation of performance management system in Kamukunji sub-County of Nairobi County. This was evident by the correlation factor of 0.674. ( $r=0.0149$ ,  $p=0.089$ ).

From the inferential statistics, it is evident that the study variables insignificantly influence implementation of performance management systems in public schools in Kamukunji

Constituency. In essence, several challenges related to employee attitudes that can hinder the effective implementation of performance management systems. These challenges include the level of employees' commitment to their schools, their job satisfaction, and their degree of involvement in organizational activities. The research also noted that extreme unhappiness among employees can lead to indifference and, consequently, reduce the effectiveness of the performance management system. Overall, the study underscores the importance of addressing and managing employee attitudes as a key factor in the acceptance and efficacy of performance management systems in Kenyan public schools, particularly in Kamukunji Sub County

#### 4.5.3. Coefficients of Regression

The coefficient of regression was conducted to determine the level of influence of the independent variables on the dependent variable. The analysis showed that the linear regression model as

**TABLE 18**  
**Coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.334	.501		8.649	.000
	L.C	-.009	.088	-.009	-.101	.920
	PM.SD	-.154	.091	-.163	-1.692	.093
	E.A	.149	.087	.160	1.713	.089

a. Dependent Variable: I.PMS

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon \text{ that is}$$



$$Y=4.334-0.009X_1-0.154X_2+0.149X_3.$$

$$\text{Factored in as } Y=4.334+0.149X_3$$

The model shows that when other factors are held constant, an increase in the use of independent variables (leadership commitment, system design and employee attitude) by 1% improves implementation of performance management system in Kamukunji sub county of Nairobi County. The level of implementation of performance management system in Kamukunji sub-County of Nairobi County would be decreased by 0.009 when all the variables are held constant. Therefore, a unit change in leadership commitment would decrease implementation of performance management system in Kamukunji sub-County of Nairobi County by a coefficient factor of 0.009. A unit increase in system design would change implementation of performance management system in Kamukunji sub-County of Nairobi County by -0.154. On the other hand, a unit change in employee attitude as a challenge affects implementation of performance management system in Kamukunji sub-County of Nairobi County by 0.149. Hence, the independent variables are key challenges affecting implementation of performance management systems in public schools in Kamukunji Sub County of Nairobi County.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This section of the survey report indicates summarization of the outcome for the survey, conclusion drawn from the survey and the best course of actions made by the researcher. The survey further points out on the key suggestions. Summary, conclusion and study recommendations have all been made with regard to the variables investigated.

#### **5.2 Summary of Findings**

The present study was keen to establish the challenges facing successful implementation of performance management system in Kenya public school, Kamukunji Sub County. The specific objectives of the study included; determination of the influence of leadership commitment on implementation of performance management system, assessment of the influence of performance management system design and to establish the influence of employees' attitudes on performance management system implementation in Kenya public school, Kamukunji Sub County. The study targeted population will therefore be made of the 320 teachers and non-teaching staffs. This study will make use of stratified sampling method. Determination of the sample size was achieved through application of Taro Yamane's formula that has an assumption of error value of 0.05. The study therefore had a sample size made up of 178 respondents obtained using a factor of 0.556 of the target population. In achieving primary data, the researcher made use of a structured questionnaire. The survey study questions were presented on a Likert scale where the respondents who found it easy to indicate their level of agreement and disagreement with the respective questions. The study obtained both qualitative and quantitative data. Analysis of the quantitative data was done through descriptive and inferential statistics.

### **5.2.1 Leadership Commitment**

The research conducted in Kamukunji Sub County of Nairobi County aimed to assess the impact of leadership commitment on the implementation of a performance management system in public schools in Kenya. The study involved gathering responses from respondents who were asked to rate their level of agreement with various statements related to challenges associated with leadership commitment in this context. The findings revealed that leadership commitment significantly influences the implementation of performance management systems in public schools within Kamukunji Sub County. Specifically, having clear vision and mission statements among school leaders was identified as a crucial factor in driving successful performance management implementation. Additionally, the level of commitment exhibited by school management was found to be a significant contributor to the overall success and improved performance of these educational institutions. The study also emphasized the importance of leadership adopting a transformational style that empowers employees, highlighting its positive impact on performance management adoption. Furthermore, it was noted that leadership commitment plays a pivotal role in enhancing accountability in resource allocation following the implementation of performance management systems in these schools.

### **5.2.2 Performance Management System Design**

The study's findings shed light on the critical role that the design of management systems plays in influencing the successful implementation of performance management systems in public schools in Kamukunji Sub County, Kenya. The study determined that the nature of the management system design has a substantial impact on this implementation process. Specifically, a well-structured and thoughtfully designed system is more likely to facilitate the effective adoption of performance management practices. Additionally, the study highlighted the importance of continuous review

and evaluation of the designed system, emphasizing that ongoing assessments are essential to ensure the smooth implementation of performance management in Kenyan public schools.

Furthermore, the researched reveals that designed performance management systems contribute to the development of user-centered designs, which in turn influence the implementation of these systems. This suggests that when systems are tailored to meet the needs and preferences of users, it enhances their willingness to engage with and support performance management initiatives. Moreover, the findings emphasize the significance of adherence to systems and regulations in schools, suggesting that a high degree of compliance limits unconventional thinking but contributes to the effectiveness and operational success of performance management systems. Overall, the study underscores the critical relationship between system design and the implementation of performance management practices in Kenyan public schools.

### **5.2.3 Employees' Attitude**

The research uncovered key insights regarding the relationship between employee attitudes and the success of performance management initiatives. Firstly, the findings revealed that employees' attitudes indeed play a substantial role in influencing the implementation of performance management systems in public schools. Specifically, their attitude towards the system was found to be a crucial factor, with a positive attitude correlating with more successful implementation.

Additionally, the study highlighted several challenges related to employee attitudes that can hinder the effective implementation of performance management systems. These challenges include the level of employees' commitment to their schools, their job satisfaction, and their degree of involvement in organizational activities. The research also noted that extreme unhappiness among employees can lead to indifference and, consequently, reduce the effectiveness of the performance management system. Overall, the study underscores the importance of addressing

and managing employee attitudes as a key factor in the acceptance and efficacy of performance management systems in Kenyan public schools, particularly in Kamukunji Sub County.

### **5.3 Conclusions**

#### **5.3.1 Leadership Commitment**

The conclusions drawn from the findings of the research in Kamukunji Sub County of Nairobi County are quite clear. Leadership commitment is a crucial factor that significantly influences the successful implementation of performance management systems in public schools. This commitment encompasses having a clear vision and mission, as well as a management style that empowers employees and emphasizes accountability in resource allocation. The study underscores the importance of leadership and management in driving positive outcomes and improved performance in educational institutions.

It was also concluded by the research that educational leaders in Kamukunji Sub County must prioritize and enhance their commitment to the implementation of performance management systems. By doing so, they can foster an environment conducive to achieving better educational outcomes and ensuring efficient resource allocation. This research provides valuable insights for educational policymakers and practitioners seeking to enhance performance and accountability in public schools through effective leadership commitment and the adoption of performance management systems.

#### **5.3.2 Performance Management System Design**

It can be concluded from the findings in Kamukunji Sub County of Kenya that the nature of the management system design significantly influences the effectiveness of performance management adoption. A well-structured and carefully thought-out system design sets a solid foundation for the successful incorporation of performance management practices within educational institutions. Furthermore, the study can conclude that the importance of continuous review and evaluation of

these designed systems, highlighting that ongoing assessments are vital to ensure the seamless integration of performance management in Kenyan public schools. User-centered designs, resulting from well-crafted performance management systems, positively impact the willingness of individuals to engage with and support performance management initiatives.

Moreover, the findings stress the value of adherence to systems and regulations in educational settings, as it contributes to the effectiveness and operational success of performance management systems. This research ultimately underscores the interconnectedness between the design of management systems and the implementation of performance management practices, offering valuable insights for educational institutions seeking to enhance their performance management processes and outcomes. A study by Gibson et al., (2017) also concluded that a high degree of adherence to systems and regulations, which has the effect of limiting unconventional thinking contributes towards development of effective and operational performance management system. Opondo (2017) also concluded that the nature of designed systems is positively correlated with the implementation of performance management systems.

### **5.3.3 Employees' Attitude**

In conclusion, the findings of the study conducted in Kamukunji Sub County of Nairobi County provide valuable insights into the critical role of employees' attitudes in the successful implementation of performance management systems in Kenyan public schools. The research has demonstrated that these attitudes significantly influence the outcome of performance management initiatives, highlighting the need for a keen focus on employee perceptions and sentiments.

The study's findings indicate that a positive attitude among employees towards the performance management system is closely linked to its effectiveness and successful implementation. This suggests that fostering a culture of support, understanding, and engagement

among staff can enhance the overall acceptance and impact of performance management practices in educational institutions.

However, the research also underscores the challenges posed by certain negative attitudes and factors, such as employees' commitment levels, job satisfaction, and their degree of involvement in organizational activities. These challenges can hinder the smooth implementation of performance management systems and reduce their effectiveness. It is clear from the study that addressing these issues and actively managing employee attitudes are essential steps in ensuring the acceptance and efficacy of performance management systems in Kenyan public schools, particularly in Kamukunji Sub County. Ultimately, this research highlights the importance of considering the human element in the successful adoption of performance management practices in educational institutions.

## **5.4 Recommendations**

### **5.4.1 Leadership Commitment**

Several recommendations can be made to improve the implementation of performance management systems in public schools, particularly in Kamukunji Sub County of Nairobi County. It is recommended by the study that educational authorities in within Nairobi County should invest in leadership development programs for school leaders and managers. These programs should focus on instilling a clear vision and mission among leaders and enhancing their leadership skills, including transformational leadership. Providing training and support in these areas can help leaders better understand their role in driving the successful implementation of performance management systems. It is also recommended by the study that school leadership among the public schools in Kamukunji Sub-County should adopt a more empowering approach towards employees. This can be achieved by fostering a culture of collaboration, innovation, and participation. When employees feel empowered, they are more likely to engage in the performance management

process and contribute to its success. Educational institutions should establish robust accountability mechanisms for resource allocation. This includes ensuring that funds and resources are allocated efficiently and transparently, aligning with the goals and objectives of the institution. Regular audits and performance assessments can help maintain accountability. Policymakers and educational authorities should provide policy support and guidance for the effective implementation of performance management systems in public schools. Clear policies and guidelines can help ensure consistency and standardization across educational institutions.

#### **5.4.2 Performance Management System Design**

The study recommends that educational institutions should prioritize the thoughtful design of management systems. This includes structuring systems that are conducive to the successful implementation of performance management practices. Kenyan public schools in Kamukunji Sub-County should invest in designing systems that align with their unique needs and goals. It is essential for educational authorities and school leadership to establish mechanisms for the continuous review and evaluation of management systems. Regular assessments will help identify areas that require improvement or adjustment to ensure the effective integration of performance management.

The study further recommended that schools in Kamukunji Sub-County should focus on designing performance management systems that are user-centered. Tailoring systems to meet the specific needs and preferences of staff and stakeholders can foster greater buy-in and engagement with performance management initiatives. Further, the survey can recommend based on the findings that educational institutions should emphasize adherence to systems and regulations. While this may limit unconventional thinking to some extent, it contributes significantly to the



successful operation of performance management systems. Schools should ensure that staff and administrators understand and follow established protocols.

### **5.4.3 Employees' Attitude**

It is recommended by the study that educational institutions should prioritize efforts to engage with and communicate effectively with employees. Establishing open channels of communication can help in understanding employees' concerns, expectations, and attitudes toward performance management systems. Regular feedback mechanisms, such as surveys and meetings, can be valuable in this regard. Public schools in Kamukunji Sub-County should invest in initiatives aimed at cultivating and nurturing positive attitudes among their employees regarding performance management. This may involve training programs, workshops, or awareness campaigns to emphasize the benefits and goals of the system.

The study further recommended that educational institutions should pay attention to factors that contribute to job satisfaction among employees. This includes providing opportunities for professional development, addressing workload concerns, and recognizing and rewarding outstanding performance. A satisfied workforce is more likely to support performance management initiatives. The management and heads of the respective public schools in Kamukunji Subcounty should continuously monitor and assess employee attitudes and perceptions regarding performance management. Regular feedback loops can help identify areas of concern and allow for timely interventions to maintain positive attitudes. The study also recommends that the management should promptly address any sources of extreme employee unhappiness that could lead to indifference and reduced effectiveness of performance management systems. Identifying and resolving these issues can prevent them from becoming significant barriers to successful implementation.

### **5.5 Limitations of the Study**

The main limitation of this study is that it focused on assessing the establishment of the challenges affecting implementation of performance management systems in public schools in Kamukunji Sub County of Nairobi County leaving out schools in other Sub-Counties within Nairobi County. The researcher overcame this limitation by making a consideration of the study findings in public schools in Kamukunji Sub-County to be similar to other Sub-Counties in Nairobi County. The study made use of primary data, from which the research instrument was questionnaires. Not all the respondents filled the questionnaires, with a response rate being less than 100%. In such a study, the possible challenge was that respondents' attitude and poor response rate as some of the respondents were unwilling to participate in the research exercise. At the same time, some agreed to participate but not do so truthfully by not filling out the questionnaires objectively. This situation was primarily due to fear of the respondents being blackmailed, especially at the workplace. The researcher did curb this concern by issuing explanations on the research's aim and assuring the participants the study was solely for academic purposes. Notably, the names and schools of the respondents were concealed, thereby enhancing confidentiality.

### **5.6 Suggestions for Further Research**

The present survey was carried out to establish the challenges facing successful implementation of performance management system in Kenya public school, Kamukunji Sub County. However, it will be relevant for future scholars who will conduct studies in the days to come to consider a study with the same subject scope in different counties across Kenya from which comparative studies could be done. In addition, future researchers may also conduct a similar study that focuses much on the benefits that can be achieved upon implementation of performance management systems.

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**APPENDICES**

**Appendix I: Letter of Introduction**

MONICA GAKINYA

P.O. BOX

NAIROBI

Dear Respondent,

RE: **SEEKING FOR YOUR PARTICIPATION IN THIS STUDY**

In my academic journey at KCA University. I am pursuing a research study to establish the challenges facing successful implementation of performance management system in Kenya public school, Kamukunji Sub County.

I am therefore making a humble request for your engagement in the research study by filling the research study questionnaires. The gathered data by the researcher will be treated with high confidentiality level. I will highly appreciate your willingness to participate. Thank you.

.....

Yours Faithfully

Monica Gakinya

Researcher

KCA University

## Appendix II: Study Questionnaire

### Appendix II: Questionnaire

Number. \_\_\_\_\_

Date: \_\_\_\_\_

In my academic journey at KCA University. I am pursuing a research study to establish the challenges facing successful implementation of performance management system in Kenya public school, Kamukunji Sub County.

#### Part 1: Demographic characteristics of the respondents

1. Respondents Gender

Male

Female

2. Respondents Age

Less than 30 years

Between 30 and 40 years

Between 40 and 50 years

More than 50 years

3. For how long have you offered your services to the institution?

1 year or less

between 1 and 3 years

between 3 years to six

Beyond six yrs.

4. What is your highest level of education?

Certificate / Diploma

Degree Level

Master's Level

PhD

**Part 2: CHALLENGES AFFECTING IMPLEMENTATION OF PMSs**

**I. Influence of Leadership Commitment**

Kindly show your agreement level of agreement with the indicated declarations regarding the influence of leadership commitment on implementation of performance management system.

**Key:**

**5-Very high extent 4-High extent 3-moderate effect 2- low extent 1-very low extent**

<b>Declaration</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Level of commitment of leaders influence Implementation of Performance management system in Kenya public school, Kamukunji Sub County.					
Having a clear vision and mission among the leaders in public schools in Kamukunji Sub County influence the implementation of performance management.					
The level of commitment shown by the management of the schools is a major contributor of the success and improved performance of operations run by respective institutions					
To achieve improved performance levels and implementation of performance management systems, it is upon the management to take transformational steps towards adopting a leadership style that recognizes its role as going beyond operational technical roles, moving towards empowering employees.					
Commitment by the leaders and management of various schools enhances accountability in resource allocation following implementation and adoption of performance management system.					

## II. Performance Management system design

Kindly show your agreement level of agreement with the indicated declarations regarding the influence of Management information system design on performance management system implementation in Kenya public schools in Kamukunji Sub County.

Statement	1	2	3	4	5
The nature of Management system design influence implementation of Performance management system in Kenya public school in Kamukunji Sub County.					
Continuous review of the designed system is fundamental in ensuring better performance management implementation.					
Designed performance management systems helps in achieving user centered designs that further influence the implementation of implementation of Performance management system in Kenya public school in Kamukunji Sub County.					
A high degree of adherence to systems and regulations, has the effect of limiting unconventional thinking contributes towards development of effective and operational performance management system.					
The nature of designed systems is positively correlated with the implementation of performance management systems.					
Having 360 degrees review of a system design eliminates possible occurrence of errors that hinders performance.					

### III. Employees Attitude

Kindly show your agreement level of agreement with the indicated declarations regarding the influence of employees' attitudes on performance management system implementation in Kenya public school, Kamukunji Sub County.

Statement	1	2	3	4	5
Employees' attitude influence Implementation of Performance management system in Kenya public school, Kamukunji Sub County.					
The level of employees' commitment toward their schools may hinder successful implementation of performance management system in Kenya public school, Kamukunji Sub County.					
The extent and level of job satisfaction among the employees impact their attitude towards implementation of performance management system in Kenya public school, Kamukunji Sub County.					
Extent of employees' involvement in organization activities may hinder implementation of performance management system in Kenya public school, Kamukunji Sub County.					
Employees' indifference brought on by extreme unhappiness may reduce the system's effectiveness.					
Attitude shown by employees towards performance management system are a key factor in determining the system's acceptance and efficacy.					



**Part 3: Implementation of Performance Management System**

Kindly show your agreement level with the indicated declarations regarding implementation of Performance Management System.

Key:

**5-Very high extent 4-High extent 3-moderate effect 2- low extent 1-very low extent**

<b>Declaration</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Implementation of performance management system contributes towards increasing employees' productivity.					
Implementation of performance management system gives clear and measurable goals that help on improving employees' efficiency.					
A successful performance management system encourages employee engagement, involvement, motivation and commitment to the goals set by the school.					
Performance management system should be fair and transparent, with clearly defined criteria and processes for evaluating employee performance.					
The performance management system provides clear goals and ensures regular feedback which are aligned with the organization's values and culture to ensure that it is promoting the desired behaviors and outcomes.					
Implementation of performance management system contributes towards quality services offered by the schools to various stakeholders.					

**You are highly appreciated**

### Appendix III: Research Budget

	<b>Expected expense</b>
Proposal development	14000
Pilot study	29000
Transportation	19000
Communication	16000
Cost on internet	21000
Development of project	25000
<b>TOTAL</b>	<b>124000</b>