UGANDA MANAGEMENT INSTITUTE

THE EFFECT OF HUMAN RESOURCE PRACTICES ON STUDENTS' PERFORMANCE

AT ST. JOHN BOSCO CORE PRIMARY TEACHERS'

COLLEGE NYONDO, UGANDA

BY

PATRICK GINYAKOL OKELLO

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A DISSERTATION SUBMITTED TO THE SCHOOL OF MANAGEMENT SCIENCE IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE MASTERS DEGREE IN INSTITUTIONAL MANAGEMENT AND LEADERSHIP OF UGANDA MANAGEMENT INSTITUTE

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DECLARATION

I, Patrick Ginyakol Okello, declare that this dissertation entitled "The effect of human resource practices on students' performance at St. John Bosco Core Primary Teachers' College (PTC), Nyondo" is my own work, and it has never been published or presented to any institution of higher learning for award of any degree and it should never be reproduced without my consent. Acknowledgement has been made where secondary sources of information were used in this study.

Researcher' signature: …………………………………………………. Date: ………………

<div align="center">Patrick Ginyakol Okello</div>

APPROVAL

This is to certify that this dissertation entitled "The effect of human resource practices on students' performance at St. John Bosco Core Primary Teachers' College, Nyondo" has been prepared under our supervision and is now ready for examination.

Supervisor's signature: …………….………...……………………… Date: ………………

MS. PROSS OLUKA

SUPERVISOR

Supervisor's signature: …………….………...……………………… Date: ………………

DR. KEEFA KIWANUKA

SUPERVISOR

DEDICATION

This dissertation is dedicated to my father, Mr. Odoc Serafino Ginyakol (R.I.P), my mother, Mrs. Theresa Tena Acokotoo Ginyakol and my uncle, Mr. Okot Santo Ginyakol (R.I.P).

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I am grateful to my family especially my wife, children and sisters for the support and encouragement all way through.

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CPD   :   Continuous Professional Development

CVI   :   Content Validity Index

EPRC   :   Education Policy Review Commission Report

GoU   :   Government of Uganda

GWP   :   Government White Paper

MBO   :   Management by Objective

MIML   :   Masters in Institutional Management and Leadership

MoES   :   Ministry of Education and Sports

PSC   :   Public Service Commission

PTC   :   Primary Teachers' College

RIP   :   Rest in Peace

ROM   :   Result Oriented Management

St.   :   Saint

UNESCO   :   United Nations Education Scientific and Cultural Organization

UPE   :   Universal Primary Education

ABSTRACT

The study examined how human resource practices affect students' performance at St. John Bosco Core PTC, Nyondo. The study had specific objectives namely; to examine supervisory support practices, staff appraisal practices and continuous professional development practices and their effect on students' performance. Using a case study design with qualitative and quantitative aapproaches, data was collected from managers, teaching and support staff. In data analysis, means to show the central tendency of responses and correlations as well as regressions to show the magnitude of the effect of the independent variable on the dependent variable were obtained. Study findings revealed that supervisory support significantly affects students' performance since the relationship between the two variables was (r = 0.635, p = 0.000) and the coefficient of determination was (R^2 = 0.404); showing that 40.4% variation in students' performance is explained by changes in the supervisory support in the institution. It was also revealed that staff appraisal significantly affects students' performance. The correlation between the dependent and independent variable was (r = 0.725, p = 0.000) while, a coefficient of determination was (R^2 = 0.526); indicating 52.6% chance change of the overall variance in students' performance is explained by performance appraisal in this College. It was further established that since there is a positive significant relationship between continuous professional development practices and students' performance (r = 0.5, P = 0.000), the former significantly affect the latter at the College. Staff supervisory support, staff performance appraisal and continuous professional development practices of staff help in improving the quality of students' performance. It is rrecommended that independent consultants be hired to train managers on how to implement more effective modes of supervisory support, staff appraisal and professional development.

1.1 Introduction

This study sought to examine the effect of human resource practices on students' performance at St. John Bosco Core Primary Teachers' College Nyondo. Human Resource practices in this study is conceived as the independent variable as the students' performance is the dependent variable. Human Resource practices was measured in form of supervisory support practices, staff performance appraisal practices and continuous professional development practices. On the other hand, students' performance was measured in form of academic performance based on final results and active participation in co-curricular activities like music, dance, drama, games and sports as explained in the conceptual framework.

This chapter presents the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, hypotheses of the study, conceptual framework, significance of the study, justification of the study, scope of the study and operational definitions.

1.2 Background to the study

Human resource practices are some of the aspects that contribute to the achievement of output targets required within an organization. Therefore, putting in place means that motivate employees in an organization remains a key factor to the success of such an institution. In this regard, the universalistic perspective posits the "best practice bundle" of human resource determine the motivation of employees within an institution Gerhart (2005) make an appropriate comment in this

regard. This is a concern because it seems unlikely that one set of human resource practices will work equally well no matter what context towards the motivation of employees (Aycan et al, 2007).

In Uganda (2010), the failure rates of students in the final examinations in several Primary Teachers' Colleges are said to have deteriorated. Likewise, performance of the teachers being produced by various Colleges is also claimed to be inadequate. As a result, many voices have been accusing different College leaderships as being incompetent in their management endeavors and, therefore, responsible for the poor performance in their respective Colleges. The proposed research intends to examine the extent to which human resource practices of institutional leaders is related to the nature of organizational performance in Primary Teachers' Colleges in Uganda. This chapter gives background to the proposed study indicating historical, theoretical, conceptual and contextual perspectives.

1.2.1 Historical background

The phenomenal expansion of formal education in most parts of the world seems to be hardly paralleled by a similar development in any other sector. In countries like, United States, United Kingdom, among others, information needed to make appropriate decisions in high performing national institutions used to be made available and communicated to the respective departments. This was premised on the fact that sharing relevant information and facilitating open communication builds trust and encourages the institution to plan for programs (Blanchard & Conner, 1997).

Bennell (2004), stresses that in the post independence Africa, education expansion has been a constant feature of African higher education over the past three decades. Accordingly, sub-Saharan Africa has over half a million students enrolled in higher education institutions. The demand for higher education greatly surpasses the supply; however, the effectiveness of their management over the years is debatable. Africa in general has been in economic crisis for over a decade, and as a result its social institutions have suffered tremendously. One of the institutions that has been hard hit is higher education including Primary Teachers' Colleges.

As a consequence of declining resource levels, teacher training institutions in Sub-Saharan Africa countries sought to improve performance by the efficacy of resource use in their institutions. In attempting to meet this challenge many institutions adopted a self-evaluation strategy; that is, they engaged in self-study or in some other form of performance assessment with the intention of using the results as management information in their endeavors to improve institutional performance (Peters & Austin, 1997).

While quite comprehensive self-study techniques for evaluating institutions of higher education were developed (Peters & Austin 2007), there were also a number of unresolved problems which limited the success of these activities. These included the lack of a precise conceptualization for "institutional performance and the difficulties of measuring the elusive and imponderable outputs from the educational process. In addition, there were a number of drawbacks in using existing evaluation techniques for management purposes. In East African countries, like Kenya, it is possible for a person to receive training as a teacher by working in a school under the responsibility of an accredited experienced practitioner.

Ssekamwa (1985) explains that since independence times the Government of Uganda has been responsible for training teachers needed for different levels of institutions. In the first decade after independence, performance of the teachers from training colleges was being talked of as being of sufficient quality. Unfortunately, the trend seems to have dramatically persisted since the second half of the 1990s, according to social development critics and system managers in Uganda (Court, 1999).

The proposed research endeavors to investigate this predicament. Ssekamwa (1985) explain that since independence times the Government of Uganda (GoU) has been responsible for training teachers needed for different levels of institutions in Uganda. In the first decades after independence, performance of the teachers from training Colleges was being talked of as being of sufficient quality. Unfortunately, the trend seems to have dramatically reversed since the second half of the 1990s, according to social development critics and system managers in Uganda. Interestingly, this is the time when Uganda had ushered into the country liberal reforms presumably to revamp private and institutional productivity (Court, 1999).

Consequently, the Government of Uganda through the Ministry of Education and Sports (MoES) established a number of Primary Teachers' Colleges (PTCs), with reiterated mandate to train primary school teachers i.e. equipping them with relevant knowledge, values and skills in order for them to provide basic education to the enrolled primary school pupils. All Primary Teachers' Colleges were obliged to train and prepare quality teachers for improved service delivery in all primary schools and more so, in the Universal Primary Schools (UPE) established in 1997. This institutional policy development initiative is, in part, an instrumental precept of the Result Oriented

Management (ROM) advocacy put in place by the Government through the Public Service Commission (PSC). It is not yet clear why poor performance is being decried in Primary Teachers' Colleges despite system and institutional interventions such as ROM.

1.2.2 Theoretical background

The study was guided by the Organizational Iceberg Theory, according to Hellriegel, Slocum and Woodman (1998). The theory states that overt organizational behavior is always only the tip of the iceberg, underneath there is always covert causes. The theory signifies that managers in organizations, as well as the stakeholders should not always be worried about what they see taking place in their organizations (overt behavior or symptoms), rather they should be greatly concerned with the underlying causes of such behavior, the covert causes (Mullins, 2002). This theory is based on the assumption, that a formal organization is usually established to realize pre-determined goals via effective management and control all presupposing well-structured activities, process and programs. Secondly, output of an organization usually reflects the effectiveness of a given organization. So, if most PTCs are being decried to graduate students with wanting performance (symptom), then something must be responsible for this problem (covert cause). It was widely alleged that probably human resource practices is a doubted reality in most Government aided PTCs including St. John Bosco Core Primary Teachers' College, Nyondo.

1.2.3 Conceptual   background

Human resource practices are procedures or techniques organizations use in managing workers in order to make them produce quality products and services (Koontz, 2001). Human resource practices focus on components like management, performance appraisal involving checking

teachers' attendance in register books, teaching process and teacher participation in co-curricular activities; staff development consisting of training, seminars, and refresher courses among others meant to improve the performance of the institution as a whole. Motivation according to Chandan (2006) is an unsatisfied need which creates a state of tension, disequilibrium by satisfying the need.

This sub-section gives operational conceptualization of the relationship between dependent and independent variables of human resource practices and students performance, respectively. According to Musaazi (1998) Human resource practices in any given organization always pre-suppose adequate planning, organization, staffing, coordination, budgeting, reporting and directing of institutional affairs and issues. He asserts that it is these elements that actually define management expertise or not. The study employed supervisory support as one of the elements underpinning effective organizational management. According to some scholars, supervisory support is conceived within the general framework of system maintenance processes that demand for staff involvement in planning organizational assignments, tasks and duties, for example to Wey (1965) and Musaazi (2006). The duo conceive supervisory support as essential elements of personal and professional growth, open communication between supervisors and subordinate staff; instructional programme which is purposeful of increasing learning results; and unity of purpose with high working spirit and friendly environment. More so, supervisory support, which is an organisational support imperative enhancing employee morale and commitment, is a very crucial element in organisational productivity (Kafuuma, 2012). In this study, staff supervisory support was designated by involvement in planning, professional growth, adequate communication, unity of purpose, and friendly environment. Secondly, staff appraisal was perceived as definition of

expectations, measurement and evaluation, feedback and follow up, otherwise alleged not to be taken seriously by management at St. John Bosco Core Primary Teachers' College, Nyondo. Lastly, students' performance involved quality of performance in academics and in co-curricular activities.

1.2.4 Contextual background

On 21st November, 2013 the Permanent Secretary Ministry of Education and Sports, while presiding over the commissioning ceremony of additional facilities at Bwera Primary Teachers' College decried the deteriorating standards in most Primary Teachers' Colleges, especially for the increasing failure rates in Grade III Primary Teachers Colleges' final examinations. The Permanent Secretary, Dr. Rose Nassali Lukwago explained that after the promulgation of Government White Paper (GWP) on education (1992), the Education Policy Review Commission Report (EPRCP) of 1989 recommended that "renovation of structures, general repairs of various facilities, and provision of science equipment to improve performance in PTCs ensued, henceforth".

With the inception of this plan, 95 government PTCs were reduced to 45 and each of these has so far received science equipment, a library and a laboratory in order to improve on students' performance. In addition, a number of facilities have been provided to different PTCs, in accordance with priority needs such as provision of science equipment and apparatus, dormitories and staff quarters. However, with all this and other system interventions including ROM entrenchment, institutional performance in most colleges, including even those that have been known for quality service delivery for example students' performance of St. John Bosco Core Primary Teachers' College, Nyondo is claimed to be deteriorating, something which is yet to be ratified by this empirical research.

Table 1.1: Students' performance from 2011- 2013

Years	Distinction	Credit	Pass	Fail	Absent	Total
2011	00	172	07	12	1	191
2012	00	162	40	87	3	292
2013	00	111	43	44	2	200

Source: College Records 2013

As shown in the table above, the performance of students from 2011 to 2013 has been deteriorating as evidenced by the significant reduction of the number of credits across the years and the College did not get a distinction at all. This shows that the academic performance of the College has been very poor.

1.3 Statement of the problem

The College in the effort to streamline its human resource practice, put in place human resource manual, policies and other documents as stipulated and as guided by the Ministry of Education and Sports. These documents are provided to everyone in the organization for them to use so as to work towards excellent performance of students.

Despite these efforts, the institution has continued to experience poor students' performance both in academic and co-curricular activities. For example in 2011, final exams out of 191 students, 12 failed and the College had no distinction. In 2012 out of 292 students, 48 failed and there was no distinction, and in 2013 out of 200 students, 44 failed with no distinction recorded. This means that in all those years students were performing below the national standards. Similarly, within the period from 2011 to 2013, the members of staff were not properly appraised or closely monitored, all those weaknesses are attributed to ineffective management characterizing Nyondo PTC. The consequences of ineffective management have resulted into public outcry towards the poor performance of students and low enrolment. Therefore, if there is no intervention by stakeholders to

avert the situation, there is a likelihood that the College might continue to exhibit poor performance and may collapse and at worst it may be written off by the Ministry of Education and Sports. It is upon this premise that the researcher investigated the effect of human resource practices on students' performance.

1.4 Purpose of the study

The purpose of the study was to examine how human resource practices affect students' performance at St. John Bosco Core Primary Teachers' College, Nyondo.

1.5 Objectives of the study

The study was guided by the following objectives:

1. To examine the extent to which staff supervisory support affects students' performance at St. John Bosco Core Primary Teachers' College, Nyondo.

2. To examine the extent to which staff appraisal practices affects students' performance at St. John Bosco Core Primary Teachers' College, Nyondo.

3. To establish the extent to which professional development has affected students' performance at St. John Bosco Core Primary Teachers' College, Nyondo.

1.6 Research questions

The following research questions guided the study:

1. To what extent does staff supervisory support affect students' performance at St. John Bosco Primary Teachers' College, Nyondo?

2. To what extent does staff appraisal affect students' performance at St. John Bosco Primary Teachers' College, Nyondo?

3. How has professional development affected students' performance at St. John Bosco Primary Teachers' College, Nyondo?

1.7 Research hypotheses:

The researcher hypothesizes as follows:

1. Staff supervisory support positively affects students' performance.

2. There is a positive significant relationship between staff appraisal practices and students' performance.

3. Staff professional development significantly affects and students' performance.

1.8 Conceptual framework

INDEPENDENT VARIABLE (IV)   **DEPENDENT VARIABLE (DV)**

   Human Resource Practices   **Students' Performance**

```
┌─────────────────────────────┐
│ Supervisory support         │
│    • Mentoring              │
│    • Coaching               │                    ┌──────────────────────────┐
│    • Team work              │                    │ Academic performance     │
│    • Monitoring             │                    │  • External examination  │
├─────────────────────────────┤                    │    results               │
│ Staff appraisal             │                    │                          │
│    • Target setting         │                    │ Co-Curricular activities │
│    • Assessment             │                    │  • Participation in music,│
│    • Action point           │                    │    dance, drama          │
├─────────────────────────────┤                    └──────────────────────────┘
│ Continuous professional     │
│ development                 │
│  • On-job                   │
│  • Off-job                  │
└─────────────────────────────┘
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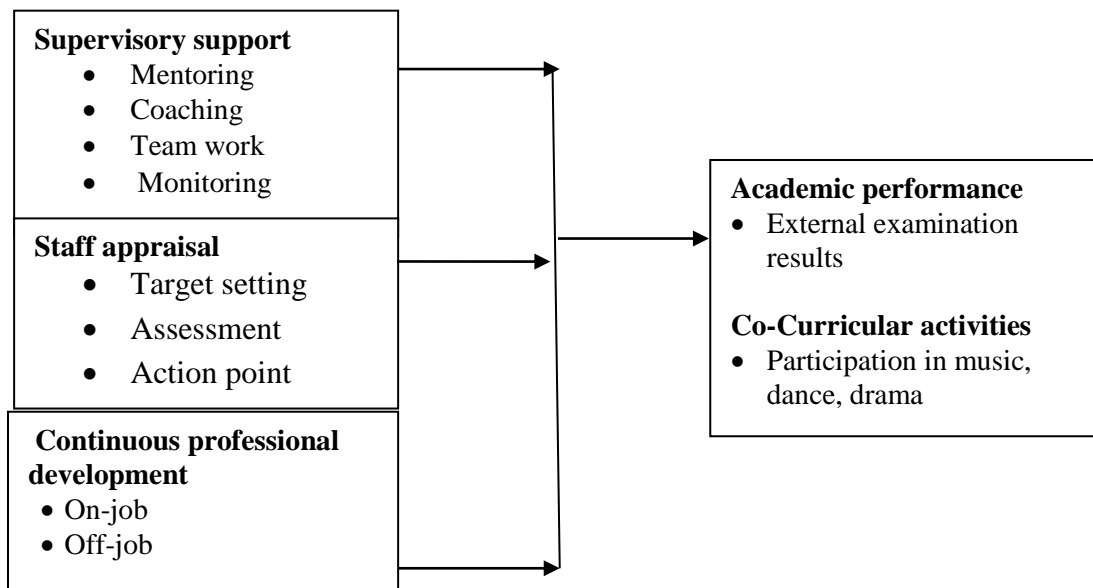
Source: Partly developed from Musaazi, (1998) and modified by the researcher

Figure 1: A Conceptual Framework showing the relationship between human resource practices and students' performance

In the conceptual framework above, two variables are identified namely; human resource practices as the independent variable and students' performance as the dependent variable. Human resource practices are being conceptualized as the manager's ability to fully execute his/her tasks to achieve the organizational goals. Students' performance is conceptualized as student's levels of excelling in both academic and co-curricular activities at the College. Students' performance at St. John Bosco Core Primary Teachers' College, Nyondo is seen in terms of the students excelling in both academic and co-curricular activities. During the last three years, the students' performance have been affected by the ineffective management in the way of laxity in supervisory support, handling staff performance appraisal effectively and putting more emphasis on continuous professional development courses. This has resulted into many students failing not only in their examinations but also failing to participate during co-curricular activities. This situation can be improved if the appropriate human resource practices are adopted in management of St. John Bosco Core Primary Teachers' College, Nyondo as a way of seeing students excelling in their academic and co-curricular activities.

1.9 Significance of the study

It is hoped that the study may be of great significance to policy makers, community, students, among others in the following ways;

Education stakeholders: The study may be of significant value to various stakeholders in the education sector specifically to employees in schools, colleges, employers and policy makers responsible for ensuring that employees in all sectors enjoy their rightful privileges as they perform

tasks required of them. Employers need to understand the importance of human resource practices to their employees in regard to empowering them towards performance to the required levels.

Policy makers as individuals charged with making of various legislations and policies in the country need to know particular aspects affecting employees. Therefore, findings of this study will point out some of the effects training and development puts performance and such findings could be used for relevant decision making.

The study may definitely contribute to literature on training and development and how it affects performance especially in the Ugandan perspective, since researched and documented work on such is rarely found in Uganda.

1.10 Justification of the study

This study is necessary as its findings may enable education stakeholders to appreciate the extent to which human resource practices influences students' performance in Primary Teachers' Colleges. It may also act as a guide in the policy formulation and implementation in regard to human resource practices aimed at enhancing the quality of teacher training.

The success of an organization like a Primary Teachers' College is centered on those at the steering wheel; therefore, it is of paramount importance that to investigate the effect of human resource practices on students' performance. This is aimed at averting further consequences as result of ineffective management.

This study is crucial in identifying challenges affecting human resource practices so that policy makers, policy implementers, key stakeholders and mangers change the strategies of improving the quality of organization performance.

Up to now there are scanty elaborate studies on the human resource practices of the organizational iceberg theory and result oriented management policy in Primary Teachers' Colleges. Yet, this policy was established to improve institutional performance in public organizations and agencies. This study may reveal much about two crucial indicators of the policy, namely: staff supervisory support and appraisal.

1.11. Scope of the study

The scope of the study, for this purpose, is given in three levels; namely geographical scope, time scope and content scope.

1.11.1 Geographical scope

Geographically, this study took place at St. John Bosco Core Primary Teachers' College, Nyondo, found in Mbale District in Uganda. This is a purposive choice because the College is one of the oldest PTCs in the country - highly reckoned for the production of quality primary teachers; until 1990s when it allegedly started to produce students with low grades, especially in public examinations.

1.11.2 Time scope

The study covered the period of 2011 to 2013. This was preferred because it is the period under which St. John Bosco Core Primary Teachers' College has been having poor students' performance of no students scoring distinction (College reports, 2011 - 2013).

1.11.3 Content scope

It looked at human resource practices and students performance and specifically looked at staff supervisory support, appraisal, staff development and how these influence students' performance in academic and co-curricular performances.

1.12. Operational definitions

Human resource practices are planned approaches to managing people effectively for performance. They aim to establish a more open, flexible and caring management style so that staff will be motivated, developed and managed in a way that they can give of their best to support departments missions.

Students' performance is conceptualized as student's levels of excelling in academic and active participation in co-curricular activities at the College and national level.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the review of literature related to the topic of study. The purpose of the review was to examine the how human resource practices influences students' performance. This section presents theoretical review and review of literature according to objectives of the study which are supervisory support, performance appraisal and staff development and how these affect the economic status of community members.

2.2 Theoretical review

Hellriegel et al, (1998) Organizational Iceberg Theory indicates that owners and managers of organizations ought to be concerned with underlying (covert) causes of overt behavior. What sinks ships on a sea isn't always what sailors see, but rocks underneath water, Mullins (2002). According to Mullins, every behavior under the sun is caused by something, usually not so obvious. This theory hinges on the consideration that the vision, dedication, and integrity of managers determine whether there is management or mismanagement Drucker, (1979).

In this respect, Mullins (2002) points out those organizations such as Primary Teachers Colleges always have their implicit expectations about their members as well as the stake holders. These to include; To accept the ideology of the organization, to work diligently in pursuit of organizational objectives, Not to abuse goodwill, to uphold the image of the organization, to show loyalty, not to betray positions of trust and to observe reasonable and acceptable standards.

Unfortunately, if organizations like St. John Bosco Core Primary Teachers' College, Nyondo fail to realize such virtues, then it implies that there is an underlying inherent problem, since every organizational failure is a failure of a manager, and vice versa (Drucker, 1979). To avoid unfavorable performance in organizations, Drucker advises that result oriented management should always be preferred because it endeavors to uncover the causes of most organisational problems such as the alleged wanting performance St. John Bosco Core Primary Teachers' College, Nyondo.

Madhekin (2012) explain that Result Oriented Management (ROM) as a tool to reveal causes of organisational problems is believed to have begun with Drucker as 'Management by Objectives' (MBO) and Program Performance Budgeting System (PPBS), in 1956. It has evolved into a proven and acceptable approach for improved public sector accountability and effectiveness (Madhekin, 2012). ROM provides a coherent framework for strategic planning and management based on learning and accountability in a decentralized environment. Binnendift (2001) takes it as a management and performance reporting system - aiming at improving human resource practices and accountability by defining realistic expected results and monitoring progress towards expected results.

Result Oriented Management as a strategy of management, attempts to relate organizational goals to individual performance and development through involvement of all levels of management. The UNESCO's report of 2011 hails ROM as a participatory and team-based approach to program planning. It focuses on achieving defined, measurable results and impacts. ROM helps in moving the focus of programming, managing and decision making from inputs and processes to the objectives to be achieved. In programming phase, it ensures that there is necessary and sufficient

sum of interventions to achieve the expected results. During the implementation phase, ROM helps to ensure that all available financial, human and institutional resources continue to support the intended results (Ofojebe, 2010).

Like Drucker's MBO, ROM maintains that objectives should not be imposed on subordinates but should be decided collectively to enhance involvement benefits of subordinates and management in their formulation. This gives a popular outlook and support to them. The quick achievement of such objectives becomes easier. MBO is a result oriented philosophy and offers many advantages including; employee motivation, high morale of workers, effective and purposeful leadership and clear objectives before all concerned persons. It is seen as a participative and democratic style of management. According to Drucker, MBO is based on the achievement of objectives which is possible not by giving orders and instructions but by securing cooperation and participation of all persons. Therefore, MBO is seen as the fore runner of Result Oriented Management.

ROM identifies crucial elements that motivate performance. These are setting organizational goals and objectives, specific objectives for each member, participatory decision making process, clearly stated period, performance review and provision of feedback. This assertion is echoed by different scholars. Edwin , (1968) observed that if specific goals are clear, they tend to give a clear direction to the worker, resulting in improved performance. In this theory, the most important element is the acceptance of the goal by the workers and this is achieved when workers set their own goals with the guidelines of the organisation. However, even assigned goals are acceptable if they are consistent with personal aspirations of workers and supportive attitude of the administration. The above theory makes important assertions. These assertions are defining objectives for the

organization for each employee. Setting individual goals in line with organizational goals, periodic review of performance and providing feedback after performance review (Mullins, 2002).

When Government of the Republic of Uganda embraced ROM as a guiding principle for all public enterprises and agencies, it was highly emphasised that respective management units should themselves carry out the management functions effectively careful planning, monitoring and evaluation. After all, involvement which is ineffective, Maicibi (2004), becomes inept although it is an essential ingredient of ROM efficacy. The allegations of high need for effective performance among heads of public teachers' colleges become a cause for worry and inviting rational scrutiny such as the current research.

2.3.1 Supervisory support and students' performance:

Supervisory support refers to the managerial ability to enable, guide and assist colleagues in job-related matters, in line with institutional goals. It implicitly refers to collegiality and mutual respect, where concern to the employee is enhanced for organizational benefits and sustainability, as well as for private esteem. Accordingly, it enables employees to work towards perceived organizational values (Musaazi, 2006).

Supervisory support demands for staff involvement in planning organizational assignments and decisions, tasks and duties, personal and professional growth, open communication between supervisors and subordinate staff; balanced programme in respect of human and material resource usage to meet students' needs; Instruction programme which is purposeful of increasing learning results; and unity of purpose with high working spirit and friendly environment (Wey, 1965; Musaazi, 2006). Conversely, ideal supervisory support leads to greater attachment to the work

organization and *vice versa*. According to Musaazi (1982), supervisory support in an educational institution is usually a positive correlate of the school performance.

If supervisory support is perceived as an inert motivational activity, then it can be defined as the liability of an activity for its inherent satisfactions. Intrinsic motivation exists within persons. In another sense, intrinsic motivation exists in the relation between individuals and activities. People are intrinsically motivated for some activities, though not everyone is intrinsically motivated for any particular task. Intrinsic motivation refers to the extent to which an individual is inner-directed, is interested in or fascinated with a task, and engages in it for the sake of the task itself. Supervisory support, thus, at the place of work builds people's physiological resourcefulness, according to (Vinarski-Peretz & Carmeli, 2011).

It also expands cognitive capacity that broadens one's range of options, promoting creative solutions and helping individuals engage in innovative behaviors. Based on this knowledge, therefore the following propositions are obvious, according to Kahn (1990); May et al. (2004): "There is a positive relationship between psychological conditions such as supervisory support and engagement in innovative behaviors (performance); Motivation will partially mediate the link between the psychological conditions and engagement in innovative behaviors (psychological availability)".

Supervisory support as a psychological availability imperative refers to an individual's belief of having the physical, emotional, or psychological resources to personally engage at a particular moment" (Kahn,1990). Individuals' need adequate resources at work with which they can fully

engage in particular roles (Kahn, 1990; May et al., 2004). Different job roles have different physical, emotional and cognitive demands. This is usually enhanced by greater supervisory support (Olivier and Rothmann, 2007).

Nonetheless, expending energy on supervisory impressions, rather than on the work itself can preoccupy people, and leave them with little space, energy or the will to engage in a particular work task (Kahn, 1990). Further still, self-consciousness about how others perceive and judge a person at work will make an individual appear focused on external cues; perceived to play a role with regards to psychological availability (Olivier and Rothmann, 2007).

A lack of psychological availability exhausts energies in maintaining status which would have been used to handle work. It is suggested that supervisory support, like coworker support, cultivates a secure work environment with fewer anxieties. This is likely to mitigate social–psychological distractions. This perception of psychological availability enables individuals to channel their resources and energy to innovative actions. The allegations of inadequate performance among students in teachers' colleges such as St. John Bosaco Core Primary Teachers' College Nyondo, despite structural mitigations involving supervisory enhancement implied further rational activities such as this research.

2.3.2 Staff appraisal practices and students' performance:

Victor Vroom's expectancy of 1964 theory suggests that the expected reward (financial and non-financial) will motivate or be the basis of the employee's performance. Accordingly, this should be a process well developed to suit the employees efforts invested in the performance. This is possible

when reviews are given due recognition and attention. Therefore, administering regular performance appraisals should always be an imperative for progressive organizations such as effective teachers' colleges, given the organizational challenges in the educational sector.

Emojong (2004) explain that performance appraisals offer a valuable opportunity to recognize and reward staffs' efforts and performance, detect key barriers and facilitation to work practice while identifying professional development needs and opportunities (also Cole, 2002). However, what was not considered by Emojong (2004) was the basis of individual focus as advocated by serious result oriented management advocated by the review forms of the Ugandan Public Service. This, like many studies on employee performance in Uganda, undermined the importance of employee involvement in the designing output objectives and performance tasks and indicators. The latter are prerequisites for the principle of ROM, otherwise proven for viable organizational performance, progress and sustainability.

An effective performance appraisal progression offers human resources, such as tutors in teachers' colleges with the opportunity to obtain constructively framed feedback about their work assignments as well as growth and development prospects (Taylor, 2003). This is why Berman (2005), observes that appraisals and organizational improvement are critical to developing and maintaining a strong and productive human resource. This inference is underscored by Scott & Finch (2005) who found out that structured performance appraisal incorporates the institution's vision and mission into the overall evaluation of the employee. The feasible performance appraisal systems utilize standard assessment criteria, dimensional ratings, structured rating scales and explicit individual–peer appraisal. These components are said to help minimize subjective

impressions and conscious or intentional biases. Sophisticated technologies for performance evaluations (for example on line ratings and development plans, 360 degree feedback) are well developed and increasingly common in both large and small institutions.

In Uganda, in 1990's focus has been on the quality of teaching among instructors and teachers in the higher educational sector. This was partly due to demands from both employers and from government stating that graduates were deficient in communication and interpersonal skills and they lacked vision and commitment, according to Musoke (2003).

Namubiru (2003) explain appraisal system and improved teacher performance in the secondary schools in Mukono District, it was found out that there was a significant correlation between the results of the appraisal system and the teachers' classroom content delivery. Busingye (2006) found out that high quality teaching in schools would only be achieved when head teachers and heads of departments appraised their teachers on a regular basis to identify teacher weaknesses. Tumusiime (2000) also found out that appraisal systems have helped head teachers identify teacher weaknesses especially in regards to the quality of teaching in schools. In this regard, these head teachers have endeavored to organize seminars and workshops aimed at helping teachers learn new teaching techniques geared towards improving the quality of teaching in their respective schools.

Graig, et al (2003) explains that performance appraisal for a teacher should be a continuous or cyclic process consisting two types of appraisal: the formative and summative. Formative appraisal involves the process of gathering performance data, analyzing it and using the results to improve teaching. Summative appraisal on the other hand is the process of using performance established by

the school authority to improve teaching. Stress that there are varieties of views in the literature as to whether performance appraisal practices should serve both formative and summative functions. They suggest that both formative and summative purposes are acceptable but should not be used together in a single system, nevertheless (Timperley, 1998).

Kamwine (2004) and Smith (1993) share an inference to the effect that teachers seem generally to appreciate the opportunity to reflect on their professional role on one-to-one basis with another colleague. They further connote that teachers as professionals were willing to seek feedback from those, they respected to attempt to learn new skills and improve their performance. Accordingly, effective teachers have learnt from their successes and failures and have always been capable of identifying their own weaknesses and strength. These and many other studies on appraisal systems and procedures have attempted to single out deliberate efforts in specified educational institutions like secondary schools, while the teachers' colleges are somehow given lukewarm emphasis and scholarly attention. What is fascinating is that in some studies the rationale for staff appraisal was even not emphasized or shown to bear credibility. For example, Nakimera (2001) studied the effect of appraisal systems on the quality of teaching and found out that there was no significant relationship between appraisal systems used in schools and the quality of teaching sighting inadequate instructional materials and unqualified teachers as obstacles to the quality of teaching in the secondary schools of Mukono District.

In conclusion, therefore, most of the available studies alluded show the rational cause for institutional appraisal processes as requisites for sound organisational performance and

productivity. This is the advocacy of ROM as proposed by the Government of the Republic of Uganda at least two decades ago.

2.3.3 Staff development initiative and student performance

Armstrong (1997) defined staff development as the concerted effort by relevant institutional authorities to plan and administer a programme aimed at the professional, social and economic development of staff in order to make them more effective in their duties so that the goals and objectives of an institution may be achieved and also that the personal goals and aspirations of staff may be met. Staff development according to Maicibi (2005) is an intervention strategy aimed at improving performance in the organisations where it is applied because through staff training employees' attitudes are changed and when there is a positive employee attitude there is most likely more effort and commitment from their part which will subsequently result into high product as a result of motivation acquired. Therefore staff development through training acts as a drive towards staff development.

Training and development is an attempt to improve their current and future performance but the organization should keep a track on their performance after imparting them training it means training needs assessment (Janice et al, 2002). It is a systematic process of altering the behavior of employees in a direction to achieve goals of the institution. Therefore a training programme is an effort by the employer to provide opportunities for the employees to acquire job related skills, attitudes and knowledge that can help them perform as required by the institution. In order to satisfy consumers from all walks of life banks need to have efficient manpower which can be possible by offering them quality training , training programme should keep pace with changing times it must

be unconventional. Training changes mental and social outlook of employees. Customers and their needs can be identified and they are satisfied accordingly (Venkatesh, 2009).

Arnoff (2001:221), explain that training and development in any organization foster the initiative and creativity of employees and help to prevent manpower obsolescence, which may be as the result of age, attitude or the inability of a person to adapt him or herself to technological changes. According to Obisi (2001:110), training is a process through which the skills, talent and knowledge of an employee is enhanced and increased. Therefore training should take place only when the need and objectives for such training have been identified and thoroughly analyzed for effective results (Scott, Clothier and Spriegel, 2007:220) agree that training is the corner-stone of sound management, since it contributes to employees' job performance effectiveness and productivity.

It is argued that training is actively and intimately connected with all the personnel and managerial activities within an organization. According to Mamoria (2005) training is a practical and vital necessity to any organization because it enables employees to develop and rise within the organization and increase their market value, earning power and job security. Mamoria explains that training helps to mould employees' attitudes and help them to contribute meaningfully to the organization in terms of their job performance. The organization benefits because of enhanced performance of employees. He further states that a well trained employee would make a better and economic use of materials and equipment which would go a long way to minimize wastages that results into better job performance.

Olaniyan and Lucas, (2008:327) explain that employee training in mental terms, physical, social and intellectual terms remain significantly essential in facilitating not only the level of individual

employee job performance but also the development of over all personnel in any organization. Therefore in training, personnel acquire knowledge which is the ability, the skill, the understanding, required in order to function effectively and perform efficiently.

Investments in training and development of employees can make them more productive or more effective in their jobs, directly contributing to the performance of the institution. Burke and Day's (2006) meta analysis of managerial training effects showed that managerial training is moderately effective. Collins and Holton (2004), in their evaluation of 83 studies from 1982 to 2001, including education, government, medical, and military organizations, came to a similar conclusion. Even a moderately effective training program can have a substantial effect on the performance of the institution.

The purpose of training and management development programs is to improve employee capabilities and organizational capabilities. When the organization invests in improving the knowledge and skills of its employees, the investment is returned in the form of more productive and effective employees that work towards performance levels of the institution. Training and development programs may be focused on individual performance or team performance. The creation and implementation of training and management development programs should be based on training and management development needs identified by a training needs analysis so that the time and money invested in training and management development is linked to the mission or core business of the organization (Watad & Ospina, 2009).

Griffin (2003) relates to training in human resources management perspective as teaching operational and technical employees as to how to do the job for which they were hired. Mathis & Jackson (2004) state training as a procedure whereby people obtain capabilities to assist in the accomplishment of organizational objectives. Mcgehee and Thayer (1999) support training as, the formal procedures a company uses to facilitate employees learning so that their resultant behavior contributes to attainment of the company's goals and objectives. Specifically training is a systematic approach to skills and knowledge acquisition or attitudinal enhancement that improves performance (Goldstein, 2001). Rothwell (2002) indicates effective training as systematically designed learning, based on a complete analysis of job requirements and trainee compatibility.

Scholars explain that for training to be effective, training and management development programs need to take into account that employees are adult learners (Forrest & Peterson, 2006). Knowles's (1990) theory of adult learning or Andragogy is based on five ideas: adults need to know why they are learning something, adults need to be self-directed, adults bring more work-related experiences into the learning situation, adults enter into a learning experience with a problem-centered approach to learning, and adults are motivated to learn by both extrinsic and intrinsic motivators. Having a problem-centered approach means that workers will learn better when they can see how learning will help them perform tasks or deal with problems that they confront in their work (Aik & Tway, 2006).

At different stages of their careers, employees need different kinds of training and different kinds of development experiences. Although a business degree might prepare students for their first job, they will need to gain knowledge and skills through education and experience as they progress through

their career. Peters (2006) suggests that there are four stages of management education with different learning outcomes: Functional competence, an understanding of finance, accounting, marketing, strategy, information technology, economics, operations, and human resources management; Understanding context and strategy and how organizational processes interrelate, to make sense of societal changes, politics, social values, global issues, and technological change; Ability to influence people, based on a broad understanding of people and motivations; and Reflective skills, to set priorities for work efforts and life goals. Therefore, to maximize the effectiveness of training and development, organizations must constantly assess their employees' current training and development needs and identify training and development needs to prepare employees for their next position. This requires that organizations recognize that different employees will have different needs and that these needs will change over time as these workers continue in their careers (Forrest & Peterson, 2006).

2.4 Summary of the literature review:

Literature review was critique on the following salient elements namely; staff supervision support and staff performance appraisal which were related to the nature of performances using earlier studies (Wey, 1965; Musaazi, 2006), it was conceived that supervisory support which is essentially the managerial ability to guide and assist colleagues in job related matters within the context of organizational goals was perceived reality that underpinned effective organizational behavior and institutional performance.

Unfortunately in many PTCs in Uganda, the two virtues of staff supervisory support and appraisal deemed deficient by various stakeholders including key systems supervisors such as Directorate of

Education Standards something which is widely alleged to have impacted the standards of performance of students who are graduates from these PTCs. This allegation was not yet empirically ratified, hence the need for this professional investigation on human resource practices and students' performance at St. John Bosco Core Primary Teachers' College, Nyondo

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The chapter presents research design, the target population, the sample size and how it was determined, sampling techniques and procedures used, data collection methods, data collection instruments, testing the validity and reliability of instruments used, procedure of data collection, techniques used in data analysis and measurements of variables.

3.2 Research design

The study which used a case study design investigated how human resource practices affect students' performance at St. John Bosco Core Primary Teachers' College. A Case study design was preferred since it provides an in-depth empirical inquiry that investigated a contemporary phenomenon by using multiple sources of evidence as put forward by Ahuja (2011). Amin (2005) argues that a case study involves intensive, holistic, in-depth and contextual analysis of a single entity and that it brings forth an understanding of complex issues which normally extend or add strength to the existing wealth of knowledge.

The researcher utilized both qualitative and quantitative approaches because of triangulation benefits (Amin, 2005). The quantitative approach used to collect numerical data because the researcher feels that it enhanced promptness in completion of research. According to Opolot (1992) and Amin (2005), quantitative data from a case study enables reliable and quick collection of data unlike other possible styles. Qualitative approach was used to enrich the study discussion and

recommendations. Therefore, the researcher also used qualitative items (open ended) especially in the questionnaire to get more opinions and information from the respondents.

3.3 Population of the study

According to Enon (1998), population of the study refers to the people that a researcher has in mind from whom he/she can obtain information. Further, Sekaran (2003) clarifies that population is a group of people, events, or things of interest that the researcher wishes to investigate. In other words, it is the target population a researcher intends to cover. In view of the above, the study was conducted at St. John Bosco Core Primary Teachers' College Nyondo with seventy five as the target population. See Table 3.1 for details.

3.4 Determination of the Sample Size

According to Amin (2005), sampling is the process of selecting elements from a population in such a way that the sampled elements represent the population. Quota sampling technique was employed in selecting respondents from management level. Meanwhile, simple random sampling was used to select teaching and support staff.

Table 3.1: Population distribution

Category	Target population	Sample population	Sampling technique
Managers	13	10	Quota sampling
Teaching staff	42	36	Simple random sampling
Support staff	20	19	Simple random Sampling
Total	**75**	**65**	

Source: College records

3.5 Sampling Techniques and Procedure

To determine the sample size, the researcher adopted both probabilistic and non-probabilistic sampling methods since triangulation approach was preferred. The techniques like quota sampling and simple random sampling were employed. Since the teaching staff and support staff are equally many, the researcher gave equal opportunity for each one of them to participate, therefore, simple random sampling sufficed. The quota sampling was applied in selecting respondents from the management team.

3.6 Data Collection Methods

The study utilized both qualitative and quantitative data collection methods. Primary data was obtained using questionnaire as well as interviews while secondary data was sourced from reading literature from secondary sources inclusive of textbooks, journals, school reports among others.

3.6.1 Quantitative methods

The questionnaire was the method used to generate quantitative data.

Questionnaire method

This involved the use of self administered questionnaires to respondents in relation to how human resource practices has influenced students' performance and were given to teaching staff and support staff. In seeking for quantitative data, closed ended questionnaires in a five likert scale form were used. Questionnaire method was used because it helped to investigate motives and feelings in likert scaling (Creswell, 1994).

3.6.2   Qualitative methods

To obtain qualitative data, interview and document review were applied.

Interview method

The interview method was used to explore qualitatively how human resource practices has influenced students' performance, and were given to managers. This method took the option of face-to-face interviews that sought to provide the required data as specified above. Interview method was used because it provided an excellent opportunity to probe and explore questions (Cress well 1994).

Documentary review method

A documentary review method was used in sourcing for secondary data in all relevant documents in relation to how human resource practices have influenced students' performance. These were sourced from relevant reliable sources such as journal and text books including staff list, students' performance and staff appraisal records available at St. John Bosco Core Primary Teachers' College.

3.7 Data Collection Instruments

The instruments involved a questionnaire, an interview guide and documentary review based on the objectives of the study.

3.7.1 Questionnaire

A questionnaire is capable of trapping opinions from respondents who are many and at the same time literate to offer credible responses in a relatively shorter time. According to (Sekaran, 2003), a

questionnaire is a pre-formulated written set of questions to which respondents record their answers or opinions. The closed ended items provided options among the set of alternatives provided by the researcher.

Given the nature of the respondents in this study, the questionnaire becomes a very useful tool for data collection. The study was concerned mainly with variables that cannot be directly observed such as views, opinion, perceptions, attitude, and feelings. Touliatos & Compton (1988) as reported by Onen (2004) have reasoned, such information is best collected through a questionnaire.

Closed ended questionnaires were administered to teaching staff and support staff. The questionnaire was designed and sectioned according to the themes of the study and captured both qualitative and quantitative data since all the respondents to be used are literate. The questionnaire was formatted using a five-point likert scale ranging from 1 to 5; i.e. 1 for strongly disagree, 2 for disagree, 3 for not sure, 4 for agree and 5 for strongly agree. This instrument was employed to collect primary data and it ensured confidentiality at the same time.

3.7.2 Interview Guide

The researcher used an interview guide with corresponding items to those in self-administered questionnaire to collect data from managers since they were well informed about the human resource practices at St. John Bosco Core Primary Teachers' College, Nyondo. Mugenda and Mugenda (2003) describe an interview guide as a set of guidelines that the interviewer uses to formulate questions to solicit the required information. The interview guide serve as a basic

checklist during the interview session to make sure that all relevant aspects meet set objectives of the study. This tool was used to generate data to support the findings from the questionnaire.

3.7.3 Documentary review

Documentary review guide as the tool helped the researcher to get an in-depth data which may not readily be available from respondents (Mugenda and Mugenda, 2003). The researcher reviewed various documents to which contain information relating to the human resource practices and students' performance at St. John Bosco Core Primary Teachers' College.

3.8 Validity and reliability

This section explains how the quality of instruments was assured to enable the researcher use acceptable and viable questionnaire, interview guide and documentary review.

3.8.1 Validity

The validity of the instruments of the tools that were employed in this study ensured that correct procedure were put in place and strictly followed in the process of conducting this study. This is to enabled the intended data to be captured. The validity of the instruments was realized by computing Content Validity Index (CVI). The instrument with CVI of 0.6 to 1 was considered valid as argued by Amin, (2005) and in this study was 0.82 which was very high.

3.8.2 Reliability

On the other hand, reliability of the instruments were employed ensured that consistency and accuracy of the research findings is maintained during the entire research process up to the extent

that whenever this research is replicated under the same circumstances by another researcher, similar finding can be obtained.

A pilot study which involved pretesting of the data collection tools were conducted to ensure consistency and accuracy of the instruments. This determined whether the tools captured the required information or amendments be done where necessary to ensure reliability.

A pilot study was done in a related environment to get data that used to establish a reliability coefficient. A split-half reliability test was used to ensure that the instrument consistently measures what was intended to measure. In the split-half method, the researcher pretested the instruments only once on a selected sample and then divided the scores into halves in order to test the correlation of the responses. It is cheaper than the test re-test because administration only once, though it may not guarantee reliability (Amin, 2005). The reliability coefficient of results in the questionnaire was 0.843 which is above 0.7 recommended by Mugenda and Mugenda (2003)

3.9 Procedure of data collection

Subsequent to the proposal approval, the researcher obtained a letter of introduction from Uganda Management Institute authority to enable him get permission and rights from respective offices to carry out intended investigations during and after the pilot study. The researcher used two research assistants; a typist and a statistician to enable a viable research report production. The pilot study was taken in Busuubizi PTC to enable ratification of validity and reliability of the instruments.

3.10 Data Analysis

In the study, the instruments that were used yielded both qualitative and quantitative data. After data collection, raw data was entered, cleaned, sorted and condensed into systematically comparable data. Data analysis for quantitative data was done using the Statistical Package for Social Scientists (SPSS) which helped to summarize the coded data and produced the required statistics in the study.

3.10.1 Quantitative data

In handling all the objectives of the study, the researcher used a computer package SPSS where data was entered, edited, cleaned and sorted. This program was used to do uni-variate and bi-variate analysis. Uni-variate analysis of these objectives were used to obtain descriptive data in form of mean and standard deviations since it was a five likert questionnaire and this helped give the general response towards each question in the likert scale through the mean values. In establishing the relationships among variables, bi-variate multivariate analysis in form of correlation and regression analysis was used to ascertain the magnitude of effect of the dependent variable has on independent variable. In correlation and regression analysis, the level of significance was $P = 0.05$.

3.10.2 Qualitative data

Analysis of qualitative data in the three objectives of the study used content analysis where each piece of work answered in the interview guide was read through thoroughly to identify themes where it belongs and then quotations and expressions were obtained to represent the actual feelings of respondents.

3.11 Measurements of variables

Human resource practice was the independent variable (IV) and performance of students was a dependent variable (DV) of the study as reflected in the conceptual framework. The researcher evaluated the respondents' opinions on these variables using the Likert Five-Point scale, signifying that 1 represents strongly disagree; 2, disagree; 3, not sure; 4, agree and 5 representing strongly agree. This was adequate for the quantitative items in the instrument. According to Mugenda (1999) and Amin (2005), the Likert scale is able to measure perceptions, attitudes, values and behaviours of individuals towards a given phenomenon. It is the most frequently used scale in the study of the social attitudes. The selection of this measurement scale was that at each point on the scale there was a numerical score to measure the respondents' attitude.

3.12 Ethical considerations

To guard against research plagiarism, the researcher collected primary and secondary data using the appropriate approved research methods as recommended by the Uganda Management Institute from the targeted respondents to avoid falsification. Also the study acknowledged all work and information by scholars through citation.

The researcher tried not to disclose the identity and privacy of the targeted respondents to ensure anonymity in a bid for confidentiality. The researcher also tried to inform the responds in advance in order to conform to the principles of voluntary and informed consent.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Introduction

The study examined how human resource practices affect students' performance at St. John Bosco Core Primary Teachers' College, Nyondo. The study specifically looked at staff supervisory support practices, staff appraisal practices, continuous professional development practices and how these have enhanced students' performance. The study presents descriptive results from questionnaire in form of mean to show the central tendency of responses in the likert scale questions. These results are then supplemented by qualitative responses from interviews, which are presented in quotations and narrative statements as per respondents' views in regard to each objective of the study. The study also presents inferential statistics in form of correlations and regressions which show the nature of relationship between variables and the magnitude of effect the independent variables have on dependent variable. The chapter also presents the response rate, which shows the actual number of respondents that participated in the study from the anticipated number of respondents. The study also presents the background information of respondents which shows the common demographic characteristics of respondents that participated in the study.

4.2 Response rate

Table 4.1: Study response rates

Category	Targeted respondents	No. actually involved	Percentage of response rate
Questionnaire			
Teaching staff	36	35	97.2
Support staff	19	19	95.0
Sub Total	**55**	**54**	98.2
Interviews			
Managers	10	8	80
Subtotal	**10**	**8**	
Total	**65**	**62**	95.4

Source: *Primary data*

In the study as reflected in Table 4.1 above, a total number of 65 respondents were expected to participate in the study, but 62 respondents actually participated in the study representing a response rate of 95.4%, others did not participate in interviews sighting reasons for being busy. This response rate was well above the 60-70% response rate as recommended by the Guttmacher Institute (2006) for a study to be considered with satisfactory results. Therefore, the study results can be relied upon for academic and non academic purposes.

4.3 Background information

In establishing the background characteristics of respondents, their sex was established because it would help in establishing the majority sex of respondents that participated in the study and the level of education helped to establish whether respondents would give views that are relevant and useful to the study. The period respondents have spent working with the College and results are presented below.

Table 4.2: Sex of Respondents

	Sex	Frequency	Valid Percentage
Valid	Male	40	74.1
	Female	14	25.9
	Total	54	100.0

In the study, the sex of respondents was established and from the findings it was revealed that 40 (74.1%) of respondents that participated in the study were male while 14 (25.9%) were female. This implies that men dominate at St. John Bosco Core Primary Teachers' College hence may influence human resource practices to affect students' performance. Going by this percentage, this could have diverse potential effects on overall expected staff professional activities as the number of female teachers appeared rather scanty compared to counterparts, the male. Proven empirical researches assert that female teachers on the globe are normally more committed to the organization than the male (Psachalopoulos and Woodhall, 1985).

4.3.1 Education Level

The study found out the level of education of respondents that participated in the study and the results are presented in table below:

Table 4.3: Education Level of respondents

	Education Level	Frequency	Valid Percent
Valid	Diploma	11	20.4
	Degree	40	74.1
	Masters Degree	3	5.6
	Total	54	100.0

In the education level, 20.4% of the respondents that participated in the study had diploma level of education, 74.1% were bachelors' degree holders and 5.6% had masters degree. Therefore, the majority (74.1%) of respondents were at diploma level. This means they could read and write to give appropriate and required information for the study.

Table 4.4: Age of respondents

	Age	Frequency	Valid Percent
Valid	20-24	1	1.9
	25-30	16	29.6
	31-35	15	27.8
	36-40	14	25.9
	41-45	5	9.3
	46 and above	3	5.6
	Total	54	100.0

4.3.2 Age of respondents

From the figure above, it was revealed that 29.6% of respondents were aged between 25-30 years, 27.8% were aged between 31-35 years, 25.9% were aged between 36-40 years, 9.3% were aged between 41-45 years and only 5.6% were aged above 46 years of age while 1.9% were aged below 24 years old. From the findings, the majority of the respondents were above the age of 25 years and this implies that participants could provide relevant data required for the study.

4.3.3 Period worked at the institution

The study established the period respondents had spent working at the College and the findings are presented below:

Table 4.5: Period worked at the College

	Period	Frequency	Valid Percent
Valid	Less than 1 year	12	22.2
	2 - 4 years	23	42.6
	5 - 7 years	19	35.2
	Total	54	100.0

In regard to the period the respondents have spent working at the College, 22.2% of respondents had spent less than 1 year, 42.6% of respondents had spent 2 - 4 years and 35.2% had spent 5 - 7 years. Therefore, the majority had spent more than two years at the College implying that they had experience on how human resource practices contributed to the students' performance.

4.4 Descriptive Results

Results from questionnaires were computed to obtain means that shows the average responses in each question of the likert scale and results are presented below:

4.4.1 To what extent does staff supervisory support affect students' performance at St. John Bosco Core Primary Teachers' College, Nyondo?

The study examined how staff supervisory support affects students' performance at St. John Bosco Core Primary Teachers' College, Nyondo. Respondents were involved in answering questionnaires and interviews.

4.5 Descriptive results

The variable, staff supervisory support, was looked at in regard to mentoring, team work and monitoring. In questionnaires, results were computed in each question to show the mean responses

that ranged between 1-5 where; 1-2.4 = disagreed, 2.5-3.4 = neutral, 3.5-5 = agreed. In interviews, using thematic content analysis, results were analyzed according to the themes of study. From interviews, expressions and narrations that were relevant to the objectives of the study were captured and presented in their respective themes. Descriptive results are presented first and then triangulated with results from interviews.

Table 4.6 Descriptive results on staff supervisory support

	Mean	Standard Deviation	N
Well informed about the purpose of supervision	3.91	1.161	54
The Principal supervises College activities	4.18	1.067	54
Staff members are regularly supervised	4.29	1.103	54
Individual supervision is the most effective	4.16	1.185	54
Comments from the supervisors encourage me to improve	1.89	1.148	54
Staff appreciate the criticism made by supervisors	2.26	1.097	54
Staff interact freely with the supervisors	4.37	1.147	54
Supervisors' reaction helps me assess my own teaching	4.11	0.959	54
Staff agree with their supervisors	1.13	0.807	54
Valid N (listwise)			*54*

In the study, it was agreed that staff members are informed about the purpose of supervision (mean=3.91) in the institution. Informing staff members of the importance of supervision helps them understand the core reason why supervision is done and how it can help improve on the performance of students in the College and hence need for their full participation.

It was also agreed that the Principal supervises College activities (mean = 4.18). This implies that the Principal largely involves in the supervision of management activities to ensure that all

activities are done according to set objectives. Involvement of the Principal in the supervision process helps to ensure that students' performance is kept on track.

It was also found out that staff members are regularly supervised (mean=4.29) by management. Regular supervision of staff helps to keep them on track in executing their tasks as expected. This helps identify their key weakness areas and work on them, which aspect in the long run helps to improve students' performance.

It was however, disagreed that comments from the supervisors encourage staff members to improve (mean=1.89) and also disagreed that staff appreciate the criticism made by supervisors (mean=2.26). This implies that much as supervisors' inputs are supposed to uplift morale in order to perform better, staff members think their comments do not boost them to improve on their work and this may affect students' performance in the long run.

It was though agreed that staff interact freely with the supervisors (mean=4.37). Free interaction with supervisors eases the process of communication where staff freely communicates to their supervisors and this helps to bring out the genuine feeling between the two groups of people. This may lead to improved students' performance in all the key aspects as required by the College.

It was also agreed that supervisors' reaction helps staff assess their own teaching (mean=4.11). This implies that reactions from supervisors help staff to improve on their teaching modes as their weaknesses are identified by their supervisors. This helps to improve on their students' performance in the long run.

It was however disagreed that staff agree with their supervisors on the course of action to be taken (mean=1.13). This implies, therefore, that less of the views from staff on the course of action after supervision is done and this may lead to omission of some views from staff which may be very important in the effort to improve students' performance.

4.6 Staff supervisory support influence students' performance

In interviews, it was revealed that support supervision is an important aspect since it leads to improved motivation among staff. One of the respondents explained that:

".....when our staff members are given supervisory support they are motivated to work and this has a great impact on the way they execute their tasks...though our support supervision is still weak...."

This therefore implies that support supervision motivates both staff members who feel they are appreciated for the work they are doing and this motivates them to work and this helps students to improved performance. However, it was reported that support supervision is still a challenge since it is still weak and this may affect the effort to improve performance of students.

In an explanatory manner it was revealed from interviews that support supervision encouraged students and their tutors to discuss issues about their instruction. It also influences students' performance in that it helps students to achieve all competences desired of a teacher to be. It was also revealed that students learn more and put into practice the expertise they get from experienced supervisors. Students perform better and get better results due to pressure from extrinsic motivation and it also helps to step up performance through use of appropriate methods, use of relevant

instructional materials, detailed lesson preparations with relevant content and good mode for guidance and counseling.

It was revealed that mentoring is an important aspect as it helps students to open up on their academic challenges as one respondent said that:

....mentoring helps students to open up and share their academic and other challenges that affect their learning…however mentoring is not a common phenomenon in this College…."
This, therefore, implies that through mentoring both students and staff are able to look for solution to challenges that affect their learning process.

It was further elaborated that with mentoring, students learn from role models for professional growth as it also encourages the development of critical reflective practice and leads to improvement of quality education provision for learners. It was further revealed that it helps to equip the students with pedagogical knowledge and skills from their mentors in order to work efficiently. It also helps students to maximize their potentials, develop skills so as to manage their own learning through motivation and encouragement for better understanding of issues.

It was revealed that coaching helps students to be equipped with pedagogical skills as students are able to acquire various skills to solve challenges in their professional development. It was further revealed that coaching facilitates ones performance in handling and overcoming difficulties in learning and teaching. It also makes students master knowledge and skills as it enhances intrinsic motivation and acquire positive value in various fields of academics as they are influenced by their

coaches to perform to their best. With coaching, students are able to identify skills and actions that make them improve performance through a motivating feedback given to them.

It was revealed that with teamwork, there is sharing of ideas and development of leadership skills. In teamwork students work together and learn from one another. It was further revealed that teamwork in staff supervision facilitates togetherness and demonstrates a healthy relationship that foster improved teaching/learning situation. It also helps to glue the members involved together to form a strong bond which promotes strength, unity, reliability and support for smoother learning. Teamwork helps students to build confidence, learn from one another, bring in leadership skills and responsibilities, life skills and values.

It was elaborated that monitoring helps in the implementation of agreed actions and follow-up as staff and students are able to do the right things as planned using the set targets. It was further revealed that monitoring during support supervision develops various strategies and techniques such that everyone is aware of his or her roles. Those monitored are helped to identify the most valuable and efficient ways to study or teach hence boosting the development of strategic planning towards performance goals.

4.7 Testing hypothesis one: Supervisory support significantly affect students' performance at St. John Bosco Core Primary Teachers' College, Nyondo

To test hypothesis one, results from a correlation and regression analysis between supervisory support and students' performance were obtained and are presented in the table below.

Table 4.7 Correlation between supervisory support significantly influence students' performance

Correlations		Students' performance	Supervisory support
Students' performance	Pearson Correlation	1	0.635**
	Level of Significance (2-tailed)		0.000
	N	54	54
Supervisory support	Pearson Correlation	0.635**	1
	Level of Significance (2-tailed)	0.000	
	N	54	54
**. Correlation is significant at the 0.01 level (2-tailed).			

The results above show a positive significant relationship between supervisory support and students' performance. The correlation coefficient of .635 (**) was obtained with a significance value of .000. This means that since the level of significance is 0.000 higher than 0.01 the relationship is significant. This implies that in the supervisory support process if mentoring, team work, monitoring of staff employees are well and effectively executed then students' performance is likely to significantly improve.

4.7.1 Regression analysis of supervisory support and students' performance

A single regression analysis was run between supervisory support and students' performance in St. John Bosco Primary Teachers' College, Nyondo and results are presented in the table below.

Table 4.8 Regression analysis of supervisory support and students' performance

	R= 0.635		R^2= 0.404		
	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	T	Sig.
1 (Constant)	0.788	0.129		6.134	0.000
supervisory support	0.210	0.035	0.635	5.934	0.000
a. Dependent Variable: Students' performance					

The results of the regression analysis in the table above indicate the coefficient of determination R^2=0.404 which shows that 40.4 % variation in students' performance is explained by changes in the supervisory support in the institution. Therefore any changes in supervisory support would lead to 40.4% chance change in students' performance in this institution. The results also show that supervisory support is significantly related to students performance (β =0.635, p<0.01). This supports hypothesis one which stated that "there is a positive significant relationship between supervisory support and students' performance at St. John Bosco Core Primary Teachers' College, Nyondo". This means that improvement in supervisory support of staff helps to improve on students' performance in this College.

4.8 To what extent do staff appraisal practices influence students' performance in St. John Bosco Core Primary Teachers' College, Nyondo?

The study examined the extent to which staff appraisal practices influence students' performance in St. John Bosco Core Primary Teachers' College, Nyondo. The variable appraisal practices were looked at in regard to; target setting, assessment and action point. Respondents were engaged in answering questionnaires and interviews and results are presented below and first to be presented are interview results.

4.9 Descriptive Results on staff appraisal practices

Results from questionnaires were computed to obtain means that show the average responses in each question of the likert scale and results are presented below:

Table 4.9 Staff appraisal practices at St. John Bosco Core Primary Teachers' College, Nyondo

	Mean	Standard Deviation	N
There is an evaluation process (appraisal) for staff	4.23	0.813	54
I am well informed about the purpose of appraisal	1.39	0.764	54
The evaluation process is on-going (continuous)	2.44	1.532	54
The college administrators conduct individual assessment	4.35	1.020	54
There is a recognized frame work for evaluating staff	2.23	1.266	54
The evaluation criteria help me improve	2.29	1.253	54
I like discussing my performance with my head of department	1.28	1.084	54
All my duties are measured in the evaluation criteria	4.35	1.469	54
The evaluation criteria (appraisal) is designed with consultation with the tutors	2.19	1.359	54
Valid N (listwise)			54

In the study it was agreed that there is an evaluation process (appraisal) for staff (mean=4.23). This implies that the institution supports and has in place staff performance appraisal exercise that helps rate staff performance levels against the set targets and objectives. The existence of an evaluation process helps them to improve on their performance levels.

It was however disagreed that staff members are informed about the purpose of appraisal (mean=1.39) and also disagreed that the evaluation process is on-going (continuous) (mean=2.44). This implies that some times staff members are not informed of the objectives of the appraisal

process since the evaluation is not done continuously. This may compromise their efforts to ensure good students' performance.

It was also agreed that the College administrators conduct individual assessment (mean=4.35). It was revealed that the College conducts individual assessments in performance appraisal process. This helps to assess the performance of each individual's capacity to perform and this influence students' performance in the long run.

It was however disagreed that there is a recognized frame work for evaluating staff (mean=2.23). This implies that performance appraisals do not have a standard format in the institution and all appraisals are done in a different mode and manner. This may affect the consistence and hence affect its purpose to improve students' performance.

It was disagreed that the evaluation criteria (appraisal) is designed with consultation with the tutors (mean=2.19) and that employees like discussing their performance with their heads of department (mean=1.28. This implies that since tutors are not even involved in the design for the appraisal process then they do not like discussing their performance with their heads of departments. This may in the long run affect the performance of students since employees' views in appraisal process are not considered.

4.10 Staff appraisal practices influence on student performance

It was revealed that staff appraisal is an important aspect that is key in influencing the performance of students as it promotes quality in the College when done effectively. One of the respondents explained that:

"…..staff appraisal motivates staff to work towards quality in this institution. However, it faces one challenge of managers not carrying it out more regularly and it lacks experts to conduct it……"

This implies that a good staff appraisal practice is an aspect that always motivates staff members to do their work effectively. However, there is limited expertise to carry it out so as to get more effective results from the exercise and also it is not regularly carried out and this affect its tangible benefits that may contribute to students' performance.

It was further revealed that staff appraisal influences students' performance in that it is key in assisting staff to cope with difficulties to make the best possible use of identified opportunities. Appraisals help staff strive to achieve the targets set basing on clear guidance as agreed set targets. Also it was revealed that staff is engaged in a competitive spirit of quality production since they are aware of individual or group periodical measurements. It was further revealed that with appraisal the activities are planned according to the work plan to improve performance in the teaching/learning processes to fill in the missing gaps.

It was revealed that with staff appraisal, there is target setting which helps in choosing the most salient goals that may lead to quality performance. It was further revealed that targets influence the level of achievement in that it handles areas in a given period of time say termly or annually. It was further revealed that it helps to fuel learners and tutors ambitions since the goals known and that staffs holds themselves accountable for any failure and hence strive for the best results and it helps achieve the focus of the activities of the work plan.

It was revealed that assessment in staff appraisal identify achievements and weaknesses which can help in tracking strategies for improving students' performance. It was further revealed that gaps and best practices are identified. This act as a basis to improve performance hence adds value to learning and it is this that progress during the set period is determined. It was further revealed that it helps to track levels of attainment of knowledge and skills. Also, remedial and more work is recommended to the rightful individuals for further learning and monitor progress of the students' performance to enable the tutor plan for remedial activities.

It was revealed there are action points in performance appraisal that help to achieve students performance since it helps in in continuous follow-up to see if improvement in performance is taking place. It was revealed that in setting action points, strategies identified are specific to gaps identified hence timely response to students' improved learning achievement. It was also revealed that action points help to identify areas that need immediate attention indicating the responsible person. It further elaborated that in this College it helps track down challenging areas which are followed up with new strategies until the existing problems are solved for smooth learning and also helps to improve the weakness and suggest ways for further implementation.

Testing hypothesis Two: There is a positive significant relationship between staff appraisal practices at St. John Bosco Primary Teachers' College, Nyondo.

Hypothesis two was tested using correlations and regression in the relationship between staff appraisal and students performance and below are the results:

Table 4.10 Staff appraisal and students performance

Correlations			
		performance	Performance appraisal
Performance	Pearson Correlation	1	0.725^{**}
	Sig. (2-tailed)		0.000
	N	54	54
Performance appraisal	Pearson Correlation	0.725^{**}	1
	Sig. (2-tailed)	0.000	
	N	54	54
**. Correlation is significant at the 0.01 level (2-tailed).			

In the correlation results above there is a positive significant relationship between staff performance appraisal and students performance. The obtained correlation co-efficiency of 0.725 with a significance value of 0.000, explains the positive nature of relationship, since the level of significance is 0.000 is smaller than 0.01. This implies that when performance target are well evaluated and set, when performance assessment is well done and clear action point points in the appraisal process well articulated then students performance is likely to significantly improve in this College.

4.11 Regression analysis

A single regression analysis was run between performance appraisal and student performance and results are presented in the table below:

Table 4.12 Regression Analysis: performance appraisal and students performance

Coefficients					
R=.725 R^2= .526					
Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	0.780	0.104		7.502	0.000
Performance appraisal	0.220	0.029	0.725	7.593	0.000
a. Dependent Variable: performance					

The results of the regression analysis in the table above indicate that 52.6% of the overall variance in students' performance is explained by performance appraisal in this College. Therefore, performance appraisal is significantly related with performance of students (β =.725, p<0.01). This means when performance target are set and are well functioning, performance appraisal assessment well done in the College and clear and achievable action points set then, there is great likelihood that student performance will be improved in this College.

4.11.1 How do professional development enhance students' performance at St. John Core Bosco Primary Teachers' College, Nyondo?

The study examined the extent to which professional development has enhanced students' performance at St. John Bosco Core Primary Teachers' College, Nyondo. Respondents were involvsed in answering questionnaires and interviews. The variable professional development was looked at in regard to on job and off job training. Results from questionnaires were obtained and are triangulated with results from interviews and findings are presented below.

4.11.2 Descriptive Results professional development

Results from questionnaires were computed to obtain means that shows the average responses in each question of the likert scale and results are presented below.

Table 4.13 Descriptive results on professional development

	Mean	Standard Deviation	N
On-job training is conducted by supervisors	1.05	1.21	54
On-job training of new employees is carried out by fellow employees who have been at the College for some time	4.10	1.094	54
The College carries out on-job employee training more often	1.89	1.503	54
The College usually carries out off-job training sessions	1.38	.631	54
Off-job trainings are in form of workshops	1.66	1.516	54
Focus group discussion and simulations are a common method of off-job training	3.66	1.41	54
In off-job training line managers are usually involved in the process	4.23	.537	54
The College usually carries out a training needs analysis for all departments	1.39	.914	54
Training objectives are usually identified and followed	4.66	1.54	54
The content of training is always discussed by management before the training	2.16	1.32	54
Valid N (listwise)			54

It was disagreed that on-job training is conducted by supervisors (mean=1.05) in this College and it was agreed that on-job training of new staff is carried out by fellow employees who have been in the College for some time (mean=4.10) This implies that supervisors do not fully involve them in training of fellow employees especially the new ones but it's the old staff members that fully train

new staff. However the old new staff members may miss on supervisors' expertise that may affect students' performance in the long run.

It was disagreed that the College carries out on-job training on existing employee oftenly (mean=1.89). This implies that most situations existing employees are not given on job training to refresh their minds on different aspects of their job. Lack such training may hinder the performance of students since the same way of doing work are maintained without any new ideas.

It was disagreed that the College usually carries out off-job training sessions (mean=1.38) and that off job trainings are in form of workshops (mean=1.66). Therefore this implies that the College rarely carries out off-job employee training that is supposed to take place off their desk stations and it was largely disagreed that it done by workshops. It should be noted that off job trainings help to improve on employee morale to performance which is vital in students' performance.

It was agreed however that if off-job training is to happen supervisors and line managers are usually involved in the process (mean=4.23). Supervisors and line managers are important in such training since they know much of the gaps in the institution that are supposed to ensure staff performance.

It was however disagreed that that the College usually carries out a training needs analysis for all departments (mean=1.39). This implies that no training needs assessment is done for all departments; if training is to be done it implies that it is simply done and this may affect the performance of the students in the long run.

In the study, it was revealed that training objectives are usually identified and followed (mean=4.66) though it was disagreed that the content of training is always discussed by

management before the training (mean=2.16). This implies that despite the fact that training objectives are usually identified and followed, training is not well discussed with management to identify the challenges, weaknesses and that surround the training process and this may affect the performance of students in the long run.

4.12 Professional development has enhanced student performance.

In the study, it was revealed that professional development is an important aspect though it not fully effected in this institution as one respondent lamented that

"……on job and off job training for existing employees is hardly carried in the college human resource practice process…this has limited may staff members to acquire knew knowledge in different aspects……"

This implies that despite the importance of on and off job forms of training, the institution has not effectively carried them out. This has largely affected staff members from acquiring new knowledge that may help in improving students' performance.

It was further elaborated that staff development helps staff members acquire more knowledge and skills to help students. It was revealed that with professional development students mature in their general perspective of viewing life and strives to live the part as teachers. It was further revealed that professional development influences performance in that it helps one achieve objective, reflect on what he lacks, seek support and hence identify training needs for better performance. it was further revealed that more knowledge and skills are enriched to the tutors who in turn teach

effectively their students and hence better performance is achieved and also to improve on students' knowledge and skills of the students.

It was revealed on-job training is an important aspect that encourages experiential learning, leading to hands on activities. With on-job training iinitial aspects of professionalism are nurtured to the expected standards through various curriculum areas. It was revealed that it also helps one to carry out activities practically as such experience is attained in teaching learning process. It was also revealed that it promotes the achievement of more and new knowledge and skills in form of experimental learning (hands on) and enhances on the improvement on personal training.

It was revealed that off job training helps to improve student performance as ones scope of understanding is widened to offer various skills. It was further revealed that the competences and skills nurtured are consolidated and perfected through research and practice it was however revealed that ddesires a variety of strategies in supporting students' performance since very little is done in terms of applicability. It was further revealed that off job training widens ones scope of learning in various fields who in turn become helpful to the learning situations of learns.

Testing hypothesis Three: Professional development a positive significant relationship with student performance at St. John Bosco Core Primary Teachers' College, Nyondo

Results from a correlation analysis between professional development and student performance and results are presented in the table below:

Table 4.14 Correlation between professional development and student performance

Correlations			
		Performance	Professional development
Performance	Pearson Correlation	1	0.511**
	Sig. (2-tailed)		0.000
	N	54	54
Professional development	Pearson Correlation	0.511**	1
	Sig. (2-tailed)	0.000	
	N	54	54
**. Correlation is significant at the 0.01 level (2-tailed).			

As indicated in the table above there is a positive significant relationship between professional development and students' performance. The obtained correlation co-efficiency of 0s.511 with a significance value of 0.000, explains the positive nature of relationship that exists between the two variables. Since the p value is 0.000 is smaller than 0.01 the relationship is significant. This implies that in situations where on job training is effectively handled in terms ensuring that stakeholders are involved and the right material is given to them and off job training in done in form of refresher courses then students performance will significantly improve in the long run.

4.13 Regression analysis

A single regression analysis was run between staff professional development and the students' performance and results are presented in the table below:

Table 4.15 Regression Analysis: staff professional development and students' performance

		R= 511 R^2 =261				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	0.973	0.133		7.326	0.000
	Professional devt	0.178	0.042	0.511	4.286	0.000
a. Dependent Variable: performance						

In regression analysis as indicated in the table above indicate the coefficient of determination R^2=0.261 which indicates that 26.1 % of the variation in students performance is explained by changes in the professional development of staff members. This implies that any changes in staff professional development would lead to 26.1% chance change in students' performance. The results also show that staff professional development is significantly related with students performance (β =0.511, p<0.01). This supports hypothesis three which stated that "there is a positive significant relationship between staff professional development and students' performance. This implies that improvement in staff professional development is significantly and positively associated with improved students' performance in the long run.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The study examined how human resource practices influences students' performance at St. John Bosco Core Primary Teachers' College, Nyondo. The study specifically looked at supervisory support, staff performance appraisal and how these affected the students' performance at St. John Bosco Core Primary Teachers' College, Nyondo. This chapter presents the summary, discussion, conclusions, and recommendations of the study presented according to the findings in chapter four.

5.2 Summary of findings

The study examined how human resource practices influences students' performance at St. John Bosco Core Primary Teachers' College, Nyondo. The study adopted case study design to carry out the research with both qualitative and quantitative approaches. The study looked at how supervisory support, staff appraisal and continuous professional development practices have influenced students' performance at St. John Bosco Core Primary Teachers' College, Nyondo.

5.2.1 The extent to which staff supervisory support influences students' performance at St. John Bosco Core Primary Teachers' College, Nyondo.

There was a positive significant relationship between staff supervisory support and students' performance at St. John Bosco Core Primary Teachers' College, Nyondo. (r=0.635, p=0.000) with a regression R^2 of 0.404. Therefore, if supervisory support process in regard to; mentoring, team work, monitoring of staff employees are well and effectively executed then students' performance is likely to significantly improve.

5.2.2 The extent to which staff appraisal practices influence students' performance at St. John Bosco Core Primary Teachers' College, Nyondo.

There was a positive significant relationship between staff appraisal and students performance at St. John Bosco Core Primary Teachers' College, Nyondo. (r=0.725, p=0.000) and regression R^2 of 0.526. This means when performance target are set and are well functioning, performance appraisal assessment well done in the College and clear and achievable action points set then, there is great likelihood that students' performance will be improved tremendously.

5.2.3 The extent to which continuous professional development practices have enhanced students' performance at St. John Bosco Core Primary Teachers' College, Nyondo

Study findings, revealed a positive significant relationship between staff development and students' performance (r=0.511, p=0.000) and regression R^2 of 0.261. Therefore, in situations where on-job training is effectively handled in terms of ensuring that stakeholders are involved and the right material is given to them and off-job training is done in form of refresher courses then students' performance will significantly improve in the long run.

5.3 Discussion of findings

The findings are discussed according to the objectives of the study and details are presented below:

5.3.1 The extent to which staff supervisory support influences students' performance at St. John Bosco Core Primary Teachers' College, Nyondo.

There was a positive significant relationship between supervisory support and students' performance. This implies that in the supervisory support process if mentoring, team work, monitoring of staff employees are well and effectively executed then students' performance is likely

to significantly improve. This finding is in line with Musaazi, (2006) who asserts that supervisory support refers to the managerial ability to enable, guide and assist colleagues in job-related matters, in line with institutional goals. It implicitly refers to collegiality and mutual respect, where concern to the employee is enhanced for organizational benefits and sustainability, as well as for private esteem. Accordingly, it enables employees to work towards perceived organizational goals and values.

Regression results show that there is 40.4 % variation in students' performance as explained by changes in the supervisory support in the institution. Therefore, any changes in supervisory support would lead to 40.4% chance change in students' performance in the institution. Hence, improvement in supervisory support of students helps to improve on students' performance at St. John Bosco Core Primary Teachers' College, Nyondo. This finding relates to Musaazi, (2006) who explains that supervisory support demands for staff involvement in planning organizational assignments and decisions, tasks and duties, personal and professional growth, open communication between supervisors and subordinate staff; balanced programme in respect of human and material resource usage to meet students' needs; instruction programme which is purposeful of increasing learning results; and unity of purpose with high working spirit and friendly environment.

Mentoring is an important aspect as it helps students to open up on their academic challenge. In mentoring students are able to open up in regard to personal challenges and weaknesses that they have in learning process which helps the tutors and supervisors seek solution for such students in order to perform well.

In mentoring, students learn from role models for professional growth as it also encourages the development of critical reflective practice and leads to improvement of quality education provision for learners. Also, it helps to equip the students with pedagogical knowledge and skills from their mentors in order to work efficiently. It helps students to maximize their potentials, develop skills so as to manage their own learning through motivation and encouragement for better understanding of issues.

In teamwork, there is sharing of ideas and development of leadership skills. In teamwork, students work together and learn from one another. Teamwork in staff supervision facilitates togetherness and demonstrates a healthy relationship that fosters teaching/learning situation. It also helps to glue the members involved together to create a strong bond which promotes strength, unity, reliability and support for smoother learning. Teamwork helps students to build confidence, learn from one another, bring in leadership skills and responsibilities, life skills and values.

Monitoring helps in the implementation of agreed actions and follow-up as staff and students are able to do the right things as planned based on the set targets. Monitoring during support supervision develops various strategies and techniques such that everyone is aware of his or her roles. Those monitored are helped to identify the most valuable and efficient ways to study or teach hence boosting the development of strategic planning towards achieving predetermined goals.

5.3.2 The extent to which staff appraisal practices influence students' performance at St. John Bosco Core Primary Teachers' College, Nyondo.

There is a positive significant relationship between staff performance appraisal and students performance. Therefore, when performance target are well evaluated and set, when performance

assessment is well done and clear action point points in the appraisal process well articulated then students performance is likely to significantly improve in the College. This finding is in line with Taylor (2003), who says that an effective performance appraisal progression offers human resources, such as tutors in Primary Teachers' Colleges with the opportunity to obtain constructively feedback about their work assignments as well as growth and development prospects.

From a regression analysis, it indicated that 52.6% of the overall variance in students' performance is explained by performance appraisal in the College. Therefore, when performance target are set and are well functional, performance appraisal assessment well done in the College and clear with achievable action points set then, there is great likelihood that students' performance will be greatly improve. This is in line with Scott & Finch (2005) who found out that structured performance appraisal incorporates the institution's vision and mission into the overall evaluation of the employee. To them, feasible performance appraisal systems utilize standard assessment criteria, dimensional ratings, structured rating scales and explicit individual–peer appraisal. These components are said to help minimize subjective impressions and conscious or intentional biases. Sophisticated technologies for performance evaluations for example on line ratings and development plans, 360 degree feedback are well developed and increasingly common in both large and small institutions.

Appraisal of staff is an aspect that always motivates staff members to do their work in this institution however, there is limited expertise to carry it out so as to get more effective results from the exercise and also it is not regularly carried out and this affects its tangible benefits that may contribute to students' performance. This finding relates to Tumusiime (2000) who found out that

appraisal systems have motivated head teachers identify teacher weaknesses especially in regards to the quality of teaching in schools. In this regard, these head teachers have endeavored to organize seminars and workshops aimed at helping teachers learn new teaching techniques geared towards improving the quality of teaching in their respective schools.

Staff appraisal influences students' performance in that it is key in assisting staff to cope with difficulties make the best possible use of identified opportunities. Appraisals help students strive to achieve the targets set basing on clear guidance s agreed upon with tutors. Staff is engaged in a competitive spirit of quality production since they are aware of individual or group periodical measurements. With appraisal the activities are planned according to the work plan to improve performance in teaching learning processes to fill in the missing gaps. This is related to Namubiru (2003), who assert that there was a significant correlation between the results of the appraisal system and the teachers' classroom content delivery.

Staff appraisal there is target setting which helps in choosing the most salient goals to be a listener and that may lead to quality performance. It should be noted that targets are set according to the students' needs hence students welfare in all aspects is reflected. Targets influence the level of achievement in that it handles areas a given period of time say termly or annually. It helps to fuel learners and tutors ambitions since the goals known and that staffs holds themselves accountable for any failure and hence strive for the best results and it helps achieve the focus of the activities of the work plan.

Action points in performance appraisal help to achieve students' performance since it helps in continuous follow-up to see if improvement in performance is taking place. It was also revealed that action points help to identify areas that need immediate attention indicating the responsible person. It is further elaborated that in this College well formulated action points help track down challenging areas which are followed up with new strategies until the existing problems are solved for smooth learning and also helps to improve the weakness and suggest ways for further implementation.

5.3.3 The extent to which professional development has enhanced students' performance at St. John Bosco Core Primary Teachers' College, Nyondo.

There is a positive significant relationship between professional development and students' performance. This implies that in situations where on-job training is effectively handled in terms of ensuring that stakeholders are involved and the right material is given to them and off-job training is done in form of refresher courses then students' performance will significantly improve in the long run.

Regression results in the study indicate that 26.1 % of the variation in students' performance is explained by changes in the professional development of staff members. Therefore any changes in staff professional development would lead to 26.1% chance change in students' performance. Therefore, improvement in staff professional development is significantly and positively associated with improved students' performance in the long run.

Staff development helps staff members acquire more knowledge and skills to help students. It was revealed that with professional development students mature in their general perspective of viewing life and strives to live the part as teachers. Professional development influences performance in that it helps one achieve objective, reflect on what he lacks, seek support and hence identify training needs for better performance. Knowledge and skills are enriched to the tutors who in turn teach effectively their students and hence better performance is achieved and also to improve on students' knowledge and skills of the students.

Job training is an important aspect that encourages experiential learning, leading to hands-on activities. With on-job training initial aspects of professionalism are nurtured to the expected standards through various curriculum areas. It was revealed that it also helps one to carry out activities practically as such experience is attained in teaching/learning process. It was also revealed that it promotes the achievement of more and new knowledge and skills in form of experimental learning and enhances on the improvement on personal training.

Off-job training helps to improve students' performance as ones scope of understanding is widened to offer various skills. It was further revealed that the competences and skills nurtured are consolidated and perfected through research.

5.4 Conclusions

From the study findings the following conclusions were reached:

5.4.1 The extent to which staff supervisory support influences students' performance at St. John Bosco Core Primary Teachers' College, Nyondo.

Supervisory support encourages students and their tutors to discuss issues about ways into which performance can be improved. In this, teamwork helps students to achieve all competences desired for good performance, teamwork facilitates togetherness and demonstrates a healthy relationship that foster teaching/learning situation and to achieve set targets. The lesson learnt is supervisory support is a great motivating factor towards teamwork leading to improved students' achievements.

5.4.2 The extent to which staff appraisal practices influence students' performance at St. John Bosco Core Primary Teachers' College, Nyondo.

The institution doesn't carry regular staff appraisal exercises. This leaves a significant amount of gaps in the teaching process and this may significantly affect students' performance in the long run.

The lesson learnt is that members of staff tend to perform better when they are appraised, hence improved students' performance.

5.4.3 The extent to which professional development has enhanced students' performance at St. John Bosco Core Primary Teachers' College, Nyondo

The College does not regularly carry out on job and off job training sessions to its staff members. This may limit its staff members from acquiring more skills to help students improve on their academic performance. The lesson learnt is that continuous professional development of staff helps in improving the quality of students' performance.

5.5 Recommendations

From the findings of the study the following recommendations were made:

5.5.1 The extent to which staff supervisory support influences students' performance in St. John Bosco Core Primary Teachers' College, Nyondo.

The institution should plan on hiring an independent consultant to advise, train and implement more effective modes of supervisory support to senior managers and other responsible staff of the College. Enhanced capacity in supervision will help staff members gain more knowledge on supervision and this will improve supervision activities in the College.

The institution should put in place a policy of receiving every ones views in the planning for supervision and executing the actual supervision activity. This will allow an integration of all views from all staff and this may help improve on the performance students.

5.5.2 The extent to which staff appraisal practices influence students' performance in St. John Bosco Core Primary Teachers' College, Nyondo.

The institution should hire a consultant or experienced teacher trainers with vast knowledge on staff appraisals and give them a task of capacity building on how to carrying out the staff performance appraisals effectively as per the policies in place at a regular interval.

The administration of the institution with the help of an expert in staff appraisals should develop a well articulated framework for effective staff appraisal. This will help draw intervals on when and how staff appraisals are supposed to be done.

5.5.3 The extent to which continuous professional development has enhanced students' performance at St. John Bosco Core Primary Teachers' College, Nyondo

The institution needs to put in place a policy, where on-job and off-job trainings are carried out carried more often. Such trainings will help employees to acquire knew knowledge on different aspects that will help to enhance their performance so as to achieve high performance among students.

5.6 Contribution of the study

The study findings have contributed evidence that supervisory support, staff performance appraisal practices and continuous professional development practices significantly contribute to the students' performance at St. John Bosco Core Primary Teachers' College, Nyondo.

5.7 Limitation of the study

For accuracy of the data collected, this study required face to face interviews with every respondent selected in the sample size. This however required a lot of time to conduct these interviews as respondents were busy and could not get such time for the interviews. However this was handled by making repeated appointments when the respondents had time and then they were conducted.

There were some respondents who failed to answer the questionnaire. This made the researcher to spend more time to identify other respondents within the target population to fill in the gap.

Some few respondents did not complete the questionnaire due to either time constrain or just laziness. The researcher managed to use the responses from the questionnaire which were well completed to successfully complete the study.

However, amidst the challenges, the researcher managed to successfully complete the study.

5.8 Areas for Further Research

The study tried to achieve the predetermined objectives. However, the researcher observed certain areas that require further research as outlined below:

- Motivation is a very important factor in improving the performance of an organization. Therefore, there is need to investigate the effect of motivation on human resource practices in Primary Teachers' Colleges.

- Continuous professional development is also very important in improving the quality of organization performance. Hence the need to investigate how staff professional development influences students' performance.

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APPENDIXES I: QUESTIONNAIRE

Dear respondent,

I am requesting you to fill this questionnaire, which is aimed at collecting data to investigate how human resource practices affects students' performance at St. John Bosco Core Primary Teachers' College, Nyondo. You have been selected to be one of our respondents in this study. The information provided will be treated with strict confidentiality and shall not be used for any other purpose except for academic purposes. The study will ensure your anonymity and confidentiality. Thank you very much for your cooperation

SECTION A

Sex of the respondents
   1. Male
   2. Female

Education level
   1. Advanced level
   2. Diploma
   3. Degree
   4. Masters degree
   5. Others specify………………………

Age of respondents

   1. Below 20 years

   2. 20-25
   3. 26-30
   4. 31-35
   5. 36-40
   6. 41-45
   7. 46-above

Period worked at the College
   1. Less than 1 year
   2. 2-4 years
   3. 5-7 years
   4. 7 years and above

For the following questions please tick the number of your choice

Key:

1. **Strongly Disagree**
2. **Disagree**
3. **Not Sure**
4. **Agree**
5. **Strongly Agree**

SECTION B

Supervisory Support

1.	I am well informed about the purpose of supervision	**1**	**2**	**3**	**4**	**5**
2	The Principal supervises my College activities	**1**	**2**	**3**	**4**	**5**
3.	Staff members are regularly supervised	**1**	**2**	**3**	**4**	**5**
4.	Individual supervision is the most effective	**1**	**2**	**3**	**4**	**5**
5.	Comments from the supervisors encourage me to improve	**1**	**2**	**3**	**4**	**5**
6.	Tutors appreciate the criticism made by supervisors	**1**	**2**	**3**	**4**	**5**
7.	The tutors interact freely with the supervisors	**1**	**2**	**3**	**4**	**5**
8.	Supervisors' reaction helps me assess my own teaching	**1**	**2**	**3**	**4**	**5**
9.	I am given the opportunity to react to the supervisors comments	**1**	**2**	**3**	**4**	**5**
10.	Tutors agree with their supervisors the course of action to be taken	**1**	**2**	**3**	**4**	**5**

SECTION C

Staff appraisal Practices

1	There is an evaluation process (appraisal) for staff	**1**	**2**	**3**	**4**	**5**
2.	I am well informed about the purpose of appraisal	**1**	**2**	**3**	**4**	**5**
3.	The evaluation process is on-going (continuous)	**1**	**2**	**3**	**4**	**5**
4.	The College administrators conduct individual assessment	**1**	**2**	**3**	**4**	**5**
5.	There is a recognized frame work for evaluating staff	**1**	**2**	**3**	**4**	**5**
6.	The evaluation criteria help me improve	**1**	**2**	**3**	**4**	**5**
7.	I like discussing my performance with my head of department	**1**	**2**	**3**	**4**	**5**
8.	All my duties are measured in the evaluation criteria	**1**	**2**	**3**	**4**	**5**
9.	The evaluation criteria (appraisal) is designed with consultation of the tutors	**1**	**2**	**3**	**4**	**5**
10.	The evaluation criteria are linked to my job description	**1**	**2**	**3**	**4**	**5**
11.	The school management uses more than one type of appraisal	**1**	**2**	**3**	**4**	**5**

SECTION D

Professional Development

1.	On-job training is conducted by supervisors	**1**	**2**	**3**	**4**	**5**
2.	On-job training of new employees is carried out by fellow employees who have	**1**	**2**	**3**	**4**	**5**

	been in the College organization for some time					
3.	On-job training prepares employees to use to perform more effectively	1	2	3	4	5
4.	The College carries out on employee training more often	1	2	3	4	5
5.	The College usually carries out off-job training sessions	1	2	3	4	5
6.	Off-job training prepares employees for administrative tasks	1	2	3	4	5
7.	Off-job trainings are in form of workshops	1	2	3	4	5
8.	Focus group discussion and simulations are a common method of off-job training	1	2	3	4	5
10.	In off-job training line managers are usually involved in the process	1	2	3	4	5
11.	The College carries out employee training more often	1	2	3	4	5
12.	The College usually carries out a training needs analysis for all departments	1	2	3	4	5
13.	Training objectives are usually identified and followed	1	2	3	4	5
14.	The content of training is always discussed by management before the training	1	2	3	4	5
15.	The training programs are designed to fill performance gaps	1	2	3	4	5
16.	The College usually carries out on job training of all new employees	1	2	3	4	5

SECTION E
Students' performance

1	I teach all my lessons	1	2	3	4	5
2.	Students participate in co-curricular activities in my College	1	2	3	4	5
3.	I supervise students' work	1	2	3	4	5
4.	Many students are just moderate during their school practice	1	2	3	4	5
5.	I use appropriate/relevant teaching aids in the teaching/leaning process.	1	2	3	4	5
6.	Most students do well in academics	1	2	3	4	5
7.	I prepare adequate subject content appropriate to the level of my class	1	2	3	4	5
8.	Generally students do their preps willfully	1	2	3	4	5
9.	Students willfully compete with colleagues in the programmed College activities	1	2	3	4	5

APPENDIX II: Interview Guide for Managers.

Dear respondent,

I am requesting you to participate in this interview, which is aimed at collecting data on how human resource practices affects students' performance at St. John Bosco Core Primary Teachers' College, Nyondo. You have been selected to be one of our respondents in this study. The information provided will be treated with strict confidentiality and shall not be used for any other purpose except for academic purposes. The study will ensure your anonymity and confidentiality.

Thank you very much for your cooperation

In your own opinion how does support supervision affect students' performance in this institution?
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
How do the following aspects in support supervision affect students' performance in this institution?
   i.   Mentoring
      ……………………………………………………………………………………………
      ……………………………………………………………………………………………
      …………………………………………………………………………………………

   ii.   Coaching
      ……………………………………………………………………………………………
      ……………………………………………………………………………………………
      ……………………………………………………………………………………………

   iii.   Team work
      ……………………………………………………………………………………………
      ……………………………………………………………………………………………
      ……………………………………………………………………………………………
   iv.   Monitoring
      ……………………………………………………………………………………………
      ……………………………………………………………………………………………

……
How does staff appraisal affect students' performance in this institution?
…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………
How do the following aspects in staff appraisal affect students' performance in this institution?

    i.   Target setting

        …………………………………………………………………………………………………
        ……
        ………………………………………………………………………………………………….

    ii.   Assessment

        ……
        ……
        ……

    iii.   Action points

        ……
        ……
        ……

In your own opinion how does professional development affect students' performance in this institution?
…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………
How do the following aspects in professional development affect students' performance in this institution?

    i.   On-job training

        …………………………………………………………………………………………………
        ……
        ………………………………………………………………………………………………….

    ii.   Off-job training

APPENDIX III

TABLE: SAMPLE SIZE(S) REQUIRED FOR GIVEN POPULATION SIZES (N)

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Note: From R. V. Krejgie and D.W. Morgan (1970), Determining sample size for research activities,

Educational and Psychological Measurement, 30,608, Sage Publication.