

**TEACHER PERSONNEL MANAGEMENT AND LEARNING
EFFECTIVENESS IN RWANDAN PRIMARY SCHOOLS:
A CASE OF BURERA DISTRICT [RWANDA]**

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Abstract

This study was designed to investigate the relationship between teachers' personnel management practices and learning effectiveness in Rwandan public primary schools. A case of Burera district, Rwanda. It focuses on the following specific objectives: to examine the relationship between Teachers' Motivation and learning effectiveness in Burera district, to explore the relationship between teachers' Supervision and learning effectiveness in Burera district. During the work of presenting, analyzing and interpreting data. The researcher used descriptive research design and also quantitative approach. Quantitative approach was used to analyse quantitative data. The Study used 64 as the target population and 58 the sample size. Data were collected using structured questions with 5-point Likert scales. Quantitative data were analyzed using frequencies, percentages, standard deviation, means, and correlation analysis while qualitative data were analyzed using themes that helped in analyzing qualitative data. The finding from study concluded that their positive relationship between teachers' personnel management practices and learning effectiveness in Rwandan public primary schools. SPSS and Themes were used to calculate the correlation analysis of the study. Finally, the study indicated that there is positive significant relationship between each variable. The study concluded that there positive teachers' personnel management practices and learning effectiveness in Rwandan public primary schools. And study recommended the following: The government should increase teachers' motivation by giving them an opportunity for continuous professional development (CPD) because it increases teachers' confidence in their daily work of teaching and learning and Teachers' salaries should be increased as the study indicated that it is not sufficient when you compare it with the prices at the markets.

Keywords: *teacher's personnel management, learner's academic performance, learning effectiveness, districts, secondary schools, teacher's motivation and teacher's supervision.*

Globally in western countries like United States of America knows the importance of personnel management to the learning expectations and further empower the teachers accordingly, according to the study conducted by the researchers like JS, Odebero, Maiyo and Mualuko (2007). Noted that the countries which have qualified teachers provide quality of education which contribute on learners' academic performance in the schools. These findings opened up the room for many writers and scholars and started debating and analyzing the importance of teachers' capability in developing countries. However personnel management practices means the effective coordination of employees' activities, learners and community so as to attain educational target

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and mission (Tella, Tella&Adeniyi, 2009). All over the world the term teaching is known as model which focus on the activity made in education as it is the activity of transmitting and implementing knowledge and skills in education arrangement. This attracted many educators to change education by improving the quality of education. This was made by providing continuous professional development to the teachers. This is a strategies that educational institutions are implementing to empower the educators and improve their quality of performing work. The schools use different techniques to leave the time to the employees so that they can be engaged in professional development (Mizell, 2010).

In Africa evolution which was made in sub-Saharan countries was targeting to transform education into motor for country development. Stakeholders, policy makers, local government institutions have asserted that less developed countries have to invest in citizens' education and make sure that education system is giving sufficient harvest (MoE, 2007). Performance of every education institution relied on the quality and quantity of human and materials resources that it has but most important factor is human resources management. Because everything depends on the efforts, experience and qualification that they have, means that without competence, nothing can be achieved. That is the reason why teachers' personnel management practices are necessary. The effective teachers' management practices in Kenyan schools is somehow questionable in both sides inside and out of career. Many researchers and auditors noted that school resources is being poor managed because schools have unqualified personnel and inadequate managerial skills of resources (Kremer, 2003). Teachers' personnel management is explained as an organized set of personnel management policies and practices that are made and put into practice to enhance an organization to attain its institutional objectives (Armstrong, 2011). Currently, many institutional are being aware of the significance of human resource management. This information a system is analytical condition in the achievement of an organization (Mamman, Akuratiyagamage& Rees, 2006).

Teachers' personnel management practices include hiring and selection, training and empowering, compensation, achievement assessment, raising criteria and complains solving procedures have been revealed to play a great effect on performance of educational institutions (TeclmichaelTessema&Soeters, 2006). This conduct with a survey that connect teachers' personnel management and employees' turnover (Guthrie, 2001). People use their collective skills, abilities and experience in an organization to make a significant contribution to organizational success by giving it a competitive advantage. The HRM practices such as resourcing, training and development, employee relations and reward management are concerned with how people are employed and managed in organizations so as to achieve this competitive advantage through the strategic deployment of a highly committed and capable workforce (Armstrong and Baron, 2004).

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In Rwanda personnel management is done in different, some are directly provided by government while others are given by the schools and stakeholders. Personnel management comprises many factors such as performance appraisal, motivation, supervision and teachers professional development but personnel management includes recruitment of employees, provision of induction week to the new teachers, conducive environment, teachers' salaries and bonuses. These indicate that learning expectation is not the things that can be thought one day or one week but it is continuous process which requires the involvement of many stakeholders such as parents, local community, non-governmental organizations and government (Ssemuwemba, 2017). In country like Rwanda personnel management practices is not developed because the education system is still being improve. That is the reason why education system OF Rwanda manifest some of the gaps in personnel management practices.

Research hypothesis

There is no significance relationship between Teachers' Motivation and leaning effectiveness among public primary school learners in Burera district and there is no significance relationship between Teachers' Supervision and leaning effectiveness among public primary school learners in Burera district.

Teachers' Motivation and learning effectiveness

According to Longman Dictionary, the word "**motivation**" is originated from the motive, which is an enthusiastic and desire to prepare something without being told or forced to do it. Motivation consists of numerical psychological variables that begin and preserve the activities towards the attainment of individual objectives, target to the development of personnel in his/her daily activities and this means the motives that cause behavior that is characterized by enthusiasm and desire. Motivation in teaching and learning might have much impact on how learners can study and their conduct towards subject contents (Ormord, 2003). Motivation of teaching, administrative staffs and learners can be oriented towards specific objectives and leads to the increase of power and strength and alarms cognitive processing, develop imitation of and consistence in activities and fix what drawbacks are reinforcing and it might also influence the academic performance. according to Orphlins (2002) disclose that motivated teachers always use many different strategies to do his/her work well means that when teachers are intrinsically and extrinsically motivated, learners' academic performance increases too. In the past time, most of developing countries in Africa and some Asia teachers are treated as the most significant resource and influential personnel who bring change in society. That is the reason why society and government honored them, because they know that teachers is skilled and knowledgeable person in their community. They are awarded sufficient salaries, bonuses, incentives and other allowances like other government workers. Simply this indicated that the job they do, is highly valued in community (Kyara, 2013). According to (Sumra, 2006) asserted that nowadays, the things have been changed, teachers are among government workers who are

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awarded low salaries when are compared to other government workers, this situation affect teachers because less salaries does not allow them to perform better in their daily job.

In addition to that they live in poor living conditions, and the quality of education is declined in less developed countries. But as many researcher used to investigate, they found that salaries can be among the most important factor which can rise the quality of education in many countries and they have mentioned the countries like Germany where teachers are among the most salaried person in the world their quality of education is high even if there many others factors which contribute too high academic performance across the country. According to (Michaelowa, 2001) asserted that in sub African countries many research was made to investigate the reason behind poor quality of education and its impact, and they concluded that teachers motivation is behind this special case which is delaying the quality of education. Teachers' motivation goes in parallel way with job satisfaction and disclosed that when one wants to improve quality of education must give teachers good salaries and other advantages. Teachers working condition is low in less developed countries because of low salaries which does not match with price fluctuation at the markets, this shows that teachers have little purchasing power. This issues negatively impact the quality of education in schools and also increase demotivation among qualified and experienced teachers, some of them decide to quit education and join other industries which can give them high salaries (Lauwerier&Akkari, 2015). Researchers like Adeyemo, Oladipupo, and Ornisore (2013) proceeded the research on the effect of teachers' motivation and students' academic achievement and they disclosed that 61% of educators were not satisfied with working environment means that place was not conducive for them. This implies that teachers are not happy with their environment that they are living in, on other side is that 75 % confirmed that additional allowances that governments given is not fair. Those allowances are salaries, bonuses, incentives and other packages. This implies that in the countries like Nigeria, their education system is still questionable and it cannot be productive, if the teachers are not happy with salaries and environment. For having productive education system which can even rise the economy of the countries is that teachers should be motivated in their works. Motivation means many things because there is intrinsic and extrinsic motivation these mean that motivation as word does not reflect money but also training, administrative style, seminars, workshops and field trip which are given to the teaching and administrative staff. According to Bonnet, and Vivekanandan (2013) disclosed that job satisfaction is very important issues in education perspective. Apart from salaries there are other variables which have relationship with job satisfaction because only one variable cannot reflect and complete the whole situation. In order to attain to the education for all, there are a lot of requirement which can contribute in this situation such as qualified teachers, experience teachers have significant

contribution on quality of education. Empowering quality of education is not easy in Africa as long as the most of African countries have challenge of teachers working conditions. This poor teachers working condition contribute to the turnover and leaving of career of qualified and experienced teachers.

Teachers' Supervision and learning effectiveness

Many researchers such as Igwe (2001) indicated that supervision refers to facilitate, guide, assist, direct, control and evaluate or making follow up that anticipated objective are being met. However, supervision in education perspective means the process of making sure that guidelines, rule and regulations and strategies to prearranged for curriculum implementation and attaining the goals of an institution are efficiently and successfully carried out. And then, supervision consists of utilizing expert skills and experience to control or administer, evaluate the activities of teaching and learning in educational institutions. Furthermore, supervision must be analyzed as an collaboration including some type of elaborated relationship between and among individual, those kind of people facilitate others. Systematic interaction of people who are in charge for acting within the system of administration is named supervision (Netzer&Kerey, 1971). Hence supervisor is obliged in responsibilities, to initiate many activities that will enhance successful combination of these two circumstances in order to attain commonality and satisfaction. Supervision is a complex process that emphasizes on instruction to which increase teachers with feedback to improve teaching and learning achievement (Beach &Reinhartz, 1989). Supervision is an important activity that can contribute in improving learners' academic performance, through supervision teachers get some comments from the supervisors who come to make monitoring and evaluation of teaching and learning activities. This means that most of the schools could be obliged to conduct school based supervision which canbe among the factors to increase quality of education. But other researchers indicated that supervision is not the only factor which enhance academic performance.

The similarities and characteristics of instructions and supervision is the activities happens in face to face situation. Supervision of teachers and other staffs is the only one activity that influence teachers' intellectual development, through supervision teachers get competencies that enable effective teaching and learning across the schools. Most of the institution should know the effect of educational institutional in Rwanda. Means that supervision is trending word, nowadays majority of the organization are putting more efforts in making this activities routine throughout the organization. The objective of instructional supervision is to provide teachers techniques and methodology which can enhance her/him in improving instruction (Glickman, Gordon & Ross-Gordon, 2003).Supervision of instructional is compulsory in faculty of education and in both local private schools, government aided and government schools to help the teachers in transmitting relevant instruction to the students. The activities of supervising of educators in classroom setting often consists direct support to

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rise the methods of classroom practice by making observation and monitoring of teachers achievement (Glickman, Gordon & Ross-Gordon, 2001). This process is currently practiced in regional schools across many countries through screening and filling forms which are used in evaluating teachers in physical contact setting simply face to face. An effective process of supervising is treated as one tool which can be utilized to develop the quality of education and efficiency of fundamental education and the quality of education management and administration. According to the Shiundu and Omulando (1992) constructive factors which influence competency of teachers in developing the quality and curriculum implementation by monitoring unnecessary delay, ignoring in contents preparation and careless of preparing books and constructive feedback. There are many different kind of making supervision and also the names can be different from one to another, clinical supervision is termed as cyclic theory of professional teachers' development which consist of making deep observation and constructive feedback and this can be made by expert or trained supervisors. There should be pre meeting with educators, classroom observation and then analyzing, interpreting the results from observation and fixing conference outcomes, post-meeting with teachers and provision of feedback of previous study (Varma&Goldhammer, 1969).

Peer supervision means professional development comprising of series of small groups of peer working in set for their mutual development. Peer supervision is therefore an educator to educator supervision in which people share the information and new experience, opinions and knowledge of mutual interest. The objective of peer supervision is to develop the teachers' weakness and focus on cooperative learning for improved workers performance (Sullivan &Glanz, 2000). Instructional supervision means frequent observation of teaching and learning procedure and evaluating of teaching materials and all of these are done with the purpose of improving the quality of lesson delivery in the class. The comments and feedback provided by supervisor assist educators and teachers in improving teaching and learning activities and also using of instructional materials. (Rue &Byars 1990). Personnel management has supervision as one of the most important factors which helps an organization to amend the plan depending on where they have found gap which can affect their firm negatively that the reason why managers directors have to make frequent teachers supervision with the aim of improving effectiveness of learning in primary schools.

Research methodology

According to Oso and Onen (2011) explained that target population is the sum number of themes and sum of environment of concern to the researcher. And the researcher like Borg and Gall (2007) continued defining target population as the sum number of population, set of individuals, events or themes to which a researcher wanted generalize the findings of the study. The target population of this study comprised 6 headteachers 64 teachers from all public primary schools of Burera District. And finally target population will be 70. Many researchers

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such as Mugenda and Mugenda (2003) indicated that sampling is the process of making choice of given individual from the entire population so that chosen group will represents the whole population from which they were retrieved from because they have sufficient information about the issues. (Borg and Gall, 2003) recommended that at least 10 % of the target population as sufficient numbers of sample size that was the reason why researcher sampled six public primary schools among 55 of Burera District which was taken randomly. The researcher used Krejcie & Morgan (1970) for sample size determination for teachers which provided 52 teachers while for the head teachers, the researcher used census methods because they have sufficient number be utilized in research. It was presented to the supervisor to assess the accuracy and correctness or suitability of the contents. Before utilizing the questionnaire and collection of data, pilot study was conducted in five schools. But those five schools were not included in the further ongoing research. The people who were used in piloting were five directors, five directors of studies and ten teachers' means that 20 people were used in piloting the study.

Findings

This research had indicated that out of 58 respondents, 36(62.1%) were male while 22(37.9%) were female. Distribution respondents ages were follow: the respondent who were less than 20, was 2(3.4 %), 12 respondents who represented (20.7%) were between 20 and 29 years old, 23 respondents who represented (39.7%) of total respondents were between 30 and 39 years old, 17 respondents who represented (29.3%) of total population were between 40 and 49 years old, 4 respondents who represented (6.9%) of total respondents were above 50 years old. The study again showed that the respondents who had high school were 31 and represented 53.4% of total population, the respondents with diploma were 13 and represented 22.4% of total population while respondents with bachelor's degree represented 24.1% of total population. This implies that the respondents were dominated by the people with high school in primary schools. The study also revealed that respondents with less than 1 years of working experience were 2 and represented 3.4%, participants with two years of working experience were 8 and represented 13.8% of total population, participants with three years of working experience were 14 and represented 24.1% of population, participants with four years of working experience were 19 and represented 32.8% of total participants while people above of four years of working experience were 15 and represented 25.9% of total participants. This implies that the majority of the respondents had enough information about teacher personnel management.

Descriptive Statistics for Teachers' Motivation

Statements	N	Min	Max	Mean	STD
In this school teachers are given housing facilities	58	1.00	5.00	4.2931	.81668
In school teachers, there is a program of Girinka Mwalimu	58	1.00	5.00	4.3276	.80324
In this school teachers are involved in decision making process	58	1.00	5.00	4.3103	.94045
In this school teachers get rewards	58	1.00	5.00	4.5517	.75329

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In this school teachers are hosted for important days	58	1.00	5.00	4.5690	.70368
In this school teachers are given picnic before closing the years	58	1.00	5.00	4.2759	.85416
In this school teachers get horizontal promotion	58	1.00	5.00	4.3103	.90237
In this school, teachers are given vertical promotion.	58	1.00	5.00	4.2241	.91849
In this school teachers can get mission order	58	1.00	5.00	4.2931	.99134
In this school teachers are given lunch for free	58	1.00	5.00	4.3448	.82827
Valid N (list wise)	58			4.3499	0.85119

Note: Strongly Disagree = [1]= **Very Low mean**; Disagree= [1-2]=**Low mean**; Neutral=[2-3]=**moderated mean**; Agree= [3-4]=**High mean**; Strongly Agree= [4-5]= **Very High mean**

The results from the table 11, indicated that the majority of respondents strongly agreed that the following variable influence learning effectiveness. They are namely: In this school teachers are given housing facilities(mean=4.2931 and STD=.81668), In school teachers, there is a program of GirinkaMwalimu(mean=4.3276 and STD=.80324), In this school teachers are involved in decision making process(mean=4.3103 and STD=.94045), In this school teachers get rewards(mean=4.5517 and STD=.75329), In this school teachers are hosted for important days(mean=4.5690 and STD=.70368), In this school teachers are given picnic before closing the years(mean=4.2759 and STD=.85416), In this school teachers get horizontal promotion(mean=4.3103 and STD=.90237), In this school, teachers are given vertical promotion(mean=4.2241 and STD=.91849), In this school teachers can get mission order(mean=4.2931 and STD=.99134), In this school teachers are given lunch for free(mean=4.3448 and STD=.82827). The overall, decision is that Teachers' Motivation influence learning effectiveness as indicated by overall (mean=4.3499 and STD=0.85119)

Table 1: Descriptive Statistics teachers' Supervision

Statements	N	Min	Max	Mean	Std.
In this school teachers are visited frequently	58	1.00	5.00	4.3448	.76208
In this school teachers are given comment on their teaching and learning process	58	1.00	5.00	4.5517	.79852
In this school teachers sign attendance book every morning	58	1.00	5.00	4.2586	.94702
In this school teachers declare time they leave afternoon	58	1.00	5.00	4.4483	.77624
In this headmasters make class visit for teaching and learning process	58	1.00	5.00	4.3966	.79339
In this school teachers make cross-evaluation among them	58	1.00	5.00	4.3448	.88954
In this school teachers sign in notebooks of learners	58	1.00	5.00	4.1552	.96975
In this school teachers fill pedagogical documents	58	1.00	5.00	4.3621	.78803
In this school, teachers ask permission for any circumstances to let leaders to the situation	58	1.00	5.00	4.5172	.82167
In this school teachers have discipline committee	58	1.00	5.00	4.1552	1.05634
Valid N (listwise)	58			4.3534	0.86025

Note: Strongly Disagree = [1]= **Very Low mean**; Disagree= [1-2]=**Low mean**; Neutral=[2-3]=**moderated mean**; Agree= [3-4]=**High mean**; Strongly Agree= [4-5]= **Very High mean**

The results from the table 12, indicated that most of the respondents strongly agreed that teachers supervision influence learning effectiveness as follow: In this school teachers are visited frequently(mean=4.3448 and STD=.76208), In this school teachers are given comment on their teaching and learning

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process(mean=4.5517 and STD=.79852), In this school teachers sign attendance book every morning(mean=4.2586 and STD=.94702), In this school teachers declare time they leave afternoon(mean=4.4483 and STD=.77624), In this headmasters make class visit for teaching and learning process(mean=4.3966 and STD=.79339), In this school teachers make cross-evaluation among them(mean=4.3448 and STD=.88954), In this school teachers sign in notebooks of learners(mean= 4.1552 and STD=), In this school teachers fill pedagogical documents(mean=4.3621 and STD=.78803), In this school, teachers ask permission for any circumstances to inform leaders to the situation(mean=4.5172 and STD=.82167) and In this school teachers have discipline committee (mean=4.1552 and STD=1.05634). The overall, decision is that Teachers' Motivation influence learning effectiveness as indicated by overall (mean=4.3534 and STD= 0.86025).

Discussion

The findings from the objective number one which was to examine the relationship between Teachers' Motivation and learning effectiveness in Burera district. The results indicated that there is positive and significant relationship between Teachers' Motivation and learning effectiveness in Bureradistrict.($r=.707$ and p value <0.05). Means that null of hypotheses was rejected and alternative hypotheses were accepted. This was achieved by providing 10 statements or options about Teachers' Motivation for which the respondents were asked to choose appropriate box by Likert scales. Therefore, it was found that Teachers' Motivation variables have effect with overall mean and standard deviation (Mean= 4.3499, STD=0.85119). Researchers like Adeyemo,Oladipupo, and Ornisore (2013) proceeded the research on the effect of teachers' motivation and students' academic achievement and they disclosed that 61% of educators were not satisfied with working environment means that place was not conducive for them. According to Bonnet, and Vivekanandan (2013) disclosed that job satisfaction is very important issues in education perspective. Apart from salaries there are other variables which have relationship with job satisfaction because only one variable cannot reflect and complete the whole situation

The findings from the objective number two which was to explore the relationship between teachers' Supervision and learning effectiveness in Burera district. The results indicated that there is positive and significant relationship between teachers' Supervision and learning effectiveness in Bureradistrict.($r=.907^{**}$ and p value <0.05). Means that null of hypotheses was rejected and alternative hypotheses were accepted. This was achieved by providing 10 statements or options about teachers' Supervision for which the respondents were asked to choose appropriate box by Likert scales. Therefore, it was found that teachers' Supervision variables have effect with overall mean and standard deviation (Mean= 4.3534, STD=0.86025). Many researchers such as Igwe (2001) indicated that supervision refers to facilitate, guide, assist, direct, control and

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evaluate or making follow up that anticipated objective are being met. However, supervision in education perspective means the process of making sure that guidelines, rule and regulations and strategies to prearranged for curriculum implementation and attaining the goals of an institution are efficiently and successfully carried out. And then, supervision consists of utilizing expert skills and experience to control or administer, evaluate the activities of teaching and learning in educational institutions.

Conclusion

Basing on the findings of the study, the relationship between teachers' personnel management practices and learning effectiveness in Rwandan public primary schools as both objective have significance relationship with learning effectiveness in Rwandan public primary schools, since none of hypothesis tested negative means were rejected and alternative ones were accepted. Sharpened the objective of this research because the researcher came up with conclusion that there is significance relationship between teachers' personnel management practices and learning effectiveness in Rwandan public primary schools.

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