

**HUMAN RESOURCE INFORMATION SYSTEM AND PERFORMANCE OF STAFF: A
CASE OF THE TEACHERS SERVICE COMMISSION,SAMBURU COUNTY, KENYA**

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**A RESEARCH PROJECT REPORT SUBMITTED TO THE UNIVERSITY OF NAIROBI
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DEGREE OF MASTER OF ARTS IN PROJECT PLANNING AND MANAGEMENT**

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DECLARATION

The research project report is my original work. It has never been submitted for an academic or professional award in any other institution of higher learning.

Date: 27/09/2022

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The research project report has been presented for examination with my approval as the research supervisor.

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DEDICATION

I dedicate the work to my late parents, Mr. Joel Odera Amuom, and Mrs. Mary Adhiambo Odera, from whom I learnt the value of lifelong learning.

ACKNOWLEDGEMENT

I acknowledge the professional and academic guidance of Dr. Moses Machuki Maturi Otieno in the research project. Mr. Otieno's valuable feedback and positive criticism enabled me to improve the quality of my research. Also, I appreciate my paternal grandparents, Mr. Richard Amuom Mboya, and Mrs. Risper Lucy Amuom, for motivating me to achieve higher education and pursue a career in the Kenyan public sector. My sincere appreciation to the Teachers Service Commission for giving me an opportunity to practice professionalism in the field of Human Resource Management.

LIST OF ABBREVIATIONS

CBC: Competency Based Curriculum

CLE: Comprehensive Learning environment

HRIS: Human Resource Information System

HRMIS: Human Resource Management Information System

M&E: Monitoring and Evaluation

PLC: Professional Learning Community

TMIS: Teacher Management Information System

TPAD: Teacher Performance Appraisal and Development

TPAY: Teachers Online Payslip

TSC: Teachers Service Commission

ABSTRACT

The Teachers Service Commission (TSC) has the constitutional mandate of managing professional teachers in the Kenyan educational environment. As a result, it has developed the Human Resource Information System (HRIS) to provide an electronic database of staff data and information. HRIS has the four online portals of Teacher Performance Appraisal and Development (TPAD), Teacher Management Information System (TMIS), Human Resource Management Information System (HRMIS), and Teacher Online Payslip (TPAY). The study investigates the influence of the four HRIS portals on the performance of TSC staff in Samburu County. The descriptive survey is based on a population of 817 TSC staff, across different job categories and in different learning institutions and offices. The sample size is 83, which is approximately 10% of the population. An important research assumption is that the sample is representative of the TSC staff population in Samburu. The identified data collection method was telephone survey, which was conducted between November 5 and 18, 2020. Instrument piloting was done on 1% of the population, which is 8 respondents, to determine validity and reliability. Construct validity was done based on the measurement of the five performance indicators of professional knowledge and practice, code of conduct, Comprehensive Learning Environment (CLE), Professional Learning Community (PLC), and career development. Reliability was determined using the test-retest method, and the calculation of the Cronbach's coefficient alpha value of 0.9152 that illustrates satisfactory research tool. Permission was obtained from the TSC County Director, Samburu County, to engage the 83 TSC staff in the data collection exercise. Consent was obtained from the participants before the data collection process, and they were assured of confidentiality. The independent and dependent variables of the study were the level of usage of the HRIS portals of TPAY, TMIS, HRMIS, and TPAY, and level of staff performance respectively. The mediating variable was identified as the level of staff motivation, as it is a factor in the determination to achieve set work and professional goals. The data analysis was done using the Analysis of Variance (ANOVA) statistical measure. The hypotheses testing at a confidence interval of 95% and a significance level of 0.05 revealed a p-value of 0.00004. The null hypothesis H_0 was rejected, and the alternate hypothesis H_1 was supported. Thus, there is a statistically significant relationship between the use of the HRIS portals and the performance of TSC staff in Samburu County. Important recommendations from the study are for TSC and educational stakeholders to put more investments in the development of school Internet infrastructure, regular training of staff, development of HRIS mobile app to facilitate career development and performance of staff, and complete automation of routine staff management processes. Further research should be done on the influence of TPAD on the career progression of TSC staff in Samburu County.

Key Words: *Human Resource Information System, Teacher Performance Appraisal and Development, Teachers Online Payslip, Human Resource Management Information System, Teacher Management Information System, Staff Motivation, Staff Performance, and Performance Indicators.*

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The Teachers Service Commission (TSC) has the mandate of managing the human resources in the Kenyan education sector, to offer a high-quality education that fosters national development. The Constitution of Kenya illustrates the TSC as an independent constitutional body. The headquarters of the commission is in Upper Hill, Nairobi. The county offices of the commission are based in all the 47 county headquarters in Kenya; for example, Maralal town is the county headquarters of Samburu County (Jonyo & Jonyo, 2017). Each county office is headed by the TSC County Director, while the Sub County offices have TSC Sub County Directors. The TSC County Director is in charge of the overall supervision of the secretariat and teaching staff in the county.

The Teachers Service Commission Act No. 20 of 2012 illustrates the function of the commission in the key areas of registration, employment, remuneration, discipline, and performance management of teachers in the Kenyan public-school system. To achieve the legal mandate, the commission has effective vision and mission statements (Edikpa, Nwabueze & Iremaka, 2018). The vision illustrates a transformative teaching service that offers quality education to all students in Kenya. The mission denotes the professionalism of the Kenyan teaching service to achieve quality education and foster national development (Kiprotich, Kahuthia & Kinyua, 2019). The entire operations of the TSC aim at managing a professional teaching service, to offer a high-quality education that enhances development in all sectors of the economy.

Information and Communication Technology (ICT) innovation projects have been adopted by the commission to improve the quality of management of human resources. It is effective in enhancing the effective and efficient realization of organizational goals through the application of information systems (Shahreki et al., 2019). Data is entered in the computer databases to facilitate real-time processing and delivery of information that enhances the decision-making processes, especially in the key areaa of employee and organizational performance.

The focus of the research is the adoption of ICT innovation in the human resource function of the organization. The innovation is the Human Resource Information System (HRIS). The software comprises a database that has diverse data on all employees of the organization. The data is processed when required to provide information that facilitates key human resource function of staff performance management (Masum et al., 2018). The TSC HRIS is accessible via the TSC website. It has various components to suit the unique interests of the key stakeholders like the management and staff of the organization. These components are located on the Online Services portal of the TSC website <https://www.tsc.go.ke/>. The HRIS components are Teacher Management Information System (TMIS), Teacher Performance and Development (TPAD), Human Resource Management Information System (HRMIS), and T-Pay (TSC, 2020). The four components of the TSC HRIS are the focus of the research study in the area of staff performance management.

The HRIS is a competitive concept that has been applied across the global, continental, and countrywide environments. In the global organizational environment, the United Nations has an effective HRIS. The Online HR Portal has the important area of Performing for Results. There is the illustration of the reporting or supervisory relationships of staff in the organization. Authority shifts in the order of Staff Members, First Reporting Officers, Second Reporting Officers, Additional Reporting Officers, Heads of Departments, and HR Practitioners (United Nations, 2015). The staff or professionals working at the United Nations understand their performance obligations, which are overseen by their immediate supervisors. In the African continent, the Government of Tanzania adopted HRIS to replace manual record systems, across its Ministries, Departments, and Agencies (MDAs). The adoption of HRIS also took place in the Local Government Authorities (LGAs). The key aim of HRIS adoption in the Tanzanian public sector was to minimize manual administrative activities, and enhance the capacity of the HR Officers to maintain accurate data and information on employees through the application of the computerized application software (Matimbwa & Masue, 2019). In Kenyan organizational environment, the Parliamentary Service Commission (PSC) has adopted an effective HRIS to ensure proper management of the human resources (The Centre for Parliamentary Studies and Training, 2017). The system enables the human resource professionals and line managers to make decisions that improve productivity. The TSC can adopt the implementation and use

successes of the HRIS as evidence in key compliant organizations locally, regionally, and globally.

Staff motivation is a key predictor of individual and organizational performance. Thus, the focus of the study is on determining how the new HRIS innovation at the TSC is effective in influencing the motivation of the teaching and secretariat staff, and their individual and organizational performance levels, at the TSC Samburu County unit (Pahurkar, Jain & Sangvikar, 2020). Motivation is important in encouraging the staff to work towards the achievement of the mission, vision, and core values of the organization (Meredith, Shafer & Mantel Jr, 2017). The result is an effective and efficient performance in the achievement of high-quality education targets and positive contributions to the development of diverse sectors of the Kenyan economy (Morsy, Ahmed & Ali, 2016). Achievement of good educational targets contributes to competent professionals who contribute positively in realizing the targets of various industries or sectors of the economy.

Participants in the research study provided data on the connection of the HRIS components on their motivation and performance levels. Educational professionals have a culture of participating in research projects as they value problem identification, recommendations, and solutions via scientific processes (Heagney, 2016). The issue under investigation in the study is the level of motivation and performance of TSC staff working in Samburu County. There is a need to determine if the HRIS innovation project is effective in improving the level of performance of staff (Srivastava, Bajaj & Dev, 2020). Before the adoption of HRIS, the TSC human resource management processes were manual. The performance of staff was recorded in manual performance contract and appraisal forms in the county and headquarter offices. The hardcopy employee files at the sub-county, county, and headquarter levels provided primary data and information on the job status of the employees. Hardcopy payslips were transported from headquarters and delivered to staff through the TSC county offices. HRIS introduced a new system of electronic management of data and information of the staff (TSC, 2020). It is important to investigate if the HRIS has a positive impact on the staff management process and performance in Samburu.

1.2 Statement of the Research Problem

It is necessary to understand the impact of technological innovation projects on the motivation and performance of professionals in an organization. Innovations like HRIS adoption introduced a new work culture in the TSC environment (Thuo, 2019). It replaced manual staff management processes with electronic processing systems. Retrieving data and information from the manual system was tedious and required time, as it could only be done at the offices and in official working hours (Kerzner, 2019). In the electronic system, data can be accessed by an authorized professional remotely and instantly or in real-time.

Samburu is found in the Arid and Semi-Arid Lands (ASAL) part of Kenya. Lomulen (2016) explains that the county is vast, remote, and sparsely populated. Most of the residents are pastoralists and, therefore, have temporary shelters and move from one village to another as they herd their livestock. There are cases of insecurity due to instances of armed cattle rustling. Infrastructural development is poor as telecommunication services are unreliable, while the road network is rough terrain largely. School infrastructure is insufficient as the community members have access to a few schools with minimal or ineffective water systems, communication services, road access, waste disposal facilities, and security services. In the determination of the unique services, it is necessary to investigate the significance of TSC systems in improving the management of educational services in the county (Bartz, 2020). The TSC HRIS is an example of an innovative strategy to enable the professionals to deliver on their mandate of offering high-quality educational services to the pupils and students in Samburu county, with an overall focus on contributing towards the development of various sectors of the economy and society.

Understanding the usage of HRIS is important. It is the responsibility of the TSC to conduct regular training sessions to ensure that all teachers and secretariat staff have a good understanding of the use of the applicable HRIS system. The study aims at investigating the level of use of the HRIS in Samburu County. To realize the success of the HRIS project, the competency levels of all staff must be captured (Bamgbose & Ladipo, 2017). However, for the case of new employees, there are delays in capturing their data in the HRIS. Effective follow-up by the supervisors is important in ensuring timely capturing of new employee data in the performance management system. Also, it is the responsibility of the supervisors to ensure that the new employees are given sufficient training on the use of the applicable performance

management systems (Lukaszewski, Stone & Johnson, 2016). Proper communication between the supervisors and the staff is important in realizing the benefits of using the HRIS, with the overall aim of realizing the TSC strategic goals, core values, mission, and vision.

1.3 Purpose of the Study

The purpose of the study is to investigate the influence of the Human Resource Information System on the performance of the TSC staff in Samburu County.

1.4 Objectives of the Study

The research process has important objectives that strive to improve work performance of TSC professionals in Samburu County.

1. To determine the influence of the Teachers Performance Appraisal and Development (TPAD) on the performance of TSC staff in Samburu County.
2. To determine the influence of the Teacher Management Information System (TMIS) on the performance of the TSC staff in Samburu County.
3. To determine the influence of the TSC Online Payslip (TPAY) on the performance of the TSC staff in Samburu County.
4. To determine the influence of the Human Resource Management Information System (HRMIS) on the performance of the TSC staff in Samburu County.

1.5 Research Questions

The identified research questions are as follows:

1. To what extent does TPAD influence performance of TSC staff in Samburu County?
2. To what extent does TMIS influence the performance of TSC staff in Samburu County?
3. To what extent does TPAD influence the performance level of TSC staff in Samburu County?
4. To what extent does HRMIS influence the performance of TSC staff in Samburu County?

1.6 Research Hypothesis

The research has the following null hypotheses:

1. H_{01} Teacher Performance Appraisal and Development (TPAD) does not have an influence on the performance of TSC staff in Samburu County.

2. H₀₂Teacher Management Information System (TMIS) does not have an influence on the performance of TSC staff in Samburu County.
3. H₀₃Teachers Online Payslip (TPAY)does not have an influence on the performance of TSC staff in Samburu County.
4. H₀₄Human Resource Management Information System (HRMIS)does not have an influence on the performance of TSC staff in Samburu County.

The applicable alternate hypotheses are:

1. H₁₁Teacher Performance Appraisal and Development (TPAD) has an influence on the performance of TSC staff in Samburu County.
2. H₁₂Teacher Management Information System (TMIS) has an influence on the performance of TSC staff in Samburu County.
3. H₁₃Teachers Online Payslip (TPAY) has an influence on the performance of TSC staff in Samburu County.
4. H₁₄Human Resource Management Information System (HRMIS) has an influence on the performance of TSC staff in Samburu County.

1.7 Significance of the Study

The study strives to determine the extent to which HRIS has an influence on the performance level of TSC teaching and secretariat staff in Samburu county. Satisfactory performance of the TSC staff is desirable as it will achieve the mission of quality education for the benefit of the pupils and students in Samburu.

The results and findings of the study will generate important conclusions and recommendations that will illustrate the strategies of enhancing the effectiveness of the TSC HRIS. A good example is that the respondents will elaborate if they have sufficient or limited access to the internet-enabled ICT devices that are required to log into the various HRIS portals on the TSC website (TSC, 2020). Also, the respondents may communicate if it is easy to navigate the HRIS as required during the process of online data entry or performance appraisal process. Additionally, it is beneficial to determine if the use of the HRIS is simple or it requires the understanding and usage of complex terminologies and processes.

The research study will provide useful feedback to the management of the TSC on the beneficial aspect of the HRIS, especially on the staff working in Samburu county. The feedback is in the form of the opinions and recommendations that will be provided by the respondents in the data collection stage. The feedback generates proposals that will enable the commission to achieve its mission of high-quality education services (TSC, 2018). The target is appealing to the interests of the TSC staff in the form of high work satisfaction, motivation, and performance standards.

1.8 Assumptions of the Study

There is the assumption that all TSC staff in Samburu County have sufficient knowledge in using the HRIS portals of TPAD, TMIS, HRMIS, and TPAY. There is also the assumption that the internet infrastructure in Samburu is sufficient to facilitate the access to online services on the TSC website. Furthermore, there is the assumption that all TSC staff have access to ICT devices like computer, laptops, tablets, and smartphones. Additionally, there is the assumption that all TSC staff in Samburu County have the user rights to access the HRIS portals. Finally, there is the assumption that the respondents in the sample will reflect the characteristics of the TSC staff population in Samburu County.

1.9 Delimitations of the Study

Delimitations implies the choice of the researcher on the limits or boundaries of the study. Bell, Bryman & Harley (2018) states the scope is determined based on the inclusion and exclusion criteria. Inclusion criteria illustrate the concepts that must be elaborated in the study. The purpose of the study is to determine the effect of the TSC HRIS on the performance of teachers in Samburu county. Hence, the study will only focus on the online portals that contain and process data in the area of staff management. Also, the inclusion criteria entail the theories of staff motivation, performance, and technological innovation. The study will be done in the Samburu geographical area, as respondents are TSC professionals working in the sub-counties of Samburu North, Samburu East, and Samburu Central.

The duration of the study is three months. The data collection duration is two weeks, between November 5, 2020, and November 18, 2020. The data will be obtained from 83 sample size, from a TSC staff population of 817, illustrating a representative sample of about 10%. The inclusion criteria also support the investigation of TSC teachers in public learning institutions that are captured in the TMIS database. The primary data will be obtained from phone

interviews, and reports in the TSC online and offline libraries (TSC, 2020). Secondary data sources will be obtained from scholarly and peer-reviewed journals and books published within the recent five years.

In the exclusion criteria, TSC teachers working in tertiary and special needs institutions will not be involved in the study. Also, TSC teachers working in the new public schools not captured in the TMIS system will not participate in the study. Besides, Board of Management (BOM) teachers in public schools and private school teachers in Samburu county are exempted from the study as their data is not captured in the TSC HRIS (TSC, 2020). Journal articles and books published before 2016 were exempted, as the research requires recent information in the areas of innovation, organizational management, and staff performance.

1.10 Limitations of the Study

The limitations of the study imply constraints to the scope (Lazar, Feng & Hochheiser, 2017). In Samburu County, there is the challenge of poor mobile network, especially in the rural areas. Therefore, it will be difficult to communicate with the respondents located in areas with poor mobile network coverage. It is important to note that the respondents who will not be reached via telephone calls, will be replaced with the ones who are accessible. Additionally, it is not advisable to use data collection methods that require close interactions with the audience; for example, face-to-face interviews and the administration of physical questionnaires. This is due to the current corona virus crisis. It is important to observe social distancing as a result of the Kenyan government directives on Covid 19 preparedness (Beteille et al., 2020). Telephone interview is desirable as it prevents close physical interactions with the respondents. Despite the constraints, the researcher should ensure that the research questions, objectives, and hypotheses are addressed effectively and efficiently.

1.11 Definitions of Terms

The key terms in the study are the TSC, HRIS, TPAD, TMIS, HRMIS, TPAY, staff motivation, and staff performance.

The Teachers Service Commission (TSC) is an independent agency of the Kenyan government, which has the legal mandate to manage the human resources in the Kenyan education sector. The Teachers Service Commission Act number 20 of 2012 established the organization with key

roles. One of the roles is the registration of trained teachers. Qualified college and university graduates in the field of education have the obligation to register with the commission before practicing as a teacher. Another role is the employment of teachers and posting to learning institutions across the country. The commission must ensure that the schools have sufficient staff establishment to provide good educational services to students. The current Chairperson of the Commission is Dr. Lydia Nzomo, while the Secretary to the Commission is Dr. Nancy Macharia. It is important for the commission to ensure high standards of education in Kenya through proper management of the teacher workforce.

Human Resource Information System (HRIS) is an electronic database used by the TSC to manage all data and information on teachers. An example of data is the job group and work station of the teacher in Samburu County. It has the four portals of TPAD, TMIS, HRMIS, and TPAY. The HRIS integrates several systems and processes to realize proper management of staff, and realize good business processes. It supports key human resource functions; for example, the storage and retrieval of staff data, effective management of payroll, online recruitment of staff, rewards and benefits administration, and training and performance management. The information system offers automation to the human resource department of the organization to improve transparency in the management of the important resource of manpower.

Teacher Performance Appraisal and Development (TPAD) is an online system that contains performance targets and professional standards of teachers. It is used in the performance appraisal of teachers in the Kenyan educational environment. An important example is the termly review of the performance of a secondary school teacher by his or her immediate supervisor, who is the Deputy Headteacher of the school. Additionally, the performance tool provides a pathway for the professional progression of the teachers through trainings. In the current education environment, there is the progressive training of teachers on the new system of education known as the Competency Based Curriculum (CBC).

Teacher Management Information System (TMIS) is an administrative tool that is used in staff balancing. It comprises the details of teachers in a particular school and determines whether the staff establishment is sufficient, inadequate, or excessive. The staff establishment communicates the roles and positions of all teachers on the school. A good illustration is the Headteacher, Deputy Headteacher, and Teacher. The Headteacher is responsible for managing the human,

financial, material, and technological resources of the school. The Deputy Headteacher has the duty of direct supervision and appraisal of teachers in the school. Finally, the teachers have the responsibility of teaching the students as per the syllabus coverage standards. Thus, TMIS is an important administrative tool in the TSC work stations.

Human Resource Management Information System (HRMIS) illustrates a key portal in the TSC HRIS. The online tool is applicable in the performance appraisal of the secretariat staff, who work in the TSC County and Sub County offices. Each TSC Sub County Director is responsible for the supervision and appraisal of the secretariat staff stationed in his or her Sub County. Also, it facilitates the leave processing of teachers. These include sick, maternity, paternity, study, and compassionate leaves. All employees are entitled to leaves, subject to the provision of documentary evidence. Additionally, the portal is applicable in the updating of personal information of the TSC staff; for instance, change of next of kin details and applications for additional medical insurance cards.

TPAY is a remuneration portal. It shows the salary, allowances, and financial rewards earned by a teacher in a particular job category. An instance is that the basic salary grade of a Headmaster is higher than that of a classroom teacher. The online tool is a component of the payroll that generates an online payslip for all TSC staff. As a result, there is an accurate depiction of the gross pay and net pay. TPAY enables third party organizations like the financial institutions to process financial commitments of the employees like loans and salary advances. TPAY is an important tool as it ensures proper management of the remuneration records of the staff.

Staff motivation involves the commitment and determination that professionals demonstrate in an organizational work environment. A good example is effective participation in goal setting by the teaching staff of a primary or secondary school. The goal-setting discussion and teamwork imply the desire of employees to achieve set performance targets. Proper training and provision of resources enhance the desire of the employee to achieve the set performance targets. It is also necessary to note that proper relationship between the TSC staff and his or her supervisor is significant in enhancing the determination to work effectively and efficiently in the organization.

Staff performance implies the ability of professionals working in an organization to fulfill job duties satisfactorily. An example of good performance is the prudent and accountable management of financial resources of the school in the determined financial period, by the

Headteacher or Principal. The realization of set goals and targets is an effective measure of success in the work environment, and it should be rewarded accordingly. On the other hand, the failure to realize the set work targets should be discouraged and remedial action implemented. In the work environment, the rewards for consistent achievement of set work targets include promotion to the next job group or a senior role with sufficient decision-making opportunities.

1.12 Organization of the Study

The research is categorized into five chapters. These are chapters one, two, three, four, and five which, denote the Introduction, Literature Review, Research Methodology, Data Analysis and Presentation, and Conclusions and Recommendations sections respectively.

Chapter one has important subsections like the background of the study, statement of the research problem, the purpose of the study, objectives of the study, research questions, research hypothesis, significance of the study, assumptions of the study, delimitations and limitations of the study, and definition of terms.

Chapter two illustrates the theoretical aspects of the study. It has areas like the concept of HRIS, the influence of TPAD, TMIS, TPAY, and HRMIS on the staff performance, theoretical framework, conceptual framework, and the identified knowledge gap.

Chapter three comprise the key aspect of research methodology. Important areas to be addressed are the research design, target population and sample, sampling techniques, data collection instruments, validity and reliability of the instruments, data collection procedure, data presentation method, ethical consideration, and operationalization of the research variables.

Chapters one, two, and three comprise the research proposal section. The research report section includes chapters four and five. Chapter four elaborates on the data analysis methods, data presentation strategies, and the discussion of the findings of the investigation.

Chapter five provides a brief summary of the results and findings of the study. It also provides a conclusion for the study, which communicates the main results and the issues identified in the study. Finally, there is an illustration of the recommendations of the study that illustrates the strategies of addressing the gaps in the study and enhancing the knowledge of the research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter provides critical analysis of the influence of HRIS portals of TPAY, TMIS, HRMIS, and TPAD on the performance of TSC staff in Samburu County. To achieve this goal, there is the elaboration of the theoretical framework, conceptual framework, and knowledge gap on the relationship between HRIS and staff performance.

2.2 Concept of HRIS

HRIS entails software that is used by the Human Resource department of the organization to manage staffing data, and provide useful information that is used in effective decision-making (Qadir & Agrawal, 2017). In the case of the TSC, the HRIS is customized to suit the unique teacher management function of the commission. Thus, it comprises the four portals of TPAY, TMIS, TPAD, and HRMIS (TSC, 2020). TPAY is a remuneration management portal that contains basic employment data of the staff and also provides access to the online payslip. TMIS is a database that contains basic information on all schools in the country; for instance, the telephone numbers of all teachers in a school. TPAD is a performance evaluation system for the teaching staff. HRMIS is a performance management platform for the TSC secretariat staff.

The historical trend of automating the payroll management processes started in the 1970s. In the period, due to limited technology and challenges in using the mainframe computers, organizations relied on the manual data entry process to facilitate the performance evaluation process and digitize the reporting strategies. In 1979, the initial Enterprise Reporting System (ERS) that applied the basic human resource functions was introduced. The system influenced the real-time integration of corporate data from the mainframe system. Most of the popular HRIS in the current organizational environment still have the payroll and ERP features. The first HRIS in the organizational environment was PeopleSoft in 1987. Later, it was improved and introduced by Oracle in 2005. PeopleSoft was hosted and updated by the users, and hence it was an improvement to the mainframe environment. Oracle has introduced similar Business Process Management (BPM) systems to enhance the operations of the corporations. After 1990s, the HR

vendor organizations introduced cloud hosted HRIS to enhance the accessibility to medium and small-scale organizations and teams. As opposed to the client-server, organizations started using online accounts via the web portals to process employee data and evaluate their performance. In this same period, there was the introduction of mobile applications to improve the management of staff (Chen & Gaffney,2020). Hence, HRIS technologies have motivated HR professionals to consider traditional administrative tasks as strategic assets that offer competitive advantage to the organizations.

HRIS has been applied by key organizations at the global, continental, and national levels to enhance effectiveness and efficiency in the management of the managerial and non-managerial staff. At the global level, the United Nations (UN) is an international body that has an effective HRIS. The organization has the key mandate of maintaining international corporation and peace. As a result, the workforce of the UN comprise tens of thousands of professionals spread across the globe. To attract the interest of competitive staff, the UN maintains the HRIS component known as the UN Careers. The portal demonstrates the diversity of the UN workforce, by offering professional details on several staff who work in different countries.It also shows the diverse skills set in the organization; for example, Police Advisor, Transport Asset Manager, Staff Development Officer, and Associate Database Analyst, who work in the United States, Mali, Unite States, and Switzerland respectively. The UN Careers portal communicates the competitive recruitment and selection process. These four main stages are job openings, creating job application profile, application process, and the interview stage. Key job categories in the UN work environment as shown on the portal. They are professional, general service, National Professional Officers, field services, and senior appointments (Gilles, 2020). Thus, the HRIS is applied by the UN in facilitating competitive recruitment of staff globally.

In the African work environment, HRIS is applicable in the South African higher learning institutions.Govender (2019) state that HRIS is a significant component of the organization, and comprise practices, elements, and processes that impact on the efficiency of the services and outputs. Hence, the successes or challenges in the use of the HRIS has a significant effect in the performance or productivity of the organization. Comparative analysis on the effectiveness of HRIS was conducted on two higher learning institutions in the Eastern Cape region of South Africa. These are the Rhodes University (RU) and Nelson Mandela University (NMU). The findings of the study reveal that HRIS are applied in the two learning institutions, but the

strategy of implementation or usage differs and is unique to an individual learning institution. Also, the study reveals the need to align the HRIS of the two organizations to the South African Regulatory Value Aligned HRM Model, to realize sufficient levels of effectiveness and efficiency in the management of staff. The model has four critical components that enhance value in the implementation and use of HRIS. These components are international framework, national governance, HRM competency requirements, and HRM functional areas. The international framework involves the adherence to the standards of the International Labor Organization (ILO); for instance, the right for the staff in the universities to form, join, and participate in the activities of a trade union or professional association. The national governance component illustrates the legislative or legal provisions that guide the implementation of HRIS. A good example is the Equal Employment Act that ensures fair work environment practices in the South African learning institutions. The HRM competency requirements demonstrate the professional competencies like the knowledge and application of the HRM administrative procedures. The two South African universities have administrative procedures in the key areas of selection and recruitment and staff discipline. Finally, the HRM functional areas that are supported by HRIS in the two universities include talent management and remuneration and reward systems. Talent management are in the areas of recruitment and selection, and onboarding of new staff in the learning institutions. The remuneration system is effective in the administration of payments to the staff of the learning institutions.

In the East African and Kenyan organizational environments, HRIS has been implemented effectively by the Kenya Commercial Bank (KCB). Mbugua (2015) communicate that the use of HRIS improves the decision-making processes in an organization. As a result, it enhances the level of organizational effectiveness, strategic focus, and change processes that achieves sufficient aspects of staff satisfaction and quality of service delivery. In the KCB case, the researcher identifies three key functional areas of HRIS. They are decision-making processes of staff, employee learning, and performance appraisal process. The designation decision-making system at KCB was supported by 84% of the respondents as having significant influence on the effectiveness of the organization in the area of service delivery. 75% of the respondents in the study agreed that the decisions generated from the HRIS enhanced their motivation and performance levels in the banking work environment. 79.7% of the respondents in the Mbugua (2015) research agreed that decisions from the HRIS improved their level of satisfaction from the

use of the KCB products and services. In the area of HRIS based learning in the KCB work environment, 75% of the respondents communicated that they received training and learning opportunities from the computer system. Also, 76.5% of the respondents agreed that the HRIS learning processes enhance their commitment towards achieving the goals and mission of the organization in the competitive Kenyan banking sector. Finally, KCB adheres to the HRIS based performance appraisal process. 70.3% of the respondents agreed to have conducted their periodic performance evaluation through the HRIS platform. The online appraisal process was done through the nonsystematic, continuous, and informal strategies on the HRIS system. The conclusion of the study is that the implementation of HRIS in the KCB working influenced positive organizational effectiveness indicators in the areas of staff satisfaction, motivation, and performance. The HRM competencies illustrate the professional requirements for an appropriate HRIS.

2.3 Influence of TPAD on Staff Performance

TPAD is important in the realization of work targets by the TSC staff in Samburu County. It is an online performance appraisal system for TSC teachers. It enables the staff to accomplish their duties effectively and efficiently. There is the section for the preparation of the schemes of work, which enables the teacher to plan his or her academic duties termly and annually (TSC, 2020). An example is that it illustrates the number and type of subject topics and subtopics that the teacher will address in a given term, for a particular stream of class.

Nadeem, Arif & Asghar (2019) communicate that the performance appraisal process is beneficial in the evaluation of the work of the employee in an organization in relation to the applicable duties and responsibilities of the job. When applied properly, the performance appraisal process is effective in enhancing the performance of the organization. Thus, it is important to note that the system is beneficial in the realization of the mission, core values, and objectives of the organization. To achieve a good appraisal system, the management of the organization has to communicate and provide clear awareness on the establishment of appropriate performance standards. The performance evaluation procedures should be free from score biases to reflect the correct measure on the work progress of the employee. The system has the feedback mechanism that enables the supervisor to share the performance rating with the employee. Feedback is important as it facilitates rewards to employees who achieve satisfactory performance ratings.

On the other hand, underperforming staff are motivated to address the gaps in the work environment. In the contemporary educational environment, performance evaluation system in the teaching and learning processes is indispensable. Hence, the teaching evaluation processes is necessary in the development of schools, improvement of the careers of teachers, and enhancing the results of the learners.

Teacher Appraisal System has been implemented and evaluated in other countries. In Pakistan, the Punjab Education Department has various perspectives on the performance appraisal system. The Annual Confidential Report (ACR) was applicable in the evaluation of the performance of teachers in the Pakistani educational environment, in comparison to countries in the region like Sri Lanka and India. Presently, the Pakistan Performance Evaluation Report (PER) has been replaced by ACR to analyze the performance of the teaching staff as from 2013. ACR is also effective in the determination of the strengths and weaknesses of staff in the Pakistan teaching profession to offer reward and motivation respectively. Principals are the key professionals in the implementation of the performance appraisal at the institutional level (Nadeem, Arif & Asghar (2019). As lead educators in the schools, they have the obligation to ensure that all teachers are motivated to achieve the set performance targets and educational standards.

2.4 Influence of TMIS on Staff Performance

TMIS is important in enhancing the performance of teachers and administrators in the education environment. It offers an organizational structure of the school, through the illustration of the Head of the Institution, Deputy Head of the Institution, Senior Teachers, and Class Teachers. As a result, it shows the Principal or Headteacher as the lead educator in the school, who is responsible for motivating the teachers to achieve the set performance targets (Walker & Caprar, 2020). An example of an academic target is the achievement of a school mean grade B+ in every subject, in the 2021 Kenya Certificate of Secondary Education (KCSE).

Diekema & Olsen (2017) examine the application of information system in the United States educational environment, with a focus on K-12 teaching staff in the primary and secondary schools. The researchers illustrate that teachers are operate in a work environment that is rich in information. However, the teaching staff are understudied as the users of data and information. A good example in the United States is the limited understanding and use of the Personal Information Management (PIM) system by teachers. The Teacher PIM is significant as it allows

the educators to use the complex information space, which comprise digital and hardcopy information platform in addition to the changing aspects on educational instruction. Improving knowledge of the Teacher PIM is important in the development of tools and strategies that support teachers in the school environment. The findings of the study reveal that sharing data and information improves the effectiveness of teachers in the learning environment. Information Technology has an important role in enhancing the access and exchange of information between teachers and administrators in the education environment. Teacher information has an important impact on the key stakeholders in the education sectors. An instance is the illustration of the teaching subjects and classes on the teacher information system to determine the workload and enhance productivity.

2.5 Influence of TPAY on Staff Performance

TPAY uses staff remuneration as a motivator and strategy for enhancing the productivity of the TSC staff. The staff are encouraged to achieve work targets, to secure promotional opportunities that have attractive pay grades. An example is that a Deputy Headteacher will be motivated to improve the 2021 KCPE mean score to at least 300, with the aim of securing promotion to Head of Institution that attracts competitive financial and non-financial rewards (Walker & Caprar, 2020). The financial reward illustrated in TPAY is a competitive paygrade. The non-financial reward illustrated on TPAY is leadership and decision-making opportunities accessed by the Head of Institution.

Roy, Mahadi & Hasan (2018) provide an explanation for an online payslip or payroll system. In the web-based payroll, the administrator and staff have accounts that enable them to access the pay system. Through the online system, it is easy to analyze daily, monthly, and annual reports on the work activities of the staff. An example is the illustration of the work activities that an employee performs on a particular day. Also, there is the illustration of the financial compensation details of the staff like basic pay, allowances, and bonuses for good performance. Online payslip is user friendly as it can be accessed at any time in any place that has internet connectivity. Automated payroll system is popular in the current organizational environment as it overcomes the challenges of hardcopy or physical payroll. An example is the ease of access of an online payslip at the click of the login details. The online payroll has two accounts or admin and employee. The admin has the rights to enter data and functions, and edit information on payroll.

On the other hand, the employee has the permission to view the content that is displayed on his or her payslip account. In addition to account login username and password, the security measures applicable on the online payroll may include thumbprint sensors and facial recognition software.

2.6 Influence of HRMIS on Staff Performance

The HRMIS is a portal that is accessed and used by the TSC secretariat staff in the county and subcounty offices. It illustrates the performance targets of the staff, which are set through a consultative process between an appraisee (staff) and appraiser (supervisor) (Walker & Caprar, 2020). The TSC County Director provides leadership, resources, and motivation, to enable the staff to realize the set performance targets on a quarterly basis every year.

Juma (2018) communicates that the leadership and management of steel and aluminum companies should implement HRMIS to enhance staff achievement, effectiveness, and commitment. The changing nature of human resource activities and processes in an organization are catalyzed by the adoption of innovative and dynamic Information Technologies. A good example is the development of a seamless work schedule for all the employees in an organization to influence the achievement of the set goals in time. An estimated 60% of key corporations in the United States apply the use of HRMIS to perform routine human resource activities; which include recruitment and selection of staff, duty allocation and supervision, payroll processing, and training and development of staff. Thus, it is important for the mid and small-scale firms to adopt the use of effective HRMIS service to realize the benefits that large firms obtain from the technological innovations.

In the Malaysian public service environment, there is an effective adoption of HRMIS to perform various activities in the management of the workforce. Raman & Nion (2019) note that the Department of Public Services Malaysia applies HRMIS to address various issues in the public sector management. The HRMIS is developed and implemented to perform 10 key functions in the key areas of strategy formulation and evaluation, staff development, employee performance management, staff acquisition, employment contract termination, career progression, remuneration and benefits administration, staff record processing, employee communication, and staff discipline. As an enabler to effective performance and service delivery in the public sector, the HRMIS should be implemented fully to develop a proper National

Database of Human Resource Management of Public Sector. Hence, sufficient expertise, attention, and resources should be directed towards the adoption of the HRIS modules and subsections in every government department or agency to ensure proper management of the workforce and service delivery to the Malaysian public.

2.7 HRIS and Project Management

In the research study, the HRIS project is managed by the TSC and it has the aim of proper online management of the professional and performance aspects of all staff. Kerzner (2019) explains that the process group of project management has the key stages of initiation, planning, execution, monitoring and control, and closing. Initiation entails the illustration of the scope of the project. A good example is the scope of the TSC HRIS that is to facilitate online performance appraisal and management process of all staff (Ghuri, Grønhaug & Strange, 2020). In the planning stage it is necessary to identify the resource requirements like expertise and finances. TSC applied the services of ICT consultants and professionals in the development and administration of the HRIS. The HRIS project was executed by developing the unique portals of TPAD, TMIS, TPAY, and HRMIS to address the diverse performance needs of different cadres of staff (TSC, 2020). A secretariat staff uses the HRMIS to set targets, while a teacher applies the TPAD in the performance appraisal process. Monitoring and control ensure that the project does not deviate from the set procedures in the implementation stage. In the HRIS, the TSC staff ensure that there is no duplication of roles by the different human resource systems during the implementation activities. In the closing stage, there is the acceptance of the project end by both organizational management and the contractors. In the case of the HRIS, the contract closure is a communication from the ICT consultants to the TSC management that the system has been implemented successfully. It also contains the contract close, where all aspects of the project like the payment to the contractors and formal handing over to the organizational management is finalized (Kerzner, 2017). After the project close, the ICT department of the TSC assumes the responsibility of administration and maintenance of the HRIS to ensure seamless operations in the area of staff performance management.

The project constraints are quality, cost, time, and scope. In cost, project like the HRIS is managed using a budget. The allocated amount is used to pay expenses like consultation fees, and salaries of system administrators and maintenance staff. A project is achieved within stated

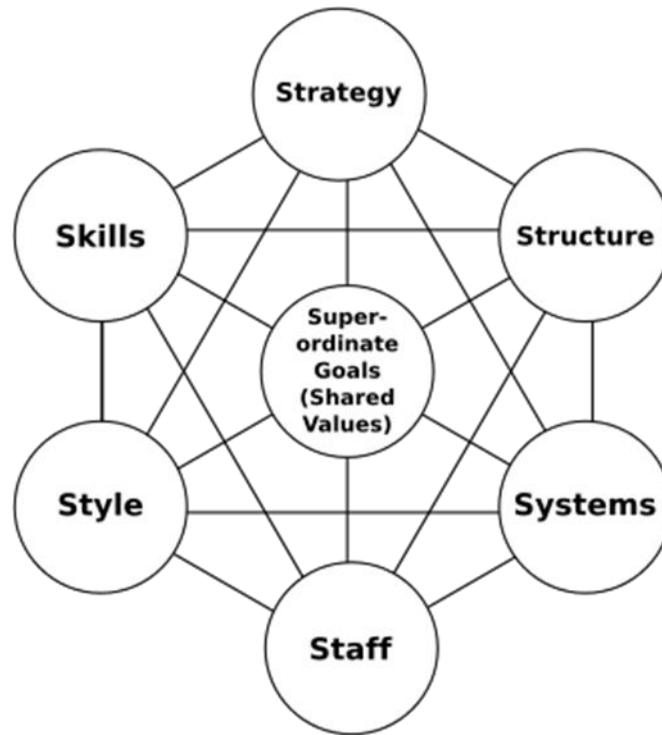
duration, to demonstrate the time constraint. Scope denotes the purpose of the HRIS project, which is to provide an online mechanism for processing staff management data, especially in the area of performance appraisal and career development (Qadir & Agrawal, 2017). Finally, quality is a significant constraint in project. Any deviation from the project management plan will reduce the quality. An instance is insufficient time for implementing project may result in mistakes that affects the operations of the HRIS system negatively.

2.8 Theoretical Framework

2.8.1 The McKinsey 7s Model

The McKinsey 7s Model is suitable in denoting application of the HRIS in the TSC work environment. The model shows hard and soft elements that are necessary in improving the determination and competency of staff. The hard elements are strategy, structure, and systems (Bismark et al., 2018). Strategy illustrates the purpose of the organization. TSC has the key mandate of offering high-quality education services in Kenya. The structure illustrates the division of duties. A teacher has the responsibility of covering the syllabus, while the Deputy Headteacher is in charge of supervision and performance appraisal. Systems denote formal measurement procedures. For example, the Principal has the mandate to utilize funds allocated by the Ministry of Education (MoE), as per the financial budget developed and approved by the Board of Management (BOM). The soft elements comprise shared values, skills, staff, and style. The shared values include the TSC core values of professionalism, teamwork, integrity, customer service, and innovativeness. All staff should adhere to the core values to maintain good work performance (Kerzner, 2017). The staff demonstrates the competencies of the employees; for instance, school administrators have more work experience than class teachers. Skills illustrate the attributes of the workforce; for instance, the leadership abilities of school administrators. Style implies the dynamics of various teams in the TSC work environment (Eneasator, Azubuike & Orji, 2019). An instance is the delegation abilities of school heads; as they empower their deputies and Heads of Departments (HoDs) to make decisions on improving the quality of learning at the school level.

Figure 2.1 The McKinsey 7s Model

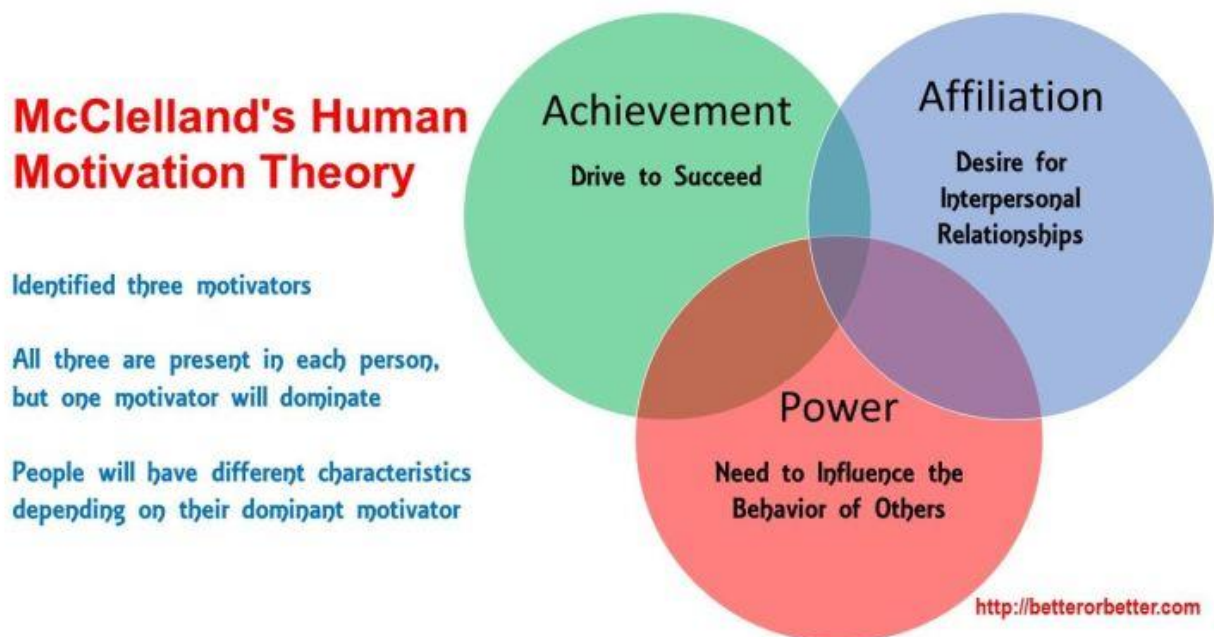


2.8.2 McClelland's Human Motivation Theory

Staff motivation theory applicable in the investigative study is the McClelland's Human Motivation Theory. It holds that individuals have three categories of motivators. These are achievement, affiliation, and power (Ferinia & Hutagalung, 2017). Achievement implies the desire to show competence; for example, to achieve a maximum score in the TPAD performance appraisal system. Teachers who demonstrate good performance score on TMIS are more likely to benefit from promotional opportunities than their counterparts who record low performance scores. Thus, achievement is a satisfactory predictor of career development through promotions of staff in the education sector and the general public service environment. Affiliation is the desire for belonging. In the TSC work culture, professionals work as a school team, as demonstrated by the school operational structure in the TMIS. The team is led by the headteacher, who is assisted by the deputy headteacher. The senior teachers, head of departments, and class teachers comprise the members of the team. To realize good educational performance of the school, the headteacher and the deputy headteacher have the responsibility to allocate duties to all teachers and monitor and evaluate their performance effectively and efficiently. Additionally, the head of institution has the duty of monitoring the performance of

the non-teaching staff to ensure that the learners are comfortable and motivated to realize their educational targets. Power implies the desire for control over a team. HRIS provides details of school administrators like Headteachers and Principals, who have supervision authority on teachers in the learning environment. The control and authority empower the school administrators to motivate the teachers to realize performance targets; for instance, an increase in the national exams mean scores.

Figure 2.2 The McClelland's Human Motivation Theory Model



2.8.3 Theory of Performance

The Theory of Performance (ToP) illustrates six foundational concepts of determining valuable results and influencing improvements. These are context, knowledge, skills, identity, personal factors, and factors that are fixed (Walker & Caprar, 2020). Identity is demonstrated by the mission, vision, and core values of the organization; for example, the TSC. Staff have to engage in activities that enhance the identity of the organization. An instance is the observance of the core value of professionalism, and the mission of high-quality education to achieve the vision of the education organization. Skills imply the unique attribute of an individual; for example, effective communication or collaboration ability of a teacher. Students acquire sufficient learning content when the teacher is an effective communicator, who listens and responds to feedback in

the classroom environment. Knowledge implies the educational qualification; for instance, the minimum academic qualification of a secondary school teacher is Diploma or Bachelors in Education. Context is unique to institutions or organizations. In the case of a primary school, academic performance context is on the mean KCPE results, while that of a secondary school is on average KCSE records. An annual increase in the subject and school mean demonstrates good academic performance of the teacher and school respectively. Personal factors are unique to an individual. An example is the performance of a teacher can be affected negatively by cases of sickness. Also, a teacher who is social has the ability to interact with students effectively, and participate in the work activities of the school satisfactorily. Fixed performance factors influence the work of an individual, but they cannot be altered (Odukah, 2016). An example is a science teacher who exposes learners to effective laboratory work is more likely to post impressive educational results than a teacher who cannot access good demonstration equipment and facilities.

Figure 2.3 The Theory of Performance Model



2.9 Conceptual Framework

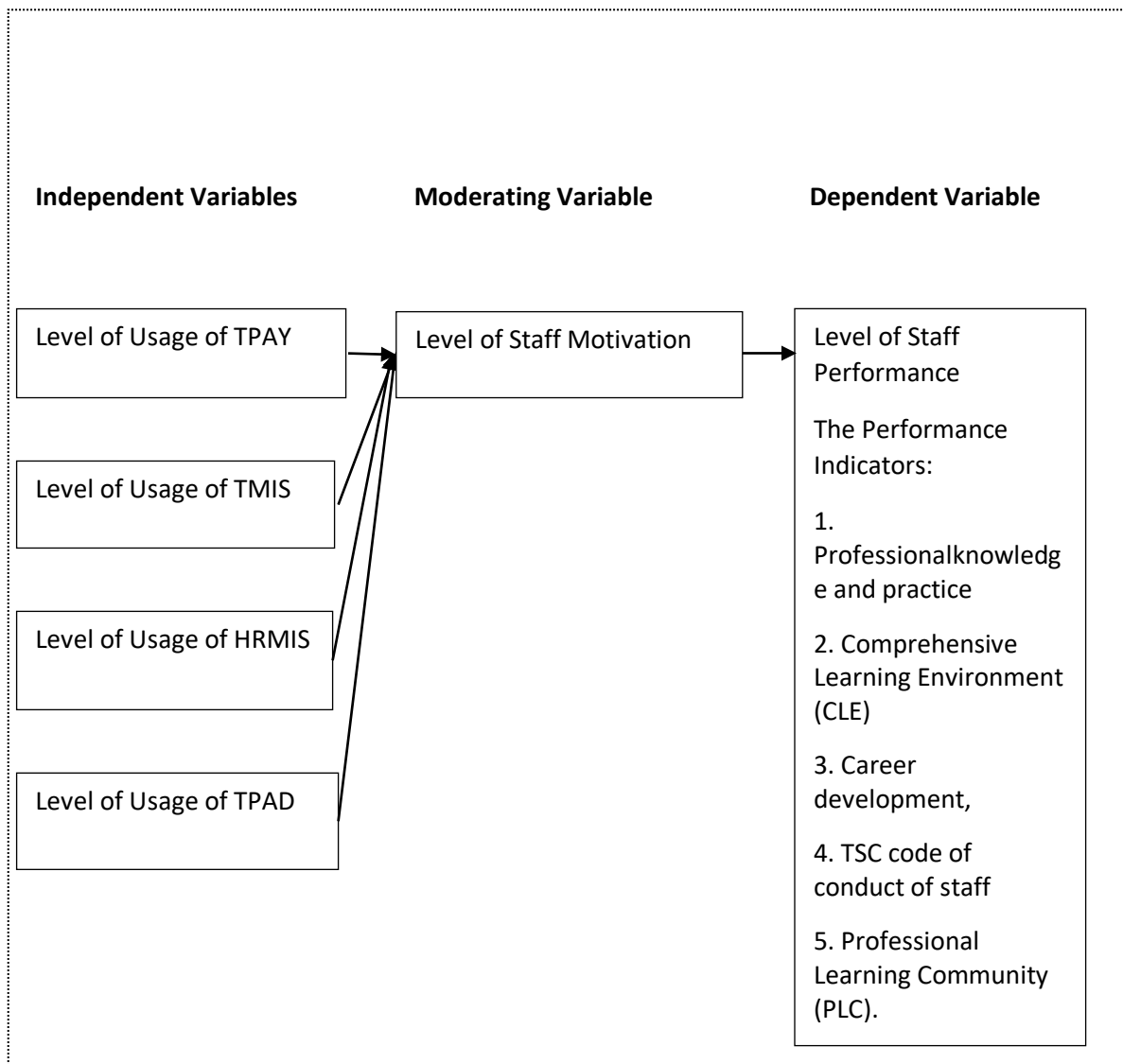
The diagram below illustrates the conceptual framework that is appropriate for the investigative study.

The conceptual framework implies that the effective implementation of the HRIS has an influence on the level staff motivation (Pardoe, & Conway, 2018). In Human Resource theory, high motivation is a predictor of performance of the staff. TPAY ensures TSC staff have proper remuneration and access to career development opportunities. TMIS improves decision making abilities of school administrators, and facilitates effective scheduling of work activities. HRMIS is applicable in the appraisal of the secretariat staff, and also processes leaves to appropriate

employees. TPAD is a performance appraisal and contract tool for teachers and administrators respectively. These HRIS portals aim at improving the work environment and thus provide sufficient motivation to the TSC staff. Motivation is a key factor that strives to realize the five performance indicators for the TSC staff.

Conceptual Framework illustrating Influence of HRIS Portals of TPAY, TMIS, HRMIS, and TPAD on Staff Performance

Figure 2.4 Conceptual Framework



2.10 Knowledge Gap

The knowledge gap in the study is information on how HRIS motivates the TSC staff in Samburu County to achieve the performance targets (Qaisar, Shahzad & Arif, 2018). Additionally, there is the need to determine how the implementation of the HRIS is effective in achieving the mission, vision, and core values of the TSC.

Table 2.1 Knowledge Gap

Author and Year of Publication	Title of the Study	Study Findings	Knowledge Gap Established	Addressing the Gap
Mendoza, Nasution & Matondang (2018)	Influence of Compensation, Job Characteristics and Leadership Style Through Motivation to Employee Performance	The findings denote that motivation is enhanced by an increase in compensation and good job characteristics. Also, the study illustrates an increase in performance by high compensation and a good job environment.	The study does not communicate the different motivation and performance factors for staff in different job cadres.	There is the need to determine the performance measures for staff in different job categories.
Philip (2020)	Assessing the Impact of the Implementation of Teacher Performance Appraisal Development Tool on the	The researcher elaborates on the mismatch between the high TPAD ratings and the low educational performance of the learners.	The study does not determine the influence of TPAD on the academic performance	There is the need to address the critical issues raised on the effectiveness of the performance evaluation

	Quality of Teaching in Kenya. A Case Study of Narok County Secondary Schools		of the learners. system.	
Qaisar, Shahzad & Arif (2018)	Extent of HRIS Adoption and its Impact on Organization's Performance: Moderating Role of HR Staff Expertise	The findings reveal significant positive relationships between HRIS adoption, and the expertise levels of the staff, and the performance of the institution. The management of the organization needs to enhance the capabilities of the staff through regular training programs to improve the understanding and use of the HRIS in the work environment.	The study does not illustrate the appropriate level or rate of HRIS adoption and usage in the organization.	There is the need to determine the rate of employees who use the HRIS for work processes.
TSC (2018)	Teachers Service Commission Performance Recognition, Reward &	The provision of the motivation factors of recognition and rewards of the	The study does not illustrate and explain the	There is the need to identify the main performance indicators in the

Sanction Policy Framework for the Teaching Service	staff will be linked to the TPAD and Performance Contract (PC) evaluation reports. In recognition of teachers who post exemplary performance, it is necessary to identify and appreciate their efforts at the institutional level.	performance standards in the educational sector.	educational environment.
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2.11 Summary of the Chapter

The literature review section provides existing research information on the relationship between HRIS and the performance of employees in the organization. The conceptual framework provides a tabular depiction of the interactions between the independent, mediating, and dependent variables of HRIS portals, level of staff motivation, and rate of staff performance. Also, the theoretical framework section elaborates on the McClelland’s Human Motivation Theory, Theory of performance, and McKinsey 7s Model, and explains how they achieve the concepts of competency development, staff motivation, and productivity in the work environment. The knowledge gap provides a review of scholarly articles to identify the research gaps, and illustrate the redress measures from the research process.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The Chapter provides an overview of the research design, survey instrument, and data analysis techniques that were employed in the study. There is also the determination of the study population and appropriate sample size. The chapter elaborates on the operationalization of variables to determine the relationship between the independent and dependent variables of HRIS and staff performance.

3.2 Research Design

The research design applicable in the study is descriptive survey. It entails critical evaluation of the HRIS project in the TSC work environment. The intention of the study is to investigate the effect of HRIS in improving the performance of TSC staff (Gupta et al., 2018). The findings of the study were used to develop recommendations for improving the effectiveness of the HRIS, with a focus on enhancing the provision of high-quality education to the learners in Samburu county and the entire country. The descriptive survey research strategy is applicable as respondents provide research data for purposes of analysis (Walliman, 2017). The analysis is on the influence of HRIS on the performance of TSC staff in Samburu County.

3.3 Target Population

The target population comprise 817 TSC teachers and secretariat staff who work in public primary and secondary schools, and TSC offices, across Samburu County. The teachers are in the key job categories of Headteacher, Deputy Headteacher, and Class Teacher in primary and secondary schools in Samburu County. The secretariat staff comprise the TSC County and Sub County Directors and Officers.

3.4 Sampling Techniques

The applicable sampling technique is stratified random sampling. It entails calculations to ensure that the mixed features of the population of the 817 TSC staff are captured in the sample size (Bryman, 2016). The sample was calculated at 10% of the study population. A minimum of 10%

sample size was identified from the three subgroups or strata of primary teachers, secondary teachers, and secretariat staff. As a result, the sample sizes of 63, 17, and 3 were identified and added to generate a total of 83 sample size for the entire TSC Samburu County unit. The identified sample represents the study population as it comprises diverse job categories of teachers; for instance, teachers, senior teachers, deputy headteachers, headteachers, deputy principals, principals, and secretariat staff. Also, the individuals in the sample possess diverse academic and professional competencies including P1 certificates, Diploma qualification, undergraduate degrees, and postgraduate qualifications, just like the population. Participants were selected in all sub-counties to achieve diversity in the county teaching population. Sampling bias is addressed by the probability stratified sampling, as all target respondents share similar characteristics with the population and have an equal chance of participation in the data collection process.

Table 3.1 Study Population and Sample

TSC SECRETARIAT AND TEACHING STAFF IN SAMBURU COUNTY (TSC, 2020)				
	Primary School Teachers	Secondary School Teachers	TSC Secretariat Staff	TOTAL SAMPLE
SAMBURU CENTRAL SUB COUNTY			10	
Kirisia Division	41	3		
Lorroki Division	132	43		
Malaso Division	68	22		
SAMBURU EAST SUB COUNTY			9	
Wamba Division	98	4		
Waso Division	37	7		
SAMBURU NORTH SUB COUNTY			7	
Baragoi Division	143	46		
Nyiro Division	107	40		
STAFF POPULATION	626	165	26	
10% SAMPLE SIZE	63	17	3	83

3.5 Data Collection Instruments

The applicable data collection method is telephone interview. The 83 participants were contacted via a telephone call to provide data and responses to a set of questions, which are necessary in addressing the research questions, objectives, and hypotheses.

3.6 Instrument Piloting, Validity, and Reliability

Instrument pre-testing was done to determine the validity and reliability of the telephone survey.

3.6.1 Instrument Piloting

Instrument pre-testing involved 1% of the population (Lazar, Feng & Hochheiser, 2017). In the study, 1% of 817 is approximately 8. Telephone interviews were administered twice to the 8 respondents before the official start of the data collection process on November 5, 2020. The result of the pre-test were used in the development of effective research questions and improvement in telephone communication between the researcher and the respondents.

3.6.2 Validity of Data Collection Instrument

Validity implies the accuracy of measurement (Lazar, Feng & Hochheiser, 2017). It illustrates the extent to which the data collection instrument measures the concept that it is supposed to investigate. The research tool adheres to construct validity based on the measurement of staff performance using the TSC (2018) performance indicators of professional knowledge and practice, code of conduct, Comprehensive Learning Environment (CLE), Professional Learning Community (PLC), and career development. Also, validity was addressed through the randomization of the sample, to realize representativeness to the diverse TSC staff workforce in the population. Randomization is significant in addressing the effect of the extraneous variables in the study. Finally, the data collection instrument was subjected to judgement and review by experts in the area of performance management, and peers who have experience in the implementation of performance standards in the field of education.

3.6.3 Reliability of Data Collection Instrument

Reliability implies the extent to which the results of the study can be reproduced in the same investigative environment (Lazar, Feng & Hochheiser, 2017). If the interview questions are administered to a different set of participants next year, they will generate similar results. Also, if the research is conducted next year using a face-to-face interview, after the coronavirus crisis, it will generate similar results. Hence, the data collection method of the telephone interview is reliable. In the study, reliability was measured using the test-retest method during the piloting process that was conducted twice on the 8 respondents. The result of the reliability test demonstrated the consistency of the respondents in the provision of research data and

information. Also, the reliability tool of Cronbach's alpha was calculated on SPSS and it generated the value of 0.9152. The value illustrates that the data collection instrument has a high level of reliability, has high internal consistency, and is thus accepted for data analysis.

Table 3.2 Cronbach's Alpha

Cronbach's Alpha	0.915166895			
Split-Half (odd-even) Correlation	0.969863015			
Split-Half with Spearman-Brown	0.984700974			
Adjustment				
Mean for Test	66.4			
Standard Deviation for Test	52.37022055			
KR21 (use only 0 and 1 to enter data for this)	1.836906533			
KR20 (use only 0 and 1 to enter data for this)	1.836906533			
	Question 1	Question 2	Question 3	Question 4
Subject1	13	8	21	35
Subject2	39	45	49	29
Subject3	21	19	6	6
Subject4	4	9	4	8
Subject5	6	2	3	5

3.7 Data Collection Procedure

Important steps were followed in the data collection process. The research proposal was prepared and presented for critical analysis and assessment before a team of examiners from the University of Nairobi. Corrections on the research proposal were done based on the advice and recommendations of the examiners, and the research supervisor granted the permission to engage in the data collection process. Additionally, permission was obtained from the TSC County Director – Samburu County, to engage 83 TSC staff as respondents in the data collection process

between November 5, 2020 and November 18, 2020. To improve on the data collection and recording process, two Research Assistants were identified and trained on the telephone survey process (Walliman, 2017). They were effective in ensuring accurate collection and recording of the data obtained from the respondents.

3.8 Data Analysis and Presentation

The Statistical Package for Social Science (SPSS) software was used in the presentation and analysis of the statistical values obtained from the research. Data presentation was in tabular and textual forms. Tabular illustration of data values was in rows and columns (Lazar, Feng & Hochheiser, 2017). Textual illustration of data was in the form of narrative description of the identifies values, digits, and statistics. In the SPSS statistical analysis, there was the use of (Analysis of Variance) ANOVA. As a result, there was proper calculation and analysis of the hypothesis test using significance level, confidence interval, and p-value. It is also important to note that the SPSS statistical tool was used in the calculation of the quantitative or statistical measures of central tendency like mode and mean, and dispersion in the form of frequency, standard deviation, and variance. Qualitative data analysis was done by making inferences on the data and opinions provided by the respondents.

3.9 Ethical Considerations

Research ethics and professionalism was observed in the study. Permission to implement the research proposal was obtained from the TSC County Director, Samburu County. Consent to participate in the research was obtained in the first minute of the telephone interview. A decline implied that the target respondent was replaced. All personal data and information like names, TSC numbers, and telephone numbers was kept private and confidential. All sources of primary and secondary data and information was cited and referenced in the research paper using the American Psychological Association (APA) professional writing format (Bell, Bryman & Harley, 2018). The intention is to prevent plagiarism and acknowledge the contributions of applicable authors and researchers.

3.10 Operationalization of the Variables

Independent and dependent variables apply to the study (Lazar, Feng & Hochheiser, 2017). The independent variable is the level of usage of the HRIS portals of TPAY, TMIS, TPAD, and HRIS. The dependent variables entail the level of staff performance.

On the independent variables, the staff usage rates of the four HRIS portals was determined. The dependent variable illustrates the change in staff performance. The performance standards or indicators are; knowledge and practice of the profession, comprehensive learning environment, career development, code of conduct, and professional learning community.

Table 3.2 Operationalization of Variables

Objectives	Variables	Performance Indicators	Measurements Scale	Data Collection Method	Data Analysis
1. To determine the influence of Teachers Performance Appraisal and Development (TPAD) on the performance of TSC staff in Samburu County.	Independent variable: Level of TPAD usage Dependent variable: Change on staff performance levels	1. Knowledge and practice in the profession Provision 2. Comprehensive Learning Environment 3. Career development 4. Staff conduct 5. Learning Community (PLC)	Nominal Ordinal Interval	Telephone interview	Descriptive statistics
2. To determine the influence of Teacher Management Information System (TMIS) on the performance of the TSC staff in Samburu	Independent variable: Level of TMIS usage Dependent Variable: Change on staff performance levels	1. Knowledge and practice in the profession Provision 2. Comprehensive Learning Environment 3. Career development 4. Staff conduct 5. Learning Community	Nominal Ordinal Interval	Telephone interview	Descriptive statistics

County.		(PLC)			
3. To determine the influence of TSC Online Payslip (TPAY) on the performance of the TSC staff in Samburu County.	Independent variable: Level of TPAY usage	1. Knowledge and practice in the profession Provision 2. Comprehensive Learning Environment 3. Career development 4. Staff conduct 5. Learning Community (PLC)	Nominal Ordinal Interval	Telephone interview	Descriptive statistics
4. To determine the influence of Human Resource Management Information System (HRMIS) on the performance of the TSC staff in Samburu County.	Independent variable: Level of HRMIS usage	1. Knowledge and practice in the profession Provision 2. Comprehensive Learning Environment 3. Career development 4. Staff conduct 5. Learning Community (PLC)	Nominal Ordinal Interval	Telephone interview	Descriptive statistics

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION, AND DISCUSSION

4.1 Introduction

The chapter is important in the illustration of effective measures of data presentation, analysis, and discussion of the findings of the study. The data analysis process has the aim of achieving a sufficient understanding of the independent and dependent variables of the research. The independent variable involves the rates of usage of the HRIS portals of TMIS, TPAY, TPAD, and HRMIS. The dependent variable is the level of performance of the TSC staff in Samburu County.

4.2 Telephone Interview Response Rate

The response rate was excellent at 100%. The target respondents who were unreachable due to poor mobile connectivity in the remote parts of Samburu were replaced by other TSC staff within the data collection period between November 5 and 18, 2020. Thus, all 83 respondents provided data that was used in the study.

4.3 Demographic Data

It was important to identify important features of the respondents to facilitate effective analysis and discussion of the findings of the research. The key demographic areas were the age and gender of the respondents.

4.3.1 Age Bracket of Study Respondents

Age of the respondents are recorded in Table 4.1.

Table 4.1 Age of Respondents

Age Bracket in Years	Frequency	Percentage %
20 – 29	15	18.07
30 – 39	27	32.53
40 – 49	33	39.76
50 – 59	8	9.64
Total	83	100.00

TSC staff in Samburu County comprise diverse professionals in different age categories. There are youthful professionals between 20 and 20 years. They are 15 and comprise 18.07% of the sample size. Staff between 30 and 39 years are 27 and comprise 32.53% of the sample size. TSC staff between 40 and 49 years are 33 and they comprise 39.76% of the sample size. Finally, there are 8 TSC professionals between 50 and 59 years, and they form 9.64% of the sample size. Thus, the majority of the respondents are aged between 40 and 49 years, and they have sufficient experience in the Samburu teaching environment.

4.3.2 Gender of the Study Respondents

Gender of the participants in the study are recorded in Table 4.2.

Table 4.2 Gender of Respondents

Gender	Frequency	Percentage %
Male	47	56.63
Female	36	43.37
Total	83	100.00

Male and female TSC staff participated in the study. They are 47 and 36 male and female staff, forming a proportion of 56.63% and 43.37% respectively. It is important to have sufficient gender representation, to determine the unique and complementary perspectives of male and female staff in the Samburu work environment. There is the need to even the proportion of male and female teachers, to achieve gender balance and promote the interests of the male and female students equally.

4.4 Education and Professional Data

4.4.1 Education Qualification

The academic levels of the respondents are recorded in Table 4.3

Table 4.3 Education Qualification

Education Qualification	Frequency	Percentage %
Certificate	39	46.99
Diploma	14	16.87
Bachelor's Degree	22	26.51
Post Graduate Diploma	6	7.22
Master's Degree	2	2.41

Total	83	100.00
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TSC employs educated individuals who are professionals to enhance the quality of education across the country. In Samburu County, the teachers have different education levels. In the sample, the TSC staff with P1 Certificate qualification were 39 and the comprise 46.99% of the participants in the investigation. Also, the Diploma graduates were 14, comprising 16.87% of the population. Professionals with an undergraduate degree were 22, forming 26.51% of the sample size. There are teachers with post-graduate qualifications in education. They are 6, comprising 7.22% of the sample size. Lastly, several TSC staff have a Master's Degree qualification in diverse fields of study. In the sample, they are 2, representing a sample proportion of 2.41%. The majority of respondents have P1 Certificate qualification. Primary schools are more than secondary school, and hence the primary teachers are more than their secondary school counterparts.

4.4.2 Job Category

The job cadre of the study participants are presented in Table 4.4

Table 4.4 Job Category

Job Category	Frequency	Percentage %
Teacher	57	68.67
Deputy Headteacher	13	15.66
Headteacher	10	12.05
Secretariat Staff	3	3.62
Total	83	100.00

There are different job cadres in the TSC work environment. In the study, the sample had 57 classroom teachers, who comprise 68.67%. Also, the Deputy Headteachers numbering 13, and comprising 15.66% of the sample size, provided data in the study. The school Headteachers were 10, forming 12.05% of the sample size. Lastly, the Secretariat Staff, who are the TSC Office stationed in Samburu County, were 3 representing 3.62% of the sample size. In the TSC structure, the classroom teachers are the majority, as they are responsible for the practical curriculum implementation at the school level.

4.4.3 Work Station

The employment stations of the participants are summarized in Table 4.5

Table 4.5 Work Station

Institution	Frequency	Percentage %
Primary Schools	63	75.90
Secondary Schools	17	20.48
TSC Offices	3	3.62
Total	83	100.00

At the County level, the work stations for the TSC staff comprise the primary and secondary schools, and also the TSC offices in the sub-counties of Samburu North, Samburu Central, and Samburu East. The respondents who are primary school teachers are 63, forming 75.90% of the sample size, the respondents working in secondary schools are 17, forming 20.48% of the sample. Finally, the respondents working in the TSC offices are 3, comprising 3.62% of the sample size.

4.5 Study Variables

4.5.1 HRIS Portals Usage Levels

The usage rates of the four HRIS portals are denoted in Table 4.6.

Table 4.6 HRIS Portals Usage Levels

HRIS Portal	Number of Users	Total Number of Respondents	Percentage % of Usage
TMIS	83	83	100
TPAD	83	83	100
HRMIS	83	83	100
TPAY	83	83	100

In the study, all the respondents have access to the four HRIS portals of TMIS, TPAD, HRMIS, and TPAY. Thus, the usage rate is 100%. TSC staff working in remote areas with an unreliable Internet connection have the option of traveling to and accessing the online HRIS services in nearest town centers with good Safaricom or Airtel network connection. An instance is the key towns of Maralal, Baragoi, Wamba, Archers Post, South Horr, Marti, and Suguta Marmar, which have reliable communication networks.

4.5.2 Influence of HRIS Portals (TMIS, HRMIS, TPAY, and TPAD) on Staff Performance

The 83 respondents gave data on the extent to which they agree or disagree on the influence of HRIS on their performance levels in the TSC Samburu work environment. The five Linkert scale measures of strongly agree, agree, neutral, disagree, and strongly disagree, were applicable in the recording and analysis of the data provided by the respondents in the interview.

Table 4.7 Influence of HRIS Portals on Staff Performance

Linkert Scale	TMIS		HRMIS		TPAY		TPAD	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Strongly Agree	13	15.66	8	9.64	21	25.30	35	42.17
Agree	39	46.99	45	54.22	49	59.04	29	34.94
Neutral	21	25.30	19	22.89	6	7.23	6	7.23
Disagree	4	4.82	9	10.84	4	4.82	8	9.64
Strongly Disagree	6	7.23	2	2.41	3	3.61	5	6.02
Total	83	100	83	100	83	100	83	100

On the TMIS portal, the number of respondents who strongly agree that it has an influence on their performance were 13, comprising 15.66% of the sample. Additionally, 39 respondents agreed that TMIS has an influence on their performance, forming 46.99% of the sample. Also, 21 respondents were neutral on the influence of TMIS on performance, and they were 25.30% of the sample size. 4 and 6 respondents, comprising 4.82% and 7.2% of the sample size, disagreed and strongly disagreed respectively on the influence of TMIS on their performance in the TSC Samburu work context. From the interview data, most respondents, 39, agree that TMIS has an influence on work performance.

Concerning the HRMIS, the number of respondents who strongly agreed that it influences their performance is 8, representing 9.64% of the sample. The respondents who agree that HRMIS influences their performance is 45, at 54.22% of the sample size. The respondents who are neutral on the influence of HRMIS on their performance are 19, representing 22.89% of the sample. 9 respondents disagree that HRMIS has an influence on their performance, representing 10.84% of the sample. The respondents who strongly disagree that HRMIS has an influence on their performance are 2, and they form 2.41% of the sample size. The data illustrates that most

responses, 45, agree that HRMIS has an influence on their performance in the Samburu educational environment.

The use of the TPAY portal has an influence on the performance of 21 respondents, as they strongly agree at the rate of 25.30%. Also, 49 respondents agree that TPAY has an influence on their performance at the level of 59.04% of the sample size. Furthermore, 6 respondents are neutral on the influence of TPAY on their productivity in the Samburu work environment, representing 7.23% of the sample size. Additionally, 4 respondents disagree on the influence of TPAY on their performance, representing 4.82% of the sample size. Finally, 3 respondents strongly disagree that TPAY has an influence on their performance, representing a proportion of 3.61% of the sample size. It is important to note that most respondents, 49, agree that TPAY has an influence on their productivity in their work stations.

On the use of TPAD, 35 respondents strongly agree that it has an influence on their performance. They represent 42.17% of the sample size. The respondents who agree that TPAD has an influence on their performance are 29, representing 34.94% of the sample size. 6 respondents are neutral on the influence of TPAD on performance, and they comprise 7.23% of the sample size. The respondents who disagree and strongly disagree on the influence of TPAD on their performance are 8 and 5, and the comprise 9.64% and 6.02% of the sample size respectively. The data demonstrates that most respondents, 35, strongly agree that TPAD has an influence on their productivity in their school and office work stations.

4.5.3 Influence of HRIS on the Performance Indicators

In the work environment, the performance indicators denote the productivity standards, targets, or goals that employees are expected to achieve. The realization of these indicators demonstrates good productivity in the work station. TSC has developed the five key performance standards. These are in the target areas of professional knowledge and practice, Comprehensive Learning Environment (CLE), career development, code of conduct of staff, and Professional Learning Community (PLC) (TSC, 2018). Linkert scale is used to determine the extent to which the respondents agree or disagree that the use of HRIS has an influence on the performance indicators (Bell, Bryman & Harley, 2018). Thus, the scale is the key measuring tool in the study.

Table 4.8 Influence of HRIS on the Performance Indicators

Linker t Scale	Demonstration of knowledge and practice in the profession		Provision of a Comprehensive Learning Environment (CLE)		Career development of staff		Adherence to the TSC staff code of conduct		Engagement in a Professional Learning Community (PLC)	
	Frequ ency	%	Frequ ency	%	Frequ ency	%	Frequ ency	%	Frequ ency	%
Strong ly Agree	21	25.30	15	18.07	16	19.28	17	20.48	13	15.66
Agree	24	28.92	36	43.37	33	39.76	42	50.60	42	50.60
Neutra l	24	28.92	16	19.28	14	16.87	7	8.43	17	20.48
Disagr ee	9	10.84	6	7.23	11	13.25	10	12.05	5	6.02
Strong ly Disagr ee	5	6.02	10	12.05	9	10.84	7	8.44	6	7.24
Total	83	100	83	100	83	100	83	100	83	100

The first performance indicator to be analyzed is professional knowledge and practice. 21 respondents strongly agree that HRIS has an influence on the indicator, representing 25.30% of the sample size. Additionally, 24 respondents agree that HRIS has an influence on the performance indicator, demonstrating a sample proportion of 28.92%. Also, 24 respondents have a neutral perspective on the influence of HRIS on the performance indicator. They comprise 28.92% of the sample size. 9 respondents disagree that HRIS has an influence on the indicator, and the proportion in the sample is 10.84%. 5 respondents strongly disagree on the influence of HRIS on the indicator, and they comprise 6.02% of the sample size. It is important to record that 24 respondents agree and also 24 respondents have a neutral position on the influence of HRIS on the performance indicator of professional knowledge and practice.

The second performance indicator is the Comprehensive Learning Environment (CLE). The respondents who strongly agree that HRIS has an influence on CLE are 15, and comprise

18.07% of the sample size. Also, 36 respondents agree that HRIS has an influence on the indicator, and they form 43.37% of the sample. 16 respondents, comprising 19.28% of the sample, have a neutral position on the influence of HRIS on CLE. The respondents who disagree and strongly disagree are 6 and 10 respectively, representing 7.23% and 12.05% of the sample size. Most respondents, 36, agree that HRIS has an influence on the performance indicator of CLE.

The third performance indicator is the career development of staff. The respondents who strongly agree that HRIS has an influence on career development are 16, representing 19.28% of the sample. The respondents who agree that HRIS has an influence on the performance indicator are 33, forming 39.76% of the sample. 14 respondents have a neutral perspective on the influence of HRIS on staff career development. The respondents who disagree on the influence of HRIS in career development are 11, while those who strongly disagree are 9, representing sample proportions of 13.25% and 10.84% respectively. Most respondents 33, agree that HRIS has an influence on their career development in the TSC Samburu work environment.

The fourth performance indicator is the code of conduct for TSC staff. The study participants who strongly agree that HRIS has an influence on staff code of conduct were 17, representing 20.48% of the sample. Also, the participants who agree that HRIS has an influence on the indicator were 42, comprising 50.60% of the sample size. Additionally, 7 respondents adopted a neutral stand on the influence of HRIS on the code of conduct, showing 8.43% of the sample. The respondents who disagree and strongly disagree on the influence of HRIS on the staff code of conduct were 10 and 7, and they denote 12.05% and 8.44% of the sample size respectively. Most participants, 42, agree that HRIS has an influence on the performance indicator of the staff code of conduct.

The fifth performance indicator is the Professional Learning Community (PLC). The respondents who strongly agree that HRIS has an influence on PLC were 13, representing 15.66% of the sample size. Additionally, the participants who agree that HRIS has an influence on PLC were 42, denoting 50.60% of the sample size. Also, 17 respondents remained neutral on the influence of HRIS on the performance indicator, implying a 20.48% of the sample size. The respondents who disagreed and strongly disagreed that HRIS has an influence on PLC were 5 and 6, representing 6.02% and 7.24% of the sample size respectively.

4.6 Testing using Analysis of Variance (ANOVA)

The null hypotheses of the study were identified as:

1. H_{01} TPAD does not have an influence on the performance of TSC staff in Samburu County.
2. H_{02} TMIS does not have an influence on the performance of TSC staff in Samburu County.
3. H_{03} TPAY does not have an influence on the performance of TSC staff in Samburu County.
4. H_{04} HRMIS does not have an influence on the performance of TSC staff in Samburu County.

The TSC HRIS comprise the four portals of TPAD, TMIS, HRMIS, and TPAY). Thus, the four null hypotheses can be integrated as:

H_0 - The HRIS portals of TPAD, TMIS, TPAY, and HRMIS do not have an influence on the performance of TSC staff in Samburu County,

The alternate hypotheses of the study were illustrated as:

1. H_{11} TPAD has an influence on the performance of TSC staff in Samburu County.
2. H_{12} TMIS has an influence on the performance of TSC staff in Samburu County.
3. H_{13} TPAY has an influence on the performance of TSC staff in Samburu County.
4. H_{14} HRMIS has an influence on the performance of TSC staff in Samburu County.

The four alternate hypotheses can be integrated as:

H_1 - The HRIS portals of TPAD, TMIS, HRMIS, and TPAY have an influence on the performance of TSC staff in Samburu County.

The level of significance $\alpha = 0.5$

H_0 is rejected if p-value is less than or equal to α

H_0 is not rejected in p-value is greater than α

4.7 HRIS and Staff Performance

The ANOVA table provides a summary of the data on the influence of the HRIS portals of TMIS, HRMIS, TPAY, and TPAD on the performance of TSC staff stationed in Samburu County.

Table 4.9 ANOVA Summary on the Influence of HRIS on Performance

Data Summary						
HRIS Portals of TMIS, HRMIS, TPAY, and TPAD						
Groups	N	Mean	Std. Dev.	Std. Error		
Strongly Agree	4	19.25	11.7863	5.8931		
Agree	4	40.5	8.6987	4.3493		
Neutral	4	13	8.124	4.062		
Disagree	4	6.25	2.63	1.315		
Strongly Disagree	4	4	1.8257	0.9129		
ANOVA Summary						
Source	Degrees of Freedom DF	Sum of Squares SS	Mean Square MS	F-Stat	P-Value	
Between Groups	4	3428.3	857.075	14.7348	0.00004	
Within Groups	15	872.5011	58.1667			
Total:	19	4300.8011				

In the mean data, 19.25, 40.5, 13, 6.25, and 4 respondents, strongly agree, agree, remain neutral, disagree, and strongly disagree that TMIS, HRMIS, TPAY, and TPAD have and influence on their performance. The highest mean is that 40.5 respondents agree that the HRIS portals influence their performance.

The p-value is 0.00004, which is less than the significance level of 0.05. Thus, the null hypothesis H_0 is rejected. The alternate hypothesis H_1 is supported, and the relationship between

the variables are significant at confidence interval of 95%.The alternate hypothesis that has been supported is:

H₁ - The HRIS portals of TPAD, TMIS, HRMIS, and TPAY have an influence on the performance of TSC staff in Samburu County.

4.8 HRIS and Performance Indicators

There is the need to determine the influence of the HRIS portals on the performance indicators as shown in Table 4.10.

Table 4.10 ANOVA Summary of the Influence of HRIS on the Performance Indicators

Data Summary					
Performance Indicators					
Groups	N	Mean	Std. Dev.	Std. Error	
Strongly Agree	5	16.4	2.9665	1.3266	
Agree	5	35.4	7.4699	3.3407	
Neutral	5	15.6	6.1074	2.7313	
Disagree	5	8.2	2.5884	1.1576	
Strongly Disagree	5	7.4	2.0736	0.9274	
ANOVA Summary					
Source	Degrees of Freedom DF	Sum of Squares SS	Mean Square MS	F-Stat	P-Value
Between Groups	4	2548.4	637.1	28.2154	0
Within Groups	20	451.598	22.5799		
Total:	24	2999.998			

In the mean data, 16.4, 35.4, 15.6, 8.2, and 7.4 of the respondents strongly agree, agree, demonstrate neutrality, disagree, and strongly disagree that the HRIS influences the performance indicators. The highest mean, 35., indicates that the respondents agree that HRIS has an influence on the five TSC staff performance indicators.

The p-value of 0 is less than the significance level of 0.05. Hence, the null hypothesis H_0 is rejected. The alternate hypothesis H_1 is supported, and the relationship between the variables are significant at confidence interval of 95%.

4.9 Identified Challenges to Using the HRIS and Possible Solutions

The opinions of respondents on challenges on the use of the HRIS and recommendations are summarized in Table 4.11.

Table 4.11 Challenges on the Use of HRIS and Possible Solutions

Identified Challenges	Frequency	Percentage %	Possible Solutions
1. Weak Internet connectivity is Samburu County	13	15.66	1. Install of Internet boosters or hotspots in schools
2. Complexities in navigating the TSC website and HRIS portals	56	67.47	2. Continuous training of all staff on the online performance management systems.
3. Insufficient communication and collaboration between TSC staff and their immediate supervisors	14	16.87	3. TSC to encourage and support regular team building activities between staff and supervisors.
Total	83	100	

The 83 respondents identified several challenges that encouraged in using the HRIS portals of TPAD, TMIS, HRMIS, and TPAY. The challenges were categorized into three areas. The first area is unreliable internet connectivity in some parts of Samburu County; for example, the remote areas outside the towns in the sub-counties. 13 respondents identified the challenge. Their recommendation to address the issue is the installation of Internet boosters and hotspots in schools and TSC offices. Education stakeholders in Samburu County; for example, the Members of Parliament, Ministry of Education, Board of Management of Schools, Non-Governmental Organizations, and Religious institutions, should be contacted and encouraged to invest in Internet boosters in all learning institutions (Eneasator, Azubuike & Orji, 2019). The

stakeholders have the capacity to provide important resources for the installation or expansion of the Internet infrastructure in schools.

The second area is the challenge in navigating the HRIS portals. 56 respondents communicated that some features of the HRIS systems are complex; for example, the performance appraisal and performance contract processes. There is a need for the TSC to invest in regular training of staff on the correct access and use of the HRIS portals (Thuong, 2019). Sufficient development of competency is important in the realization of the effectiveness of the usage of the HRIS.

The third issue is unreliable or insufficient communication patterns between the TSC staff and their supervisors, who comprise the appraisee and appraiser relationships. In some instances, supervisors fail to communicate important performance information like deadlines and targets. As a result, the employees engage in certain activities that are not captured satisfactorily in the performance appraisal or performance contract systems (Lomulen, 2016). There is a need to encourage effective communication through team building activities; for instance, professional seminars, training, and online interactions.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

Section five of the research report provides summative data and information on the key investigation areas of findings, discussions, conclusions, and recommendations. The findings illustrate the results of the data collection and analysis processes. The discussion outlines the interpretations of the research data and information and the determination on how the results are applicable in the TSC work environment in Samburu County. In the conclusion section, the focus is on restating the results of the study and illustrating the impact that they have on the performance of TSC staff in Samburu County. The recommendations demonstrate the strategies for enhancing the effectiveness and efficiency of HRIS in the TSC work environment. It is necessary to conduct further investigation to address the performance gaps identified in the literature review and results analysis sections of the study.

5.2 Summary of Findings

The research objectives and questions had the aim of determining to what extent the HRIS portals of TPAD, TMIS, HRMIS, and TPAY influence the performance of TSC staff in Samburu County. Thus, the null hypothesis H_0 denoted that the HRIS portals of TPAD, TMIS, HRMIS, and TPAY, do not have an influence on the performance of TSC staff in Samburu County. On the other hand, the alternate hypothesis H_1 denote that the HRIS portals of TMIS, HRMIS, TPAD, and TPAY have an influence on the performance of TSC staff in Samburu County. The results of the hypothesis revealed a p-value of 0.00004. The p-value is less than the significance level of 0.05 and, therefore, it satisfies the confidence interval level of 95%. Thus, the relationship between the independent variables and the dependent variables is statistically significant.

5.2.1 Influence of TPAD on staff Performance

The findings of the study support the alternate hypothesis H_{11} that TPAD has an influence on the performance of staff in Samburu County. In the work environment, TPAD is important in the performance appraisal of staff. It determines the rate at which a staff achieves the set performance targets. As the performance targets are set collaboratively, between the appraisee and appraiser, it is easy to realize the work goals (Todd, Jones & Ross, 2019). The TSC employees in Samburu County have sufficient motivation to realize the work targets that they participated in setting. Most respondents, 35, strongly agree that the regular and proper use of the TPAD portal has an influence on their performance in the class or office environments. Also, 29 respondents agree on the influence of TPAD on their performance. The sufficient numbers of respondents who agree and strongly agree were effective in the realization of statistically significant relationships between the independent research variable of TPAD usage level, and the dependent research variable of the level of staff performance.

5.2.2 Influence of TMIS on Staff Performance

The results of the study support the alternate hypothesis H_{12} that TMIS has an influence on the performance of staff in Samburu County. In the work environment, TMIS is effective in the administration of the teaching human resources in the school. It illustrates a list of teachers, and their teaching subjects (TSC, 2018). Each teacher is allocated a number of lessons in different classes on the platform. Additionally, administrative roles in the learning institution performed by the Headteacher and Deputy Headteacher are properly illustrated on the platform. The good organization and allocation of duties and responsibilities is the reason why 13 and 39 respondents strongly agree and agree respectively that TMIS has an influence on their productivity in the learning environment.

5.2.3 Influence of TPAY on Staff Performance

The findings of the study support the alternate hypothesis H_{13} that TPAY has an influence on the TSC staff performance in Samburu County. TPAY comprise the remuneration portal for various job categories on the TSC payroll. Senior Staff who are in administrative positions like the Headteachers, Deputy Headteachers, and TSC Sub County and County Directors, have higher remuneration than the classroom teaches due to the additional responsibilities and leadership roles. Thus, the staff strive to achieve set performance goals to facilitate their promotions to the

next job groups or senior roles (Todd, Jones & Ross, 2019). In the study, 21 and 49 respondents strongly agree and agree respectively that TPAY has an influence on their performance. These respondents were instrumental in the realization of statistically significant relations between the independent variable TPAY, and the dependent variable of the level of performance.

5.2.4 Influence of HRMIS on Staff Performance

There is support for the alternate hypothesis H14 that HRMIS has an influence on the level of performance of TSC staff in Samburu County. The portal is effective in the appraisal of the performance of the TSC secretariat staff. It is also applicable in the provision of leaves to the teachers and office staff. Leaves are important as they enable the TSC staff to address issues like sickness and pursue career development opportunities (Lomulen, 2016). In the study, the majority of the respondents, 8 and 45, strongly agree and agree that HRMIS has an influence on their performance levels in the Samburu County work environment. The high numbers of concurring respondents were effective in the achievement of the statistically significant relationships between the independent variable of the use of the HRMIS portal, and the dependent variable of performance.

5.2.5 Performance Indicators

The five performance indicators evaluated in the study are professional knowledge and practice, Comprehensive Learning Environment (CLE), career development, TSC code of conduct of staff, and Professional Learning Community (PLC) (TSC, 2018). Hypothesis testing using ANOVA illustrate a statistically significant relationship between the independent variable involving the rate of HRIS usage, and the dependent variable on performance indicators. The p-value is 0.000, which is less than the significance level of 0.05 at the confidence interval level of 95%. The majority of the respondents, 21 and 24, strongly agree and agree respectively on the influence of HRIS on their professional knowledge and practice. Additionally, most respondents, 15 and 36, strongly agree and agree respectively, that the application of HRIS has an influence on the achievement of the CLE. Also, 16 and 33 respondents strongly agree and agree respectively that the use of HRIS portals have an influence on developing or improving their careers. Furthermore, 17 and 42 respondents strongly agree and agree respectively that HRIS influence the adherence to the TSC code of conduct. Finally, 13 and 42 respondents strongly agree and agree that the application of HRIS have an influence on the realization of an effective

PLC. The high frequency of the respondents who strongly agreed and agreed on the influence of HRIS on the performance indicators were effective in the achievement of a statistically significant relationship between the independent and dependent variables respectively.

5.3 Discussion

The results and findings of the study demonstrate a positive influence of HRIS on staff performance and applicable indicators. The key aim of implementing the HRIS in the TSC work structure is to facilitate the effective and efficient realization of the mission and vision areas on quality education to spur national development. The HRIS comprises the four portals of TPAY, TMIS, HRMIS, and TPAD, which strive to motivate the employees to work towards the realization of the TSC core values of customer focus, innovation, integrity, teamwork, and professionalism (Kiprotich, Kahuthia & Kinyua, 2019). HRIS strives to enhance the effective and efficient achievement of the vision, mission, and core value of the TSC organization through the facilitation of work activities and processes that motivate employees to develop and implement strategies that achieve the set performance targets, goals, and indicators.

From the results of the study, the HRIS portal of TPAD has a statistically significant influence on staff performance levels. The statistically significant relationship is due to two key features of TPAD. The first feature is the performance appraisal of staff (Farah, 2018). In the school environment, the Class Teacher and the Deputy Headteacher have an appraisee and appraiser relationship respectively. They agree on the performance targets; for example, the timely completion of the syllabus for a class like Form One by the end of the academic year. The performance target or goals should be SMART (short, measurable, achievable, realistic, and time-bound) (Beteille et al., 2020). The collaborative effort in goal setting, and the provision of sufficient work resource, motivate the teacher to realize the set performance targets by the end of the school term or year. The second feature is the performance contract of the Headteachers. The duration of the contract is annually, and it illustrates the work objectives that the school administrator must achieve. There is a reward program for the TSC staff who achieve the goals illustrated in the performance appraisal and performance contract options of TPAD.

The HRIS portal of TMIS has a statistically significant influence on staff performance. The portal improves the management of the teachers at the school level. Each school is supposed to have sufficient staff establishment. The Headteacher and the TSC Sub County Director use

TMIS to identify schools with staff shortages. Thereafter, measures are taken to address the staff shortages; for instance, the recruitment of teachers or the transfer of teachers from schools with excess teachers. Effective balancing of teachers and subject combinations in schools has the desirable effect of enhancing the performance of teachers (Jonyo & Jonyo, 2017). The Academic results of students will improve when the school has sufficient teachers, resulting in an increase in the annual school mean.

Findings of the study reveal that the HRIS portal of HRMIS has a statistically significant influence on the performance of TSC staff in Samburu County. The HRMIS portal is applicable in the performance appraisal of the TSC secretariat staff. An instance is a quarterly appraisal of the TSC Sub County Director by the TSC County Director, based on the government financial year. The goal-setting process of collaborative and negotiable between the supervisor and the staff. Thus, the TSC staff has the motivation to realize the goal that he or she participated in setting, to enhance the quality of education in Samburu County. Additionally, the HRMIS portal is applicable in the processing of staff leaves. The approval of study leave on the portal is important as it motivates the staff to pursue training, education, and professional development opportunities (Bartz, 2020). The competencies gained during study leave are applied in improving the education standards in Samburu County.

The HRIS portal of TPAY improves the processing of the remuneration of TSC staff. On promotion to the next job group or a senior position, the employee obtains financial reward that includes an increase in the basic pay and allowances (Bamgbose & Ladipo, 2017). Thus, the TSC staff strive to achieve the set performance standards to enhance their promotional opportunities. Also, allowances for training and professional development programs are processed via the TPAY portal. The financial facilitation motivates the TSC employees to acquire skills, education, and experience that are applicable in enhancing performance in the Samburu County educational environment.

There is a statistically significant relationship between the application of the HRIS and performance indicators of TSC staff in Samburu County. The performance indicator of the Comprehensive Learning Environment (CLE) is improved through the effective use of HRIS. CLE aims at providing a good context for teachers and students to engage in educational activities and programs. A good example is the TPAD portal that enables teachers to develop

lesson plans that encourage interactive learning and critical thinking abilities of the students. The performance indicator of career development is enhanced through the HRIS (Al-Dmour, Masa'deh & Obeidat, 2017). It entails the provision of professional and competency development opportunities. The TMIS portal is applicable in the allocation of administrative responsibilities. Deputy Headteachers who have been promoted to Headteachers are transferred to a new station via the TMIS platform. The performance indicator of the code of conduct of staff is enhanced via the HRIS. TSC staff are expected to communicate and behave in an ethical, legal, and professional manner. An instance is reporting to school on all workdays and covering the allocated lessons and activities. Absenteeism or failure to report and perform duties attract disciplinary measures. An example of a disciplinary measure is the deduction of remuneration for the days absent on the TPAY portal. The HRMIS portal ensures that there is an accurate recording of teachers who are on duty or absent with permission from the school administrator. The performance indicator of professional knowledge and practice is improved by HRIS. The TPAD portal enhances the professional practice of accountability. Through the performance contract system, the Headteachers is expected to maintain accurate and up to date books of accounts to safeguard the financial resources of the school. The performance indicator of the Professional Learning Community (PLC) is improved through the HRIS. The TPAD portal facilitates regular training of teachers on the Curriculum Based Curriculum (CBC), at the Sub County, zonal, and school levels (Jonyo & Jonyo, 2017). It is hence important to note that the introduction, implementation, and use of HRIS has a positive influence on the performance indicators of TSC staff in Samburu County.

5.4 Conclusion

The findings of the study provide data and information that can be used in the Monitoring and Evaluation (M&E) of the effectiveness of the HRIS to realize the mission, vision, and core values of the TSC.

The first objective of the study is to determine the influence of the Teachers Performance Appraisal and Development (TPAD) on the performance of TSC staff in Samburu County. The finding of the study reveals a significant positive relationship between TPAD and the performance of TSC staff in Samburu County. Thus, TPAD is significant in the realization of the performance indicators initiated by the TSC. It facilitates the realization of effective professional

knowledge and practice of the TSC staff. An instance is the communication of the curriculum and administration roles of the Headteachers on the TPAD platform. As the lead educator in the school, the Headteacher is responsible for teaching and covering the syllabus in time to enable the learners to equip themselves effectively for the periodic academic evaluations. Also, as an administrator, the Headteacher has the responsibility of overseeing effective and efficient utilization of the learning infrastructure, and financial and non-financial resources in the school.

The second objective of the study is to determine the influence of the Teacher Management Information System (TMIS) on the performance of the TSC staff in Samburu County. The finding of the research is a significant positive relationship between TMIS and staff performance. Hence, the system has a positive effect on the performance indicators. It ensures a Comprehensive Learning Environment (CLE) through the illustration of the school administrative structure and the roles of the staff. The structure includes the school administrators who comprise the Headteacher, Deputy Headteacher, Senior Teacher, Head of Department, and Class Teacher. Proper understanding of the roles of each staff is effective in improving the learning services provided to the students.

The third objective of the study is to determine the influence of the TSC Online Payslip (TPAY) on the performance of the TSC staff in Samburu County. The study illustrates significant positive relationship between TPAY and staff performance. As a result, the impact on the performance indicators is positive. An instance is the positive impact of the system on the career development of the TSC staff in Samburu County. Financial facilitation for training and capacity building activities are provided through the online payroll system. Additionally, the system offers financial rewards to the TSC staff who are promoted to higher positions or perform additional duties. A Teacher who is promoted to Senior Teacher is entitled to an increase in the basic pay on TPAY. Also, a staff who acts in a senior position benefits from acting or special duty allowance on TPAY. As a result, the online payroll system offers financial rewards and is a motivator to pursue career development opportunities in the areas of promotions and performance of additional responsibilities.

The fourth objective of the study is to determine the influence of the Human Resource Management Information System (HRMIS) on the performance of the TSC staff in Samburu County. The finding of the study reveals positive relationship between HRMIS and the work

performance of TSC staff in Samburu County. As a result, there is a positive impact on the performance indicators. The HRMIS portal provides legal and professional code of conduct for each job cadre. An instance is the requirement for all staff to be a member and participate in the affairs of an appropriate professional body. Also, HRMIS facilitate the activities of Professional Learning Communities (PLC). It motivates the secretariat staff to work as a team with teaching staff to enhance the quality of education in Samburu County. An instance is the work relationship between the Curriculum Support Officers, Sub County Directors, and County Directors on HRMIS to facilitate sharing of duties and professional development opportunities. The statistically significant relationship is the reason why the HRIS portals of TMIS, TPAD, HRMIS, and TPAY have a positive influence on the five key performance indicators in the TSC work environment. Thus, the regular and effective use of the HRIS portals has a positive effect on the Comprehensive Learning Environment (CLE), code of conduct, professional knowledge and practice, career development, and Professional Learning Community (PLC).

5.5 Recommendations

The findings from the telephone survey provide important recommendations on enhancing the effectiveness of the HRIS in the TSC Samburu County work environment. There is a need to improve Internet connectivity in schools and TSC offices that are located in remote areas of Samburu. The TSC can facilitate the installation of Internet boosters and hotspots to enable the staff to access the HRIS and the applicable portals at the school or office level. Additionally, there is the need to offer regular training on the use of the HRIS portals of TPAD, TMIS, HRMIS, and TPAY. Effective training is important in enhancing the navigation skills of the users and improving the understanding of the various components of the HRIS. To benefit all TSC staff, the training should be done at the zonal level. Finally, it is advisable to develop a TSC mobile app accessible via Apple Store and Play Store. The app will enable the TSC staff to access the TSC website and the HRIS portals of TMIS, TPAD, HRMIS, and TPAY on their Smartphones and Tablets, in their staffroom, office, or home environments.

Several recommendations have also been identified according to the objectives of the research. On the first objective, the findings of the study reveal a significant positive relationship between the Teachers Performance Appraisal and Development (TPAD) and the performance of TSC staff in Samburu County. To enhance the use and effectiveness of TPAD, the TSC should

conduct periodic training for school administrators on effective supervision of curriculum implementation to enhance the quality of learning. On the second objective, the findings of the study reveal a significant positive relationship between the Teacher Management Information System (TMIS) and the performance of the TSC staff in Samburu County. The TSC Sub County Directors should ensure that all new schools are captured on TMIS immediately upon registration by the Ministry of Education (MoE) to facilitate posting of TSC and accurate determination of the staff establishment in the school, zone, sub county, and zone. On the third objective the result of the research illustrates positive relationship between the TSC Online Payslip (TPAY) and the performance of the TSC staff in Samburu County. The TSC and the trade unions should negotiate and introduce Internet service allowance on TPAY to ensure financial motivation to the staff to engage with the online performance or work systems. Also, a performance financial reward should be introduced on TPAY to motivate the TSC staff to realize set minimum performance targets. On the fourth objective, the results of the research reveal positive relationship between the Human Resource Management Information System (HRMIS) and the performance of the TSC staff in Samburu County. The use and effectiveness of HRMIS can be improved by automating most of the routine procedures in the TSC work environment. Key areas that TSC should automate completely include recruitment and selection of TSC staff, leave processing, disciplinary procedures, and training. Automation is effective in the reduction of bureaucracies associated with paperwork and, therefore, motivates the TSC staff to use the additional time for high-quality service delivery.

5.6 Suggestions for further Studies

There is a need to determine the relationship between the performance appraisal, performance contracts, and career development of staff in the TSC work environment of Samburu County. The most appropriate tool for the investigation is the HRIS portal of Teacher Performance Appraisal and Development (TPAD). Hence, further investigation should be done on the topic “The Influence of Teacher Performance Appraisal and Development on the Career Progression of Teachers: A Case of the Teachers Service Commission Samburu County, Kenya.”

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APPENDIX I: RESEARCH INSTRUMENT ON TELEPHONE SURVEY

Telephone Survey on the Influence of HRIS on the Performance of TSC Staff in Samburu County

PART A: DEMOGRAPHIC DATA

1. Identify your age in years

- a) 20 – 29
- b) 30 - 39
- c) 40 - 49
- d) 50 - 59

2. What is your gender?

- a) Male
- b) Female

PART B: EDUCATION AND PROFESSIONAL DATA

1. What is your level of education?

- a) Certificate
- b) Diploma
- c) Bachelor's Degree
- d) Post Graduate Diploma
- e) Master's Degree

2. What is your TSC job designation?

- a) Teacher
- b) Deputy Headteacher
- c) Headteacher
- d) Secretariat Staff

3. Where is your work station?

- a) Primary School
-

b) Secondary School

c) TSCOffice

SECTION C: THE STUDY VARIABLES

1. Identify the HRIS system that you have used

a) TMIS

b) TPAD

c) HRMIS

d) TPAY

2. To what extent do you agree or disagree that TMIS has an influence on your performance?

a) Strongly Agree

b) Agree

c) Neutral

d) Disagree

e) Strongly Disagree

3. To what extent do you agree or disagree that TPAD has an influence on your performance?

a) Strongly Agree

b) Agree

c) Neutral

d) Disagree

e) Strongly Disagree

4. To what extent do you agree or disagree that HRMIS has an influence on your performance?

a) Strongly Agree

b) Agree

c) Neutral

d) Disagree

e) Strongly Disagree

5. To what extent do you agree or disagree that TPAY has an influence on your performance?

a) Strongly Agree

b) Agree

c) Neutral

d) Disagree

e) Strongly Disagree

PART D: PERFORMANCE INDICATORS

To what extent do you agree or disagree that the use of the HRIS portals (TMIS, TPAD, HRMIS, and TPAY) influence the performance indicators?

1. Demonstration of knowledge and practice in the profession

a) Strongly Agree

b) Agree

c) Neutral

d) Disagree

e) Strongly Disagree

2. Provision of a Comprehensive Learning Environment (CLE)

a) Strongly Agree

b) Agree

c) Neutral

d) Disagree

e) Strongly Disagree

3. Career development of staff

a) Strongly Agree

b) Agree

c) Neutral

d) Disagree

e) Strongly Disagree

4. Adherence to the TSC staff code of conduct

a) Strongly Agree

b) Agree

c) Neutral

d) Disagree

e) Strongly Disagree

5. Engagement in a Professional Learning Community (PLC)

a) Strongly Agree

-
- b) Agree
 - c) Neutral
 - d) Disagree
 - e) Strongly Disagree

PART E: CHALLENGES AND RECOMMENDATIONS

1. State a challenge in the use of the applicable HRIS
 2. Recommend a possible solution to the challenge
-