
EFFECT OF DECENTRALIZATION OF HUMAN RESOURCE MANAGEMENT PRACTICES ON EMPLOYEE PERFORMANCE IN THE EDUCATION SECTOR IN KENYA: A CASE OF TEACHERS SERVICE COMMISSION**OWUOR Adah Peninah Anyango ¹, DR WERE Susan ²****^{1,2} Jomo Kenyatta University of Agriculture and Technology****Abstract**

This study sought to evaluate the effect of decentralization of human resource management practices, as one of the reforms, on employee performance in the Kenyan education sector with reference to the TSC. Specifically, the study evaluated the impact of decentralization of staff establishment, discipline management, training and development and record management as indicators of employee performance at the Teachers Service Commission. A total of 115 County employees from six counties that make the Aberdare Region in Kenya participated in this study over a period of 4 months in 2017 and the collected data analysed using SPSS (software version 2.0). The results of this study indicate high levels of validity and reliability (Cronbach's $\alpha > 0.8$). In addition, all four indicators were found to be statistically significant ($p < 0.05$) in an inferential analysis using multiple linear regression and bivariate correlation suggesting that the decentralization of human resource practices had a positive outcome on employee performance at the TSC. The study found that decentralization of staff establishment positively influence employee performance at Teacher Service Commission. The study also revealed that decentralization of discipline management had positive significant effect on employee performance. The study also found that there was strong relationship between decentralization of training and development and employee performance at Teacher Service Commission. The study found that that there was strong relationship between decentralization of record management and employee performance at Teacher Service Commission. This study thus recommends that the management of Teacher Service Commission at the county level need to be strengthened. Specifically, the study recommends that the TSC fully decentralize staff establishment, enhance training and development of employees on regular basis at county levels, decentralize record management while recognizing the importance of also keeping them at the headquarter level and fully decentralize discipline management in order to enhance efficiency and effectiveness in service delivery.

Keyword: Decentralization, Discipline management, Human Resource Management, Performance, Record Management, Staff Establishment and Training and Development.

Introduction

Andrews and Boyne (2010) established that management capacity and leadership are critical component for achieving service delivery. Globally major human resource management practices might be decentralized wholly or partially to enhance management and leadership. They include functions related to employee hiring and firing, nature of tenure, defining the compensation package; management transfers, promotions, and sanctions; skills mix and training. Transferring authority to the local level for these functions may help governments be more responsive to local conditions, including market conditions, citizen preferences, staff availability, and available resources. There is a strong rationale for why transferring certain functions to local units might improve administrative and allocative efficiency, but potential negative effects also exist (Busha & Harter, 2012).

In terms of administrative efficiency, allowing local recruitment could shorten the time to fill a position, eliminating the many steps involved with central-level approval. It may also lead to a better match of candidates with the appropriate position, because the final selection of candidates would be done locally. The same holds for firing, because dismissal and sanctioning could be conducted much more quickly. Similarly, letting local units set salaries and allowances allows them to take into account local labor market conditions. For example, salaries for certain areas may need to be much higher to attract staff members, but common national pay scales may prevent such local discretion (Bae, 2012). However, these potential gains in efficiency are threatened by negative repercussions if proper oversight and monitoring are not in place.

For decentralization of human resource management to work, careful thought must be given to what functions need to be matched. For example, transferring authority to hire and fire workers may have less of an effect if authority on setting the skill mix is not transferred as well. Authority to set salaries might not be useful unless either facility have flexibility in how much of their budget can be used to pay health workers, or facility budgets are adjusted based on local salary levels. In other words, an appropriate match needs to be made between fiscal and administrative functions (Dipak, 2014). This study seeks to establish the effect of decentralization of human resource management practices on employee performance in the Education sector in Kenya. The Teachers Service Commission (TSC) of Kenya is an independent government Commission established under the Constitution of Kenya to manage human resource within the education sector (CoR 2010), and hence the focus of this study.

In Kenya public service, the institutional framework for managing the Human Resource is restructured to reflect the realities on the ground and to respond to Constitutional imperatives. Delegation to Cabinet Secretaries and implementation of the new approach is to ensure there is complete control of their establishment, workforce and delivery of results (RoK 2015). However, the commission will retain the oversight, regulatory and appellate role to guard against unfair treatment of employees (PSC, 2016). Under the policy the career progression guidelines were developed to replace the current schemes of service for harmonization purposes. In the Public Service Commission, various policies, systems and programmes related to recruitment and selection, training and development, discipline, promotions, rewards and sanctions, and performance management were reviewed (RoK, 2015).

The implications of the new approach has led to moving away from permanent and pensionable terms of service and introduction of fixed contracts of service for some categories of senior staff. Current performance management systems have been strengthened and an effective rewards and sanctions framework introduced. Replacement of schemes of service with career progression guidelines, outsourcing of non-core functions, multi-skilling and introduction of flexible work arrangements and rationalization of the public service have also been embraced (PSC, 2016). Implementation of these specific actions is expected to result in effective and efficient service delivery that meets expectations of Kenyans as contemplated in article 232(b) of the Constitution of Kenya. Economic use of the public resources through enhanced transparency and accountability; improved performance management and employee productivity; higher standards of professionalism in the service; encourage and promote creativity and innovativeness and adherence to public service values and principles. The new approach is expected to ensure that the civil service is supported by an adequate human resource planning and policy architecture that will enable the government to deliver on national development goals (RoK, 2015).

Article 237 of the constitution of Kenya 2010 defines Teachers Service Commission (TSC) an Independent government entity charged with the duty of regulating the teaching service in Kenya (Constitution of Kenya, 2010). TSC manages a workforce of over 298,060 teachers deployed in about 28,000 public education institutions in Kenya. TSC has about 211,809 teachers posted in 20,760 public primary schools and about 86,251 teachers deployed in 7,755 public post primary institutions across Kenya, according to Namutebi (2016). TSC is mandated by the constitution of Kenya to register trained teachers, recruit and employ registered teachers and deploy teachers employed in public institutions (Gatere, Keraro & Gakure, 2013). TSC has a constitutional duty to discipline errant teachers, review the standards of education and to train teachers entering the teaching service. TSC is also mandated to promote and transfer teachers, review the demand for and supply of teachers and advise the national government on matters relating to the teaching profession (Teacher Management Directorate TSC, 2015). According to TSC Act of 2012, TSC has a mandate to facilitate career progression and professional development of teachers and to check the conduct and performance of teachers (CoK, 2010).

In 2014 the Teacher Service Commission started the implementation of decentralization of human resource management policy. The Commission justified introducing a decentralized model of human resource management in regards to Teacher Management as decentralization was purposed to address the challenges experienced in service delivery (TSC, 2015). Successful implementation of the model required key actions: institutional realignment and strengthening. These includes full empowerment of TSC County Commissioners; development of career progression guidelines and reviewing of current human resource (HR). HR practices to be reviewed included recruitment and selection, training and development, discipline, promotions, rewards and sanctions, teacher performance management and implementation of contributory pension scheme (TSC, 2015).

Statement of the Problem

Education is considered an investment and many governments all over the world seek to provide high standards of educational systems that are competitive across the globe (OECD, 2015). These governments therefore engage in reforms as part of their educational policies as a means

to examine and implement the highly sought-after quality of education. The Kenyan Education sector has achieved a lot of milestones since independence with a number of educational reforms and policies having been instituted in order to meet the millennium development goals as set out in Kenya's vision 2030. The Kenyan education sector has been facing many challenges that require urgent reforms to be able to sustain the ever-increasing demand for education; free and compulsory education and education for industrialization in line with the vision 2030 and Constitution 2010 (Chesireck & Mugalavai, 2012). The Education Sector Report (2016) highlights that in an effort to enhance efficiency and effectiveness in service delivery, TSC developed or revised 21 policies in the year 2015/2016. The Commission reviewed the existing strategic plan to cater for emerging trends and reforms. Reforms on service delivery re-engineering and decentralization were adopted as a strategy to improve organization performance (TSC Strategic Plan 2015-2019). However, a Report, Education Policy Outlook; Making Reforms happen (OECD 2015) highlights that once new policies or reforms are adopted, there is little follow-up to analyze their impact. It found that only 1 in 10 of 450 different reforms put in place between 2008 and 2014 were evaluated for their impact by the governments as at the time of report writing.

In order to achieve these reforms, the government spends around 6.5% of GDP on education, or 20% of its total budget (National Education Sector Plan (NESP), 2014-2018). This is a relatively high amount compared to other sub-Saharan African countries, and has been at a similar level for the past decade (NESP, 2014-2018). This includes spending by the Ministry of Education, Science and Technology, and the Teachers Service Commission (TSC). The budgetary allocation to the TSC is significantly high and continues to grow each year. For example, out of the Ksh. 208.1 billion allocated to the education sector, in 2012/13, 54.1% was spent by the Commission. This can further be compared to Ksh. 194.1 billion spent by TSC out of 339.3 billion allocated to the education sector in the financial year 2016/2017 (National Treasury 2017). The shows an increasing trend from 54.1% to 57.2% in TSC expenditure. For the proposed budgetary allocation for the year 2017/2018 the Commission is requested for an additional allocation to increase its national staffing level by 25,000 through recruitment to address increasing enrolment, decentralization of discipline, recruitment and transfers (Cabinet Secretary, Ministry of Finance 2017).

The increasing citizen expectations, organization obligations and responsibilities necessitate a continuous review of the services being offered by the sector to meet the changing user needs (Wario, 2012). This has called for the decentralization of human resource management practices programs in order to help in recruitment and retention, career progression, training and performance management of staff that could play a significant role in improvement of the quality of service delivery process, through enhanced employee performance (Wario, 2012). The TSC Act of 2012 requires the Commission to discharge its mandate through a decentralized system at the county, sub-county, zonal and institutional levels. Empirical evidence suggest that human resource management practices as a factor that influence employee performance, however, to the researcher's knowledge, there is limited empirical evidence on the effect of decentralization of human resource management practices on employee performance in the education sector in Kenya. It is against this background that the study sought to establish the effect of

decentralization of human resource management practices on employee performance in the education sector in Kenya, with reference to the Teachers Service Commission.

Objectives of the Study

The general objective of the study was to establish the effect of decentralization of human resource management practices on employee performance in Education Sector in Kenya. The study was guided by the following specific objective

- i. To assess how decentralization of staff establishment affect employee performance in the Education sector in Kenya.
- ii. To determine how decentralization of discipline management affect employee performance in the Education sector in Kenya.
- iii. To establish how decentralization of training and development affect employee performance in the Education sector in Kenya.
- iv. To examine how decentralization of record management affect employee performance in the Education Sector in Kenya.

Theoretical Review

This study was guided by the following theories; Resource-based theory, equity theory, human capital theory, and Herzberg two factor theories.

Resource-based View theory (RBV)

The resource-based perspective is on the assumption that differences in physical, organizational and Human Resource between firms cause a fundamental heterogeneity in their productive potential. Given this heterogeneity, the long-term competitiveness of a company depends upon the resources that not only differentiate it from its competitors, but are also durable and difficult to imitate and substitute (Bartlett, 2001). RBV emphasizes on a strategic development process which starts by looking at the relative position of an organization in a specific industry. That is, start by considering the firm's environment and then try to assess what strategy that there is to maximize the firm's performance. This theory supports the variable Staff Establishment by confirming the importance of organizations viewing employees as important resources and highlights how decentralization of staff establishment aids in considering the County's environment and then try to assess what strategy that there is to maximize the employee performance.

Equity Theory

This theory looks at an organization's policies and procedures and their fair application, declaring that it influences the employee's level of motivation. The theory is proposed by J. S. Adams and posits that if rewards and punishments are accorded correctly, employees feel that the company is fair. Equity should not be confused with equality, which means giving everyone the same treatment (Armstrong, 2006). Robbins and Judge (2007) give friends, other co-workers, peers, counterparts in other organisations or neighbours as the referent that an employee may choose to compare their experience or situation with. Stratheford (2012) declares that distributive justice, which is ensuring equitable allocation of rewards and penalties, is important to employee motivation and involves a system that deals fairly salaries, bonuses, leave time, working hours,

promotions, transfers, dismissals, training, demotions and salary raises. This theory is therefore suitable to determine how decentralization of discipline management affects employee performance in constitutional commissions in Kenya. This theory supported the decentralized discipline management and its effects on employee performance in Teachers' Service Commission in Kenya.

Human Capital Theory

The term human capital was originally used by Nobel economist Becker, (1993) to refer to the stored valued of knowledge or skills of members of the workforce in an enterprise. This theory states that people possess innate abilities, behaviours and personal energy and these elements make up the human capital they bring to their work (Davenport, 1999). The theory says that it is the knowledge, skills and abilities of individuals that create value. As a result, focus has to be on the means of attracting, retaining and developing human capital. According to Armstrong (2010), individuals generate, retain and use knowledge and create intellectual capital. The individual's knowledge is then enhanced by the interactions between them i.e. social capital and generates institutionalized knowledge that organizations possess. This theory supported the variable of decentralized Training and Development by underscoring the importance of organizations continuously investing on employee skills in order to generate worthwhile returns, namely improved employee performance.

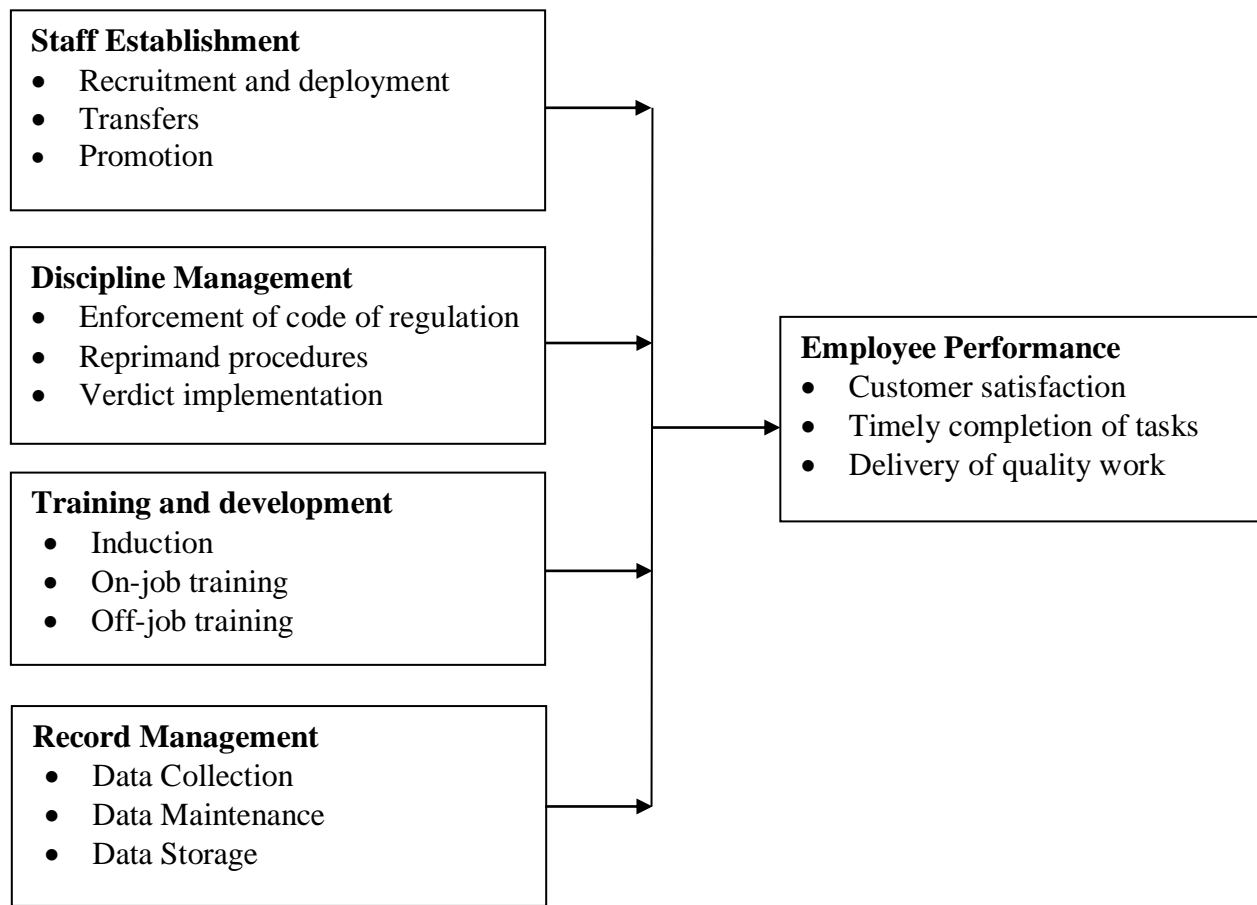
Herzberg's Two Factor Theory

This theory is one that identifies intrinsic factors that contribute to satisfaction and how the worker's environment can contribute to dissatisfaction of the employee following research conducted by Frederick Herzberg in answer to the question "what do people want from their jobs (Robbins & Judge, 2007). According to the theory, the environment in which the individual's has to perform his duties was psychologically unhealthy. They are non-task characteristics of the work environment that create negative feelings in the individual and are company policy and administration, supervision, salary, relationship with co-workers, personal life, status and security. The presence of these factors does not result in satisfaction but will simply reduce dissatisfaction. If provided, hygiene factors are not a strong motivator because their motivation effect will not last long, however, if not provided or if wrongly provided can be a major cause of dissatisfaction. Managers who want their employees to perform should therefore focus on factors revolving around the actual work or to the benefits that employees can derive from the work (Robbins & Judge, 2007). These theories supported the variable of decentralized record management and its effect on employee performance in TSC. The theory therefore is important since it gives the description of how employee record management and work environment can influence employee's performance in organizations.

Conceptual Framework

Mugenda, (2008) defines conceptual framework as a concise description of the phenomenon under study accompanied by a graphical or visual depiction of the major variables of the study. Kombo and Tromp (2009) define it as a set of broad ideas and principles taken from relevant fields of inquiry and used to structure a subsequent presentation. It is a research tool intended to

assist a researcher to develop awareness and understanding of the situation under scrutiny and to communicate this. Bell, (2010) describes it as a diagrammatical representation that shows the relationship between dependent and independent variables. A conceptual framework assists a researcher to organize their thinking and complete an investigation successfully. It also explains the relationship among interlinked concepts and explains the possible connection between the variables (Kombo & Tromp, 2009). The conceptual framework comprises of the independent variables also known as the exploratory variables and which are the presumed cause of changes in the dependent variable and the dependent variable also called the criterion or predictor variable which the researcher wishes to explain (Kothari, 2004). The following framework depicts the relationship between the independent and dependent variables based on four independent variables and a dependent variable as represented diagrammatically in figure 2.1. In this study, employee performance in the teacher's service commission is dependent on staff establishment, discipline management, training and development and record management.



Independent Variable
Figure 1: Conceptual Framework

Dependent Variable

Research Gaps

In recognition of the critical role of decentralization of human resource management functions in Constitutional Commissions, the Government of Kenya through various legislations and policy statements has in the past highlighted a framework of action to support counties a sustainable employee performance in Constitutional Commissions in the country. The government has also created the Constitutional Commissions to advance the interest of employee performance in the country. However, these devolutions of human resource management functions still face challenges when it comes to employee performance (GoK, 2014) Many researchers conducted their researches to determine the relationship between decentralized of human resource management (HRM) practices and employee performance in developed countries but few studies have been conducted in developing countries like Kenya. In Kenya there is scarcity of literature touching on decentralization of human resource management functions on employee performance in Constitutional Commissions, hence the research gap, this study sought to fill the existing research gap by conducting study to establish the effect of decentralization of human resource management practices on employee performance in Constitution Commission in Kenya, with special focus on Teachers Service Commission.

Research Methodology

A descriptive study was the most appropriate research design in establishing the effect of decentralization of human resource management practices on employee performance in the Education sector in Kenya, with reference to the Teachers Service Commission. The study specifically targeted 6 TSC County Directors, 6 TSC deputy county directors and 24 TSC Sub County Directors and 79 Curriculum Support Officers in the Aberdare region. A census study was conducted among subjects in 4 strata to include County Directors, Deputy County Directors, Sub-County Directors and Curriculum Support Officers. A census study minimized the sampling error in the population (Ngechu, 2004). Since the target population only consisted of 115 respondents which were small, the study adopted a census study as explained by other researchers (Mugenda & Mugenda, 2008). All the 115 subjects formed the sample for this study.

Structured questionnaires were used to collect data for this study. The study collected both secondary and primary data. A small-scale preliminary study called a pilot study was done before the main research to measure the validity and reliability of the data collection instrument. SPSS is software used for statistical analysis and has the ability to handle statistical presentation with array of formulae for easy interpretation. Analyzed data was presented using tables and charts. Descriptive statistics mostly frequency distribution tables was used to capture the characteristics of the dependent and independent variables in the study. Inferential statistics that included multiple linear regression and bivariate correlation was used to analyze the relationship between the dependent variable and the independent variables. The study conducted a correlation analysis to establish the strength of the relationship between the independent and the dependent variable. Multiple regression Analysis was done to establish the effect of decentralization of human resource management practices on employee performance in Teachers service commission in Kenya.

Results and Discussion

Descriptive and inferential statistics have been used to discuss the findings of the study. To ascertain in-depth of data collected, stating response rate of respondents is essential. The study targeted a sample size of 115 respondents from which 102 employees filled in and returned the questionnaires giving a response rate of 88.7%. The response rate was excellent. According to Mugenda and Mugenda (2008), a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent. Based on the assertion, the response rate was considered to excellent.

The study carried out a pilot study to determine reliability of the questionnaires. The pilot study involved a sample of respondents from Nairobi Region who were not included in the actual study. Reliability analysis was subsequently done using Cronbach's Alpha which measured the internal consistency by establishing if certain item within a scale measures the same construct. Gliem and Gliem (2003) established the Alpha value threshold at 0.7, thus forming the study's benchmark. Cronbach Alpha was established for every objective which formed a scale. The table 1 shows that record management had a reliability of ($\alpha= 0.880$), training and development had a reliability of ($\alpha=0.875$), discipline management had a reliability of ($\alpha=0.839$) and staff establishment had a reliability of ($\alpha=0. 828$). This illustrates that all the four variables were reliable as their reliability values exceeded the prescribed threshold of 0.7.

Table 1: Reliability Analysis

Scale	Cronbach's Alpha	Number of Items	Decision
Staff establishment	0.828	3	Acceptable
Discipline management	0.839	3	Acceptable
Training and development	0.875	3	Acceptable
Record Management	0.880	3	Acceptable

In this study, correlation analysis and multiple regression analysis was conducted to test the influence among predictor variables. The research used statistical package for social sciences (SPSS V 20) to code, enter and compute the measurements of the multiple regressions

Correlation Analysis

The study carried out correlation matrix analysis to examine the association between decentralization of human resource management practices and employee performance in Teacher Service Commission. The results of Pearson Moment Correlation analysis is depicted in Table 2 and illustrates that there was a strong positive correlation $r = 0.841$ between decentralization of staff establishment and employee performance, statistically significant ($P=0.000<0.05$) at 5% significant level, a strong correlation ($r=0.854$) between decentralization of discipline management and employee performance, statistically significant ($P=0.000<0.05$) at 5% significant level; there was strong and positive relationship ($r=0.833$) between decentralization of training and development and employee performance, statistically significant ($P=0.000<0.05$) at 5% significant level; and a strong correlation ($r=0.954$) between

decentralization of record management and employee performance, statistically significant ($P=0.000<0.05$) at 5% significant level. This finding implies that Staff establishment, Discipline management, Training and development and Record Management relates with employee performance at Teacher service commission.

Table 2: Correlations

		Employee performance	Staff establishment	Discipline management	Training and development	Record Management
Employee performance	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	102				
Staff establishment	Pearson Correlation	.841**	1			
	Sig. (2-tailed)	.000				
	N	102	102			
Discipline management	Pearson Correlation	.854**	.228	1		
	Sig. (2-tailed)	.000	.067			
	N	102	102	102		
Training and development	Pearson Correlation	.833**	.458	.424	1	
	Sig. (2-tailed)	.000	.066	.078		
	N	102	102	102	102	
Record Management	Pearson Correlation	.954**	.230	.334	.231	1
	Sig. (2-tailed)	.000	.070	.067	.158	
	N	102	102	102	102	102

** . Correlation is significant at the 0.01 level (2-tailed).

Model Summary

Adjusted R squared is coefficient of determination which tells us the variation in the dependent variable due to changes in the independent variable. From the findings, the value of R squared was 0.626 an indication that there was variation of 62.6% on employee performance due to changes in decentralization of staff establishment, discipline management, training and development and record management at 95% confidence interval. This shows that 62.6% changes on employee performance at Teacher Service Commission could be explained for by changes in decentralization of staff establishment, discipline management, training and development and record management. The remaining 37.4% indicated that there are other factors, other than decentralization of staff establishment, discipline management, training and development and record management, which affect employee performance at Teacher Service Commission. R is the correlation coefficient which shows the relationship between the study variables. From the findings, the study found that there was a strong positive relationship between the study variables as shown by 0.808.

Table 3: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.808 ^a	.653	.626	.00442

Analysis Of Variance

From the ANOVA statistics, the processed data, which is the population parameters, had a significance level of 0.000 which shows that the data is ideal for making a conclusions on the population's parameter as the value of significance (p-value) is less than 5%. The F calculated value was greater than the F critical value (23.556 > 2.465) an indication that decentralization of staff establishment, discipline management, training and development and record management significantly influence employee performance. The significance value was less than 0.05, an indication that the model was statistically significant. This shows that model had goodness of fit.

Table 4: Analysis of variance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14.656	4	3.664	23.556	.000 ^b
	Residual	15.132	97	.156		
	Total	29.788	101			

Beta Coefficients

From the above coefficients, the established regression equation was:

$$Y = 0.518 + 0.356 X_1 + 0.432 X_2 + 0.644 X_3 + 0.232 X_4$$

The equation above reveals that holding decentralization of staff establishment, discipline management, training and development and record management significantly influence employee performance would be at 0.518

Staff Establishment and Employee Performance

From the regression equation the results reveal that decentralization of staff establishment is statistically significant in explaining employee performance at Teacher Service Commission. This is an indication that a unit increase in staff establishment will lead to 0.432 increases in employee performance. The study findings were in agreement with the findings of Gusdorf (2014) who argues that staffing is the process of attracting individuals on a timely basis, in sufficient numbers and with appropriate qualifications to apply for jobs within an organization and that selection is the process of choosing from a group of applicants the individual best suited for a particular position and for the organization.

Discipline management and Employee Performance

From the regression equation the results reveal that decentralization of discipline management is statistically significant in explaining employee performance at Teacher Service Commission. This implies that decentralization of discipline management had positive significant effect on employee performance. This is an indication that a unit increase in decentralization of discipline management will lead to 0.432 increases in employee performance. The study findings agree with the findings of Margie and Lisa (2016), asserts that the process of progressive discipline is not intended as a punishment for an employee, but to assist the employee to overcome performance problems and satisfy job expectations.

Training and Development and Employee Performance

From the regression equation the results reveal that decentralization of training and development is statistically significant in explaining employee performance at Teacher Service Commission. This is an indication that a unit increase in training and development will lead to 0.644 increases in employee performance. The study findings were in agreement with the findings of Dessler (2014) who emphasize that training is a hallmark of good management and a task that managers ignore at their own peril.

Record Management and Employee Performance

From the regression equation the results reveal that decentralization of record management is statistically significant in explaining employee performance at Teacher Service Commission. This implies that decentralization of record management had positive significant effect on employee performance. This is an indication that a unit increase in decentralization of discipline management will lead to 0.232 increases in employee performance. Kemoni (2011) argues that records are important sources of knowledge and information. They enable public and private officers to render effective and efficient services to the public.

Table 5: Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	0.518	0.105		4.933	0.015
Staff establishment	0.356	0.091	0.262	3.912	0.020
Discipline management	0.432	0.082	0.286	5.268	0.012
Training and development	0.644	0.114	0.489	5.649	0.002
Record Management	0.232	0.059	0.195	3.932	0.042

Conclusions

The study found that there was a strong positive correlation between decentralization of staff establishment and employee performance. The study found that decentralization of staff establishment is statistically significant in explaining employee performance at Teacher Service Commission. From the finding the study concludes that decentralization of staff establishment

positively influence employee performance at Teacher Service Commission. The study found that decentralization of discipline management is statistically significant in explaining employee performance at Teacher Service Commission. The study also revealed that decentralization of discipline management had positive significant effect on employee performance. From the finding the study concludes that decentralization of discipline management positively influence employee performance at Teacher Service Commission.

The study revealed that decentralization of training and development is statistically significant in explaining employee performance at Teacher Service Commission. The study also found that there was strong relationship between decentralization of training and development and employee performance at Teacher Service Commission. From the findings the study concludes that decentralization of training and development positively influences employee performance at Teacher Service Commission. The study found out that decentralization of record management is statistically significant in explaining employee performance at Teacher Service Commission. The study found that that there was strong relationship between decentralization of record management and employee performance at Teacher Service Commission. The study concludes that decentralization of record management positively influence employee performance at Teacher Service Commission.

Recommendations

The study recommends that the TSC decentralize staff establishment to the county levels. The study recommend that the management of Teacher Service Commission at county levels to give recommendations to headquarters on employees that merit promotion, recruitment to be done fully at the county so as to reduce the time and meet demand fasters and officer at centralized station should handle recruitment as they have better feel of requirement at county level. There is need for decentralization of discipline management in order to enhance efficiency and effectiveness in service delivery. The study recommends that the management of teacher service commission to handle discipline case at headquarter level to avoid victimization at county level, to hold open and fair disciplinary, reduce the time for disciplinary hearing and verdict implementation and involve experts on tough disciplinary case.

The study recommends that there is need to enhance training and development of employees on regular basis at county levels. The study also recommends that there is need to formulate employee induction policies at county levels to be used for guidance, holding more training programmes and induction at county levels and offer regular institutionalized training for the employees. There is need for decentralize record management while recognizing the importance of also keeping them at the headquarter level. The study also recommends that there is need for fully decentralized data and record management, records should be easily available at county levels and allow full decentralization of data and records management.

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