

# GREAT JOURNS

Journal of Human Resource Management



Vol.1 No.2, August 2025

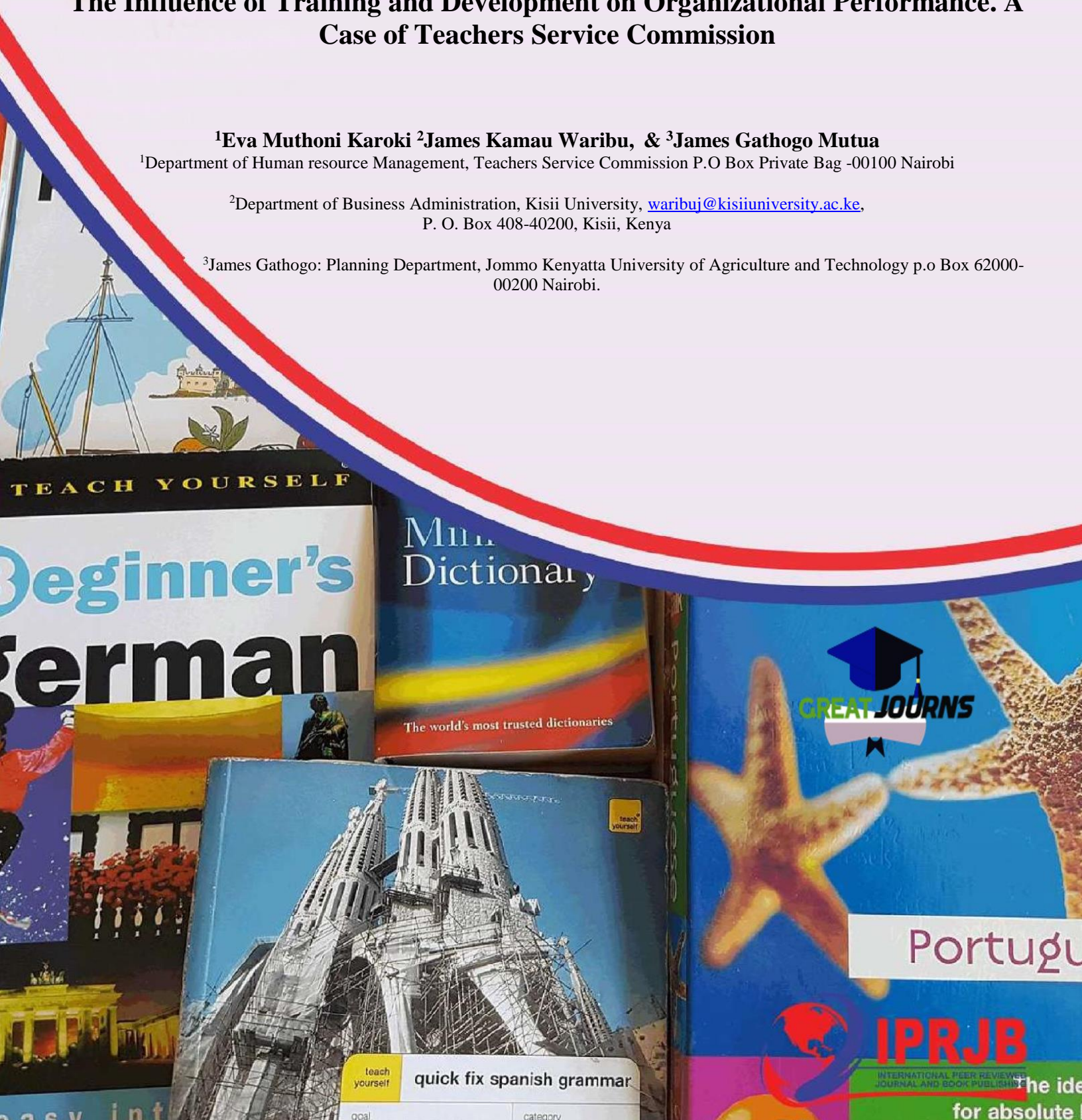
## The Influence of Training and Development on Organizational Performance. A Case of Teachers Service Commission

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## ABSTRACT

Training and development had long been recognized as fundamental pillars of organizational growth and sustainability. In modern institutions, investment in human capital was viewed as a critical strategy for improving performance, enhancing efficiency, and ensuring long-term competitiveness. Training referred to the systematic acquisition of knowledge, skills, and abilities required for effective job performance, while development encompassed broader initiatives aimed at preparing employees for future responsibilities and leadership roles. Together, these interventions were believed to improve individual productivity and, by extension, organizational success (Harrison, 2020). The study was to investigate the influence of Training and Development on Organizational Performance. A Case of Teachers Service Commission. A descriptive research design was adopted, and primary data were collected using closed-ended questionnaires. The study targeted 812 employees of TSC employees, with a sample size of 96 respondents. Descriptive statistics such as mean and standard deviation was used for interpretation. Inferential statistics, and linear regression, were employed to determine relationships between the variables. The study's descriptive analysis revealed that performance recognition and rewards, workplace communication and involvement, and WLB initiatives were positively perceived by employees, with average mean scores ranging from 3.9 to 4.1. Inferential analysis showed significant positive correlations among these variables, with WLB initiatives having the strongest correlation with performance recognition and rewards ( $r = 0.772$ ). It was concluded that study explored the impact of employee engagement strategies on performance at TSC, with keen interest on four key dimensions: training recognition and rewards, workplace communication and involvement, and WLB initiatives. The findings revealed that these engagement strategies significantly contribute to improved organizational outcomes, with workplace communication and involvement emerging as the strongest predictor. The results show that fostering recognition, open communication, and professional development enhances employee motivation, and overall productivity, leads to better performance. It is recommended that organizations enhance their training programs to help staff acquire the relevant skills for optimal performance. Leaders should implement career development initiatives, such as capacity-building and mentorship workshops tailored to employees' job responsibilities. Additionally, training opportunities should be easily accessible, relevant, and aligned with career growth paths to ensure long-term engagement and improved organizational outcomes.

**Key words:** *Training and Development, Organizational Performance & Teachers Service Commission*

## 1.0 INTRODUCTION

Training and development had long been recognized as fundamental pillars of organizational growth and sustainability. In modern institutions, investment in human capital was viewed as a critical strategy for improving performance, enhancing efficiency, and ensuring long-term competitiveness. Training referred to the systematic acquisition of knowledge, skills, and abilities required for effective job performance, while development encompassed broader initiatives aimed at preparing employees for future responsibilities and leadership roles. Together, these interventions were believed to improve individual productivity and, by extension, organizational success (Harrison, 2020).

The Teachers Service Commission (TSC) of Kenya, being the sole employer of teachers in public schools, had played a central role in shaping the quality of education in the country. Its mandate, which included the recruitment, training, promotion, and discipline of teachers, required a workforce that was well-equipped to handle emerging challenges within the education sector. With the introduction of the Competency-Based Curriculum (CBC) and the demand for quality teaching standards, the Commission had increasingly turned to training and development as a means of strengthening teacher competence and improving service delivery. Despite the significance of these interventions, concerns had been raised regarding their effectiveness. Cases of resistance to curriculum reforms, teacher absenteeism, declining educational outcomes in some regions, and limited career progression opportunities had suggested that training and development initiatives were not always translating into the expected organizational performance outcomes. Some training programs had been criticized as poorly structured, misaligned with job responsibilities, or inadequately resourced, thereby limiting their potential impact (Jerab, 2024).

Scholars and practitioners had emphasized that organizational performance was not only dependent on the availability of training but also on the relevance, consistency, and application of the skills acquired. Within the context of TSC, understanding the link between training and development and organizational performance had therefore been crucial in assessing whether investments in staff capacity-building were yielding tangible benefits. This study was undertaken to evaluate the influence of training and development on organizational performance within the Teachers Service Commission, with the aim of identifying strengths, gaps, and areas of improvement in its human resource development strategies (Bwisa, 2016).

### **1.1 Statement of the Problem**

Training and development had been widely acknowledged as essential for improving employee skills, enhancing service delivery, and driving organizational performance. In public sector institutions, particularly those mandated with critical national functions such as education, training and development were expected to serve as the backbone of efficiency and accountability. The Teachers Service Commission (TSC), as the sole employer of teachers in Kenya, had invested in professional development programs, mentorship initiatives, and capacity-building workshops with the objective of strengthening its workforce and aligning it with emerging educational reforms. However, despite these efforts, organizational performance outcomes had not always reflected the magnitude of the interventions.

Reports from the education sector had indicated that challenges such as teacher absenteeism, slow adoption of curriculum reforms, and low morale among educators persisted despite training initiatives. In some cases, teachers had complained that the training programs provided by TSC were generic, insufficiently tailored to their professional needs, or poorly coordinated, thereby limiting their applicability in the classroom or administrative settings. Furthermore, cases of limited career growth opportunities and inadequate follow-up mechanisms had weakened the impact of development programs, leading to questions about their effectiveness in enhancing both individual and organizational performance.

At the organizational level, TSC had continued to face scrutiny over its ability to deliver efficient services, enforce accountability, and adapt to the rapidly changing educational environment. Stakeholders had raised concerns about whether the training programs offered were relevant, adequately resourced, and capable of bridging performance gaps within the Commission. Additionally, financial and logistical constraints had hindered the consistent implementation of training programs, creating disparities in professional growth opportunities among teachers across different regions.

The gap that had existed was the lack of sufficient evidence on how training and development interventions directly influenced the organizational performance of TSC. While studies in other sectors had shown a strong link between training and performance, there had been limited research focusing specifically on TSC as an employer, rather than on schools or teachers in isolation. This created uncertainty about whether the Commission's investments in capacity-building had translated into tangible improvements in service delivery, teacher productivity, and overall institutional performance. This study was therefore necessitated by the need to assess the extent to which training and development had influenced the performance of the Teachers Service Commission and to provide insights that could inform more effective human resource strategy.

### **1.3 Objective of the Study**

The objective of the study was to investigate the Influence of Training and Development on Organizational Performance. A Case of Teachers Service Commission

## II: LITERATURE REVIEW

### 2.1 Effect of Training and Development on Organizational Performance

Mohd Said (2022) explored the impact of a variety of training approaches—such job rotation—on performance in a government office. They found that structured employee development programs significantly boost organizational performance, underlining the importance of continuous training. However, the research was conducted in a general government office setting, which limits its applicability to educational institutions like the Teachers Service Commission (TSC). This study looks to seal this gap through identification of the specific role of training within TSC, where structured training may yield distinct effects.

Paul and Shah (2023) looked into the mediating role of employee performance in the connection between training and corporate outcomes. Their research indicated that training enhances employees' capabilities, which positively influences organizational performance. The study stressed the significance of investing in effective training strategies to improve performance. However, it did not consider how sector-specific factors might impact training effectiveness, as it majored on the private sector. This study expands the analysis by investigating the effects of training in a public-sector organization, where resource allocation and regulatory constraints play an important role.

Yahuza and Suleiman (2024) examined how styles of leadership affects the relationship between training and staff performance in educational sectors. They discovered that structured training had a positive effect on performance, but its success was contingent on the leadership style applied. However, their research did not explore how other employee engagement strategies, like communication and recognition, interact with training to improve performance. This study seals this gap by considering training within the broader framework of employee engagement at TSC.

Mehner *et al.* (2024) focused on the need for social support in facilitating training and knowledge sharing, emphasizing that support from supervisors and peers is critical for maximizing the application of new knowledge. Their findings indicated that a supportive workplace culture is key to reaping the full benefits of training. However, this study was conducted in a corporate context, which limits its generalizability to public-sector educational institutions. This study further shows how training impact performance at TSC, considering the unique dynamics of the public sector, including regulatory frameworks and workload distribution.

## III: RESEARCH METHODOLOGY

### 3.1 Research Design

The descriptive research design is well-suited for this research as it aims to offer a detailed and comprehensive outlook of approaches of employee engagement and performance at the Teachers Service Commission (TSC) Headquarters. This approach allows the scholar to systematically document existing engagement practices, employee perceptions, and performance outcomes without altering variables. By prioritizing description over causation, the study provides a thorough comprehension of the current state of engagement strategies, offering explanations into trends, challenges, and opportunities within TSC. Moreover, this design is ideal for studies aimed at generating findings that can inform policy development and organizational improvements.

Descriptive research design is further justified by its ability to do an exhaustive study of employee engagement within an organizational context. Since engagement strategies are shaped by specific institutional policies, culture, and work environments, a case study approach provides the flexibility to thoroughly analyze these elements (Yin, 2018). This method tolerates the study to gather both qualitative and quantitative data that reflect the unique characteristics of TSC, providing context-specific insights that may not be achievable through broader survey-based approaches. By focusing on a single organization, the study can deepen the analysis and offer valuable findings that can help TSC leadership enhance employee engagement initiatives and improve performance.

### 3.2 Target Population

The target population includes all employees at the Teachers Service Commission Headquarters, encompassing administrative, support, and management staff. The research aims to focus on the specific dynamics and engagement

strategies unique to the TSC Headquarters. This focus ensures that the findings are focused on the particular environment and practices of the organization.

The following are the employee categories and approximate numbers at TSC Headquarters:

**Table 1: Population of the Study**

Category of Employee	Number of Employees
Administrative Staff	290
Support Staff	195
Management and Supervisory Staff	327
<b>Total</b>	<b>812</b>

Source: (TSC Headquarters, 2024)

### 3.3 Sample and Sampling Techniques

This research used Cochran’s sample size formula to come up with sample size. Developed by Cochran (1977), this formula commonly calculates sample sizes in large populations, especially when the proportion of the population with a specific spec is not known. The formula is expressed as follows:

$$n_0 = Z^2 p(1-p)/e$$

Where:

- $n_0$  = required sample size
- $Z$  = Z-score (1.96 for a 95% confidence level)
- $p$  = estimated proportion of the population with the characteristic of interest (set at 0.5 for maximum variability)
- $e$  = margin of error (0.10 or 10% to yield a sample close to 100)

Substituting the values:

$$n_0 = (1.96)^2(0.5) (0.5)/ (0.10)^2 = 96.04 \approx 96$$

Thus, a sample size of 96 respondents was used.

To ensure representativeness across different employee categories at the Teachers Service Commission (TSC) Headquarters, stratified random sampling was applied. The sample was proportionally allocated based on the total population in each category.

**Table 3.2: Sample Size**

Category of Employee	Population Proportion	Sample Size
Administrative Staff	(290/812) * 96	34
Support Staff	(195/812) * 96	23
Management and Supervisory Staff	(327/812) * 96	39
<b>Total</b>	<b>1</b>	<b>96</b>

### 3.5 Data Collection Instruments

A structured questionnaire was designed to collect primary data on employee engagement strategies and their impact on organizational performance at the Teachers Service Commission. The questionnaire focused on four main engagement strategies: training, recognition and rewards, workplace communication and involvement, and WLB initiatives, which were considered the independent variables. Organizational performance was assessed as the dependent variable.

The questionnaire utilized a five-point Likert scale for consistency. Respondents ticked level of agreement, with options as "Strongly Disagree" (1), "Disagree" (2), "Neutral" (3), "Agree" (4), to "Strongly Agree" (5).

A pilot test was done with a small group of TSC staff. The purpose of the pre-test was to evaluate the readability, and relevance of the questions, ensuring they effectively captured the intended data. Feedback from the pilot test led to necessary revisions, improving the accuracy and usability of the questionnaire before it was distributed to the broader sample.

### 3.6 Data Collection Procedures

The researcher received an authorization letter from the HRMPEB, and a research permit from the National Commission for Science, Technology, and Innovation (NACOSTI) to do the study. A formal request was made to the TSC management, explaining the study and seeking permission to proceed. During a scheduled meeting, the researcher presented both the authorization letter and the research permit to the management. The study employed the drop-and-pick method for distributing the questionnaires, where the scholar handed out the questionnaires to the participants and returned two days later to collect them. This allowed the respondents sufficient time to provide thoughtful and comprehensive answers.

### 3.7 Validity and Reliability

A pilot study was conducted prior to the main data collection to verify reliability and validity. A group of 10 employees from the TSC Kiambu County office, who were not part of the final sample, was selected for the pilot test. This step helped refine the questionnaire by highlighting any ambiguities, unclear wording, or potential weaknesses in the instrument.

Content validity was evaluated during the pilot by obtaining feedback from experts in HRM and organizational performance, who assessed whether the questionnaire effectively captured the key elements of employee engagement strategies and performance. Construct validity was tested using exploratory factor analysis to ascertain that the items in the questionnaire matched the research variables. Reliability was assessed with Cronbach's alpha, where a coefficient of 0.7 or higher indicated satisfactory internal consistency. Any necessary adjustments were made to upgrade the instrument's clarity and reliability before proceeding with the full data collection.

### 3.8 Data Analysis and Presentation

The research produced quantitative data that was input and analyzed systematically using the SPSS software, version 24. Data analysis was conducted descriptively to describe the data, such as means, standard deviations, and frequencies, to provide an understanding of the distribution of variables like EES and organizational performance. Using descriptive analysis, the researcher was able provide meaningful insights before advancing to more complex analyses (Pallant, 2020).

All quantitative analyses used correlation analysis, ANOVA, and regression to analyze the relationships and effects between variables. Pearson’s product-moment correlation coefficients were used to identify the nature of the relationship between EES and organizational performance. To analyze whether there was a significant variance in the means of groups in the dataset, such as differing departments or levels of engagement, ANOVA was applied. Lastly, regression analysis was done to investigate the relationship between the independent variables and organizational performance. This method helped determine which factors greatly influences performance outcomes and provided predictive insights (Field, 2018). The analysis was performed using the multiple regression model.

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \epsilon$$

Y represents organizational performance (dependent variable).

Where the dependent variables

X<sub>1</sub> = Training and Development

X<sub>2</sub> = Performance Recognition and Rewards

X<sub>3</sub> = Workplace Communication and Involvement

X<sub>4</sub> = WLB Initiatives

β<sub>0</sub> = Constant term

β<sub>1</sub>, β<sub>2</sub>, β<sub>3</sub>, β<sub>4</sub> = Coefficients for the independent variables

ε = Error term

This model helped assess how well employee engagement strategies such as training and development, performance recognition, workplace communication, and WLB initiatives predict organizational performance at TSC. The findings from the regression analysis were used to inform recommendations for improving engagement strategies to optimize performance.

#### IV: RESULTS

##### 4.1 Training and Development

The analysis of training at the Teachers Service Commission (TSC) Headquarters show that employees mainly have a positive outlook of the availability and relevance of professional development opportunities.

**Table 1: Descriptive Statistics on Training and Development**

Statement	Not at All	Less Extent	Moderating Extent	Large Extent	Very Large Extent	Mean	Standard Deviation
a) I have access to adequate professional development programs.	0.0	2.0	11.8	21.6	64.7	4.5	0.8
b) The TSC supports my continuous learning	0.0	5.9	25.5	56.9	11.8	3.7	0.7

and provides mentorship opportunities.

c) I am regularly provided with capacity-building workshops to enhance my skills.	0.0	2.0	70.6	11.8	15.7	3.4	0.8
d) The training programs offered by TSC are relevant to my job responsibilities.	0.8	9.3	10.2	30.5	49.2	4.2	1.0
e) TSC provides opportunities for skills enhancement and career growth.	0.0	5.9	23.5	51.0	19.6	3.8	0.8
f) Training sessions are accessible and effectively organized.	2.0	11.8	13.7	35.3	37.3	3.9	1.1
g) I receive adequate support to implement new skills learned through training.	0.0	11.8	5.9	37.3	45.1	4.2	1.0
<b>Average</b>	0.4	7.0	23.0	34.9	34.8	4.0	0.9

#### *Field data (2025)*

As per Table 4.2, (64.7%) of the respondents reported having access to sufficient professional development opportunities to a "Very Large Extent," with a mean score of 4.5 and a standard deviation of 0.8. Similarly, 49.2% of employees found training programs to be highly relevant to their jobs, reflected by a mean score of 4.2 and a standard deviation of 1.0. These results suggest that the Teachers Service Commission (TSC) is making effective investments in training programs, and employees generally perceive these initiatives positively. This aligns with Zakaria and Suhadah (2025) findings, which showed the significant role that well-structured training plays in enhancing performance and job satisfaction.

There are areas where improvement is needed. For instance, only 15.7% of respondents felt that capacity-building workshops are offered to a "Very Large Extent," with a mean score of 3.4 and a standard deviation of 0.8. Moreover, although 56.9% acknowledged receiving support for continuous learning and mentorship to a "Large Extent," the mean score of 3.7 indicates a moderate level of satisfaction in this area. These findings are consistent with the work of Mwangi and Munyua (2023), who emphasized that ongoing training and mentorship are key for sustaining high rates of employee performance. Therefore, TSC could benefit from enhancing its capacity-building workshops and mentorship programs to enhance employee development and boost overall organizational performance.

### Table 2. Regression

The regression analysis revealed that training and development had a strong and statistically significant influence on organizational performance at the Teachers Service Commission.

Variable	Coefficient ( $\beta$ )	Std. Error	t-Statistic	p-Value	95% Confidence Interval
Constant	-3.102	3.421	-0.907	0.406	-11.896 to 5.692
Training & Development (Mean)	5.915	0.861	6.868	0.001	3.701 to 8.129

The model indicated that 90.4 percent of the variation in organizational performance was explained by training and development, as reflected by an R-squared value of 0.904. This meant that the majority of performance outcomes could be attributed to the training and development initiatives undertaken by the Commission.

The coefficient of training and development was 5.915 with a p-value of 0.001, which was below the 0.05 significance level. This finding suggested that for every one-unit increase in training and development, organizational performance improved by approximately 5.9 units. The positive coefficient further implied that enhanced access to professional development programs, mentorship, career growth opportunities, and relevant capacity-building workshops significantly boosted service delivery and efficiency within TSC.

The constant value of -3.102 was not statistically significant, as its p-value was 0.406. This indicated that in the absence of training and development, organizational performance levels would have remained minimal or even negative, highlighting the indispensable role of employee development in driving institutional success.

The regression results confirmed that training and development had been a critical determinant of organizational performance. The findings supported the argument that investments in professional growth and continuous learning translated into better productivity, improved service delivery, and greater adaptability to reforms within the education sector.

**Table 3: Correlation**

The correlation analysis revealed that training and development had been strongly associated with organizational performance at the Teachers Service Commission.

Variables	Mean (Training & Development)	Std. Deviation	Performance
Mean (Training & Development)	1.000	-0.170	0.951
Std. Deviation	-0.170	1.000	-0.265
Performance	0.951	-0.265	1.000

The results showed that the mean scores of training and development had a very strong positive correlation with organizational performance ( $r = 0.951$ ). This meant that as training opportunities, professional development programs, and capacity-building initiatives increased, organizational performance also improved considerably.

The relationship between standard deviation and organizational performance had been weak and negative ( $r = -0.265$ ). This suggested that when responses to training and development were more varied or inconsistent, performance levels tended to decline slightly. Similarly, the correlation between mean scores and standard deviation was weak and negative ( $r = -0.170$ ), indicating that as the effectiveness of training improved, the variability in how employees perceived training reduced.

Overall, the correlation analysis confirmed that training and development had been a critical factor in driving performance at TSC. The strong positive association between the training measures and performance reinforced the earlier regression and ANOVA findings, which had demonstrated that investment in staff training and professional growth significantly enhanced organizational outcomes.

**Table 4: ANOVA**

The analysis of variance results demonstrated that training and development had a significant effect on organizational performance at the Teachers Service Commission

Source	Sum of Squares	df	Mean Square	F-Statistic	Sig. (p-value)
Regression (Training & Development)	28.592	1	28.592	47.165	0.001
Residual	3.031	5	0.606	–	–
<b>Total</b>	<b>31.623</b>	<b>6</b>	–	–	–

. The regression sum of squares was 28.592, which was much larger than the residual sum of squares of 3.031. This implied that the greater part of the variation in organizational performance had been explained by training and development variables rather than by random error.

The F-statistic was 47.165 with a corresponding p-value of 0.001, which was below the 0.05 level of significance. This finding confirmed that the regression model was statistically significant and that training and development had played an important role in predicting organizational performance. In other words, improvements in professional development programs, mentorship, capacity-building workshops, and career growth opportunities had been strongly associated with enhanced organizational outcomes. The ANOVA results supported the conclusion that training and development initiatives had significantly contributed to the performance of TSC, validating the regression findings that highlighted the positive influence of staff training and continuous professional growth.

## V: CONCLUSION AND RECOMMENDATIONS

### 5.1 Conclusion

It was concluded that study explored the impact of employee engagement strategies on performance at TSC, with keen interest on four key dimensions: training recognition and rewards, workplace communication and involvement, and WLB initiatives. The findings revealed that these engagement strategies significantly contribute to improved organizational outcomes, with workplace communication and involvement emerging as the strongest predictor. The results show that fostering recognition, open communication, and professional development enhances employee motivation, and overall productivity, leads to better performance.

### 5.2 Recommendation

It is recommended that organizations enhance their training programs to help staff acquire the relevant skills for optimal performance. Leaders should implement career development initiatives, such as capacity-building and mentorship workshops tailored to employees' job responsibilities. Additionally, training opportunities should be easily accessible, relevant, and aligned with career growth paths to ensure long-term engagement and improved organizational outcomes.

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