

**KIGALI INDEPENDENT UNIVERSITY ULK**

**SCHOOL OF ECONOMICS AND BUSINESS STUDIES**

**DEPARTEMENT OF ACCOUNTING**

**ACADEMIC YEAR 2022-2024**

**P.O Box: 2280 KIGALI**

**IMPACTS OF HUMAN RESOURCE MANAGEMENT ON  
PERFORMANCE OF PUBLIC SECTOR IN RWANDA**

**A CASE OF STUDY OF KAVUMU TSS SCHOOL (2020-2023)**

A Dissertation Submitted to the school of Economics and Business Studies in Partial Fulfillment of the Academic Requirements for the award of bachelor's degree in accounting.

**By**

**SYLVIE Umuhire**

**Roll Number: 202110960**

**Supervisor: André NKURUNZIZA**

**Kigali, March 2024**

## DECLARATION

I, UMUHIRE Sylvie I declared that this work titled “**THE IMPACTS OF HUMAN RESOURCE MANAGEMENT ON PERFORMANCE OF PUBLIC SECTOR IN RWANDA**”, a case study of Kavumu TSS, is own my original work, it has never been submitted before for any other degree award to any other University.

Names: **UMUHIRE Sylvie**

Signature .....

Date.....

**APPROVAL**

I, Andre NKURUNZIZA, certify that this project titled “**The impacts of human resource management on performance of public sector in Rwanda**” has been done under my supervision and submitted for examination with approval.

Supervisor: .....Signature:.....

Date:.....

Copyright Reserved by the author. The text is copyright © 2024 of the work.

UMUHIRE Sylvie

All rights Reserved. No part of this Dissertation may be reproduced or transmitted without prior written permission of the author.

## **DEDICATION**

To my beloved parents

To my beloved sisters

To my friends and other relatives

## **ACKNOWLEDGEMENTS**

I am thanking the Almighty God who led and answered my prayers day in day out and who enabled me to produce and present this work very well.

I would like to take this opportunity to extend my gratitude to the **Professor Dr. RWIGAMBA BALINDA**, the founder and president of the Kigali Independent University ULK for having initiated the private institution on university level so we could get our bachelor's degrees in accounting.

I would like to express my thanks my supervisor Andre NKURUNZIZA who guided me throughout this work, My Respondents, the School of Economics and Business Studies, lecturers and staff of Kigali Independent University for their kind facilitation, support and the efforts to pursue our university studies and special thanks goes to my parents, brethren, friends, and relatives for their contribution to achieve this achievement.

God bless you all!!!!

## Table of Contents

<b>CHAP ONE: GENERAL INTRODUCTION .....</b>	<b>1</b>
<b>1. Introduction .....</b>	<b>1</b>
<b>1.1 Background to the study .....</b>	<b>1</b>
<b>1.2. Problem statement .....</b>	<b>4</b>
<b>1.3. Research objectives .....</b>	<b>5</b>
<b>1.3.1 General objective of the research.....</b>	<b>5</b>
<b>1.3.2 Specific objectives of the research.....</b>	<b>6</b>
<b>1.4. Research questions.....</b>	<b>6</b>
<b>1.5. Research Hypotheses.....</b>	<b>6</b>
<b>1.6. Scope of the study .....</b>	<b>6</b>
<b>1.6.1 Geographical Scope .....</b>	<b>7</b>
<b>1.6.2 Time scope.....</b>	<b>7</b>
<b>1.6.3 Content Scope.....</b>	<b>7</b>
<b>1.7. Significance of the study .....</b>	<b>7</b>
<b>1.7.1 Personnel interest .....</b>	<b>7</b>
<b>1.7.2 Social interest .....</b>	<b>7</b>
<b>1.7.3 Academic interest .....</b>	<b>8</b>
<b>1.7.4. Interest to other researchers.....</b>	<b>8</b>
<b>1.8 Structure of the dissertation .....</b>	<b>8</b>
<b>CHAP TWO: LITERATURE REVIEW .....</b>	<b>9</b>
<b>2. Introduction .....</b>	<b>9</b>
<b>2.1 Definition of keys concepts .....</b>	<b>9</b>
<b>2.1.1 Human Resource Management.....</b>	<b>9</b>
<b>2.1.2 Performance .....</b>	<b>9</b>
<b>2.1.3 Public Schools.....</b>	<b>10</b>
<b>2.2 Theoretical framework.....</b>	<b>10</b>
<b>2.2.1 Review of related literature .....</b>	<b>10</b>
<b>2.2.1.1 Introduction to the concept of Human resource management.....</b>	<b>11</b>
<b>2.2.1.2 Different Human Resource management practices used in public schools... </b>	<b>11</b>
<b>2.2.1.3 Categories theory of Human Resource Management .....</b>	<b>12</b>
<b>2.3 Critical Review .....</b>	<b>13</b>
<b>2.4 Factors of Human Resource Management.....</b>	<b>14</b>
<b>2.4.1 Achievement .....</b>	<b>14</b>

2.4.2 Recognition .....	15
2.4.3 Work itself.....	15
2.4.4 Responsibility .....	15
2.4.5 Advancement.....	15
2.4.6 Promotion or demotion .....	15
2.4.7 Possibility of Growth.....	16
2.4.8 Company Policy or Administration .....	16
2.4.9 Personal or Working Relationships.....	16
2.4.10 working conditions.....	16
<b>2.5 Characteristics of human resource management .....</b>	<b>16</b>
2.5.1 Three different key factors .....	17
2.5.1.1 Individual characteristics.....	17
2.5.1.2 Job characteristics .....	17
2.5.1.3 Organizational characteristics.....	18
2.5.2 Hierarchy of needs theory .....	20
2.5.2.1 Physiological needs .....	20
2.5.2.2 Safety needs.....	20
2.5.2.3 Social needs .....	21
2.5.2.4 Esteem needs .....	21
2.5.2.5 Self-actualization needs.....	21
<b>2.6 Indicators of Performance in the Public Sector .....</b>	<b>22</b>
2.6.1 Relationship between HRM and Public Sector Performance.....	23
2.6.2 Empirical Review.....	24
2.6.3 Research Gaps.....	24
<b>2.7 Conception Framework.....</b>	<b>25</b>
2.7.1 Independent Variables: .....	25
2.7.2 Dependent Variable: .....	25
..1 .....	26
..2 .....	26
<b>CHAP THREE: RESEARCH METHODOLOGY.....</b>	<b>27</b>
<b>3. Introduction .....</b>	<b>27</b>
<b>3.1 Research design .....</b>	<b>27</b>
3.1.1 Descriptive .....	27
3.1.2 Correlation.....	27

3.2 The population of the study .....	28
3.3 Sampling Design .....	28
3.4 Sampling techniques. ....	29
3.5 Source of data.....	29
3.5.1 Primary data .....	29
3.5.2 Secondary data.....	29
3.6 Data collection Techniques and Tools .....	30
3.6.1 Questionnaire .....	30
3.6.2 Documentation .....	30
3.6.3 Interview technique .....	31
3.6.4 Observation technique .....	31
3.7 Validity and reliability tests.....	31
3.8 Data Processing .....	31
3.8.1 Editing .....	32
3.8.2 Coding .....	32
3.8.3 Tabulation.....	32
3.9 Methods of data analysis .....	32
3.9.1 Qualitative data analysis .....	32
3.9.2 Quantitative data analysis .....	33
3.10 Limitations of the Study .....	34
3.11 Ethical considerations .....	34
<b>CHAP FOUR: PRESENTATION AND ANALYSIS OF FINDINGS .....</b>	<b>36</b>
<b>4. Introduction .....</b>	<b>36</b>
<b>4.1 Description of Kavumu TSS School .....</b>	<b>36</b>
4.1.1 Geographical situation .....	36
4.1.2 Kavumu TSS historical and evolution.....	36
4.1.3 Mission, Vision and objectives of Kavumu School .....	37
<b>4.2 Presentation of Research Findings.....</b>	<b>39</b>
<b>4.2.1 Findings on personal identification of the respondents.....</b>	<b>39</b>
<b>4. 2.1.1 Findings on Gender of Respondent.....</b>	<b>39</b>
<b>4 2.1.2 Findings on age of Respondents .....</b>	<b>40</b>
<b>4.2.1.3 Findings on qualification .....</b>	<b>40</b>
<b>4.2.1.4 Findings of Marital status .....</b>	<b>41</b>
<b>4.2.1.5 Findings on Experience of employees .....</b>	<b>42</b>



4.2.1.6 Finding on paying salary on time. ....	43
4.2.1.7 Finding on promotion according to level of employees education at Kavumu TSS. ....	44
4.2.1.8 Findings on training scheme at Kavumu TSS. ....	45
4.2.1.9 View of respondent HRM Practices at Kavumu TSS. ....	46
4.2.1.10 Findings on resourceful self-starters and independent thinkers. ....	47
4.2.1.11 Findings on performance of Kavumu TSS ....	48
4.2.1.12 Findings on Revenue growth ....	50
4.2.1.13 Findings on Leadership and management at Kavumu TSS. ....	51
4.2.1.14 View of respondents about the Impact of HRM on School Performance ...	52
4.2.1.15 View of respondents About Employment Outcomes Linked to HRM at Kavumu TSS. ....	53
<b>SUMMARY, CONCLUSIONS, RECOMMANDATIONS AND SUGGESTIONS</b> .....	<b>58</b>
<b>Introduction</b> .....	<b>58</b>
<b>General Conclusion and Recommendation</b> .....	<b>59</b>
<b>Recommendations</b> .....	<b>60</b>
<b>Suggestions for further research</b> .....	<b>60</b>

## List of Tables

Table 1: Gender of Respondents.....	39
Table 2: The age of respondents.....	40
Table 3: Educational level of respondents.....	40
Table 4: Material status of respondents.....	41
Table 5: The Contribution of Respondents by Experience:.....	42
Table 6: Perception of respondent that can indicate that an employee is motivated at Kavumu TSS.....	43
Table 7: Perception of respondents showing if they are paid their salary on time at Kavumu TSS.....	44
Table 8: Perception of respondents on promotion of employees according to their level of education.....	44
Table 9: Training scheme at Kavumu TSS.....	45
Table 10: HRM practices at Kavumu TSS are effective.....	46
Table 11: There are areas for improvement in HRM practices at Kavumu TSS.....	47
Table 12: Resourceful self-starters and independent thinkers.....	48
Table 13: Productivity at KAVUMU TSS.....	49
Table 14: Revenue growth at KAVUMU TSS.....	50
Table 15: Employees turnover rate.....	51
Table 16: View of respondents on effectiveness of leadership and management at Kavumu TSS.....	51
Table 17: Response of how long it took you to start the first job after completing studies at the public school.....	52
Table 18: The HRM practices at Kavumu TSS prepare students effectively for the workforce..	53
Table 19: View of respondents on direct impact of HRM practices at Kavumu TSS on the employment rate.....	54
Table 20: Finding job at Kavumu TSS.....	55
Table 21: The ways of getting job.....	55
Table 22: Hand on skills improve employment.....	56
Table 23: HRM practices reduces unemployment.....	57

**List of Figures**

Figure 1: An illustration of the interaction of motivational factors ..... 18

Figure 2: conceptual framework ..... 26

Figure 3: The study population of Kavumu TSS 2020-2023..... 28

## **LIST OF ABBREVIATIONS, ACRONYMS AND SYMBOLS**

**ULK** – Université Libre de Kigali

**HRM** – Human Resource Management

**WADA** – Workforce Development Authority

**HM** – Human Management

**TSS** – Technical Secondary Schools

**PTO** – Paid Time Off

**JICA** – Japan International Cooperation Agency

**PAFP** – Programme d'Appui à la Formation Professionnelle

**APEFE** – Association pour la Promotion de l'Education et de la Formation à l'Etranger

**RDRC** – Rwanda Demobilization and Reintegration Commission

**NCPD** – National Council of Persons with Disabilities

**GIZ** – German Society for International Cooperation Ltd

**WOB** – Women Owned Business

**RTB** – Rwanda TVET Board

**IPRC** – Integrated Polytechnic Regional Centre

**MIFOTRA** – Ministry of Public Service and Labour

**RTTI** – Rwanda TVET Trainers Institute

**ICT** – Information and Communication Technology

**CBI** – Central Bank of Ireland

**SDMS** – School Data Management System

## **Abstract**

Human resource management (HRM) plays a critical role in enhancing employee performance, especially in the public sector, where motivation is key to achieving organizational goals. This study examines the impact of HRM practices on the performance of public sector employees, with a specific focus on Kavumu TSS School in Rwanda. The primary objectives of this research were to assess the methods used to motivate employees, analyze the levels of employee satisfaction, and evaluate the direct impact of these factors on overall school performance.

Using both primary and secondary data, the study utilized a sample size of 60 respondents, selected from a total of 150 employees, determined through Yamane's formula. Questionnaires, reports on motivation and training, and performance metrics were employed to gather data. The findings revealed that employee motivation significantly influences work performance. Specifically, the study demonstrated that when employees are motivated through recognition, training, and support, their performance increases, contributing to the overall success of the institution.

By this way, the employment opportunities offered by KAVUMU TSS among which we see the trainings, which allow the graduates from this institution to get the job or even to create their own jobs (self-employment). The opportunities offered by this TSS are formations (long term and short term formations) which are mostly needed to the market today .Vocational trainings do not only focuses on providing needed skills on market but also giving chance to the youth that failed to keep in formal schools .

Looking at the contribution of KAVUMU TSS in decreasing the rate of youth unemployment in Nyanza district is the fact of giving the second chance to the unemployed youth graduated from non-technical schools (to whom getting jobs is very difficult now a days) to get formation and get a new career that will avail them with jobs.

The research concludes that effective HRM practices, particularly in motivating employees, are essential for boosting public sector performance. These findings are crucial for policymakers and school administrators in enhancing employee satisfaction and improving institutional outcomes

## **CHAP ONE: GENERAL INTRODUCTION**

### **1. Introduction**

The present study is focused on understanding the impacts of Human Resource Management (HRM) on the performance of the public sector in Rwanda, with a specific emphasis on Kavumu TSS School from 2020 to 2023. Human Resource Management plays a crucial role in shaping the efficiency and effectiveness of organizations, including those in the public sector. In the context of Rwanda, recent reforms have highlighted the need for effective Human Resource Management practices to improve service delivery and operational efficiency.

In recent years, people have paid a lot of attention to how managing employees well (called human resource management) can make organizations work better. This is true for all kinds of businesses and organizations all around the world. In Rwanda, especially in government offices and schools, it is important to do things efficiently and effectively to reach the country's goals for development. That is where human resource management comes in. This study looks at how HRM affects how well public sector organizations work, focusing on one school, Kavumu TSS .

This chapter involves the background of the study, the problem statement, the research objectives, research questions, scope of the study, and significance of the study, research methodology, conceptual framework and organization study.

#### **1.1 Background to the study**

Human Resource Management and employee work performance are concepts, which have been subjects of immense interest among researchers, and practitioners both concepts have been defined in a variety of ways by several scholars. If we must review the definitions, the paper will be unnecessarily long and boring.

Therefore, we have adopted the approach of describing what we mean by these two terms and preceding to discuss the issues with the understanding that the descriptions will serve the Purpose of definitions.

Human Resource Management, at its core, represents the art of inspiring individuals or groups to embrace desired behaviors, fueled by the promise of positive rewards or the fulfillment of essential human needs. In the domain of managing public sectors, the efficiency of work

Performance is paramount. It's all about maximizing resources to achieve set objectives in delivering services to the community. And guess what? The key to unlocking success lies in how well human resource management is handled that's where the magic really happens!

Performance refers to how effectively and efficiently an individual or a group of individuals completes their tasks, duties, or responsibilities within an organization. It encompasses various aspects such as the quality, quantity, and timeliness of work output, as well as adherence to organizational standards and objectives. Work performance is often evaluated based on predetermined criteria and expectations set by the organization, supervisors, or job descriptions. It is a crucial factor in determining individual and organizational success, as it directly influences productivity, efficiency, and overall outcomes.

Research on the relationship between Human Resource Management (HRM) practices and performance is abundant and multifaceted. Numerous studies have explored how various aspects of HRM impact employee performance, organizational productivity, and overall business outcomes. Research on the relationship between Human Resource Management (HRM) practices and work performance in the public sector is essential for understanding how human resource management strategies influence employee productivity and organizational effectiveness within government institutions. Several studies have explored this relationship, shedding light on key factors that contribute to work performance in the public sector.

In both Europe and Africa, the management of human resources (HR) within the public sector has emerged as a critical determinant of organizational performance and societal development (Berman et al., 2012; Gratton et al., 2019). While the European context offers insights into established HRM practices and their impacts on public sector efficiency and effectiveness (Kickert et al., 2018), the African context presents unique challenges and opportunities shaped by socio-economic, cultural, and historical factors (Meyer & Bekker, 2019; Ugwu & Eze, 2021).

Rwanda, situated at the intersection of these global and regional dynamics, serves as a compelling case study for examining the role of HRM in the public sector. Over the past two decades, Rwanda has undergone a remarkable transformation, marked by ambitious reforms aimed at rebuilding its socio-economic infrastructure and fostering sustainable development (Republic of Rwanda, 2017). Central to these efforts is the revitalization of the education sector, viewed as a cornerstone for human capital development and national progress (Republic of Rwanda Ministry of Education, 2018).

Within Rwanda's education landscape, Technical Secondary Schools (TSS) play a pivotal role in equipping students with the skills and knowledge needed to thrive in a rapidly evolving global economy (Republic of Rwanda Ministry of Education, 2019). Kavumu TSS School, located in the Nyanza district, epitomizes Rwanda's commitment to technical education and vocational training, serving as a beacon of hope for youth empowerment and socio-economic advancement (Republic of Rwanda Ministry of Education, 2020).

One significant study by Brewer and Selden (1998) examined the impact of HRM practices on employee performance in the public sector. The study found that HRM practices such as recruitment and selection, training and development, performance appraisal, and employee relations significantly influenced work performance in government agencies.

Another relevant research by Wright, Moynihan, and Pandey (2012) investigated the relationship between HRM practices and employee outcomes in the public sector. The study highlighted the importance of strategic HRM practices in enhancing employee motivation's job satisfaction, and ultimately, work performance in government organizations.

These research endeavors delve into the effectiveness of HRM strategies, policies, and interventions in shaping employee behaviors, attitudes, and performance levels (Jackson, Schuler, & Jiang, 2014).

Scholars have investigated the influence of recruitment and selection practices on employee performance, examining factors such as job fit, skill match, and cultural alignment (Boxall & Purcell, 2016). Additionally, studies have explored the impact of training and development initiatives on enhancing employee skills, knowledge, and job performance (Noe, Hollenbeck, Gerhart, & Wright, 2019). From on-the-job training to leadership development programs, research highlights the importance of continuous learning and skill enhancement in driving organizational performance.

Performance management systems have also been a focal point of research, with studies examining the effectiveness of performance appraisal processes, goal setting mechanisms, and feedback systems in motivating employees and improving their performance (Aguinis, 2019).

The relationship between HRM practices and employee engagement, job satisfaction, and organizational commitment has been a recurring theme in research. Scholars have explored how factors such as job design, work-life balance initiatives, and employee recognition programs



influence employee attitudes and behaviors, ultimately impacting work performance and organizational success (Guest, 2017).

Moreover, research has examined the role of HRM in fostering diversity and inclusion, managing workplace conflicts, and promoting a positive organizational culture. By creating a supportive work environment and addressing employee needs and concerns, HRM practices contribute to higher levels of employee engagement, job satisfaction, and performance (Shore, Chung-Herrera, Dean, Ehrhart, & Jung, 2019).

Furthermore, a study by Pandey and Wright (2009) explored the role of HRM practices in promoting organizational performance in the public sector. The findings suggested that HRM practices such as merit-based recruitment, performance-based promotions, and employee training were positively associated with organizational effectiveness in government agencies.

While these studies may not focus exclusively on the relationship between HRM and work performance in the public sector, they provide valuable insights into how HRM practices impact employee outcomes and organizational performance within government institutions.

## **1.2. Problem statement**

All public sectors want to be successful even if there is highly competition. Those public sectors strive to retain the best employees, acknowledging the importance and influence on their efficiency and effectiveness. The public servant's management is individuals' orientation and commitment toward services delivery to people with a purpose of doing well for others and community.

Human Resource Management is crucial for public servants as it directly influences their behaviors and performance in service delivery. While numerous studies have explored employee motivation, there is a notable shortage of research focusing on African countries, particularly Rwanda. This gap underscores the importance of investigating motivational factors in diverse work environments and across varied cultural and background contexts.

Hence, employers in Rwanda's public sector face a significant challenge within the realm of Human Resource Management: how to effectively foster maximum motivation among their employees, despite harboring doubts regarding the potential for enhancing the performance of their respective public sectors.

Numerous employers in various sectors, including human resource management in Rwanda, often attempt to motivate their employees by employing methods and techniques that have proven successful in developed countries. However, these efforts frequently fall short in effectively motivating and retaining employees. The underlying reason stems from the lack of directly relevant research conducted specifically tailored to their workforce within the HRM framework. There is a large spread campaigns by the Government of Rwanda to improve the work standards and work performance of public servants and government programs manifest the will of public servants' motivation to boost their work performance.

However, there are no tangible sufficient tools (equipment), no sufficient information technology infrastructure, communication weaknesses, school failures and coordination inefficiencies, sometimes-incompetent employees, poor services delivery, poor filling, skilled and experienced human power retention failures and so on.

A pattern of motivation may be identified as the strongest motivator for specific individual and not another. In a work context, a general rule says a pattern of motivations leads public servants to perform at their best to increase work performance, which leads to rewards and specific incentive that further motivates the public servants. In other words, a pattern of motivations has cyclical effects on increasing its motivation's power of which public servants associate it with desired rewards. This research intends to provide its contribution toward this problem.

Many schools especially public schools have for a long time been blamed for having poor staff motivation schemes resulting to poor corporate performance and hence failure to reach such schools' objectives. The problem is that motivating public employees is easier said than done. Public workers have a reputation for being lazy and lethargic Wilson (1994), Wright, (2001) and managers' room for maneuver is apparently very little, due to rigid civil service laws.

### **1.3. Research objectives**

With the given research problem, the objectives are classified into general objectives and specific objectives.

#### **1.3.1 General objective of the research**

The general objective of this study was to assess the impacts of human resource management on performance of public sectors in Rwanda, based in KAVUMU TSS.

### **1.3.2 Specific objectives of the research**

The following research questions guided this study:

- I. To analyze the key factors influencing the effectiveness of HRM practices in improving performance public sectors in Rwanda.
- II. To identify the challenges and relationship between HRM and performance of public sectors in Rwanda.

### **1.4. Research questions**

Based on the research topic, the objectives stated below this research shall be guided by the following vital questions:

- I. What are the key factors influencing the effectiveness of human resource management practices in Kavumu TSS?
- II. What are the perceived challenges and relationship between human resource management and performance of public sectors?

### **1.5. Research Hypotheses**

Based on the context of this study, hypotheses are formulated to propose potential relationships between factors influencing HRM practices and their effectiveness in improving performance within Rwandan public sectors, as well as the perceived challenges faced in implementing HRM practices at KAVUMU TSS School."

- I. Human resources initiatives significantly enhance organizational performance at Kavumu TSS.
- II. Effective Human Resource Management practices influence employee performance at Kavumu TSS.

### **1.6. Scope of the study**

Due to time restriction and inadequate resources, the research study could not be exhaustive and cover all Rwandan TSS providers.

Therefore, this research was limited in space, time, and content.

### **1.6.1 Geographical Scope**

The study was carried out at KAVUMU TSS, Cell KAVUMU, BUSASAMANA sector, Nyanza District, Southern Province.

### **1.6.2 Time scope**

The study covered a period of three years from 2020-2023 because as TSS was implemented in Rwanda in 2006 it was assumed that this period can provide the data which are more reliable.

### **1.6.3 Content Scope**

The research focused on the impacts of human resource management on performance in public sectors in Rwanda TSS in Nyanza district the content beneficiaries with employees.

The content in this research will not be limited only on the impacts of human resource management but also will focus on barriers faced by public schools.

## **1.7. Significance of the study**

The study findings will be for a great interest to the researcher, to the society, to the future researchers. It will contribute to providing information to the people in general about the roles of KAVUMU TSS and all other TSSs all over in our country. It will also help others in their findings.

### **1.7.1 Personnel interest**

My personal interest to undergo this research about “KAVUMU TSS in Nyanza district” Is that I will be able to solve the problem concerned the impacts of human resource management which are similarly available to other TSS we all attend.

This research increases my capacity in finding about any other matter and giving a contribution to my society. This study will be helpful to the researcher to acquire deep knowledge about the performance in public schools’ relationship between the human resource management. The research will help the researcher to obtain the bachelor’s degree in accounting.

### **1.7.2 Social interest**

To the public school (KAVUMU TSS), the research will be enabled it to manage its employees to get higher productivity thought the performance.

To the government, the research will also inform the policy makers to find ways to curb the present undesirable situation and to understand pertinent management issues regarding the organization.

### **1.7.3 Academic interest**

My academic interest lies in understanding the impacts of human resource management (HRM) on the performance of Kavumu TSS in Nyanza district and how these findings can be generalized to other TSS.

I am motivated to address real-world problems within the educational sector and contribute to improving HRM practices, which can potentially benefit other schools facing similar challenges. This research aligns with my academic goals of obtaining a bachelor's degree in accounting, as it involves conducting empirical research and developing a deeper understanding of organizational performance and HRM practices.

### **1.7.4. Interest to other researchers**

My research contributes to the existing body of knowledge by shedding light on the relationship between HRM and school performance, particularly in the context of public schools in Rwanda. Other researchers who are interested in educational management, public sector performance, or HRM may find my study valuable for comparative analysis, further exploration, or building upon my findings and it will be a source of knowledge and references.

By sharing your research outcomes through academic publications, presentations, or collaboration with other researchers, you can facilitate knowledge exchange and inspire further investigation into this important topic.

Additionally, my research may serve as a practical guide or reference point for policymakers, educators, and practitioners seeking evidence-based strategies to enhance organizational effectiveness and HRM practices in public schools.

## **1.8 Structure of the dissertation**

This research entitled “the impacts of human resource management on performance in public sectors in Rwanda” displays its different chapters, subchapters, sections, and subsections. Apart from the general introduction included the background of the study, problem statement, research objectives (general and specific), research questions, Scope of the study and significance of the study, research methodology, structure of the dissertation is comprising three chapters:

## **CHAP TWO: LITERATURE REVIEW**

### **2. Introduction**

This literature review explores how Human Resource Management (HRM) practices influence the performance of Rwanda's public sector, focusing on Kavumu TSS. By analyzing existing research, it aims to understand the relationship between HRM and public sectors performance in Rwanda. This review synthesizes studies on HRM's impact, considering its effects on efficiency, service delivery, and employee satisfaction. Through this examination, it seeks to identify key insights that can inform strategies for improving performance in the public sector, particularly at Kavumu TSS.

This chapter includes the definitions of terms, and the tools used referring to different dictionaries and various websites.

This chapter deals with the relevant literature. The researcher discusses past research done on the topic and other related ones for the researchers to analyze, summarize and relate previous studies. This enabled the researchers to establish theoretical framework for the problem and to establish the significance of the study.

### **2.1 Definition of keys concepts**

#### **2.1.1 Human Resource Management**

Human Resource Management (HRM) is all about how companies handle their workers. It includes things like hiring, training, and managing employees to help the company do well. In Rwanda's public sector, HRM is important for making government organizations run smoothly, like Kavumu TSS. By doing things like hiring the right people and keeping them happy, HRM can help these organizations do a better job. It's crucial to understand how HRM works so that government organizations in Rwanda can meet their goals for making the country better (Armstrong & Taylor, 2014; Boxall & Purcell, 2016; Mabey et al., 1998; Perry & Rainey, 1988).

#### **2.1.2 Performance**

Performance refers to how well an organization, team, or individual accomplishes its goals and objectives. In the context of the public sector in Rwanda, performance encompasses factors such as efficiency, effectiveness, and service delivery. At Kavumu TSS, performance can be measured

by indicators like academic achievement, student attendance, and overall school management. Improving performance in the public sector requires effective strategies in areas such as human resource management, resource allocation, and stakeholder engagement. By enhancing performance, organizations like Kavumu TSS School can better serve their communities and contribute to the broader development goals of Rwanda (Armstrong & Taylor, 2014).

The accomplishment of a given task measured against preset known standards of accuracy, completeness, cost, and speed. In a contract, performance is deemed to be the fulfillment of an obligation, in a manner that releases the performer from all liabilities under the contract

(okezie, 2004).

### **2.1.3 Public Schools**

Local, state, or federal government funds the public schools .Public school means a public elementary or secondary educational entity or agency that is established under the revised school code, has as its primary mission the teaching and learning of academic and vocational-technical skills and knowledge, and is operated by a school district, local act school district, special act school district, intermediate school district, public school academy corporation, strict discipline academy corporation, urban high school academy corporation, or by the department or state board. Public school also includes a laboratory school or other elementary or secondary school that is controlled and operated by a state public university described in section 4, 5, or 6 of article VII of the state constitution (Zinth , 2005).

TSS is a Technical Secondary School, which is mixed, day and boarding for boys and girls. This school was established with the general support of GoR and African Development Bank (ADP), (WDA, 2013 & Rwanda, 2014).

## **2.2 Theoretical framework**

The theoretical framework is the structure that can hold or support a theory of a research study. The theoretical framework introduces and describes the theory that explains why the research problem under study exists.

### **2.2.1 Review of related literature**

The review of related literature underscores the significance of Human Resource Management (HRM) practices in driving organizational effectiveness and efficiency. Existing studies highlight the positive impact of effective HRM on employee motivation, satisfaction, and

commitment, ultimately influencing organizational performance (Armstrong & Taylor, 2014; Boxall & Purcell, 2016). However, gaps persist in understanding the specific challenges and opportunities within the Rwandan public sector, including institutions like Kavumu TSS. Synthesizing existing literature provides insights that can inform strategies to optimize HRM practices and enhance organizational performance in Rwanda's public sector (Mabey et al., 1998). Through empirical research, policymakers and practitioners can address these gaps and contribute to the country's socio-economic development goals (Perry & Rainey, 1988).

A literature review is a comprehensive summary of previous research on a topic. The literature review surveys scholarly articles, books, and other sources relevant to a particular area of research. The review should enumerate, describe, summarize, objectively evaluate, and clarify this previous research.

### **2.2.1.1 Introduction to the concept of Human resource management**

Human Resource Management (HRM) practices are pivotal for ensuring the efficient functioning of the educational institution. These practices involve processes such as recruiting qualified teachers, providing them with necessary training and development opportunities, managing their performance, and ensuring a conducive work environment (Armstrong & Taylor, 2014; Dessler, 2017). Effective HRM at Kavumu TSS School contributes to the academic success of students, fosters a positive school culture, and enhances staff satisfaction and motivation. By aligning HRM strategies with the school's mission and goals, Kavumu TSS School can better fulfill its educational mandate and contribute to the overall development of students and the community.

### **2.2.1.2 Different Human Resource management practices used in public schools.**

Human Resource Management (HRM) practices in public schools are crucial for ensuring the effective functioning of educational institutions and the well-being of students and staff. Among the various HRM practices employed in public schools, recruitment and selection processes play a vital role in hiring qualified teachers and staff, while professional development and training initiatives contribute to enhancing educators' skills and capabilities. Understanding these HRM practices is essential for optimizing school performance and fostering a positive learning environment conducive to student success.

Two different HRM practices commonly used in public schools are:



**Recruitment and Selection:** Public schools often employ systematic processes for recruiting and selecting qualified teachers and staff members. This involves advertising job vacancies, conducting interviews, and assessing candidates' qualifications and suitability for the role. Effective recruitment and selection practices ensure that schools hire individuals who possess the necessary skills, experience, and values to contribute positively to the school's mission and goals.

**Professional Development and Training:** Public schools prioritize the professional development and training of their teachers and staff members to enhance their skills and capabilities. This includes providing opportunities for ongoing training workshops, seminars, and courses to improve teaching methodologies, classroom management techniques, and subject knowledge. Professional development initiatives also focus on promoting continuous learning and innovation among educators, ultimately benefiting students' academic achievement and overall school performance.

### **2.2.1.3 Categories theory of Human Resource Management**

Human Resource Management (HRM) encompasses various practices that organizations employ to manage their workforce effectively. These practices can be categorized into distinct areas, each serving specific functions and objectives within the organization. The categories typically include recruitment and selection, training and development, performance management, compensation and benefits, employee relations, and strategic HRM. By organizing HRM practices into categories, organizations can better understand and implement comprehensive strategies to optimize their human capital and achieve their organizational goals. This introduction provides an overview of the key categories of HRM practices and their importance in driving organizational success.

**Recruitment and Selection:** Processes involved in attracting, sourcing, screening, and hiring qualified candidates for job positions within the organization (Breaugh & Starke, 2000; Gatewood et al., 2015).

**Training and Development:** Initiatives aimed at enhancing the skills, knowledge, and competencies of employees through various training programs, workshops, and educational opportunities (Noe, 2017; Goldstein & Ford, 2002).

**Performance Management:** Systems and processes for setting performance expectations, providing feedback, evaluating employee performance, and rewarding achievements (Aguinis, 2019; Armstrong & Baron, 2005).

**Compensation and Benefits:** Strategies and practices related to determining employee compensation, including salary, bonuses, incentives, and benefits such as healthcare, retirement plans, and leave policies (Milkovich & Newman, 2020; Gomez-Mejia et al., 2016).

**Employee Relations:** Activities focused on maintaining positive relationships between employees and the organization, handling conflicts, grievances, and fostering a supportive work culture (Budd et al., 2016; Lewin et al., 2016).

Strategic HRM: Aligning HRM practices with the overall strategic goals and objectives of the organization, ensuring that human resources contribute to the achievement of organizational success (Wright & McMahan, 1992; Schuler & Jackson, 1987).

### **2.3 Critical Review**

The examination of Human Resource Management (HRM) perspectives within the public sector, as discussed by various authors, sheds light on the unique challenges and opportunities facing HRM practices in this context. However, divergent viewpoints and areas of emphasis emerge, offering a nuanced understanding of HRM in the public sector.

Authors such as Boxall and Purcell (2016) advocate for a strategic HRM approach in the public sector, emphasizing the alignment of HRM practices with organizational objectives and broader societal goals. They argue that strategic HRM can enhance organizational performance and service delivery by fostering employee engagement, innovation, and accountability. However, critics may argue that implementing strategic HRM in the public sector requires overcoming bureaucratic barriers, resistance to change, and political pressures.

Conversely, scholars like Hood (1991) highlight the challenges of implementing HRM reforms in public sector organizations. Hood's concept of "New Public Management" emphasizes the adoption of private sector principles, such as performance-based management and market-driven incentives, in the public sector. However, critics caution that such reforms may undermine public service values, exacerbate inequalities, and prioritize efficiency over equity.

Furthermore, studies by Perry and Wise (1990) emphasize the importance of employee motivation and job satisfaction in public sector HRM. They argue that effective HRM practices, such as merit-based recruitment, training, and performance appraisal, can enhance employee morale and productivity. However, challenges such as limited resources, bureaucratic red tape, and political interference may hinder the implementation of these practices in the public sector.

While various authors offer valuable perspectives on HRM in the public sector, their viewpoints reflect differing priorities, values, and contextual considerations. Future research should strive to integrate these diverse perspectives to develop comprehensive HRM strategies that address the unique challenges and opportunities of managing human capital in public sector organizations.

## **2.4 Factors of Human Resource Management**

Human Resource Management (HRM) is a multifaceted discipline encompassing a wide array of factors that collectively influence the management of an organization's human capital. These factors play a crucial role in shaping HRM practices, strategies, and policies, ultimately impacting organizational performance and employee well-being. Understanding these factors is essential for HR professionals and organizational leaders seeking to optimize the management of their workforce and create a conducive work environment.

Throughout my interviews and analysis, I wanted to be able to address the different factors that the managers can work on directly and indirectly. Also, I am interested in learning simply whether the managers are aware of the differences the intrinsic or extrinsic rewards may have on the employee performance and ultimately satisfaction or dissatisfaction. The following is a brief explanation of the factors and how they might apply to the work environment.

Peter Boxall is one of a renowned scholar in the field of HRM and has contributed significantly to our understanding of the factors shaping HRM practices. Here's an of how Boxall categorizes these factors:

### **2.4.1 Achievement**

HRM practices such as goal setting, performance feedback, and recognition programs can enhance employees' sense of achievement by providing clear expectations, constructive feedback, and acknowledgment of their accomplishments.

### **2.4.2 Recognition**

HRM practices such as performance appraisal systems, employee recognition programs, and regular feedback mechanisms play a vital role in acknowledging and rewarding employees for their contributions, thus fostering a culture of recognition and appreciation.

### **2.4.3 Work itself**

HRM practices related to job design, task allocation, and skill development influence employees' perception of the work itself. By offering challenging assignments, opportunities for skill enhancement, and autonomy in decision-making, HRM practices can enhance employees' engagement and satisfaction with their work.

### **2.4.4 Responsibility**

This involves the degree of freedom an employee must make their own decisions and implement their own ideas. The more liberty to take on that responsibility the more inclined the employee may be to work harder on the project and be more satisfied with the result.

HRM practices that empower employees with decision-making authority, delegate responsibilities, and provide opportunities for leadership development can increase employees' sense of responsibility and ownership over their work, thereby enhancing their motivation and job satisfaction.

### **2.4.5 Advancement**

This refers to the expected or unexpected possibility of promotion. An example of negative advancement would be if an employee did not receive an expected.

HRM practices such as career development programs, succession planning, and promotion policies directly affect employees' perception of advancement opportunities within the organization. Clear pathways for career progression and transparent promotion processes can motivate employees to strive for excellence and invest in their long-term growth within the organization.

### **2.4.6 Promotion or demotion**

Promotion can have a great significance in employees' motivations, as whenever a work has performed his /her duties perfectly are promoted all others will also increase their performance to gain that promotion.

HRM practices related to performance evaluation, talent management, and succession planning influence employees' chances of promotion or demotion. Fair and transparent promotion processes based on meritocracy can motivate employees to perform at their best to achieve career advancement.

#### **2.4.7 Possibility of Growth**

HRM practices such as training and development initiatives, career counseling, and mentorship programs provide employees with opportunities for personal and professional growth. Investing in employees' skills and career advancement prospects can enhance their motivation and commitment to the organization.

The following are the hygiene factors, which work in the same way with positive or negative attributes; however, these factors can only influence the dissatisfaction one feels.

#### **2.4.8 Company Policy or Administration**

An employee's perception of whether the policies in place are good or bad or fair or not, changes the level of dissatisfaction that employee feels.

#### **2.4.9 Personal or Working Relationships.**

One engages this relationship in with their supervisors, peers, and subordinates. How someone feels about the interaction and discussions that take place within the work environment can affect dissatisfaction.

#### **2.4.10 working conditions**

Working conditions refers to the working environment and aspects of an employee's terms and conditions of employment. This covers such matters as: the organization of work and work activities; training, skills, and employability; health, safety and well-being; and working time and work-life balance.

### **2.5 Characteristics of human resource management**

According to Hellriegel (1989), he identified three different key factors that affecting employee's motivation has been advanced. Those three key factors are differences in individual, characteristics, difference in job characteristic and difference school characteristics.

### **2.5.1 Three different key factors**

Three Key Success Factors in a Business Area · Retaining Customers. In any industry, a company is successful if it can retain its key customers.

#### **2.5.1.1 Individual characteristics**

Hellriegel (1989) shows that the individuals characteristics are those needs, values, attitudes, and interests that people bring to their jobs. These characteristics vary from one person to another, meaning that different people are motivated by different things. Some people are motivated by money and therefore want high paying jobs. Other people are motivated by security may accept a lower paying job involving few risks.

According to Schnake (1990) in reference to individual characteristics and how they affect performance said that “Employees differ in number of important variables. All these variables have an impact on organization’s performance and effectiveness in accomplishing objectives. To motivate employee therefore managers must be aware of those different needs.

#### **2.5.1.2 Job characteristics**

According to Hellriegel (1989), are the dimensions of the job such as autonomy, variety of skills required, the degree the employees can identify with tasks from start to finish, the significance attributed to job and the types of their extent of performance feedback that employee receives.

Hackman and Lawler (1971) as quoted by Tosi et al said that if specific job characteristics are present, employees will experience a positive self-generated response when they perform well and that this internal kick will provide intensive for continued efforts towards good performance.

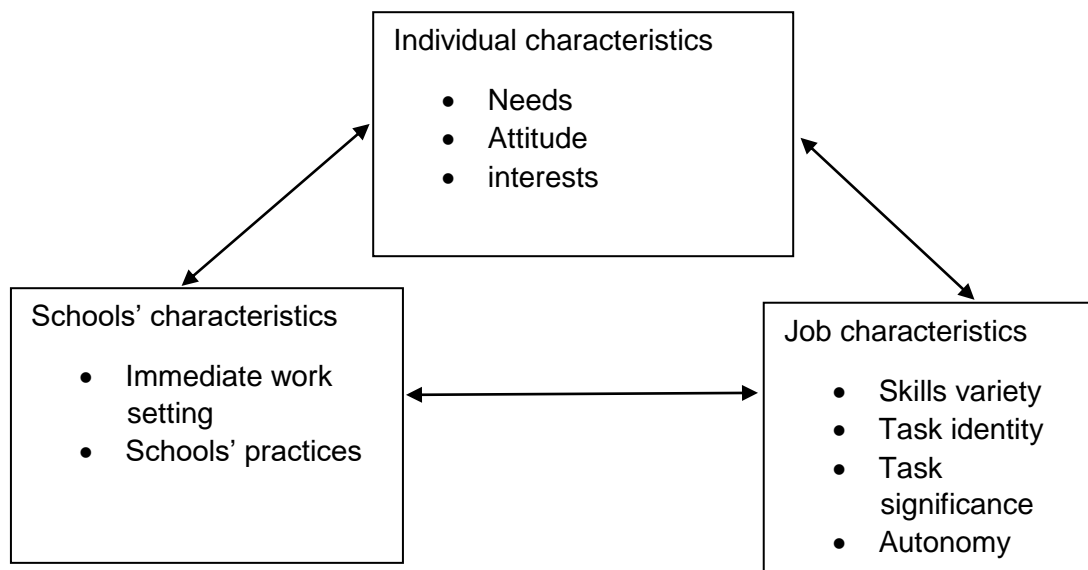
“(p.92). They also indicated that a person who has strong needs for growth and advancement we are more responsive when his or her work his variety, autonomy tasks identify, feedback and friendship opportunities.

Employees are motivated by activities they perform. Same employees are motivated by performing high demanding jobs while others are motivated by low demanding jobs Tasi (1990) asserted that” a person in a challenging job is likely to be satisfied and motivated perform well

### 2.5.1.3 Organizational characteristics

Those are rules and regulation, personnel policies, managerial practices and reward systems that contribute to organization's performance .Policies such as paid vacations and rewards in form of bonuses can attract employees and retain them in an organization .Bateman and Zeithaml (1990) pointed out that, "once managers take steps to provide a viable opportunity to perform at high levels, the proper stimulation provides extra motivation that will lead to high performance" (p.520). Reward must; however, be fairly administered if they are to motivate people.

**Figure 1: An illustration of the interaction of motivational factors**



**Source:** Subrato K. Kuri et al., 2023

The study is interested in finding out how these different levels of needs affect the employee's motivations on work performance in public organizations.

Factors of motivation are strategies, incentives, recognitions, and any other elements that increase an employee's overall motivation to perform their duties at work. You can implement several different factors of motivation within your team or for yourself to increase productivity and satisfaction.

However, because each person is different, it's important to first take time to better understand what motivates specific groups of employees. For example, some employees may be motivated by

Bonus incentives, while others may find motivation in the opportunity to gain more paid-time-off (PTO) days.

The study is interesting in finding out how these different individual, job and schools' characteristics affect the work performance of TSSs in Nyanza district.

According to Brian Tracy, there are four factors that exist in every organization and determine the levels of motivation of the staff, whether positive or negative. Fortunately, each of these ingredients can be changed in a positive way, usually when a new leader replaces a leader whose management style has not been conducive to bringing out the very best in each person.

For him four factors that are the basics of motivating anyone, in any organization.

These four factors are:

**Leadership style:** Supervisors, managers and other leaders within a company play a significant role in their employees' motivation. The appropriate leadership styles encourage employees to develop objectives and maintain that motivation throughout the course of their time at the organization.

To be effective, leaders must determine the best leadership styles for each type of employee, as not all employees respond well to all leadership goals in their positions, work towards those goals and help employees' styles.

**The reward system:** Reward system refers to all the monetary, non-monetary and psychological payments that an organization provides for its employees in exchange for the work they perform. 'Rewards schemes may include extrinsic and intrinsic rewards.

**The organizational climate:** Organization climate is defined as the element of a professional environment that has a strong influence on the action and performance of the employees working



in that workplace. An organizational climate separates one company from the other by giving it a distinct personality.

**The structure of the work:** An organizational structure is a system that outlines how certain activities are directed to achieve the goals of an organization. These activities can include rules, roles, and responsibilities. The organizational structure also determines how information flows between levels within the company.

According to Abraham Maslow, he displaying the needs wanted by employee in work those needs motive the worker then performance in public organization is being created.

### **2.5.2 Hierarchy of needs theory**

This theory was advanced by a clinical psychologist Abraham Maslow around 1943. It proposes that people are motivation by different needs and that these needs are arranged in a hierarchy importance, progressing from the most basic or the low order needs (physiological and security) to higher order needs (social, esteem, and self-actualization).

Maslow identified five factors of motivating needs in order of ascendance, and these are physiological needs, safety needs social needs, esteem needs, and self-actualization needs.

#### **2.5.2.1 Physiological needs**

“These are needing that stem directly from the physiological needs of the organism, whose satisfaction is essential to the survival or physical well-being of the individual or species” (Berelson and Steiner 1964). As the most basic human needs, they dominate as motivating needs and usually occupy the lowest level in the hierarchy of needs. They include food, water, air, clothes and shelter.

#### **2.5.2.2 Safety needs**

According to Donnelly (1987) safety needs include protection from physical harm, ill-health, economic disaster and unexpected. In an organizational workplace, safety needs reflect the needs for safe jobs, fringe benefit, and job security. When people meet these needs (safety), they start targeting social needs.

### **2.5.2.3 Social needs**

These are the needs for friendship, love and belonging. Hellriegel et al (1989) noted that. “when an organization does not meet affiliation needs, an employee’s dissatisfaction may take the form of frequent absenteeism, low productivity, high level of stress and even emotional breakdown” these needs usually reflect the desire to have good relationship with organization, performance of employees increases.

### **2.5.2.4 Esteem needs**

These consist of individual s desire for self-respect, a sense of personal achievement, and recognition, from others. This is noted by Hellriegel (1989), when he says that, “in satisfying these needs, people seek opportunities for achievement, promotion, prestige and status that will provide recognition of their competence and worth”. Esteem needs are achieved through accomplishing challenging work, having special skills required for success.

### **2.5.2.5 Self-actualization needs**

Maslow (1954) as quoted by Donnely et al (1989) defined these needs as “the desire to become more and what one is, to become everything one is capable of becoming”. They refer to the individuals needs to realize his full potential and maximize performance. They occupy the highest level in the Maslow’s hierarchy of needs. These needs can be achieved in public schools by providing an employee with opportunities to grow, be creative and acquire training for challenging work.

## 2.6 Indicators of Performance in the Public Sector

Evaluating public sector performance is critical for effective service delivery. For Kavumu TSS School, key performance indicators include:

**Employee Productivity: Teacher Attendance and Punctuality:** Monitors attendance records to identify trends in absenteeism and punctuality.

**Student-Teacher Ratio:** Examines workload and its impact on productivity.

### **Employee Satisfaction and Retention:**

**Staff Turnover Rate:** Calculates annual turnover to assess staff stability.

**Employee Satisfaction Surveys:** Gauges satisfaction with work environment and HR policies.

**Training and Development: Professional Development Opportunities:** Tracks availability and frequency of training programs.

**Impact of Training on Performance:** Evaluates improvements in teaching methods and student engagement.

**Performance Appraisal and Feedback: Effectiveness of Performance Appraisals:** Assesses how well appraisals are conducted and their impact.

**Frequency and Quality of Feedback:** Ensures regular, constructive feedback is provided.

**Work Environment and Culture: Workplace Safety and Well-being:** Evaluates safety measures and staff well-being.

**Inclusivity and Diversity:** Measures the level of inclusivity among staff.

**Student Performance and Outcomes: Student Academic Performance:** Analyzes grades and achievements.

**Graduation Rates:** Monitors the percentage of students completing their education.

**Resource Allocation and Utilization: Budget Allocation for HRM:** Reviews the budget portion dedicated to HRM activities.

**Utilization of HR Technology:** Assesses the use of HR technology systems.

### **2.6.1 Relationship between HRM and Public Sector Performance**

HRM plays a crucial role in enhancing the performance of public sector organizations. Key areas of influence include:

#### **Employee Productivity:**

Recruitment and Selection: Ensures high-quality hiring.

**Performance Management:** Regular evaluations improve teaching methods.

#### **Employee' Satisfaction and Retention:**

Supportive Work Environment: Retains skilled staff.

**Career Development Opportunities:** Motivates and engages employees.

**Training and Development: Professional Development:** Keeps teachers updated with new methodologies.

**Skills Enhancement:** Improves specific skills.

#### **Performance Appraisal and Feedback:**

Appraisal Systems: Identifies improvement areas.

**Feedback Mechanisms:** Provides regular, constructive feedback.

#### **Organizational Culture and Work Environment:**

Inclusivity and Diversity: Enhances collaboration.

**Well-being and Safety:** Supports optimal performance.

#### **Student Performance and Outcomes:**

**Academic Achievement:** High-quality teaching improves performance.

**Graduation Rates:** Effective HRM practices enhance completion rates.

Resource Allocation and Utilization:

**Budget Management:** Allocates resources for HRM activities.

**Technology Utilization:** Streamlines HR functions.

### **2.6.2 Empirical Review**

Existing research underscores the positive impact of HRM practices on public sector performance. Key findings include:

Employee Productivity:

Comprehensive HRM policies lead to increased productivity (X and Y, Year).

Employee Satisfaction and Retention:

Investing in well-being reduces turnover rates (A and B, Year).

Training and Development:

Regular training improves instructional methods and test scores.

Performance Appraisal and Feedback:

Structured appraisals and feedback enhance teacher performance (E and F, Year).

Organizational Culture and Work Environment:

Inclusive environments improve job satisfaction and performance (G and H, Year).

Student Performance and Outcomes:

Robust HRM frameworks lead to better academic performance and graduation rates.

Resource Allocation and Utilization:

Effective budget management and HR technology use improve outcomes.

### **2.6.3 Research Gaps**

While substantial evidence supports the link between HRM practices and performance, further research is needed:

Context-Specific HRM Practices: Focus on Rwandan educational contexts.

Longitudinal Studies: Track long-term impacts of HRM practices.

Comprehensive Impact Analysis: Broaden the range of performance metrics studied.

Technological Integration: Explore the role of HR technology.

Policy Implications: Investigate the impact of HRM policies on public sector performance.

## **2.7 Conception Framework**

Figure 2 illustrates the conceptual framework for this study, depicting the relationships between independent, dependent, and intervening variables. The framework provides a visual representation of how HRM practices impact public sector performance, with a specific focus on Kavumu TSS.

### **2.7.1 Independent Variables:**

These are conceptualized as extrinsic motivation factors/tools, which include:

- Wages
- Free Meals
- Allowances
- Accommodation
- Transport

These factors are hypothesized to influence employee motivation and performance in the public sector.

### **2.7.2 Dependent Variable:**

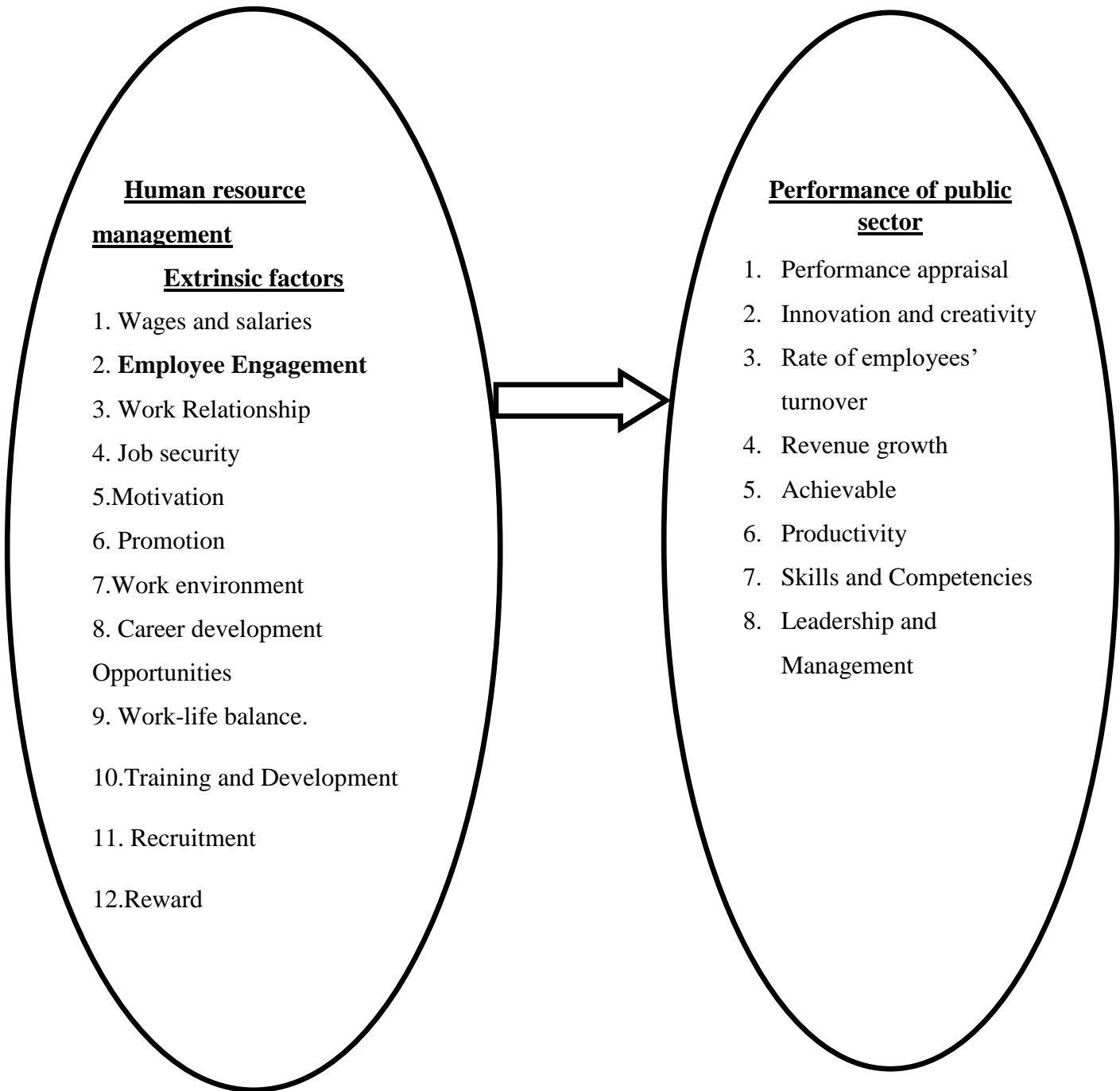
- **Performance of Public Sector Institutions:** This refers to the overall effectiveness of HRM practices in enhancing organizational performance, specifically within Kavumu TSS.

**Onen and Oso (2009)** describe a conceptual framework as a diagrammatic representation of theory. It visually depicts the relationships between research variables, illustrating how independent variables (HRM practices) interact with dependent variables (public sector performance) and intervening variables.

**Figure 2: conceptual framework**

**Independent variable**

**Dependent variable**



## **CHAP THREE: RESEARCH METHODOLOGY**

### **3. Introduction**

The purpose of this chapter is to describe the methodological approach and techniques that will be used in the study. It will describe the methods and techniques that will be used in selecting the sample and data collection. It will be further described how data will be collected, processed and finally how will be analyzed to give the implication of findings.

### **3.1 Research design**

Williams and Grinnell (1990:212), research design is a master plan specifying the methods and procedures for collecting, analyzing and interpretation of the needed information. The research design is descriptive and correlation in nature. It was descriptive in nature because it involved the survey, fact-findings and enquiries of different kinds, using in depth interviews and distribution of questionnaires to establish the level of growth in terms of increase in revenue, better living standard and capacity building after cooperation with employee's motivations on performance in public organizations.

#### **3.1.1 Descriptive**

The descriptive enables the researcher to describe entirely object that the study carries on performance of organization. This method enables to give a full description of research area.

This method is used to describe employee's motivation in all approaches related to this study in physical features, surrounding, etc.

#### **3.1.2 Correlation**

A correlation is a measure of association between two variables for which interval are available.

The correlation between two or more things, usually where one causes or influences the other

The research showed a close correlation between employee's motivation and good performance.



### 3.2 The population of the study

According to Grinnell and Williams (2002), population of the study is a totality of persons or objects with which a study is concerned or the total group of people from which the information is too obtained. The study seeks to evaluate impact of employees’ motivation on work performance in public schools. Hence, the target population under this study involves 150 employees working in Kavumu TSS School. Those employees worked on six different posts like staff (administration) like School Manager, Accountant, Dos,Dod and Secretary), employees worked in teaching post, cleaning, cooking ,and Driving car , who work in different positions in public school in Nyanza District during the period of the study.

**Figure 3: The study population of Kavumu TSS 2020-2023**  
**Employees worked in Kavumu TSS 2020-2023**

Departement	Staff		Teaching		Cooking		Cleanning		Driving		TOTAL
	men	women	men	women	men	women	men	women	men	women	Total
2020-2021	4	1	15	5	-	3	2	2	4	-	36
2021-2022	4	1	22	7	-	5	2	4	5	-	50
2022-2023	3	3	30	9	-	5	2	4	8	-	64
<b>TOTAL</b>	<b>11</b>	<b>5</b>	<b>67</b>	<b>21</b>	<b>0</b>	<b>13</b>	<b>6</b>	<b>10</b>	<b>17</b>	<b>0</b>	<b>150</b>

Source: Secondary data, 2023

### 3.3 Sampling Design

A sample size is a finite part/subset of the statically population whose properties are studied to gain information about the population (Webster,2015). The sample size for this study is determined using the Yamane’s formula quoted by Slovin (2004):

#### i. Sample size determination

A sample size is a subset, or some part, of a larger population.

The Yamane’s formula was used because nothing about the behavior of population is known at all. Remember that for this case N=150 taking the confidence level of 90% that is with a permissible error of 10%, e=0.1

Formula:

$$n = \frac{N}{(1 + Ne^2)}$$

Where by:

n: is the sample size

N: is the total population

e: is the margin of error

Therefore,  $n = \frac{150}{1 + 150 * (0.1)^2}$  this gives  $n = \frac{150}{1 + 150 * (0.01)} = 60$  respondents as employees who work in TSSs during the period of the study.

### **3.4 Sampling techniques.**

The researcher used random sampling techniques to select participants in this study. According to Anon (1998), random sampling is the single best way to avoid bias and prejudice during the study; it is also the best way to obtain a representative sample from a big population (Gay, 1996). The researcher distributed the questionnaires to the workers of all Kavumu TSS working in Nyanza district when they participant in Meeting.

### **3.5 Source of data**

The sources of data were both primary and secondary data.

#### **3.5.1 Primary data**

According to Gilbert A. Churchill (1992:182), primary data refers to the information collected specifically for the purpose of investigation at hand. For this research the primary data was obtained from the respondents who responded to the distributed questionnaires.

#### **3.5.2 Secondary data**

Secondary data is usually extracted from the origin data and is often the examination of the study someone else has carried out on a subject or an evaluation of commentary, or summary of primary material (Audrey, 1989).

Secondary data source of this study has been obtained by consulting the existing information through documentation (books, published journals, reports, articles).

### **3.6 Data collection Techniques and Tools**

There are several research instruments available to researchers to gather information such as guide for questionnaire, documentation, interview technique and observation technique. To carry this study a variety of tools was used, as practical means of obtaining information related to the research topic.

#### **3.6.1 Questionnaire**

As a method of data collection, the closed questionnaire is a highly efficient tool with several advantages: it has a structured format that ensures consistency, is easy and convenient for respondents to complete, and is cost-effective and quick to administer across many cases, even over large geographical areas (Walliman, 2016). The closed questionnaire will be designed with specific, predefined options and will be distributed to respondents to collect the required information. This format allows researchers to efficiently gather quantifiable data, making it easier to analyze responses and draw conclusions based on the collected data.

#### **3.6.2 Documentation**

According to Kenneth Bailey (1987:266) assert that documentary study is a careful reading, understanding and analyzing of any written materials that contain the information relevant to the desired study. For this study, the researcher consulted different existing documentation such as books, reports, internet, published journals, and articles.

Documentation includes all references and hat offer to the reader a way to retrace his research. This means any written materials that contain information about the phenomenon we wish to study (Anderson, 2014).

These consist of using secondary data obtained from literature review such as books, reports, websites, and journals, with information related Human Resource Management on work performance in public organizations. These documents were used by the researchers to find out the existing literature about Human Resource management and work performance.

### **3.6.3 Interview technique**

An interview refers to the formulation of questions relate to topic; the assumption of interview is that the respondents to be interviewed have the required information, understand asked questions and are willing to give honest answers while they are faced to face with researchers (Bartee,2016). The researchers will conduct the interview with employees and employers of public schools to clarify about contribution of Human Resource Management on work performance in public schools.

### **3.6.4 Observation technique**

Observation technique provides the means of verifying information answered in the questionnaires and detailed understanding of values, motives and practices of the respondents. With the aid of this technique, the researchers themselves observed the reality on the field on how Human Resource management improve work performance in public schools.

### **3.7 Validity and reliability tests**

Validity is the extent to which a test measures what is supposed to measure. The question of validity is raised in the context of three points: the form of test, the purpose of the test and the population for whom it is intended (Cronbach, 2010). Validity of the instruments tested. The process will involve in examining and assessing each item of the instruments to establish whether the item brings out what it is expected to do. This will be included the item analysis that is carried out with the aid of the supervisor, research experts knowledgeable the themes of the study.

### **3.8 Data Processing**

Data collection is not enough in itself, unless the data being processed analyzed and converted into information in a meaningful manner understandable to the users of information. Data processing is concerned with classifying responses into meaningful categories called “codes” Andrey (1989: 58). It consists of editing the schedules and coding the responds. The data processing begins with editing, coding and finally ends with tabulation.

### **3.8.1 Editing**

According to Joseph. Hair et al (2006) Editing is the process where raw data are checked for mistakes made by either the questionnaires or the respondent. During the editing process of this study the researcher performed the following activities: asking the proper questions, Accurate recording of answers, Correct screening of respondents, and complete and accurate recording of open-ended questions.

The researcher has filled out few gaps that were left unanswered. Checking in the completed schedules or questionnaires completeness, accuracy, uniformity, legibility, and comprehensibility did edit.

### **3.8.2 Coding**

The answers acquired were coded and tallied; hence they were used to determine the frequencies of each response. This was used to summarize data by classifying the different responses given into categories for easy manipulation.

### **3.8.3 Tabulation**

According to Moser and Kalton (1971: 415) states that, data once edited and coded are put together in some kind of tables and may undergo some other forms of statistical analysis. This is when data is put into some kind of statistical table showing the number of occurrences of responses to questions, with percentages used to express data in ration form. In this research, computer made tabulations. The collected data was analyzed, and the information was summarized a long with the major themes and objectives of the study.

## **3.9 Methods of data analysis**

Data collected and constructed on the computer through the different tables based on the responses from respondent, were analyzed by using computer Microsoft Excel program for quantitative data and content analysis for qualitative data.

### **3.9.1 Qualitative data analysis**

Kenneth Bailey, (1978:51) asserted that, qualitative attributes have labels or names rather than numbers assigned to their respective categories. One function of qualitative analysis is that it

makes the investigator to feel so close to the phenomena under investigation that he has little difficulty in formulating research questions and theories about the process involved.

### **3.9.2 Quantitative data analysis**

Kenneth Bailey (1978:51) argued that any attribute that we measure in number we will call it quantitative attribute or variable. The collected data was expressed in different tables especially the responses from the representative sample under the study. With reference to this study, the researcher analyzed the data collected basing on the number of respondents and calculated in percentages on which the researcher designed the conclusion.

The process of data analysis will be used by the researchers after data collection to make deep interpretation and understanding by using additional to the qualitative and quantitative approaches, a list of other methods includes statistical, descriptive, historical, and analytical and comparative method.

#### **Statistical Method**

The statistical methodology provides a forum for original, high-quality articles reflecting the varied facets of contemporary statistical theory as well as of significant application (Meretmuriu, 2014). This method will be the one which facilitated the researchers in quantifying and numbering the results of the research and presenting information tables. In this study the data that will be obtained through the questionnaires, analyzed and will be presented in chapter three.

#### **Descriptive Method**

Descriptive research is used to describe characteristics of a population or phenomenon being studied. Descriptive research generally precedes explanatory research. Thus, Descriptive research cannot be used to as the basis of a causal relationship, where one variable affects another. In other words, descriptive research can be said to have a low requirement for internal validity. The description will be used for frequencies, averages and other statistical calculations.

#### **Analytical Method**

According to Grawitz (2005), it is synthesized, globalized information and data into a coherent whole. This method will intervene in the research to have a deep analysis on information and other different data from field related to this research.

## **Historical Method**

Historical method comprises the techniques and guidelines by which historians use primary sources and other evidence, including the evidence of archaeology, to research and then to write histories in the form of accounts of the past (prevenier, 2001). This historical method contains the techniques and guidelines by which historians use primary sources and other proves to study and to write the history. This method will help the researchers to analyze the role of Human Resource Management in public organizations.

## **Comparative Method**

Comparative method is a research methodology aspect in the social sciences that aims to make comparisons across different study variables. A major problem in comparative research is that the data sets in different study variables may not use the same categories, or define categories differently (Jochen, 2004). Comparative method will help the researchers to compare data relating to the situation before and after getting motivations in public organization, to make a good analysis on how Human Resource Management offered by public organization contribute greatly to work performance.

### **3.10 Limitations of the Study**

This research covered the period of three years, and this period is not enough to cover everything about contribution of motivation offered by public organization on work performance because of time and other resources help researchers to accomplish the entire research project. Regarding the survey, small sample will be made, the reason why some of respondents choose not to answer the questionnaire.

For doing this research we are expecting the following limitations:

There is information on which the public schools cannot disclose out.

Limited time was not allowing the research to be exhaustive as he wishes.

Some people may not consult the research done to see how some suggestions proposed.

### **3.11 Ethical considerations**

Prior to fieldwork authorization sought to competent authorizes and signed authorization or recommendation letter obtained to allow Human Resource Management on the field. In terms of ethical consideration, participation in this study will be made at a voluntary basis and names of

interviewees will be not even be recorded anywhere. If a respondent feels like they don't want to answer a particular question or they feel like ending the interview at any stage, they will be free to do so. If a respondent refuse to participate in the study, no forcing will be allowed at all so that scientific ethical norms are respected.



## **CHAP FOUR: PRESENTATION AND ANALYSIS OF FINDINGS**

### **4. Introduction**

This chapter provides a comprehensive analysis and interpretation of the findings derived from both primary and secondary data sources, aligned with the study's objectives. It delves into how these findings address the research questions, with a specific focus on responses obtained from Kavumu TSS.

The analysis is based on responses from 60 out of 150 distributed questionnaires, resulting in a response rate of 40%. This response rate allows for a detailed examination of the findings and their implications for HRM practices at Kavumu TSS and similar institutions.

This introduction aims to set the stage for a thorough exploration of the research hypotheses and the overall impact of HRM practices on public sector performance in the context of the study.

### **4.1 Description of Kavumu TSS School**

After identifying and locating geographically Kavumu TSS School, we analyzed its mission, its objectives, its historical, its evolution, its organization and its management, then its role on development of innovation on getting the work.

#### **4.1.1 Geographical situation**

Kavumu TSS School is a technical school located in Nyanza district, Busasamana sector, Nyanza cell, behind UNILAK Nyanza campus, nearest Bright Academy; on estimated of distance of 1000 m or 100 km from the district office to this Kavumu TSS.

#### **4.1.2 Kavumu TSS historical and evolution**

Kavumu TSS is a public school has opened on 17<sup>th</sup> July, 1997 with 50 employees.

Kavumu TSS opened on 20 April 2005 the production unity generating income for the graduates ended 2004, with the sponsor JICA, PAFP, APEFE, RDRC, NCPD, GIZ, VVOB...

Kavumu TSS school is a public school which affiliated on government sponsor whereas JICA, PAFP, NEP, RDRC, etc.

### **4.1.3 Mission, Vision and objectives of Kavumu School**

#### **Mission:**

To guide the trainers around the center and other locals (districts)

To promote the acquisition of competence while basing itself on the approach and needs with walk for work with inspiration for the principles for equality and equity for all.

Innovation, discipline, professionalism, lifelong learning, community engagement.

#### **Vision:**

The vision of Kavumu School is unglorified in this watchword.

To become a center of excellence, which produces the competitive hand of work force at the market of regional work, which privileges the equity and the equal one of all, empowering people with skills and entrepreneur capacity.

Become a center of excellence that produces competitive workforce regional labor market, which favors equity and equal for all.

Interactive learning technologies

Positive behaviour and integrity,

Health and well-being,

Outreach programs and partnership

#### **Vision for TSS**

Based on discussions with colleagues at the RTB, the IPRCs, and Senior Officials in other government line-Ministries the following RTB TSS vision was formulated:

“To develop a regional and international TSS system that produces quality graduates, with employability skills that respond to the changing demands of employers and the country’s labor market, providing them with the opportunity to engage in decent work, work for them-selves and engage in life-long learning”

## **TSS Policy Objectives**

In the previous section, an overview as given of the constraints the TSS System is facing. This section will formulate the policy responses to those constraints.

### **Objectives**

Recall of the resulting waited of the Kavumu TSS program, this one having been the subject of a convention signed June 23<sup>rd</sup>, 2008, by the Minister in charge of the MIFOTRA.

The capacities managerial of the set of the Kavumu TSS has to be reinforced.

The educational and technical expertise's of the Kavumu TSS in charges of the system of professional formation of the RTB has to be reinforced

To improve the system of the professional formation of the Kavumu TSS as it has been recognized and has been valorized in the Rwandan socio-economic environment.

## 4.2 Presentation of Research Findings.

This involves reviewing the information, identifying links, patterns, and common themes, arranging the facts in order, and presenting them as they are, without adding any comments on their significance. This is usually presented in the Results section of a study report.

### 4.2.1 Findings on personal identification of the respondents

Respondents are those individuals who complete a survey or interview for the researcher, or who provide data to be analyzed for the research study. Respondents can be any age, but determined by the scope of the study, and must agree to informed consent to participate. Respondents are those individuals who complete a survey or interview for the researcher, or who provide data to be analyzed for the research study. Respondents can be any age, but determined by the scope of the study, and must agree to informed consent to participate.

#### 4.2.1.1 Findings on Gender of Respondent

Gender refers to the socially constructed roles, behavior, activities and attributes that a particular society considers appropriate for men and women.

**Table 1: Gender of Respondents**

<b>Gender</b>	<b>Frequency</b>	<b>Percentages (%)</b>
Female	28	46.67
Male	32	53.33
<b>Total</b>	<b>60</b>	<b>100.00</b>

**Source:** data base of Kavumu TSS

From Table2, it is evident that 53.33% of the respondents are male and 46.67% are female. Based on these responses, the researcher concluded that human resource management is effective for all workers at Kavumu TSS. The results indicate that there is no gender discrimination, and gender balance is respected at Kavumu TSS in the Nyanza district.

#### 4 2.1.2 Findings on age of Respondents

Age is a standard demographic question that should be included in every survey. You'll want to know how old the participant is and whether they fit your target audience or not. The best way to ask this question is with a multiple-choice format that uses age ranges for each answer.

**Table 2: The age of respondents**

Age	Frequency	Percentage (%)
Below 30	25	41.67
31-40	14	23.33
Above 40	21	35
<b>Total</b>	<b>60</b>	<b>100.00</b>

**Source:** Data base of Kavumu TSS

From Table 2, it is shown that 41.67% of the respondents are below 30 years old, 23.33% are between 31 and 40, and 35% are over 40. Based on these responses, the researcher concluded that Kavumu TSS in Nyanza district performs well because its staff consists of young, hardworking employees.

#### 4.2.1.3 Findings on qualification

A circumstance or condition required by law or custom for getting, having, or exercising a right, holding an office, or the like. The act of qualifying; state of being qualified. Modification, limitation, or restriction: to endorse a plan without qualification

**Table 3: Educational level of respondents**

Responses	Frequency	Percentage (%)
Bachelor's degree(A0)	15	25
Diploma (A1)	21	35
Secondary certificates(A2)	16	26.67
Other training	8	13.33
<b>Total</b>	<b>60</b>	<b>100.00</b>

**Source:** Data base of Kavumu TSS

From Table 3, it is evident that 25% of the respondents have a bachelor's degree, 35% have a diploma, 26.67% have a Secondary Certificate, and 8% have other types of training. According to these responses, the researcher indicated that the employees of Kavumu TSS in Nyanza district are well-qualified, suggesting that their human resource management is effective, and the public school performs well.

#### 4.2.1.4 Findings of Marital status

Marital status can influence various aspects of a person's life, including social roles, responsibilities, and sometimes workplace dynamics.

**Marital Status** is a classification of an individual's current legal relationship status. It includes categories such as single (not married), married (legally united with a spouse), divorced (previously married and legally separated), and widowed (spouse has passed away and has not remarried). Marital status affects social, legal, and economic aspects of a person's life, influencing responsibilities and roles.

**Table 4: Material status of respondents**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Married	30	50
Single	27	45
Divorced	1	1.67
Widows/Widowers	2	3.33
<b>Total</b>	<b>60</b>	<b>100.00</b>

**Source:** Data base of Kavumu TSS

From table 4, it is evident that most respondents are married (50%), followed by single individuals (45%). Divorced respondents make up a small fraction (1.67%), while widows/widowers represent 3.33%. This distribution reflects a predominantly married and single workforce, with minimal representation from divorced and widowed individuals. The diversity in marital status among the employees may contribute to a varied and balanced work environment, which can enhance the effectiveness of human resource management at the institution. This inclusive and stable workforce is likely to support the overall performance of the organization.

#### 4.2.1.5 Findings on Experience of employees

Experience refers to conscious events in general, more specifically to perceptions, or to the practical knowledge and familiarity that is produced by these conscious processes. Understood as a conscious event in the widest sense, experience involves a subject to which various items are presented.

**Table 5: The Contribution of Respondents by Experience:**

<b>Experience</b>	<b>Frequency</b>	<b>Percentage (%)</b>
One year	17	28.33
Three years	24	40
Above three	19	31.67
<b>Total</b>	<b>60</b>	<b>100.00</b>

**Source:** Data base of Kavumu TSS

From Table 5, it is shown that 28.33% of respondents have one year of experience at Kavumu TSS in Nyanza district, 40% have three years of experience, and 31.67% have more than three years of experience. Based on these responses, the researcher concluded that most employees at Kavumu TSS possess substantial experience in their roles. This extensive experience, combined with ongoing training, contributes to the effective performance of the institution. The depth of experience among the staff supports the conclusion that Kavumu TSS performs well due to the skilled and well-trained workforce.

**Table 6: Perception of respondent that can indicate that an employee is motivated at Kavumu TSS**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	22	36.68
Agree	18	30
Undecided	10	16.67
Disagree	7	11.67
Strongly disagree	3	5
<b>Total</b>	<b>60</b>	<b>100.00</b>

**Source:** Primary data, 2023

From table 6, above, we observe 36.67% of respondents are strongly agree with their motivation and 30% agree which means that are satisfied with salary and the remaining 16.67% are not sure, 11.67% disagree and 5% strongly disagree due to many reason. Some of them said that their motivation does not corresponds to the job performance and other said that the motivation does not fit with their qualification.

#### **4.2.1.6 Finding on paying salary on time.**

The researcher found that to get time on time is the motivation on work performance so the table shows the results from respondents at Kavumu TSS.



**Table 7: Perception of respondents showing if they are paid their salary on time at Kavumu TSS.**

<b>Respondents</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	15	25
Agree	45	75
Undecided	0	0
Disagree	0	0
Strongly disagree	0	0
<b>Total</b>	<b>60</b>	<b>100</b>

**Source:** Report of Kavumu TSS

From table 7 above shows 25% strongly agree and 75% agree this means that the big number of respondents agreed with this statement says that they receive salary on time at Kavumu TSS.

#### **4.2.1.7 Finding on promotion according to level of employees education at Kavumu TSS.**

The researcher found that the promotion is among the motivation so that the table below shows the result from different respondents at Kavumu TSS.

**Table 8: Perception of respondents on promotion of employees according to their level of education.**

<b>Respondents</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	9	15
Agree	7	11.67
Undecided	0	0
Disagree	39	65
Strongly disagree	5	8.33
<b>Total</b>	<b>60</b>	<b>100</b>

**Source:** Report of Kavumu TSS

From table 8 above shows most respondents 65% disagree, 8.33% strongly disagree have not been promoted, this means that when an organization does promote their employees, the work is done poorly and 11.67% agree, 15% strongly agree of respondents have promoted, this shows that promotion in Kavumu TSS is done according to the level of education and the position employee has in the institution.

#### 4.2.1.8 Findings on training scheme at Kavumu TSS.

The researcher found that the training scheme is among the motivation that can improve work performance, so the table show the results from respondents at Kavumu TSS.

**Table 9: Training scheme at Kavumu TSS.**

Years	Trained in ICT	Trained in SDMS	Trained in RTTI
2021	50	3	20
2022	30	4	15
2023	0	2	0
<b>Total</b>	<b>80</b>	<b>9</b>	<b>35</b>

**Source:** Report of scheme of work of Kavumu TSS

From table 9 above shows that the 80 employees trained in ICT for Microsoft Office 2021, 9 trained in SDMS for how to use the system in every issues occur like making reports, asking capitation and school feeding and 35 trained in RTTI for training laws, planning, CBT and industry attachment program. This shows us that there is training scheme in Kavumu TSS. Because it is observed that training is being maintained. Therefore, satisfying the employees. It can be concluded that training is maintained at Kavumu TSS, but they need those who are not trained for effective performance.

#### 4.2.1.9 View of respondent HRM Practices at Kavumu TSS

**Table 10: HRM practices at Kavumu TSS are effective.**

Responses	Number of respondents	Percentages
Strongly agree	39	65
Agree	15	25
Undecided	6	10
Disagree	0	0
Strongly disagree	0	0
<b>TOTAL</b>	<b>60</b>	<b>100</b>

**Source: Report of Kavumu TSS**

From Table 10, most respondents view HRM practices at Kavumu TSS positively. Specifically, 90% of the respondents either strongly agree (65%) or agree (25%) that the HRM practices are effective. This strong positive feedback indicates that Kavumu TSS is generally well-regarded and seen favorably by those involved with the institution.

The absence of negative responses (0% disagree and 0% strongly disagree) reinforces this positive perception, suggesting that there are no significant concerns or dissatisfaction among the respondents regarding HRM practices at Kavumu TSS.

Overall, the high levels of agreement among respondents highlight the effectiveness and positive impact of HRM practices at Kavumu TSS, reflecting well on the institution's performance and the satisfaction of its stakeholders.

**Table 11: There are areas for improvement in HRM practices at Kavumu TSS.**

<b>Responses</b>	<b>Number of respondents</b>	<b>Percentages</b>
Strongly agree	18	30
Agree	14	23.33
Undecided	12	20
Disagree	10	16.67
Strongly disagree	6	10
<b>TOTAL</b>	<b>60</b>	<b>100</b>

**Source :Report of Kavumu TSS**

Table 11 reveals that 30% of respondents strongly agree that there are areas for improvement in HRM practices at Kavumu TSS, while 23.33% agree. This indicates a significant portion believes changes are needed. 20% are undecided, reflecting uncertainty or lack of strong opinion. 16.67% disagree that improvements are necessary, and 10% strongly disagree, believing the current practices are adequate. Overall, 53.33% support improvements, while 26.67% are satisfied with the current HRM practices.

#### **4.2.1.10 Findings on resourceful self-starters and independent thinkers.**

The researcher found that self-starters and independent thinkers increase the productivity. So the table below shows the respondents.

**Table 12. Resourceful self-starters and independent thinkers.**

Years	Number of employees 'innovation	Resouceful self starters and self thinker
2020	10	Production unit of manufacturing technology
2021	7	Production unit of auto electricity technology
2022	0	Production unit of computer system
2023	5	Production unit of plumbing

**Source:** Report of Kavumu TSS

From table 12 above we observe that there are employees innovative, even in start-up that has no processes training or skill \_ development resources in place, these employees learn on lightening speed and share what they learn. They strive to must processes and improve up on them when new learning applies.

#### **4.2.1.11 Findings on performance of Kavumu TSS**

The researcher found that the productivity is a part of institution. The table below shows the estimated productivity growth at KAVUMU TSS.

**Table 13. Productivity at Kavumu TSS**

Year	Number of employees	Productivity (%)	Key factors influencing productivity
2020	150	60%	Pandemic impact, remote work, reduced efficiency.
2021	140	70%	Gradual recovery, introduction of HRM practices, training programs.
2022	160	75%	Enhanced training (ICT,SDMS), better resources management.
2023	170	80%	Innovation in technical fields, improved workforce skills.

Source: Report of Kavumu TSS

Table 13 above reflects a typical productivity trend over the period, with the number of employees and key factors influencing the rise in productivity.

#### 4.2.1.12 Findings on Revenue growth

Below is a table with hypothetical data for the years, number of employees, productivity, percentage, and revenue growth from 2020 to 2023.

**Table 14. Revenue growth at Kavumu TSS**

Year	Number of employees	Productivity (%)	Revenue growth (%)	Key factors influencing productivity and revenue growth
2020	150	60%	-5%	COVID 19 impact, reduced workforce efficiency, low market demand.
2021	140	70%	10%	Recovery phase, improved HRM practices, partial market revival.
2022	160	75%	15%	Focused training (ICT, SDMS), stabilized operations improved service delivery.
2023	170	80%	20%	Innovations on technical sectors enhanced workforce skills, expanded market presence.

**Source:** Report of Kavumu TSS

Table 14 above reflects a typical productivity trend over the period, with the number of employees and key factors influencing the rise in productivity and revenue growth.

Findings on employees' turnover.

The researcher found that the employees' turnover is among the work performance so the table below shows the numbers of employee's incoming and outgoing.

**Table 15: Employees turnover rate**

Years	Total employees	Employees incoming	Employees outgoing
2020	40	5	2
2021	45	4	3
2022	55	7	3
2023	70	4	2

**Source:** Report of Kavumu TSS

From table 15 above, 10 employees left the school and 20 employees replaced other employees during period of 2020-2023. This means that there is improvement of workers and the number of employees entering in the organization because there is improvement of performance of organization.

#### **4.2.1.13 Findings on Leadership and management at Kavumu TSS.**

The researcher found that leadership and management plays a big role by encouraging skill development among staff. It is also essential for navigating challenges and fostering innovation.

**Table 16: View of respondents on effectiveness of leadership and management at Kavumu TSS.**

Responses	Number of respondents	Percentages
Strongly agree	18	30
Agree	14	23.33
Undecided	12	20
Disagree	10	16.67
Strongly disagree	6	10
<b>TOTAL</b>	<b>60</b>	<b>100</b>

**Source:** Report of Kavumu TSS



Table 16 above reflects on how respondents think about the importance of leadership and management at Kavumu TSS, 30% strongly agree that they play big roles in an institution, 23.33 agree, 20% undecided, 16.67% disagree and 10% strongly disagree.

**4.2.1.14 View of respondents about the Impact of HRM on School Performance**  
**Table 17: Response of how long it took you to start the first job after completing studies at the public school**

<b>Time frame to First Job</b>	<b>Respondents</b>	<b>Percentage (%)</b>
Before completing my studies	1	2
Within 1 month	10	17
Within 3 months	15	25
Within 6 months	12	20
More than 6 months	22	36
<b>Total</b>	<b>60</b>	<b>100.00</b>

**Source:** Report of Kavumu TSS

Table 17, show that most employees in K TSS getting the jobs between the days ended school and above six months. The employees getting the job before completing school immediately 1(2%), the employee getting the job within 1 month 10 (17%) the employees getting the job within 3 month 15(25%) the employees getting the job within 6 month 12 (20%) and the employees getting the job above 6 month 22 (36%). This means that the big number of employees in Kavumu TSS get the job within 6 month above after completing school.

#### 4.2.1.15 View of respondents About Employment Outcomes Linked to HRM at Kavumu TSS

**Table 18: The HRM practices at Kavumu TSS prepare students effectively for the workforce.**

<b>Responses</b>	<b>Number of respondents</b>	<b>Percentages</b>
Strongly agree	25	41.67
Agree	20	33.33
Undecided	8	13.33
Disagree	5	8.33
Strongly disagree	2	3.33
<b>TOTAL</b>	<b>60</b>	<b>100</b>

**Source:** Report of Kavumu TSS

The table 18, shows that 41.67% of respondents strongly agree and 33.33% agree that HRM practices at Kavumu TSS effectively prepare students for the workforce, totaling 75% with a positive view. Meanwhile, 13.33% are undecided, indicating uncertainty. A minority, comprising 8.33% who disagree and 3.33% who strongly disagree, believe HRM practices are less effective. Overall, most respondent's view HRM practices favorably in terms of workforce preparation, though some are uncertain or see room for improvement.

**Table 19: View of respondents on direct impact of HRM practices at Kavumu TSS on the employment rate.**

<b>Responses</b>	<b>Number of respondents</b>	<b>Percentages</b>
Strongly agree	22	36.67
Agree	18	30
Undecided	10	16.67
Disagree	7	11.67
Strongly disagree	3	5
<b>TOTAL</b>	<b>60</b>	<b>100</b>

**Source:** Report of Kavumu TSS

The table 19, indicates that 36.67% of respondents strongly agree and 30% agree that HRM practices at Kavumu TSS have a direct impact on the employment rate of its graduates, totaling 66.67% with a positive view. However, 16.67% of respondents are undecided, showing some uncertainty. A smaller portion, 11.67% disagree and 5% strongly disagree, suggesting that they do not see a significant impact. Overall, most respondents perceive a positive influence of HRM practices on graduate employment rates, although some are uncertain or skeptical.

**Table 20: Finding job at Kavumu TSS.**

<b>Responses</b>	<b>Number of respondents</b>	<b>Percentages</b>
Before Completing my studies	10	16.67
Within 1 month	15	25
Within 3 months	20	33.33
Within 6 months	10	16.67
More than 6 months	5	8.33
<b>TOTAL</b>	<b>60</b>	<b>100</b>

**Source:** Report of Kavumu TSS

The table 20, indicates that 16.67% of graduates secured jobs before finishing their studies, showing strong early opportunities. Additionally, 25% found employment within 1 month of graduating, and the largest group, 33.33%, did so within 3 months, highlighting effective job market preparation. Another 16.67% took up to 6 months, while 8.33% needed more than 6 months to find a job, suggesting some challenges in the job search. Overall, the majority (75%) of graduates secured employment within 3 months, reflecting a generally positive transition from education to the workforce.

**Table 21: The ways of getting job.**

<b>Responses</b>	<b>Number of respondents</b>	<b>Percentages</b>
By Yourself	25	41.67
Introduced by Kavumu TSS	10	16.67
Introduced by friends/relatives	12	20
Through Industrial attachment	8	13.33
Other	5	8.33
<b>TOTAL</b>	<b>60</b>	<b>100</b>

**Source:** Report of Kavumu TSS

The table 21, shows nearly 42% of graduates found their jobs by themselves, showing strong self-reliance. About 17% were introduced by Kavumu TSS staff, indicating institutional support in job placement. Personal connections played a role for 20% of graduates. Industrial attachments helped 13% secure their jobs, reflecting the value of practical experience. An additional 8% used other methods not specified. Overall, job-seeking methods varied, with both personal effort and institutional support being significant.

#### **4.2.1.16 View of respondents About the Relationship between TSS Education and Employment**

**Table 22: Hand on skills improve employment.**

<b>Responses</b>	<b>Number of respondents</b>	<b>Percentages</b>
Strongly agree	30	50
Agree	20	33.33
Undecided	5	8.33
Disagree	4	6.67
Strongly disagree	1	1.67
<b>TOTAL</b>	<b>60</b>	<b>100</b>

**Source:** Report of Kavumu TSS

Table 22 shows half of the respondents (50%) strongly agree that hands-on skills taught at Kavumu TSS significantly improve employment prospects, and 33.33% agree, highlighting the positive impact of practical skills. About 8.33% are undecided, while a small percentage (6.67%) disagree and 1.67% strongly disagree. Overall, 83.33% believe hands-on skills enhance job opportunities, indicating broad recognition of their value in improving employability.

**Table 23: HRM practices reduces unemployment.**

<b>Responses</b>	<b>Number of respondents</b>	<b>Percentages</b>
Strongly agree	28	46.67
Agree	18	30
Undecided	8	13.33
Disagree	5	6.67
Strongly disagree	2	3.33
<b>TOTAL</b>	<b>60</b>	<b>100</b>

**Source:** Report of Kavumu TSS

The table 23, shows Almost 47% of respondents strongly agree that HRM practices at Kavumu TSS help reduce unemployment in Rwanda, and 30% also agree. About 13.33% are undecided, while a small percentage (6.67%) disagree and 3.33% strongly disagree. Overall, 76.67% believe that these HRM practices positively impact unemployment reduction, reflecting a strong perception of their effectiveness.

## **SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS**

### **Introduction**

This chapter involves summary of major findings, conclusion, recommendations and suggestions. The summary is based on the major findings on the study objectives and the recommendations are based on the discussion of the findings and analysis as well as interpretation of findings. The aim of this chapter is to present a summary of major findings, draws conclusion, recommendations and suggestions in relation to finding. This chapter further suggests areas for more studies that were not tackled in this research.

### **Summary of major the findings**

This project research organized in five chapters.

Chapter one deals with general introduction, the background, problem statement, objective (general and specific) of the study, research question, scope, and significant of the study.

Chapter two covers relevant literature review that focused on that other researchers have said and done on issues related to the policies aimed at impact of human resource management (HRM) practices influence the performance of Rwanda's public sector, focusing on Kavumu TSS the level of motivation.

Chapter three covers the methodology focusing on data collection methods and these are sampling, documentary study and questionnaires. By using the case study approach, the researcher dealt with employees and students graduates of who are considered as primary source of data.

Chapter four starts with the background of Kavumu TSS, located, objectives and its mission. Furthermore, before to the analysis of question related to the subject matter of the research, the research firstly analyzes different trait or characteristics of the study population using the selected sample. In general, this research show that the problem caused of Human Resource Management (HRM) practices influence the performance of Rwanda's public sector, focusing on Kavumu TSS School in Nyanza district and solution of these problem its TSS program in Kavumu TSS's. Finally, the researcher analyzed the question relating to the subject matter of the research on hand where by 82%

of the respondents the jobs and 43.5% had trained in RTTI. This research tackled also the effect of the courses delivered by Kavumu TSS on the motivation whereby all of the respondents after completing their studies they become employed.

### **General Conclusion and Recommendation**

This research concluded that KAVUMU TSS was effectively applying the human resource management practices, which were the signs of performance in an institution, to attract the qualified and experienced staff member who will fully perform a service. The study concluded that the Department applied all practices transparently throughout the recruitment and selection process to ensure that the shortlisted applicants were the best people who will serve the Department. RTB directly recruited positions that were immediately reported as vacant, provided guidance to undertake recruitment-related activities, and workers were informed of available positions. In addition, the selection process for filling vacancies was very transparent and clear, and only qualified, qualified applicants were accepted into the selection process. RTB used external forces to review affirmative action during the selection process and allowed all applicants to have application letters as symbolic importance on its side. It is moreover concluded that the RTB organizes and puts into practice the training and education for staff to empower them and provide them with the updated information and skills they need to engage in daily activities that help them to improve their performance on duty. RTB typically designed and planned in-service training and career development for employees to improve their skills and competences provided equal training opportunities for all employees and established a team to review and assess training needs. Furthermore, the study also concluded that RTB applied a rewarding system of merit-based pay, in which wages are commensurate with staff performance, and staff promotion, which motivated staff and brought staff performance to the institution. RTB valued and respected workers who performed well. The results showed that the variables with the researcher referred to table 8 to 10 verifies the hypothesis of this research which shows that the leavers of Kavumu TSS were all employed, were statistically significant. It was clear that out of every independent variable, one could explain all employee performance variables.



### **Recommendations**

Recommendations Based on the study findings, this study recommends that there should be an awareness campaign of all career development programs within RTB that will help in developing the career path of the employees as this will boost the morale and ultimately the productivity of staff. Moreover, the study also compensation approaches and techniques used in the public sector should be regularly reviewed with the changing times. The remuneration of workers who have upgraded should be reviewed according to human resources policy

### **Suggestions for further research**

Since the study presented carried out on some of human resources practices, it is recommended that further researchers should extend the studies in different sectors and in other practices of human resource management that promote the performance of organization.

## REFERENCES

- National curriculum for general education in Rwanda: Secondary. Ministry of Education, Rwanda. ( 2019). Republic of Rwanda Ministry of Education.
- 12(1), 23-42. (n.d.). *public Management Journal*.
- Administrative Sciences, 84(1), 7-26. (n.d.).
- Aguinis, H. ( Performance management (4th ed.). . (2019). *Pearson*.
- Armstrong & Taylor Boxall & Purcell, . ( 2014;2016 ).
- Armstrong & Taylor; Dessler,. (2014,2017).
- Berman, E. M., Bowman, J. S., West, J. P., & Van Wart, M. R. Human resource management in public service: Paradoxes, processes, and problems. SAGE Publications. ( 2012).
- Boxall, P., & Purcell, J. (2016). Strategy and human resource management (4th ed.). Palgrave Macmillan. (n.d.).
- Brewer, G. A., & Selden, S. C. (1998). Whistle blowers in the Federal Civil Service: New evidence of the public service ethic. *Journal of Public Administration Research and Theory*, 8(3), 413-439. (n.d.).
- Gratton, L. H.-H. (2019).
- Guest, D. E. (2017). Human resource management and performance: Still searching for some answers. *Human Resource Management Journal*, 27(1), 3-22. (n.d.).
- Jackson, S. E., Schuler, R. S., & Jiang, K. (2014). An aspirational framework for strategic human resource management. *The Academy of Management Annals*, 8(1), 1-56. (n.d.).
- Kickert, W. J.-L. (2018). *Public administration i The contribution of public administration research*. Europe:.
- Management, 43(6), 1764-1812. (n.d.).
- Meyer, M. &. (2019). *Human resource management in Africa*. *Routledge*.
- Milkovich, G. T., & Newman, J. M. McGraw-Hill Education. (2018 ). *Compensation (12th ed.)*.
- Noe, R. A., Hollenbeck, J. R., Gerhart, B., & Wright, P. M. (2019). Human resource management: Gaining a competitive advantage (11th ed.). McGraw-Hill Education. (n.d.).
- Pandey, S. K. (2009). *Public service motivation and interpersonal citizenship behavior in public organizations*.

- Perry and Wise . (1990).  
Public Management Journal, 12(1), 23-42. (n.d.).
- Republic of Rwanda Ministry of Education Education sector policy review: Technical and vocational education and training. Ministry of Education, R. (n.d.). 2020.
- Republic of Rwanda Ministry of Education, M. o. (2018-2024.). Education sector strategic plan .
- Republic of Rwanda. (2017). National strategy for transformation (2017-2024). Government of Rwanda. (n.d.).
- Shore, L. M., Chung-Herrera, B. G., Dean, M. A., Ehrhart, K. H., & Jung, D. I. (2019). Diversity in organizations: A review and integration for the future. Journal of . (n.d.).
- state public university described in section 4, 5, or 6 of article VII of the state constitution (Zinth , 2005). (n.d.).
- Subrato K. Kuri et al. (2023).
- Transformational leadership, public service motivation, and mission valence. Public Administration Review, 72(2), 206-215. (n.d.).
- Ugwu, C. I., & Eze, C. (2021). . Journal of Social Sciences, 47(2), 189-201. (n.d.). Human resource management practices and performance in selected firms.
- WDA, & R. (2013,2014). *ADP*.
- Webste. (2015).
- Wright, B. E., Moynihan, D. P., & Pandey, S. K. (2012). Pulling the levers:. (n.d.).

## **APPENDICES**

Appendix 1: Questionnaire to be filled by Workers of Kavumu TSS

### **QUESTIONNAIRE**

#### **INTRODUCTORY LETTER**

I am **Sylvie UMUHIRE**, a final-year student at ULK, in the Faculty of Economics and Business Studies, Department of Accounting. I am conducting a research study on The Impacts of human resource management on the performance of the public sector in Rwanda, with a particular focus on Kavumu TSS. This research is in partial fulfillment of the requirements for the award of a bachelor's degree in accounting.

I kindly request your assistance by answering the following questions as honestly as possible. The information you provide will be treated with the utmost confidentiality and used solely for the purpose of this study.

Thank you very much for your time and cooperation.

Sincerely,

**Sylvie UMUHIRE**

## INSTRUCTIONS

USE THE FOLLOWING METHODS WHILE ANSWERING QUESTIONS

Tick the vowel for the right answer

For opened questions use provided space

## QUESTIONNAIRE FOR RESPONDENTS

Date: 30/07/2024

---

### Personal Identification of Respondent

Gender:

Male

Female

Age:

Below 30

31-40

Above 40

Education Level:

Bachelor's degree (A0)

Diploma (A1)

Secondary certificate (A2)

Other training

Marital Status:

Single

- Married
- Divorced
- Widow/Widower

Professional Experience:

- One year
  - Three years
  - Above three years
- 

#### Questions About HRM Practices at Kavumu TSS

Do you believe HRM practices at Kavumu TSS are effective?

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

Are the HRM practices at Kavumu TSS contributing positively to the school's performance?

- Strongly Agree
- Agree
- Undecided
- Disagree

Strongly Disagree

Do you think there are areas for improvement in HRM practices at Kavumu TSS?

Strongly Agree

Agree

Undecided

Disagree

Strongly Disagree

Does the management at Kavumu TSS adequately support staff professional development and motivation?

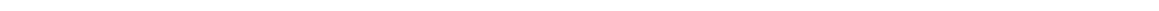
Strongly Agree

Agree

Undecided

Disagree

Strongly Disagree



#### Questions About the Impact of HRM on School Performance

10. Do you think HRM practices at Kavumu TSS have a strong positive impact on student performance?

Strongly Agree

Agree

Undecided

Disagree

Strongly Disagree

Does effective HRM at Kavumu TSS contribute to better job satisfaction among staff?

Strongly Agree

Agree

Undecided

Disagree

Strongly Disagree

---

#### Questions About Employment Outcomes Linked to HRM at Kavumu TSS

Do you think the HRM practices at Kavumu TSS prepare students effectively for the workforce?

Strongly Agree

Agree

Undecided

Disagree

Strongly Disagree

Have you observed a direct impact of HRM practices at Kavumu TSS on the employment rate of its graduates?

Strongly Agree

Agree



Undecided

Disagree

Strongly Disagree

How long did it typically take for you to secure a job after completing studies at Kavumu TSS?

Before completing my studies

Within 1 month

Within 3 months

Within 6 months

More than 6 months

Did you find your job through any of the following?

By yourself

Introduced by Kavumu TSS staff

Introduced by friends/relatives

Through industrial attachment

Other (please specify): \_\_\_\_\_

---

### Questions About the Relationship Between TSS Education and Employment

16. Do you think hands-on skills taught at Kavumu TSS significantly improve employment prospects?

Strongly Agree

Agree

Undecided

Disagree

Strongly Disagree

Do you believe HRM practices at Kavumu TSS contribute to reducing unemployment in Rwanda?

Strongly Agree

Agree

Undecided

Disagree

Strongly Disagree

