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ABSTRACT

This research project investigated the impact of employee transfer policies on employee performance within the Kenya Teachers Service Commission (TSC) in Kisii County, Kenya. The study employed was anchored on theories namely; Human Capital Theory, Resource Based view theory, Goal Setting Theory and Expectance theory. The objective of the study was to examine the effect of replacement practices on employee performance in Teacher's service commission in Kisii County. Target population comprised of teacher's service commission in Kisii County. Stratified sampling was employed by the study. Data collection was done by use of an instrument called the questionnaire. Pilot study was done in Migori Teacher's Commission. The study noted that the association between replacement policy and employee performance is positive and significant. This implies that for every unit increase in replacement policy, there is a positive increase in employee performance. According to the findings of the study, firms should consider implementing a replacement transfer policy since it encourages workers to perform more successfully in order to develop their careers. When seen from the standpoint of an organization, replacement transfer is utilized as a means of providing individuals with an incentive to fully utilize their potential. The practice of replacement transfer is utilized by organizations in order to improve the performance of their employees and to encourage a greater level of devotion to their work. The training of individuals who possess a wide range of abilities, the promotion of an effective and rational synergy between skills and motivation, and the provision of realistic chances for employees to enjoy a higher level of job satisfaction were all factors that contributed to the enhancement of organizational performance. Ultimately, this has the potential to improve their performance. According to the findings of the study, corrective transfer should be implemented by government institutions because it has been connected to enhanced employee outcomes. These outcomes include increased loyalty to the organization, motivation, work satisfaction, productivity, and morale.

Key Words: Replacement practices, Transfer Practices, Performance

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INTRODUCTION

Globally, employee transfer procedures have garnered much investigation and interest. Numerous research across several countries have shown the effects of employee transfers on job performance, motivation, and job satisfaction. The results from this international research provide significant insights into the wider ramifications of personnel transfers in various organizational settings. A study by Fernando and Dissanayake (2019) in Sri Lanka underscores the implementation of work rotation as a strategy to incentivize employees and augment their job performance, asserting that job rotation facilitates skill acquisition, hence enhancing overall staff productivity. This viewpoint posits that job rotation pertains not merely to workforce development but also to enhancing overall organizational productivity. The study examines the mediating effect of intrinsic motivation on the link between job rotation practices and job performance, indicating that employees participating in job rotation may experience increased intrinsic motivation, resulting in enhanced job performance.

Conversely, the study by Muslichah and Achmadi (2021) in Indonesia indicates that job changes may not consistently influence employee performance directly. This global perspective suggests that the results of transfer strategies can differ between organizations and may not consistently enhance performance. Muslichah and Achmadi emphasize the mediating function of job satisfaction in the correlation between replacement transfer and employee performance, indicating that employee contentment with the transfer process and its outcomes is crucial in influencing the extent to which transfers enhance performance. These global studies illustrate the variety of situations in which employee transfer policies are examined, with the effects of these policies shaped by cultural, economic, and organizational factors, highlighting the necessity for region-specific research. The findings illustrate a complex interaction among factors including job rotation, intrinsic motivation,

job satisfaction, and job performance, emphasizing the necessity of customizing transfer policies to the distinct requirements and dynamics of an organization and its personnel, while also taking into account local and regional considerations during the development and execution of these policies.

In the African setting, there is a significant lack of research investigating the impact of staff transfers on several facets of organizational and educational performance. Despite increasing interest in examining the effects of employee transfers in global and regional contexts, sub-Saharan Africa frequently exhibits a deficiency in thorough study on this subject. The information gap is substantial, as the ramifications of staff transfers are particularly pertinent in educational contexts, where teacher relocations can impact instructional quality and student performance. The paucity of research in this domain is apparent when examining the case study performed by Hassan (2016) in Zanzibar. Hassan examined the impact of employee transfers on the performance of secondary schools in the South District of Zanzibar. The study emphasized the impact of personnel transfers on the teaching and learning process, administrative operations within schools, and the efficacy and proficiency of staff. The study revealed that frequent transfers may result in teacher shortages and staffing deficiencies in schools, ultimately affecting student performance. This study provides useful insights but is a very unique instance of research on this topic in the African context. Moreover, it is essential to acknowledge the difficulties employees may encounter after a job relocation, particularly between rural and urban regions, as emphasized by Gollin et al. (2017). This study offers an extensive analysis of the differences in amenities between rural and urban areas in Africa. It underscores that, on average, metropolitan regions generally provide superior living standards, enhanced access to public amenities such as educational institutions and law enforcement facilities, and higher health indicators

relative to rural locations. This study does not directly address employee transfers, although it implicitly highlights the potential problems and adaptations that employees, especially teachers, may have when migrating between rural and urban educational settings.

The TSC has been contending with many challenges concerning staff transfers, which substantially affect employee performance. A significant worry is the considerable delay in processing transfer requests, a problem that has been extensively recognized and addressed in numerous sources. Recent records indicate that, as of a specific date, 26,871 teachers had not been relocated to their home counties notwithstanding the abrogation of the delocalization policy. Of the 46,926 instructors that sought transfers by June 30th, only 20,055 were successfully transferred back (Atieno, 2023). The delay in processing transfer requests has resulted in a backlog that significantly impacts teachers' lives.

The ramifications of these delays in teacher transfers have been extensive. Educators relocated far from their family and home counties have encountered emotional, logistical, and personal difficulties. This has led to fractured families, with spouses and children abandoned in their native countries. The difficulties transcend the familial sphere, since educators' morale has been profoundly affected by these disturbances. The teaching community in Kisii County has been adversely affected by a sense of trauma and upheaval, a circumstance that is reflected in other locations impacted by analogous transfer programs. Furthermore, the security conditions in certain areas have exacerbated the transfer predicament. Educators in precarious regions have articulated apprehensions regarding their safety and welfare, particularly when assigned distant from their home counties. These concerns highlight the pressing necessity for a fair and effective transfer strategy that prioritizes both teacher productivity and their general well-being (Anyango, 2023).

Statement of the Problem

The performance of employees has been a topic of discourse among researchers and in various sectors. Evaluating teachers' performance is essential to ascertain their competency, and it cannot be accomplished merely by assessing students' academic success (Azeem & Omar, 2018). The role of teachers has progressively shifted from a teacher-centered to a student-centered approach, necessitating that educators act as facilitators in the learning environment, devote more time to analyzing learners' needs, motivate students, ensure student interactions, and continuously assess prerequisite knowledge (Jagta, 2015). The institution's successes or failures are contingent upon the extent to which the instructor considers the evolving social-emotional milieu in the classroom. Ozgenel and Ozkan (2019) asserted that teachers' performance at the school level directly enhances school effectiveness by fulfilling educational objectives. Consequently, teacher performance cannot be overlooked.

Research on employee performance in Kenya has concentrated on several sectors and human resource topics. Muthee and Genga (2019) examined staff development and employee performance in Kenyan banks. Kiogora and Njoroge (2021) evaluated HR practices and employee performance at KRA, while Gitonga and Otuya (2021) examined HR practices and performance via a literature study. Nganga (2022) examined the relationship between work environment and employee performance in banks, and Iseu (2023) investigated the impact of training on employee performance at public universities. Chepkwony and Njoroge (2019) examined performance appraisal techniques and their impact on employee performance in Nairobi County. Munyasi (2022) examined the impact of strategic leadership on employee performance among government departments.

Kagama and Irungu (2018) examined performance appraisals and teacher performance in secondary schools, while Nzioka (2019) evaluated the work

environment's impact on teacher performance in the same context. Mulongo and Jemutai (2024) investigated the influence of leadership styles on teacher performance in secondary schools in Lamu County, and Orina et al. (2022) highlighted the significance of teacher motivation and professional development in public secondary schools. Kitoo (2021) ultimately evaluated the effect of the teacher-pupil ratio on the academic achievement of elementary schools in Machakos County. The data unequivocally indicate that, despite the contentious nature of transfer practices, researchers in Kenya have not devoted sufficient attention to Replacement Practices on Performance. Therefore, the study is aimed at finding out the correlation of replacement practices on performance of teachers.

Study objective

To establish the effect of replacement practices on employee performance in Teachers Service Commission in Kisii County.

Research Questions

What is the effect of replacement practices on employee performance in Teachers Service Commission in Kisii County?

LITERATURE REVIEW

Theoretical Literature Review;

Human Capital Theory

The concept of human capital was introduced by Schulz in 1961 and further developed in 1981, positing that human abilities are either inherent or acquired. Bontis et al. (1999) contended that human capital embodies the human element within an organization, and that the amalgamation of intelligence, skills, and knowledge imparts a distinctive identity to the organization. The human components of the organization possess the ability to learn, adapt, innovate, and deliver the creative impetus necessary for the organization's long-term sustainability.

The theory underscores the enhancement that individuals provide to an organization. It considers individuals as assets and emphasizes that

organizational investments in personnel will yield significant benefits. The thesis is linked to the resource-based view of a corporation established by Barney (1991), which posits that sustainable competitive advantage is achieved when a firm possesses a human resource pool that rivals cannot replicate or substitute.

Previous empirical research has underlined that human capital is a major factor in driving firm growth. Burke and Hutchins (2008) contended that increased entrepreneurial human capital improves founder productivity, leading to elevated earnings and a consequently reduced likelihood of premature exit. Furthermore, highly educated entrepreneurs may utilize their knowledge and the social connections established through the educational system to obtain the finances necessary for establishing their ventures (Shane, 2003).

Hessels and Terjesen (2008) define entrepreneurial human capital as an individual's knowledge, abilities, and experiences pertinent to entrepreneurial endeavors. Entrepreneurial human capital is crucial for entrepreneurial advancement. Beyond education, particular human capital traits of entrepreneurs, such as competencies, furnish them with distinct knowledge that differs from formal education. This particular type of human capital encompasses expertise pertaining to firm management, specifically referred to as entrepreneur-specific human capital (Collombo & Grilli, 2005). Entrepreneurs possessing substantial industry-specific and entrepreneurial human capital are optimally positioned to capitalize on overlooked business opportunities and to make strategic decisions essential for the success of the new enterprise. Shafloot (2012) argued that human capital is predominantly non-standardized, implicit, dynamic, context-dependent, and embodied in individuals. This complicates the assessment of human capital, as its essential attributes for performance include individual flexibility and creativity, the capacity for skill development over time, and adaptability to varying environments.

The knowledge, skills, and capacities of individuals generate value inside a company and enhance performance (Seedee, 2012). Robbin (2006) asserted that individuals contain inherent abilities, behaviors, and personal energy, which constitute the human capital they offer to their work. It is the individuals who hold this capital and determine when, how, and where to apply it. The proprietors of human capital determine the extent of discretion exercised in fulfilling their workplace responsibilities. The discretionary behavior exhibited by individuals in the workplace relates to their job performance and the degree of effort, diligence, creativity, and productivity they demonstrate. They may opt to remain in the group or not. The notion of human capital is linked to the ideas of intellectual, social, and organizational capital. Intellectual capital refers to the accumulation and transfer of knowledge accessible to an organization, considered intangible resources linked to individuals (Armstrong, 2012; Ogendo, 2014). In view of human capital theory employers are required to invest in training and developing its employees as a means of attracting and retaining human capital for better returns.

Resource-Based View Theory

The resource-based view theory (RBV), proposed by Barney in 1991, has emerged as one of the most significant and frequently referenced theories in knowledge management. It aims to elucidate the internal factors contributing to a firm's enduring competitive advantage (Anitha, 2014). Wernerfelt (1984) adopted a resource-oriented perspective to examine the antecedents of products and, ultimately, organizational performance, positing that "resources and products are two sides of the same coin." He asserted that firms diversify according to available resources and perpetuate accumulation through acquisition behaviors. The notion posits that a corporation constitutes a conglomeration of competences. The unique resources and capabilities of a corporation primarily distinguish successful enterprises from unsuccessful ones (Prietula, 2006). Nonetheless, not all

organizations' resources and talents possess the ability to serve as a foundation for competitive advantage (Seedee, 2012). Potential is actualized when resources and capabilities are valued, unusual, difficult to replicate, and non-substitutable (Barney, 2001; Khamseh & Jolly, 2008). Organizations' resources and capabilities are regarded as collections of tangible and intangible assets. Tangible assets are quantifiable and are generally classified into financial, organizational, physical, and technical categories.

Human assets are the most distinctive resource of every organization, as they possess proprietary knowledge (Guyo, 2012). This information serves as a competitive advantage for the organization by fostering innovation and creativity. An organization that is innovative and distinctive in its operations consistently possesses a competitive advantage and enjoys a strong reputation. According to the resource-based view, knowledge transfer procedures are regarded as the capacities of organizations that serve as the foundation for competitive advantage, potentially resulting in superior performance. The mechanisms of knowledge transfer, including mentorship, coaching, talent development, and peer-to-peer learning, are essential for the cultivation of new knowledge among employees.

The resource-based theoretical perspective emphasizes the alignment between a firm's external environment and its internal capabilities. Unlike the conventional input-output model, resource-based theory posits that a firm's internal environment, specifically its resources and capabilities, is more pivotal in determining strategic actions than the external environment (Seedee, 2012). The resource-based view posits that a firm's distinctive resources and competencies form the foundation for initiatives aimed at maintaining competitiveness. The selected strategy must enable the organizations to optimally leverage their internal core competencies in relation to external opportunities. Consequently, the resource-based theory is deemed appropriate for elucidating the

research framework concerning knowledge transfer procedures and employee performance. The human resources possess the tacit knowledge essential for the firm's survival, and this information must be disseminated across the organization to facilitate the ongoing improvement of both personnel and the business as a whole. Mentoring, coaching, peer-to-peer training, and talent development are grounded on this paradigm as they entail the transfer of both explicit and tacit knowledge inside businesses.

Goal Setting Theory

The goal-setting theory was proposed by Edwin Locke in the 1960s and further elaborated by Latham in 1990 (Locke & Latham, 1990). A goal is an observable or quantifiable organizational outcome intended to be accomplished within a designated timeframe (Locke & Latham, 2002). Goals fulfill a guiding role by focusing employees' attention and efforts on activities pertinent to the goals while diverting them from irrelevant tasks, Locke (1968). Goals guide behavior and assist organizations in concentrating on specific activities, facilitating the attainment of their objectives. They allocate effort commensurate with the perceived demands of the objective or task (Locke & Latham, 2002).

Lunenburg (2011) asserts that goal setting is a motivational instrument frequently employed in businesses to guide individual efforts and create a framework for assessing achievement. The principal assertion of goal-setting theory is that challenging and specified objectives, along with suitable feedback, enhance task performance. Goals provide guidance to employees regarding necessary actions and the level of effort required to attain organizational objectives. Evidence indicates that workers exhibit more motivation when involved in goal-setting, as opposed to when managers establish goals independently (Martin et al., 2015). Goal-setting theory emphasizes the significance of specific, challenging performance objectives and the commitment of employees to these objectives as primary motivational factors (Newstrom, 2011).

The transfer of acquired abilities can be improved if managers establish goals in collaboration with trainees from the outset. This will ensure that the trainees' objectives are linked with organizational goals and secure employee loyalty. Research on goal-setting emphasizes the necessity of securing employee commitment to team objectives, as such commitment is essential for the motivational efficacy of goal establishment (Riggio, 2014). Stanne et al. (1999) assert that in the absence of a mutual agreement on objectives, learners may independently pursue their own aims during the training process. He also emphasizes that when individuals believe that the achievement of others' objectives may diminish the likelihood of achieving their own, they are inclined to suppress information and ideas, and may even take actions to impede others from pursuing their goals.

Theory of goal setting underpins the assessment of progress in performance management. Harkin et al. (2015) assert that monitoring goal progress is an essential process that occurs between the establishment and achievement of a goal. This indicates that tracking progress toward a goal, rather than merely establishing it, appears to inspire individuals to achieve that specific objective. Harkin et al. (2015) emphasize that the efficacy of goal setting is amplified when coupled with performance feedback or progress monitoring, particularly when outcomes are disclosed publicly, and when individuals delineate the time, location, and methods for achieving their goals. Consequently, one factor that may affect the transfer of training is the managers' monitoring of staff progress in achieving objectives. The goal-setting theory seeks to elucidate the mechanisms by which engagement in pre-training, training, and post-training phases is facilitated or impeded. It elucidates the impact of goal setting on performance. It is ambiguous how it specifically motivates employees to apply acquired abilities. Whereas goal-setting theory attempts to explain transfer of training, it does not account for other

factors in the workplace, which may influence transfer of learned skills

Expectancy Theory

The expectation theory, introduced by Vroom in 1964, aims to elucidate the psychological mechanisms behind motivation. He characterized expectation as a transient conviction concerning the likelihood of a specific action leading to a particular result. The notion posits that employees own individual objectives they aspire to achieve, and they engage with organizations to fulfill these aims. Organizational incentives or job outcomes may fulfill some personal objectives of employees. The theory elucidates how an individual selects specific courses of action over alternatives and how this selection is connected to their aims (Skemp-Arlt & Toupençe, 2007).

The theory highlights the significance of rewards and stresses that the correlation between organizational rewards or work outcomes and individual objectives is crucial, specifically the extent to which organizational rewards align with an employee's personal goals and the desirability of these rewards for the employee. The notion asserts that work outcomes are contingent upon the individual performance of employees. The level of confidence that individual employees has on the potential rewards of their efforts is also significant. It further elucidates how individuals perceive the likelihood that personal effort will result in good performance (Staples et al., 2006). Lunenburg (2011) posits that individuals will be driven if they perceive that their efforts will result in commendable performance, which in turn will yield desirable benefits. Vroom (1964) posits that the expectation theory is founded on four assumptions. Individuals join organizations with preconceived expectations regarding their needs, motivations, and prior experiences. These influence how individuals react to the organization. A second hypothesis posits that an individual's actions result from intentional decision-making. Individuals might choose their activities depending on their own expectancy assessments. A third assumption of the

theory posits that employees anticipate diverse expectations from their employers, such as equitable compensation, job security, opportunities for advancement, and stimulating challenges. A fourth assumption posits that individuals select among alternatives to optimize their particular objectives.

expectation theory can be elucidated through the interplay of three principal variables: expectation, instrumentality, and valence. Expectancy denotes the subjective probability of an activity leading to a specific outcome (referred to as the initial stage result). The expectation value ranges from 0 to 1, where a value of 0 indicates that no change in performance will yield the maximum effort. The likelihood of performance enhancement is nonexistent. Level 1 anticipation indicates that actions will provide exceptional performance. For an individual to be motivated to undertake a specific work, she must be convinced that sufficient effort will enable her to attain the requisite level of performance (Lambright, 2010).

Johnson et al. (2012) identify several aspects that enhance employee performance, including the provision of necessary resources and assistance for task completion, as well as incentives. The expectation hypothesis posits that particular incentives serve as a foundation for enhancing performance. The hypothesis can anticipate the behavior of employees who have undergone training. The implication for the transfer of acquired abilities is that training will take place if rewards are there and sufficient resources are available to execute the assigned tasks. Expectancy theory does not seek to delineate specific categories of reward demands; rather, it aims to elucidate the existence of these needs, which may vary among individuals. It thus assesses the intensity of the individual's motivation to act in a specific manner.

The expectation theory has several advantages, such as establishing connections between effort and performance, performance and rewards, and rewards and personal ambitions. Managers may thus cultivate a work environment, community, and

culture that enhances employee motivation by identifying the elements that influence individual employees. It elucidates numerous phenomena associated with employee activities, work performance, employee morale, and other aspects observed within businesses.

The expectation theory acknowledges the significance of diverse human demands and motivations. An additional significant element of this theory is its capacity to elucidate the subjective variances that incite disparities in individual motivation. It highlights the connections among efforts and performance, performance and rewards, and rewards and personal objectives. Consequently, managers can cultivate a work

Conceptual Framework

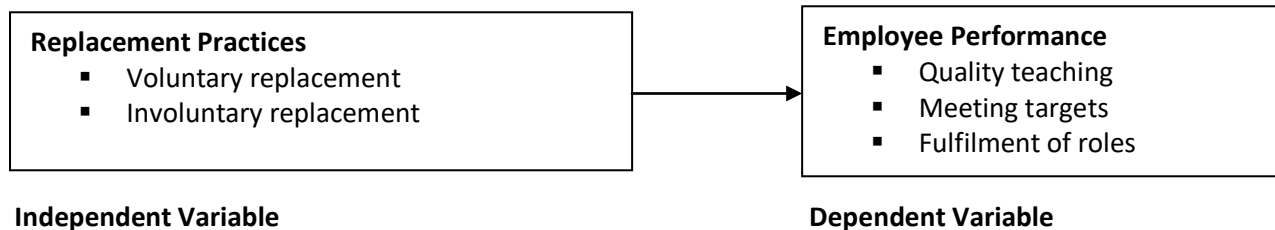


Figure 1: Conceptual Framework

METHODOLOGY

Research Design: An approach known as descriptive research was utilized for the investigation. According to Shiniya (2024), the purpose of this design is to observe, describe, and document features of a situation as they occur in their natural state. The purpose of these is to get additional knowledge regarding the features that are present inside a specific or a certain subject of study. The respondents are questioned about their behavior, intentions, attitudes, awareness, and motivations, as well as their demographics and lifestyle factors, when survey methods are utilized.

Target Population: The target population for this study consisted of TSC teachers and county/sub county directors in Kisii County. The choice of TSC officials and teachers provides practical accessibility for data collection, as this group is well-defined and readily reachable within the region. Their diversity, covering various educational levels and subjects,

environment, climate, and culture that enhances employee motivation by comprehending the elements that drive particular employees. It elucidates numerous phenomena associated with employee efforts, work performance, motivation, and other aspects noticed inside businesses (Stone & Henry, 2002). The idea is relevant to the current study as it acknowledges the significance of diverse individual demands and motives. An other significant element of this theory is its attempt to elucidate the subjective variances that account for the differing motivations among individuals. In this sense, the theory allows for the fact that the rewards and their link with performance are likely to be seen as quite different in different cultures.

ensures that the research findings can be broadly applicable not only to other educational institutions and contexts within the county but potentially to similar regions across Kenya. There are 11 sub counties in Kisii including Etago, Gucha South, Gucha, Kenya, Kisii Central, Kisii South, Kitutu Central, Marani, Masaba, Nyamache, Sameta. The study targeted all the sub county directors and only those teachers who have had an experience of a transfer in the last five years. This is because they had the information of interest for the study.

Sample and Sampling Technique: A sample is described as part of the population that represents the characteristics of the population. This study used Yamane’s (1967) formula to determine the sample size given the size of the population. The formula is as follows:

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

Where:

n = the required sample size from the population under study,

N = the whole population under study (871)

e = the precision or margin of error (5% for this study).

Replacing the values in the formula gives a sample size of:

$$n = \frac{871}{1 + 871(0.05)^2} = 93$$

Thus, the sample size for the study was 93 respondents.

Research Instrument: A questionnaire was employed to gather data in this investigation. The choice of a questionnaire is thoroughly substantiated for multiple reasons. Initially, questionnaires provide an effective method for collecting data from a substantial sample of TSC teachers in Kisii County, along with the study's objective to assess the influence of personnel transfer regulations on teacher productivity. Furthermore, surveys provide a systematic method for data collecting, minimizing potential bias and facilitating significant quantitative study of the relationships between transfer policies and production (Edwards, 2010). The anonymity afforded by questionnaires can promote more candid and truthful responses from educators, particularly about sensitive subjects like transfer policy and job performance.

Pilot Test: The pilot test is an essential preparation stage in the research process, especially when utilizing research instruments such as questionnaires. The process entails a pilot test of the questionnaire with a limited cohort of persons who mirror the target demographic but are not included in the primary study (In, 2017). A specific cohort of nine individuals was invited to complete the questionnaire at the Migori TSC Headquarters. Their input was requested concerning the clarity of questions, comprehensibility of responses, possible

ambiguities, and the general flow of the questionnaire. The pilot test data was evaluated to detect any flaws or patterns of misinterpretation. Informed by this feedback, essential adjustments were implemented to improve the questionnaire's quality, validity, and reliability. Ethical principles, including informed consent and voluntary participation, were upheld throughout the pilot test. This phase guarantees that the questionnaire precisely assesses the required variables, enhancing the overall efficacy of data collecting in the primary study.

Data Analysis: The collected data was thoroughly examined and checked for errors and tabulated accordingly. The study used descriptive statistics to analyse the data to establish patterns, trends and relationships. Data was presented in frequency tables. The effect of Replacement practices on Performance of employees, was established using linear regression analysis. The applicable regression model is shown below:

$$y = \alpha + \beta_1 X_1 + \varepsilon$$

Where;

Y = Performance of teachers

α = constant

β_1 = parameter estimate

X_1 = Replacement practices

ε is the error of prediction.

FINDINGS AND DISCUSSION

Response Rate

The sample population of the study was 93 respondents. Out of these, 90 questionnaires were returned. This comprised 96.7% response rate. Rogelberg and Stanton (2007) assert that for studies carried out at the organizational level, the acceptable data collection rate should be over 35%. Therefore, the data collection in the present study met this criterion and hence was suitable in ensuring accuracy and minimization of bias. The summary of the response rate is shown in Table 1 below.

Table 1: Questionnaire Response Rate

Category	Frequency	Percentage
Response	90	96.7
Non Response	3	3.23
Total	90	100

Descriptive Statistics for Replacement Practices**Descriptive Results of Replacement Transfer**

The first objective of the study was to determine the influence of replacement practices on employee performance. The respondents were asked to indicate their levels of agreement or disagreement

with specific statements drawn from measures of this risk response measure. A five-points Likert's scale was used where 1 was Strongly Disagree, 2 was Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree. Descriptive statistics used to analyse the data were weighted means and the standard deviation. Table 2 shows the findings.

Table 2: Descriptive Results of Replacement Practices

Key: SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree

Statements	SD	D	N	A	SA	Mean	Std. Dev.
The organization encourages its staff and teachers to embrace voluntary replacement at their workplace	21.3%	14.5%	3.6%	42.5%	18.1%	3.21	1.45
The organization adopts involuntary replacement policy	21.3%	17.6%	2.7%	45.2%	13.1%	3.11	1.41
The organization takes into consideration employee well-being during replacement transfer	20.8%	18.1%	12.7%	44.8%	3.6%	2.92	1.26
The top management creates awareness on the benefits of replacement transfer	20.4%	43.1%	2.7%	15.2%	18.6%	3.28	1.43
The organization supports its employees during replacement transfer	20.4%	62.2%	0.0%	17.4%	0.0%	3.14	1.26
Replacement transfer affects employee performance	18.4%	12.2%	0.9%	44.5%	24.0%	3.37	1.47
Average				3.17			1.01

Six statements were used to measure replacement policy. Out of the six statements, the respondents rated the statement that Replacement transfer affects employee performance highest with a weighted average mean of 3.37 while the statement that the organization takes into consideration employee well-being during replacement transfer received the lowest rating with a weighted mean of 2.92. The weighted average of 3.17 shows that generally, the respondents were undecided on whether replacement policy influenced employee performance.

The study findings support the assertion made by Origo and Pagani (2008) that the implementation of a replacement transfer system significantly enhances human resource performance and productivity. They assert that it is an efficacious choice to facilitate and expedite operations, conserving time and resources. Substituting transfers results in enhanced efficiency of personnel. It enhances organizational performance by the training of individuals with many skills, fostering efficient and logical synergy between skills and motivation, and offering practical engagement for employees, resulting in greater job satisfaction as their primary benefit.

Inferential statistics

Correlation Analysis

In the present study, correlation was used to explore the relationship among a group of variables as suggested by Pallant (2010). A correlation coefficient of +1 indicates that two variables are perfectly related in a positive linear sense; a correlation coefficient of -1 indicates that two variables are perfectly related in a negative linear

sense, and a correlation coefficient of 0 indicates that there is no linear relationship between the two variables. A correlation coefficient of between 0.0 and 0.19 is considered to be “very weak”, between 0.20 and 0.39 is considered to be “weak”, between 0.40 and 0.59 is considered to be “moderate”, between 0.60 and 0.79 is considered to be “strong” and between 0.80 and 1.0 is considered to be “very strong” Pallant (2010). The results of the correlation analysis are presented in Table 3.

Table 3: Correlation Analysis

		Replacement practices	Performance
Replacement Practices	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	93	
Performance	Pearson Correlation	.719**	1
	Sig. (2-tailed)	.000	
	N	93	93

Specifically, the association between replacement transfer (X_1) and employee performance is positive and significant ($r = 0.719$; $p = 0.00$). This implies that for every unit increase in replacement practices, there is a positive increase of 0.719 in employee performance. However, this does not show causation

Analysis of linear regression;

Linear influence of Replacement on performance

This tested the direct influence Replacement on performance. The results are shown in table 4. Regression analysis was used to determine the relationship between the independent or predictor variables and a dependent variable.

Table 4: Direct influence of Replacement Practices on Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.927 ^a	.859	.855	4.76657

a. Predictors: (Constant), X_1 b. Dependent Variable: Y

The coefficient of determination value (R^2) of 0.859 shows that the combined variables measuring transfer practices predict 85.9% of teachers' performance with the remaining 14.1% being predicted by factors not included in the model.

From table 4, replacement practices (X_1) has a positive statistically significant effect ($\beta = 0.205$, $p = 0.000$) on performance. This implies that holding all factors constant, a unit increase in replacement practices leads to a 20.5% significant increase in performance of teachers in Kisii County

$$(ii) y = 1.775 + 0.205x_1$$

Where;

y = Performance

X_2 = Replacement practices

CONCLUSIONS AND RECOMMENDATIONS

The first objective focused on establishing the effect of replacement practices on employee performance in Teachers Service Commission in Kisii County. The study noted that the association between replacement practices and employee performance

is positive and significant. This implies that for every unit increase in replacement policy, there is a positive increase in employee performance.

The first research questions sought to establish the effect of replacement practices on employee performance in Teachers Service Commission in Kisii County. The study results showed that replacement practices had a positive statistically significant effect on employee performance. This implies that holding all factors constant, a unit increase in replacement practices leads to significant increase in employee performance in Kisii County.

The study recommends firms to adopt appropriate replacement policies, as they incentivize people to

enhance their performance for career advancement. From an organizational standpoint, replacement transfer is utilized to motivate individuals to maximize their potential. Organizations utilize replacement procedures as a tactic to improve employee performance and cultivate more dedication to their work. Improving organizational performance is accomplished by the training of workers with varied skill sets, promoting effective and logical synergy between skills and motivation, and providing actual chances for employee involvement, leading to increased job satisfaction.

Areas for further studies

Similar study can be done on other projects using similar variables, though using different methods.

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