AN INVESTIGATION INTO THE FACTORS AFFECTING PERFORMANCE OF TUTORS IN PRIVATE TEACHER TRAINING COLLEGES IN KENYA: A CASE OF ST. MARY’S AND ST. PAUL’S TEACHERS’ COLLEGES.

BY

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ON – MARCH 2008
DECLARATION
This report is my original work and has not been presented for a degree in any other university.

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An investigation into the factors affecting
DEDICATION

To my loving wife Regina Nkirote and my daughter Abigail Njoki for their invaluable support, patience and encouragement.

To my Mr. and Mrs. John Mathenge; my father and mother and Mr. and Mrs. Francis Kiambati; my in-laws.

To all my brothers and sisters.
ACKNOWLEDGEMENT

This work was made possible through the support and guidance of my supervisor and lecturer, Mr. S. K. Bett; thanks a lot. Many thanks also to go to my lecturers; Ms. Lucy Mugwere, Mr. Ngaba and all the others for their invaluable guidance and lectures. I would also thank my classmates; Kihoro George, Gift Dzombo, Bana, Onjolo Sam, Oswe Dennis and all my former colleague tutors in St. Mary's Teachers' College for their support and understanding. To all those who offered help in one way or the other in ensuring my success in the writing of the report and undertaking the project, I say, thanks a lot.

My last regards and thanks goes to my wife Regina Nkirote and also not forgetting The Almighty God for seeing all of us through.
The study intended to investigate the factors that affect performance standards of tutors at both St. Mary’s and St. Paul’s Teachers’ Colleges. The study sample included 36 tutors drawn from the whole population of tutors in both Colleges at the time of research. There has been an elusive search for quality passes; especially in the distinction categories of the students in Private Teacher Training Colleges. The study variables used are the nature of the organisation and jobs descriptions, promotion policy for tutors, remuneration policy for tutors, working conditions, lack of independence and poor physical facilities which were used to establish the extent of the effect on the dependent variable; the performance standards of tutors and thus the students in those institutions. The sample involved 36 respondents.

The main data collection instrument was the questionnaire supplemented by the use of an interview guide and a document analysis guide. All the population was taken as the sample; thus no sampling was done. The analysis of data was done using descriptive statistics.

In summary, the research findings indicate that the respondents say that promotion and remuneration take precedence over working conditions, independence and physical facilities, organisations and job descriptions. This implies that tutors value compensation and reward more than any other factor and that this factor has the potential to substantially improve their morale and motivation to work. All in all, the other factors add up to reward and are meaningless without a proper reward system. Therefore, it is recommended that the managers of these institutions should improve all the other aspects of the job for sustainable improvement in quality performance.

92.30% of the respondents said that promotion and remuneration influence job performance, taking precedence over working conditions, independence and physical facilities. On the same; promotion and remuneration, tutors said that work would improve when one envisages a promotion both in rank and remuneration.

Working conditions and job descriptions both takes job 86.46% in importance.
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DEFINITION OF TERMS

Performance - the ability to operate efficiently and effectively in line with the set goals.

Organisations - institutions or a group of people who aim to achieve common predetermined goals.

Promotion - being given duties in a higher office than you are; moving up the managerial ladder.

Job description - a statement that provides information about the job title, duties and work conditions that surround a certain job.

Remuneration - monetary and non-monetary benefits that one enjoys or derives from working for an organisation.

Working conditions - the conditions surrounding the work environment like behaviour, benefits, autonomy and growth.

Physical facilities - the physical structures like buildings, equipment and tools that facilitate effective and efficient processes in an organisation.

Independence - autonomy or the discretion given to a worker to discharge his or her responsibilities and duties properly.
LIST OF ABBREVIATIONS AND ACRONYMS


3. P.T.E – Primary Teacher Education.


5. T.T.C’s – Teacher Training Colleges.


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CHAPTER ONE
INTRODUCTION

1.1 Background to the Study
The Catholic Church was established in 1890’s in Kenya. The aims of establishing their base in Kenya and Africa were to civilize Africans, to teach the Africans how to read and write hence to read the Bible, and to evangelize Africans.

The administrative divisions in the Church, that is, the parishes, the diocese, and the church in the whole world have a freedom to establish business ventures such as hospitals, schools, colleges and universities so long as they are viable and are geared towards helping the community. These institutions do serve as avenues for sustaining these administrative divisions economically. They do, through these institutions, provide cheap essential services to people as well as winning converts.

St. Mary’s Teachers’ College was started in 1990 by the Catholic Archdiocese of Mombasa and is located in Bura area of Taita Taveta District. The main aim was to provide teacher-education after the collapse of the government college by the name Bura Teachers’ College, which had been transferred to Mombasa under the name of Shanzu Teachers’ College.

St. Paul’s Teachers’ College was started in 1987 by the Catholic Diocese of Kisii and is located in Nyabururu area of Kisii. The main aim was just to establish a teacher-education institution since there were no teacher-training colleges nearby.

Both of these institutions follow the Catholic traditions i.e. mass every three times a week, morning, noon and evening prayers as well as following a strict Catholic doctrine, which is one of the subjects which are taught.

Teacher-training colleges are set up with the aim of providing qualified primary and secondary school teachers into the labour market.

Primary Teacher Training Colleges have a special purpose to play, that of midwifing efficient and effective teachers for the benefit of the Kenyan child. This must be in line with the National Goals of Education which are:

1. Promoting nationalism, patriotism and promotion of national unity.
2. Promoting the social, economic, technological and industrial needs for national development.
3. Promoting national development and self-fulfillment.
4. Promoting sound moral and religious values.
5. Promoting social equality and responsibility.
6. Promoting respect for and development of Kenya’s rich and varied culture.
7. Promoting international consciousness and foster positive attitudes towards other nations.
8. Promoting positive attitudes towards good health and environmental protection.

Against this background, the tutors have a lot to do to ensure that all these goals are well incorporated in their various subjects and roles so as to produce the desired teachers. The roles range from teaching and assessing student-teachers, to spiritual duties, being club patrons, societies’ patrons, various games’ coaches’ e.t.c. These roles do definitely impact negatively on their performance since they have to juggle between these roles and their teaching and assessment roles without fail.

Since St. Mary’s and St. Paul’s Teachers’ Colleges were established over 15 years ago, 10% of any group of students has never registered an overall distinction pass of 8-14 points in the National Primary Teacher Education examinations administered by the Kenya National Examinations Council. In recent times, about five years ago, the trend towards better quality passes was set, away from the previous trend characterized by lack of quality passes.

1.2 Statement of the Problem
The contribution of the tutors to poor performance among students is the basis of the problem.

1. The Church has traditions that must be followed by those institutions that are below it. These traditions are; regular attendance for mass, morning, noon and evening prayers, praying the rosary that may take long hours in selected months of the year and other selected roles.

2. The tutors have teaching and assessing roles, being patrons for various clubs and societies as well as being coaches for various games disciplines. Like other Primary Teacher Colleges in the Republic, St. Mary’s and St. Paul’s Teachers’ Colleges have a duty to deliver quality teachers which sometimes involves many roles for all the tutors, taking a lot of time and energy. Certainly, the maxim of ‘one man one job’ and ‘one job for one man’ does not apply here, leaving the tutors in these colleges with little choice but to be overworked or sometimes to overlook some important roles.

3. The students are given tight schedules and deadlines, besides a packed timetable to implement, day-in day-out from the time they step into these colleges up to the time they leave. Learning resources sometimes may not be adequate since some of these institutions must make profits for the managers to ‘understand’ their sustainability.
1.3 Objectives of the Study

1. To establish if the nature of jobs done by tutors affects their performance and that of the students.
2. To find out if the organizations and the jobs done by tutors affects the performance of both tutors and students at St. Mary’s and St. Paul’s Teachers’ Colleges.
3. To establish if promotion of tutors and their remuneration affects their performance and that of the students in St. Mary’s and St. Paul’s Teachers’ Colleges.
4. To establish if working conditions affects performance of tutors and students of St. Mary’s and St. Paul’s Teachers’ Colleges.
5. To examine if independence and physical facilities affects performance of tutors and students of St. Mary’s and St. Paul’s Teachers’ Colleges.

1.4 Research Questions

1. Are there any factors that affect performance of tutors and students of St. Mary’s and St. Paul’s Teachers’ Colleges in National examinations?
2. Do organizations and nature of jobs done by tutors and students affect tutors’ and students’ performance in St. Mary’s and St. Paul’s Teachers’ Colleges?
3. Does promotion of tutors and their remuneration affect their performance and that of the students in St. Mary’s and St. Paul’s Teachers’ Colleges?
4. Does working conditions affect tutors’ and students’ performance at St. Mary’s and St. Paul’s Teachers’ Colleges?
5. Does independence and physical facilities affect tutors’ and students’ performance at St. Mary’s and St. Paul’s Teachers’ Colleges?

1.5 Importance of the Study

The research findings will help various interest groups, who include, but not limited, to the following:

a) Tutors in St. Mary’s and St. Paul’s Teachers’ Colleges

They will be deployed appropriately and hence their work morale will be boosted. Besides, their efficiency and effectiveness in delivering quality graduates will be increased.

b) The Students

They will benefit from quality services by their tutors, commensurate with their resource input in Both St. Mary’s and St. Paul’s Teachers’ Colleges.
c) The Parents
They will get good value for their money and resources when they receive quality graduates at the end of the two-year course.

d) The Kenyan Child
The child will benefit from being taught properly by qualified, certified and competitive graduates who will neither fall short of applying appropriate learning and teaching methodologies nor content and learning experiences.

e) The Managers of the both St. Mary’s and St. Paul’s Teachers’ Colleges
The findings will help them in proper and rational allocation of resources for and in these colleges. Proper planning will ensure sustainable development and long-term assurance of the continuity of these colleges as centres of excellence.

f) The Kenyan Government
The findings and recommendations can be applied by the government in other areas so as to improve on rational allocation of resources for teacher-education institutions as well as hiring and using the services of competent tutors.

1.6 Scope of the Study
The study focused on all tutors and administrators in two Catholic-sponsored Primary Teacher Training Colleges; St. Mary’s Teacher Training College in Bura / Taita and St. Paul’s Teacher Training College in Kisii.

1.7 The Assumptions of the Study
The study was based on the assumptions that the respondents were objective and truthful in filling in the questionnaires; keeping in mind that some respondents were actually colleagues to the researcher. The findings are also generalized to other areas by various stakeholders.
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

This section deals with studies from different authors and personalities on the utilization of human resources.

2.1 The Main Review

The review looks at performance and the factors that affect it under the following headings:

i) Promotion of tutors and remuneration;

ii) Organizations and job descriptions;

iii) Independence of human resources and physical facilities that they use, and;

iv) Working conditions.

The abovementioned elements do fall under the general purview of management and administration as well as human resource management. They are seven factors but assembled as four in their relative similarity.

2.1.1 Performance

Performance is a multidimensional construct, the measurement of which varies, depending on a variety of factors. It is important to determine whether the measurement objective is to assess the performance outcomes or behaviour.

There are different views on what performance really is. It can simply be regarded as the record of outcomes achieved. On an individual basis, it is a record of a person’s accomplishments. Performance can be described as something that the person leaves behind and that exists apart from the purpose. Bernadin et al (1995) is concerned that: “performance should be defined as the outcomes of work because they provide the strongest linkage to the strategic goals of the organisation, customer satisfaction and economic contributions.” Performance can be said to be behaviour and should be distinguished from the outcome because, they can be contaminated by systems. To Brumbash (1988), performance means both behaviours and results. Behaviours emanate from the performer and transforms performance from the abstraction to the action. Behaviours, not only are instruments for results, but are also outcomes in their own right; the product of mental and physical effort applied to tasks and can be judged apart from the results.
The conclusion is that when managing the performance of teams and individuals, both inputs (behaviour) and outputs (results) need to be considered. This is called ‘mixed model’ of performance management, which covers competency levels and achievements as well as objective-setting and review. The level of performance the employee is expected to achieve is called standards of performance and is contained in the job descriptions’ main duties and responsibilities.

Brumbash (1988) says job performance standard is a norm that defines how well an activity should be performed. It is based on work analysis and is a yardstick against which individual performance is to be assessed.

In the two colleges, this is only done through the students’ examination reports at the end of every term and at the final PTE (Primary Teacher Education) examination administered by the Kenya National Examinations Council (KNEC).

Rules guiding and regarding how well a job should be done are more or less non-existent. Evaluation and judgement may be subjective in that it does not consider the process but only the results. Employee Performance Appraisal involves the formal evaluation of an individual’s job performance. It includes feedback to the individual and determination of whether and how performance can be improved. As a control technique, effective performance appraisal requires standards, information and corrective action. Because performance appraisal involves individuals judging the quality and quantity of job performance of other individuals, the process is inherently emotion-laden; it brings into play ideas and perceptions of fairness, equity and equal treatment. The human element of performance appraisal must be taken into account if it is to serve individual and organizational purposes.

"In performance appraisal system, it is customary to refer to standards as “criteria” i.e. ways of identifying success in an activity," says Landy and Trumbo (1980).

From the studies of Bernadin and Beatty (1983), these ways can be referred to as appraisal techniques. They are: goal setting, written essays, critical incident techniques, graphic rating scales, weighted checklists, rankings or comparisons.

Whatever performance appraisal scales that can be applied in both St. Mary’s and St. Paul’s teachers’ Colleges situation, all boils down to the effectiveness of the two-year programme measured at the point of exit of the second-year students. The situation is not very impressive, thus more studies have to be conducted to find the depth of the problem(s) and the appropriate corrective action to take.
Performance can be enhanced through training which provides a means of getting things done more effectively, efficiently and safely as well as making the workforce more flexible and better able to cope with change. Through motivation, people feel rewarded, appreciated and well compensated for their input in the organization hence improving the rate and quality of doing their work. This improves their teamwork and builds the team. This comes about through grouping of people with contemporary skills, who are committed to a common purpose, performance goals and approach for which they hold themselves mutually responsible.

Proper job analysis can be done using appropriate methods and procedures to acquire an understanding about jobs so as to decide carefully on the types of people to hire. These people are acquired through job description and specification, ensuring that whoever you employ has the right knowledge, skills, attitudes and competencies to handle the jobs that are there in the organization properly. Proper communication keeps employees well informed of what is required of them, when it is required and why change is necessary. They need to accept the new culture, values and beliefs of the organization.

Tripat (1982) says that performance appraisal involves two distinct processes; observation and evaluation of what is observed. In practice however, observation and evaluation represent the last elements of a three-part sequence.

**Figure 2.1 The Appraisal Process**

![Job description] --- Criterion development --- Performance appraisal


Appraisal can serve as a basis of job change or promotion. By establishing whether the worker can contribute still more in a different or a higher job. It helps in suitable promotion and placement.
By identifying the strengths and weaknesses of an employee, appraisal serves as a guide for formulating a suitable training and development programme to improve his quality of performance in his present work. It also serves as a feedback to the employee. By letting the employee know how well he is doing or where he stands with his superior, it tells him what he can do to improve his present performance and go up in the managerial hierarchy.
Appraisal serves as an important incentive to all the employees who are by the existence of an appraisal system assured of the management’s continued interest in them and of their continuous possibility to develop. The employees realize that not only are they continuously observed but that they have not been forgotten. The existence of a regular appraisal system tends to make the supervisors and executives more observant of their subordinates because they know that they will be expected periodically to fill out rating forms and would be called upon to justify their estimates. This knowledge results in improved supervision. Performance appraisal often provides the rational foundation for the payment of piece-work wages, bonuses e.t.c. The estimates of the relative contributions of employees or of their characteristics help to determine the rewards and privileges. Performance appraisal serves as a means of evaluating the effectiveness of the devices used for the selection and classification of workers. Alternatively, knowledge to the characteristics of superior and inferior workers can be helpful in selection and placement of workers. A permanent performance appraisal record of employees helps the management to give up sole reliance upon personal knowledge of supervisors who may be shifted.

A good appraisal system must be easily understandable, must have support of all line people who administer it, it should fit the organisation’s operations and structure, the system should be both valid and reliable, the system should have a built-in incentive i.e. a reward should follow a satisfactory performance, the system should be periodically evaluated to be sure that it is continuing to meet its goals among others.

Depending on the side you are affiliated to, performance will always be looked at either positively or negatively. Behaviour as a measure of performance is less important and outcomes take the lion’s share. These outcomes are in form of examination results’ achievements by the students. Needless to say, all tutors expend equal effort, time and energy in teaching and attending to these students. However, they do always perform poorly in science-based subjects like mathematics, science and agriculture. So, those in the sciences are viewed as not performing well while those in the art-based subjects are seen as high achievers, thus, high performers. This actually demoralizes some workers hence poor performance.
2.1.2 Organisations and Job Description

2.1.2.1 Organisations

Blau (1974) says this of formal organisations: "The defining criterion of formal organisations, or an organisation for short, is the existence of procedures for mobilizing and co-ordinating the efforts of various, usually specialized, subgroups in the pursuit of joint objectives ......."

This clearly implies that an organisation is an appreciation of shared meanings that permit organised activity to merge and assume coherence as an ongoing social form. In an organisation, members enact their own reality. People enact their own realness of organizational structure, rules and virtually every feature of organisational life.

Turton (1991) says that modern organisations are based upon ideas about where work should be done, who should do it, under whose control and authority it should be done and in pursuit of whose interest it should be carried out. This is all about ownership and control of organisations and their resources. There are various types of organisations as clearly shown by various writers; Marx Weber (1965), talked of bureaucratic (formal) organisations and said that these are the organisations whose members owe their allegiance to impersonal duties of the office they occupy, there is a clear hierarchy of offices or positions, individuals are appointed to the office on the basis of a contract, there are clear specific functions of these offices or positions, selection and promotion is on the basis of formal qualifications, salaries given are graded according to office’s grading in the hierarchy, clear structure; promotion by merit or seniority, the position held is that individuals’ sole or main occupation, no wastage of resources due to position, officials are subject to disciplinary and control procedures that applies in a judicial manner e.t.c. He further went on to base his argument in support of bureaucratic structures or organisations on rationality, authority and legitimacy that are guided by three types of authority; traditional, charismatic and legal-rational.

Burns and Stalker (1961) came up with ‘mechanistic’ and ‘organic’ forms of organisations; the mechanistic structure was characterized by stable environments and its characteristics were similar to those of Weber’s bureaucracy; the organic structure was ideal for rapidly changing environment where there are consultations and advice. The management does not have a monopoly over decision-making or of the knowledge necessary for decision-making. There is less emphasis upon status differentiation. Emery and Trist (1960) came up with the systems approach; which simply means that everything is inter-related and inter-dependent such that a change in one component of the system will have an
impact upon other components. The organisation must have contact with the environment since that is where the inputs come from and to where the outputs are delivered.

Luthams (1981) advocated the contingency approach which incorporates the environment using the open systems approach, but attempting to bridge the ‘theory-practice’ gap by assuming an ‘if-then’ relationship. The “if” represents environmental variables (independent variables) and the “then” represents management variables (dependent variables). However, the management may exercise a choice over the environment in which they operate.

2.1.2.2 Job Description

Job description can be described as ‘a broad statement of the purpose, scope, responsibilities and tasks that constitute a particular job’. Job description is arrived at after carrying out a thorough process known as job analysis. Job analysis consists of job specification and job description. Donnelly (1987) describes job specification as a statement that specifies the human qualifications needed to perform a job like education, work experience, judgement, vision, physical skills, communication skills, and responsibility. It explains the ‘who’ while job description is a statement that provides facts about the nature of the job like job title, duties, machines and equipment, materials used, supervision, work conditions and hazards. It explains the ‘what’ and ‘how’. A job description also touches on the line manager to whom the job holder reports to, the main purpose or function of the job, any specific responsibilities, department, location, name of job holder, pay holder, pay details, opportunities for promotion, the date the job description was written, the name of the writer or analyst and so forth. The most compelling part of a job description is a detailed list of the eight to ten duties. The person so described in a job description is responsible for the measurable results expected for each duty. Each comprehensive job description includes a summary of the position and its function in the company. This also includes specific qualifications such as education, experience, language, math skills, reasoning ability, certificates or licenses required for the position, physical demands of the job and aspects of the work experience.

Most companies use a job description as a multifunctional tool, for example, it helps to attract the most suitable applicant, improves employee motivation and retention, it’s used as a tool during interviews and the hiring process and gives employees feedback to work smarter, if not harder.
"A job description is a valuable map for performance – it can help employees understand the job, the manager’s expectations and the company goals. It can help the manager do their jobs effectively by clarifying expectations and responsibilities." A job description is a snapshot of a job at a particular moment in time. If it is to be used for training-needs analysis purposes, it is essential that it is current and accurate.

Turton (1991) has developed a criterion for the design of jobs as: optimum variety of tasks, meaningful pattern of tasks, optimum length of work cycle, scope for setting standards of quality and quantity, inclusion of preparatory and auxiliary tasks, the tasks included in the jobs should include some degree of care, skill and knowledge worthy of respect in the community and the job should make perceptible contribution to the utility of the product of the consumer.

Similarly, Hackman and Oldham (1976) developed a list of core job characteristics that can be used in job design (description). They are; skill variety- whether a ‘routinised’ job or a job with a lot of ‘variety’, task identity- that one should identify with the overall success of a job (whole job), not a small part / portion of it only, task significance- the importance / impact a job places on the lives and work of other people, autonomy- the amount of freedom and discretion one can exercise over the job which brings a sense of responsibility as Herzberg (1968) says, and feedback- that means that people need praise if they are performing well and help and advice if they are not performing up to standard. It is clear that these institutions are bureaucratic in nature. They have a high tendency to resist change unless change changes them. This is both foolish and suicidal in that they are competing with other institutions for resources and second, they might go under without knowing what has hit them and may lack the ways of recovering from collapse.

There are blurred job descriptions. The fact that the tutors know what they are supposed to do i.e., to teach in their various subject specializations, does not mean that this will be followed strictly. One may be given other roles / duties that may not be in line with your area of specialisation and be expected to do those duties e.g. clubs, societies and various games specialisations. Besides, one is expected to have a group of students to guide for teaching practice, including discussing how to organise good lessons (in all subjects) whereas you may not have a good grasp of those subjects. The management, and even the administrators, can assign you other roles or even delegate some of their work, without any form of compensation. Moreover, you are supposed to finish up your allocated
duties without fail or excuses. This certainly slows down students’ and tutors’ performance considerably.

2.1.3 Promotion of Tutors (Promotion Policy) and Remuneration

2.1.3.1 Promotion of Tutors

Promotion can be described as the act or the process of raising or assigning an employee a higher grade than that he/she is currently. Promotion can only be successful and genuine after undertaking performance appraisal (evaluating an employee’s records of successes in the past or in the current position) as well as potential appraisal (evaluating an employee’s future capabilities, abilities and likely successes).

A good promotion policy must only be through merit. This is arrived at through considering a number of factors such as the level of training- by considering the academic and professional potential and achievements, employee’s experience- through considering the level of job specialization, skill or complete job/work units an employee has been having, employee’s qualities- by considering his cooperation and adaptability to a job or with others, employee’s attendance- through considering his promptness, time-keeping or the rate of resolving/working out a certain problem or issue. Hall (1979) describes merit rating (also called staff appraisal or staff reporting) as a method of assessing an employee as regards the manner in which he performs his work and the various qualities essential for the carrying out of his task. The main object is to make a systematic record of the judgement made on employees, for the purpose of enabling the management to exercise control over and guide its working force.
Snape *et al* (1994) enumerates ten appraisal methods as:-

**Table 2.1 Appraisal Methods**

<table>
<thead>
<tr>
<th>Method</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Alphabetical / Numerical</td>
<td>Assesses performance against ratings criteria on a scale ranging from high to low performance e.g. 1-5, A-F e.t.c.</td>
</tr>
<tr>
<td>2. Trait rating scales</td>
<td>Assess performance against a list of personality traits.</td>
</tr>
<tr>
<td>4. Forced distribution ratings</td>
<td>Rating of employees on scales with a fixed percentage of employees stipulated for each scale point or range of points.</td>
</tr>
<tr>
<td>5. Ranking</td>
<td>Rater lists the appraisees from the best to worst, often using a single global performance trait.</td>
</tr>
<tr>
<td>6. Paired comparisons</td>
<td>The rater compares every possible pair of individuals in a department; rating one as a superior performer, producing an overall ranking by summing across all paired comparisons.</td>
</tr>
<tr>
<td>7. Management By Objectives / Results-based (MBO)</td>
<td>Setting of future objectives and action plans jointly between appraiser / appraisee and measuring subsequent performance against objectives. Systems vary in extent to which objectives are accompanied by agreed action plans.</td>
</tr>
<tr>
<td>10. Critical incidents methods</td>
<td>Rater documents key positive and negative events that have occurred during a given period. May be used as a basis for a written report.</td>
</tr>
</tbody>
</table>

The type of appraiser is identified with the names in the brackets. These appraisers have knowledge about the appraisee because they are in close proximity with the appraisee. They are the ones who either delegate to the appraisee, workmates or those to whom the appraiser delegates to. The information obtained may be used by the management as a basis of any periodic salary or wages review, or when considering candidates for promotion. Managers and supervisors are obliged to consider seriously, and with greater thoroughness, the performance and qualities of those working under them. The analytical ability of the assessors (appraisers) is developed and increased.

More personal contacts are necessary between managers (or supervisors) and employees, resulting in improved human relationship.
The method employed for merit rating usually follows a common pattern:

A merit assessment (or staff appraisal) form may be prepared such that each employee is assessed periodically and appropriate entries made in the awards column against each of the factors on which the assessment is based. One or more assessors may make the assessment; in some cases, a committee of two or more is appointed to make the assessment. It is however, generally accepted that the employee’s immediate superior should either himself make the assessment or at least be included in the assessment committee. Such committee (or panel) might, therefore comprise the employee’s immediate superior, the personnel officer and (say), the company secretary or other senior executive. The period over which merit assessments are made vary between three months and one year. Quarterly or half-yearly assessments are usually preferable, as an assessor often finds it difficult to remember sufficiently about an employee’s performance e.t.c. over a full year and is, in fact likely to be over-influenced by recent events when making his assessment.

There is often some doubt whether to what extent the results of merit rating ought to be communicated to the employees concerned. Unless merit rating is being used solely to develop and increase the analytical ability of the assessors, it is a waste of time and misuse of the system to keep the results secret; employees have every right to be kept informed of their progress. Equally, they ought to be improved if their ratings are unfavourable and in what respects. It is not, however, necessary to communicate the results in detail. Merit rating has advantages, among them are; staff grading is facilitated and improved, the ability of the staff is recognized and can adequately be rewarded, the efforts of both assessors and employees are stimulated, the critical ability of the assessors is developed, efficiency is encouraged and inefficiency is discouraged. Personnel statistics records are essential to the implementation of personnel policy. Although the information may finally be recorded and stored by the personnel department, other departments, particularly the wages department, provide much of the information. The information recorded may be classified as individual statistics and group statistics. Alongside the merit assessment form, the management can keep personnel records. It is in form of record cards for current and future evaluation and use. They show positions previously held, previous experience, courses trained for, education level, absence and presence records as well as reasons for termination of employment. The records can serve the following purposes among others; staff promotion, salary / wage increases, testimonials, disciplinary action, and transfers, training, and statistics.
2.1.3.2 Remuneration

Remuneration can be described as the payment of the salaries, wages, incentives, allowances, bonuses etc to a worker in compensation for his/her physical and mental effort expended in the organisation. Snape et al (1994) says that remuneration is influenced by a variety of factors, chief amongst these are the responsibilities or ‘size’ of the job, the state of the product market and the employer’s remuneration philosophy (policy). Job size has been the main determinant of individual workers’ remuneration, particularly in large organisations. Hierarchical position has provided the basis for internal pay structures, whilst individual performance and skills have been recognized partly by pay progression within the job, but primarily by promotion through the job hierarchy.

Curnow (1986) however, said that by 1980’s, the basis for remuneration policy was beginning to shift and that the notion of ‘going rate’ for pay increases was becoming less important, and more emphasis was given to corporate performance and profitability, and to specific recruitment and retention difficulties. At the level of the individual, there was a move away from the job size as the sole or primary basis for pay determination, towards individual contribution, skills and competencies. Such developments may represent a strategic response to the changing demands faced by organisations. One of the best examples of this argument is provided by Kanter (1990) who suggested that the modern ‘post entrepreneurial’ organisation needs to reduce its fixed or invariant employee costs, whilst at the same time improving employee performance. Both are necessary if the organisation is to prosper in an increasingly competitive world, and yet the two goals appear at first to be contradictory. This can be achieved by basing pay on individual and group contribution. ‘Post entrepreneurial’ pay systems will therefore consist of relatively low levels of basic guaranteed pay, along with performance bonuses, profit sharing and a range of other incentives designed to win commitment and encourage enterprise at the individual and group level. The consequence is that remuneration packages will become more complex and differentiated as no single, factor dominates remuneration policy in the way that job size once did. However, the challenge facing remuneration planners is not simply to identify and adopt ‘state-of-art’ solutions, but rather to develop a ‘fit’ between remuneration and human resource policies and the strategic aims of the organisation, such that the former contributes to the latter. The implication of this is that particular approaches to remuneration will not necessarily be universally applicable. The aims of remuneration strategy are various, including recruitment and retention of skilled staff, their effective motivation towards meeting organisational objectives, the management of corporate culture, and even the creation of a favourable public image for the organisation. Not
surprisingly, such multiple aims may at times conflict and remuneration policy often involves an attempt to balance the trade-offs between them.

Furthermore, remuneration planners have sometimes been less than explicit about what exactly they are trying to achieve, so that the classification of objectives is an important first step in designing a remuneration policy. Curnow (1986) developed a list of factors that influence managerial remuneration as: Job ‘size’ – which involves responsibility, level in the organisational hierarchy, required knowledge, skills or competencies, external contacts and complexity and decision-making. Individual characteristics like age, experience, qualifications and special skills, contribution and performance, potential, the labour market involving relative scarcity, the ‘going rate’, product market conditions and the employer’s cost structure which includes industry position, market ambitions and strategies, technology and remuneration philosophy. For a proper remuneration to be achieved, an organisation must perform a job evaluation exercise, which is the process of evaluating the relative worth of jobs in an organisation; with an aim of fixing an appropriate pay rate/structure to/for these jobs. A variety of both whole job and analytical types of systems have been used, and management consultants offer many off-the-peg and customized schemes.

With whole-job systems, jobs are compared directly and placed by the elevators in a hierarchy or grade, according to their perceived value or seniority. These internal relativities between jobs are then used as the basis for the internal pay structure. The drawback of such systems is that they are highly subjective, since those responsible for the evaluation are not encouraged to systematically analyse or justify their job rankings, and traditional assumptions on relative job values are left unchallenged. Analytical job evaluation schemes involve a more systematic analysis of jobs in terms of underlying ‘factors’, such as the required knowledge, decision-making and accountability. Individual jobs are allocated a point’s score usually with predetermined weights attached to the factors in proportion to the relative importance. Points score may then be used to allocate jobs to salary grades, or alternatively, pay may be determined directly from the points score via a numerical formula. Analytical schemes are preferred to whole-job schemes for equal opportunities’ reasons. Nevertheless, whilst analytical schemes give the appearance of greater objectivity, all job evaluation ultimately not only upon judgement of those evaluating the job’s but also on the assumptions underlying the design of the scheme, and in particular the choice and weighting of the factors. Thus, great care is needed in
the design of schemes and the definition and weighing of factors must be such that they do not arbitrarily discriminate against women or the minority groups.

Aside from the problems of subjectivity and bias, job evaluation can also be criticized as a costly and bureaucratic procedure. It is based on given job descriptions and has as its rationale the ordering of jobs into a hierarchy.

"In the ‘60s and ‘70s, when many organisations first introduced formal job evaluation processes, the dominant issue was internal equity, and the focus was very much on jobs rather than people. External equity was, or at least was assumed to be, relatively homogeneous, and issues of individual performance and contribution were to a large degree optional extra or accommodated by highly structured systems which often bore more than a passing resemblance to automatic progression, (Murlis and Pritchard 1999:49)."

This clearly shows that job evaluation may no longer be appropriate where the primary concern is with flexibility and performance, where fixed job descriptions are less common, and where organisations are delayering. However, recent innovations in job evaluation techniques go some way to meeting the criticisms. Computer packages may take away much of the routine administrative burden. Some consultants are redesigning their schemes to make them more sensitive to the competencies and personal qualities demanded by particular jobs, for example redefining a factor such as ‘leadership’ to focus on the motivational demands of a job rather than simply recording the number of subordinates supervised. Promotion by merit is foreign in these institutions. The yardstick for promotion is: you must profess catholic faith; you must be active (practice the faith) and be seen to do it; you must not be single, you should be properly wedded in church; you must engage in grapevine and host parties to the administrators to notice your generosity hence, fit to serve them; you must not be critical of the management’s policies.

Professionalism, hard work, experience and level of knowledge / competence and education may not count much when promotions are being made lest you breed intolerance and independence. For those qualified, and do merit promotion, are used by those in authority to work for them and the tendency is to delegate those tasks that they can not manage and have no knowledge about to those who have the knowledge. Since bureaucracy is well entrenched, you have to listen to your seniors and do all the stuff they throw to you.
However, when credit and rewards come, you are nowhere to be recognized. This demoralizes employees hence slows down his / her performance. This, unfortunately, has been a thorny issue to contend with. Being institutions of higher learning, and being guided by the teachings of 'Christ', they need to do better. The pick here is that you should work hard without looking at the benefits that you should as Christ did. This is how they do it: they pay lower rates than the Teachers' Service Commission rates, despite scooping a lot of money from student fees; they always pay the salaries late, after the third day of the month thus attracting bank charges for late salary processing; the standard approved allowances are not recognized in these institutions, one should consider himself / herself a fulltime employee of the institution and should not get undue fees and unfair allowances; there are no annual salary increments from the fact that they are not profit-making organisations; employment is by a three-year contract, where gratuity is paid at 5%, 10% and 15% for the first, second and third year cleared respectively. This certainly is lower than the required rates in the profession. Moreso, the contract is terminable at the employer’s will / wish. Salaries for April, August and December holidays are paid in the succeeding month to show proof that you are still their employee as well and to show that money for the previous term was wholly used up. All these demoralize the employees who are at the mercy of these managers. This also has the effect of causing a heavy turnover mostly to the Teachers’ Service Commission since there is job security and other benefits that one can not accrue from private institutions.

2.1.4 Working Conditions

The issue of organisational climate is indeed a controversial one as Guion (1973) said. Steers et al (1975) concurs that there are disagreements over what is meant by climate and also there is a difficulty to reach a consensus concerning the exact role of climate in determining organisational performance. When discussing the concept of organisational climate, we are talking about the perceived properties or characteristics found in the work environment that result largely from actions taken consciously or unconsciously by an organisation and that presumably affect subsequent behaviour. In other words, climate may be thought of as the ‘personality’ of an organisation, seen by its members. This deals with perceptual realm; the climate of a particular organisation is that which its employees believe it to be, not necessarily what it ‘really’ is. If employees perceive the climate to be highly authoritarian, for example, we would expect them to act accordingly, even if top management made every effort to be democratic or employee-centred.
A second importance of this definition is the suggested relationship between other organisational characteristics, actions and resulting climate. It is generally believed that characteristics unique to a given organisation, along with the actions and behaviour of the management, largely determine the climate of the organisation.

Finally, it is further believed that the climate that does emerge within an organisation represents a major determinant of employee behaviour. Given this central relationship, it becomes readily apparent why climate has received such widespread attention lately. The variables that constitute the climate construct are the defining characteristics that distinguish one working environment from another as seen by members of the organisation. “These variables are thought to be measurable and manipulable to some extent (Litwin and Stringer, 1968)”.

Forehand and Gilmer (1964), and Pritchard and Karasick (1973) says that, “climate ostensibly serves as a basis for individuals to interprete and understand their surroundings and to determine reward-punishment relationship”. Campbell and Beaty (1971), and Pritchard and Karasick (1973) attempted to develop relatively independent scales of several dimensions of climate. By using cluster analysis on their original questionnaire, these investigators identified ten dimensions of climate on an organisation-wide basis.

These are; task structure which is the degree to which the methods used to accomplish tasks are spelled out by an organisation; reward-punishment relationship that includes the degree to which the granting of additional rewards such as promotions and salary increases are based on performance and merit instead of other considerations such as seniority, favouritism, and so forth; decision centralization involving the extent to which important decisions are reserved to top management; achievement emphasis that includes the desire on the part of the people in the organisation to do a good job and contribute to the performance objectives of the organisation; training and development emphasis being the degree to which an organisation tries to support the performance of individuals through appropriate training and development experiences; security versus risk which is the degree to which pressures in an organisation lead to feelings of insecurity and anxiety on the part of its members; openness versus defensiveness, the degree to which people try to cover their mistakes and look good rather than communicate freely and co-operate; status and morale talks of the general feeling among individuals that the organisation is a good place in which to work; recognition and
feedback, the degree to which an individual knows what his superior and management think of his work and the degree to which they support him or her; general organisational competence and flexibility being the degree to which an organisation knows what its goals are and pursues them in a flexible and innovative manner, it includes the extent to which it anticipates problems, develops new methods, and develops new skills in people before problems become crises. Climate is determined by such important factors as structure, technology, external environment and managerial policies and practices.

The emerging climate, then, represents the arena where employee performance decisions are made. Where climate is conducive to the needs of the individuals (for example, it is employee-centred and achievement-oriented), we would expect goal-directed behaviour to be high. Conversely, where the emerging climate is in opposition to personal goals, we would expect both performance and satisfaction to be diminished. In other words, ultimate behaviours or outcomes are determined by the interaction of individual needs and the perceived organisational environment. The resulting level of performance, satisfaction, feedback and so forth, will contribute not only to the climate of the particular work environment, but also to the possible changes in the managerial policies and practices. Following this viewpoint, structure, technology, external environment and other organisational characteristics affect ultimate outcomes (such as performance, satisfaction e.t.c) largely to the extent that they contribute to an appropriate climate. Climate is generally regarded as existing on an individual or group level (as opposed to an organisation-wide level); outcome measures must also be considered on an individual or group level. Thus, instead of talking about climate leading to organisational effectiveness, it is probably more appropriate to talk in terms of individual or group-related facts of effectiveness (for example, job satisfaction, employee performance, organisational commitment and so forth).

The available information also suggests that there is no best or most suitable climate. Instead, the management must determine what its goals are and attempt to create a climate that is appropriate both for those goals and for the goals and objectives of its employees. Litwin and Stringer (1968) opine that if performance is the desired outcome, an achievement-oriented climate may be more suitable; an affiliation-oriented climate may be more suitable if job satisfaction were the desired outcome. The relationships that are being discussed above, however, should hold only to the extent that employees have control over the attainment of outcome variables. Where machines control
productivity, for example, we would expect the climate to play as large a role in performance, although it most certainly would relate to resulting job attitudes and withdrawal behaviour. As in the case of promotion of tutors, working conditions are not favourable. One must profess or accept the catholic faith, one must be (seen to be) active; being single is a 'great sin'; you must engage in grapevine; you must not be critical to the management's policies; there is no job security, three-year contracts are signed; poor and late salaries are given; no annual increments; no streamlined system of giving allowances; staff houses are in poor conditions, are not enough for the staff and the rents are above the market prices; poorly serviced vehicles and machines; overcrowding by the staff in the staffroom and the students are overcrowded in classes, hostels and the dining hall among other facilities; autonomy, creativity and growth are not encouraged. These factors certainly do affect performance. Tutors and students will always grumble and complain. In addition to that, these situations / conditions take a lot of one's thinking time as well as time to go looking for more / better places to make ends meet.

2.1.5 Independence

Independence is influenced by autonomy, creativity and growth goals. According to Hunt (1997), the needs theorists' concept of self-actualization or self-fulfillment has a long history, yet remains one of the fuzziest and least developed in psychology. It is useful to define it more closely here. It consists of a search for independence rather than dependence, for control over rather than control by others (autonomy); a search for opportunities, originality and creativity. This relates to autonomy in that creativity may flourish in freedom, but the two goals are not necessarily found in the same person. Creativity is the search for growth and challenge, extending the boundaries of the self, stretching the options and experiencing novelty (growth).

It is clear that those who seek autonomy may also seek opportunities to be creative. Others seek autonomy but do not seek creativity. However, both the autonomy and creativity groups seek growth. In the simplest explanation, these goals relate to the ideal that may become real. They relate to the concept of 'becoming', which by its very definition is never ending. As the workforce becomes more skilled and professional, we appear to be producing more and more individuals seeking autonomy, creativity and growth. The culture of the professional (autonomy; allegiance to the profession first and to organisation second; professional not organisational criteria for assessment of performance;
minimal managerial interference) is in conflict with the power culture of the management (co-operation) and control; allegiance to organisational goals; facilitating processes and procedures. The management of professionals with strong autonomy goals, highly mobile careers, and flexible working and income earning options is one of the dilemmas posed by the professionalisation of the workforce.

Factors which correlate strongly with autonomy are; strong goal orientation even to the point of creating unnecessary hurdles; realisable but challenging goals with expectations by parents for very high standards of performance; long time orientation of about three to five years and so on. For those seeking creativity, they have these; evidence of creativity (writing, art, design, innovativeness etc); pattern of lateral thinking, even in conversation; history of searching for a role (‘what will I be when I grow up?’); tendency to seek perfect solutions to problems. Growth goals reflect the endless striving that other writers have noted: seek challenge; wants to live life to the full; easily bored with repetition or details; initiates rather than completes; tendency to mania; has highs and lows; sees growth as own problem, not the employer’s; tends to idealize possible outcomes. Organisations can absorb only a small number of people with these work goals. They see themselves as special, and their search for challenges, novelty and change, their intolerance for errors in the work of others and their aversion to formal controls make them difficult to manage. Autonomy, creativity and growth goals will enhance the employer’s prospects by being free to contribute to the organisation and being proud of his / her contribution to the overall success of an organisation. These goals inspire or motivate the employees to work hard to achieve even a lot. When one knows that the management trusts his / her contribution and that he is part and parcel of decision-making, he / she will expend more energy in performing his / her tasks and be more creative for the benefit of the organisation. The institutions are very bureaucratic and like any bureaucracy, one must strictly operate within the rules set. Autonomy is not encouraged since one can decide not to follow the set rules. Likewise, autonomy may breed independence that may bring about a lot of awareness and revolt against the management.

2.1.6 Physical facilities

"Machines undoubtedly made possible vast increases in output, and eventually in quality. They also made possible an increase in the standards of living of the majority of the population" as Dickson, 1974 says. This view is still viable, valuable and realistic today. Machines such as typewriters,
computers, fax machines and other facilities such as offices, file cabinets, buildings, stores, kitchens etc are very necessary in any organisation. They provide the workers with ‘avenues’ through which to achieve or accomplish their various tasks or work allocated. Products, not labour is usually bought and sold. Division of labour is not just a division of tasks, important as that is, but also a division of function. This division is not viable if there are no tools, people, rooms, plant or facilities to help the workers produce the desirable goods. The organisation does not sell labour. Labour is no longer independent but reliant upon the role, function and resources of capital, finance and physical facilities. The works of Fredrick W. Taylor (1947), who saw the need to improve manufacturing productivity through more efficient use of physical and human resources and Elton Mayo (of the Hawthorne study effect and who concluded that workers’ output can be increased as a result of their knowledge of being supervised), collaborate Dickson’s work to some extent. All are in agreement that facilities can be used to speed up or slow down productivity thus, efficiency.

Tools, equipment and facilities are also important in enhancing organisational efficiency. The right tools and facilities will enable a worker to perform his / her tasks with much ease, thus creating sweet relations between the worker and his / her tools and facilities. Tools are effective, efficient and easy to work with hence saving an employer’s energy. Facilities on the other hand have the effect of availing space to the employee hence freedom to do his / her work effectively and efficiently. They also help a worker to specialize. In case of different levels of management and supervision, having an office in itself is prestigious, is a sign of status and helps one to organize his / her work properly. Privacy and confidentiality are thus maintained. There are very few physical facilities, not enough for everybody. This falls short of the required standards. For example, classes that should be made up of 35 students are made up of 90 students and 70 students for first years and second years respectively. This is way above the normal. In fact, it is abnormal that one should teach a class of 90 (instead of 35) and even get less pay and poor working conditions!

The same situation applies to the hostels where all the students are experiencing overcrowding. There is hardly any space to keep one’s personal items like boxes and bags. The dining hall is overcrowded too. Students eat by shifts thus wasting a lot of valuable time queuing. Plans are underway for expansion of facilities but it is taking very slow.
All these situations affect both the tutors’ and students’ performance since everybody is always thinking of his / her problems and the way to solve them instead of thinking and concentrating constructively on education.

2.2 The conceptual framework

The variables of study are summarized in the figure below.

![Figure 2.3 The Study Variables](image)

Any effect, shift or disturbance on any one of these factors will affect performance of both tutors and students of these two colleges. A positive effect will produce positive results that will trickle down to good performance whereas a negative shift will produce negative results that will trickle down to poor performance.

2.3 Summary and gaps to be filled by the study

In this chapter, seven independent factors have been identified; promotion of tutors, remuneration, working conditions, independence, physical facilities, organisations and job descriptions they were
used to how they affected the dependent variable – the factors that influenced the performance of tutors in Private Teacher Training Colleges in Kenya.

The findings indicate that there were no clear guidelines on dealing with the tutors’ job and improving the general welfare of the tutors to improve performance. Increasing tutors’ remuneration and promotion were identified as the number one priority areas in boosting their performance and hence students’ performance. Followed closely by that was working conditions, independence and physical facilities.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction
This chapter highlights the following areas; the study area, study population / sample, sampling procedures, development of research instruments, data analysis and data interpretation methods that were employed by the researcher during the study.

3.1 The Study Area
The researcher picked on St. Mary’s Teachers’ College which is in Bura area of Taita / Taveta District and St. Paul’s Teachers’ College which is in Kisii District.

3.2 The Study Population
The target population was all the tutors and administrators of the two Private Teacher Training Colleges; who were 36 in number.

3.3 The Sample Size
The sample was taken from the total population of the tutors in the two private colleges, which were 36. The questionnaires were mailed to the respondents on September of the year 2006. 72.20% (N=26) questionnaires were returned completed, 22.20 % (8) questionnaires were not returned and 5.6 % (2) questionnaires were returned incomplete.

All the teaching departments were represented by the respondents who returned completed questionnaires.

3.4 The Sampling Procedure
Every tutor and administrator was involved thus no sampling procedure was used i.e. there was representation from all department and all levels of administration.
Table 3.1 The Target Population / Sample Size

<table>
<thead>
<tr>
<th>College</th>
<th>Population</th>
<th>% age sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>St. Mary’s</td>
<td>18</td>
<td>50</td>
</tr>
<tr>
<td>St. Paul’s</td>
<td>18</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Author (2006)

3.5 Data Collection Instruments

The questionnaire was the main data collection instrument. Warwick and Linger (1975) stated that researchers would settle on instruments which provided high accuracy, generalisability and explanatory power with low cost, speed and a minimum of management demands but with high administrative convenience. The data collection procedure involved the researcher distributing some questionnaires by hand and mailing others through research assistants and later collecting them by hand and through mail.

An interview guide was also administered to the administrators whereas a document analysis guide was used to analyse various documents like the time table, subject allocation forms, employee policy documents, staff attendance records, examination results files, staff meetings’ minutes files, duty rosters, calendar of events and pay slips.

3.6 Data Analysis

Coding of respondents’ questionnaire responses in a coding table and feeding them into the computer for analysis. Frequency distribution tables were prepared and totals for each item calculated. These were further displayed in a tabular form to find the sum total of the weight of the views given to each item. From the frequencies and results calculated, the results were analysed using descriptive statistics.

3.7 Limitations of the Study

Some respondents were unwilling to fill the questionnaire and others returned incomplete questionnaires. This constituted major limitations to the study. Further to that, limited time to monitor progress as well as the conduct or behaviour of the respondents, and the lack of vital information like confidential files, some examination results analysis files, some subject / teaching load allocation files also posed major problems. The Tutor turnover is high in both St. Mary’s and St. Paul’s Teachers Colleges, making the findings almost impractical to implement.
CHAPTER FOUR
DATA ANALYSIS AND INTERPRETATION

4.0 Introduction
The chapter shows the results of the data collected from the field. The data was analysed and presented in percentages, tables, pie chart, bar charts and line graphs. The results involve and include responses of 36 respondents who form both the sample and total population of the study. Both qualitative and quantitative data analyses were employed.

4.1 Quantitative Analysis
On the question of age and years of experience, those below the age of 40 years in St. Mary’s were 92% while in St. Paul’s; they represented 35.5%, indicating that most tutors in St. Paul’s are aged and experienced in the field of teaching. On average, this represented 63.25% of the respondents. However, majority of the tutors 69.2%, were employed between the year 2001 and 2006 in both of these colleges. This indicates that they have less years of experience in teaching in such an institution. Most respondents, 77% had a university degree in both colleges. Generally, most tutors in the two colleges felt that either their work was manageable or they were overloaded with 66% tutors in St. Mary’s feeling that they were overloaded while only 36% tutors in St. Paul’s felt that they were overloaded. Cumulatively, this represents 51% of the respondents.

Table 4.1 Age, Experience, Education Level and Work Overload

<table>
<thead>
<tr>
<th>Factor</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age - below 40 years</td>
<td>63.25%</td>
</tr>
<tr>
<td>Experience - 1-5 years</td>
<td>69.20%</td>
</tr>
<tr>
<td>University Degree</td>
<td>77%</td>
</tr>
<tr>
<td>Work Overload</td>
<td>51%</td>
</tr>
</tbody>
</table>

Source: Field Data (2006)

Figure 4.2 represents this phenomenon as;
The table below shows the combined mean grade performance for the colleges over a period of six years in the Primary Teacher Education (PTE) examination administered by the Kenya National Examinations Council (KNEC) every year.

**Table 4.2 PTE Mean Grade Performance**

<table>
<thead>
<tr>
<th>Year</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Score</td>
<td>3.62</td>
<td>3.62</td>
<td>3.71</td>
<td>3.49</td>
<td>3.40</td>
<td>4.20</td>
</tr>
</tbody>
</table>

Source: KNEC Primary Teachers’ Examination Results (2001 -2006).

The figure below summarizes the trend over the six-year period.
Figure 4.2 PTE Mean Grade Performance

This graph shows the combined progressive PTE mean grade performance over the last six years in both St. Mary’s and St. Paul’s Teachers’ Colleges. This trend shows that there has been a constant performance in the credit category except for last year (2006) when there was a downward trend.

On the question of the organisation type and what they believe it is, the following data was obtained:

Table 4.3 Organisation Type

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Democratic, Bureaucratic, Laissez Faire and Charismatic</td>
<td>18</td>
<td>50 %</td>
</tr>
<tr>
<td>A combination of the four above</td>
<td>18</td>
<td>50 %</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Source: Field Data (2006)

The above data indicates that there was equal observation on organisation type; at 50:50.
The following data was also obtained about how the organisation type affects tutors' performance:

**Table 4.4 Effect of Organisation Type**

<table>
<thead>
<tr>
<th>Organisation Type</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affects performance</td>
<td>21</td>
<td>80.8%</td>
</tr>
<tr>
<td>Does not affect performance</td>
<td>5</td>
<td>19.2%</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Source: Field Data (2006)

This shows that many tutors felt that their performance was being influenced by the organisation type.

Concerning the extent of the effect, the table below shows the following:

**Table 4.5 Extent of Influence by Organisation Type**

<table>
<thead>
<tr>
<th>Influence</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very high, high or moderate</td>
<td>20</td>
<td>76.9%</td>
</tr>
<tr>
<td>Low or very low</td>
<td>6</td>
<td>23.1%</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Source: Field Data (2006)

The extent of influence was observed to stand at 76.9% for moderate to very high whereas 23.1% opined that the organisation type had low or very low influence on their work performance.

**Figure 4.3 Organisation Type**

**Figure 4.4 Effect of Organisation Type**

Source: Field Data (2006)
Concerning the placement of a worker in the job they applied for or not, and the impact on their performance, the following data was obtained:

**Table 4.6 Job Placement**

<table>
<thead>
<tr>
<th>Job Placement</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied for</td>
<td>23</td>
<td>88.5%</td>
</tr>
<tr>
<td>Not applied for</td>
<td>3</td>
<td>12.5%</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Source: Field Data (2006)

The following chart displays the same graphically;

**Figure 4.6 Job Placement**

The question on job’s placement impact on tutors’ performance produced the following information:

**Table 4.7 Job’s Impact on Performance**

<table>
<thead>
<tr>
<th>Impact on Performance</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Impact</td>
<td>16</td>
<td>61.5%</td>
</tr>
<tr>
<td>Low Impact</td>
<td>10</td>
<td>38.5%</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Source: Field Data (2006)

This is represented by the following graph:

**Figure 4.7 Job’s Impact on Performance**


The figure indicates that most respondents (61.50%) feel affected by the job’s placement in comparison to those (38.50%) who do not see the connection between the type of job and their work performance.

On promotion, 38.5% said that they had ever been promoted against 61.5% who said they have never been promoted. 69.2% say that promotion does affect poverty while 30.8% do not feel that promotion affects their job performance. The following graph shows this phenomena graphically;
Figure 4.8 Percentage Promotions


Figure 4.8 shows the effect of job promotion on tutors’ performance as;

Figure 4.9 Effects of Promotion Policy


There was a high percentage connection between performance with promotion and reward of 84.6% against those who could not see the connection i.e. (14.4%).

Concerning the remuneration of the tutors, 65.40% of the respondents indicated that they do get a monthly salary of less than Ksh. 15,000 against 34.60% who get more than Ksh. 15,000 per month.
The table below gives a breakdown of the monthly wages for the tutors in these colleges.

### Table 4.8 Monthly Wages for the Tutors

<table>
<thead>
<tr>
<th>Basic salary (Ksh.)</th>
<th>No. of recipients</th>
<th>Basic salary (average)</th>
<th>Responsibility allowance</th>
<th>Medical allowance</th>
<th>House allowance</th>
<th>Allowances (average)</th>
<th>Gross Per tutor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 10,000</td>
<td>4</td>
<td>10,000</td>
<td>Nil</td>
<td>1,500</td>
<td>3,000</td>
<td>4,500</td>
<td>14,500</td>
</tr>
<tr>
<td>Btwn 10,000 – 15,000</td>
<td>13</td>
<td>12,500</td>
<td>Nil</td>
<td>1,500</td>
<td>6,000</td>
<td>7,500</td>
<td>20,000</td>
</tr>
<tr>
<td>Btwn 15,000 – 20,000</td>
<td>7</td>
<td>17,500</td>
<td>800</td>
<td>1,500</td>
<td>6,000</td>
<td>8,285.70</td>
<td>25,785.70</td>
</tr>
<tr>
<td>Above 20,000</td>
<td>2</td>
<td>20,000</td>
<td>3,000</td>
<td>5,000</td>
<td>20,000</td>
<td>28,000</td>
<td>48,000</td>
</tr>
<tr>
<td>Average</td>
<td>-</td>
<td>14,038.50</td>
<td>446.40</td>
<td>1,769.20</td>
<td>6,615.40</td>
<td>1,857.20</td>
<td>14,895.70</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>365,001</td>
<td>11,606.40</td>
<td>45,999.20</td>
<td>172,000</td>
<td>48,287</td>
<td>594,266</td>
</tr>
</tbody>
</table>


On the overall relationship with others, 73.1% said that their relationship with others do not affect performance while 26.9% agreed that it does affect their performance at work.

The following table shows the effect on performance or lack of it and the extent of it on by the working conditions, physical facilities and independence.

### Table 4.9 Effect and Extent of Working Conditions, Physical Facilities and Independence

<table>
<thead>
<tr>
<th>Factor</th>
<th>Effect / No Effect</th>
<th>Percentage Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Working Conditions</td>
<td>80.8%</td>
<td>19.2%</td>
</tr>
<tr>
<td>Physical Facilities</td>
<td>57.7%</td>
<td>42.3%</td>
</tr>
<tr>
<td>Independence</td>
<td>80.8%</td>
<td>19.2%</td>
</tr>
</tbody>
</table>


### 4.2 Qualitative Analysis

#### 4.2.1 Performance

Poor performance has been attributed to a number of factors by the tutors in these colleges. Primary among the reasons are remuneration and motivation, working conditions, poor management practices, work overload coupled with less tutors and a very large number of students. Admission of students with less ability comparing to the public colleges that take up the cream of the prospective trainees also brings about a big disparity at the final results.
There is less quality time that is spent by the tutors with the students as well as a congested and overloaded daily routine and a curriculum overload. The learning resources and facilities are inadequate for both the tutors and the students and the management often arbitrarily allocates resources for the curriculum department, making it hard to meet the required standards by the Ministry of Education. The bulk of the students are very young and thus inexperienced and less visionary. Moreover, there is teaching practice every term which takes a lot of resources; time, money, tutors and other staff and that is not factored well in the syllabus.

4.2.2 Organisation and job description

Among the suggestions put forward to improve the way the type of organisation can improve performance are openness to the workers’ plight by the management and administrators together with considering all the views the workers give through democracy. The workers should be well placed and motivated to work freely. Respect for everybody and transparency are key factors when handling issues in an organisation. The respondents said that they would like to have a clear definition of duties in their organisation to avoid conflicts and that remuneration should be based on ones’ amount of duties and responsibilities. The appropriate tools of work and refresher courses should accompany each job. Rewarding performance would be a good way of showing appreciation and thus improve performance. One should only be deployed in an area where one can give his or her best and most likely in ones’ area of specialisation so as to give the best. The job one does was seen to have a bigger influence by 16 respondents than the organisation type’s 14 respondents.

4.2.3 Promotion and remuneration

The respondents had varied suggestions on how promotion and remuneration can be used to improve performance, both tutors’ and the students’. Promotion on merit, qualification, educational level and experience featured prominently in the respondents’ suggestions as well as proper and equitable remuneration that take cognizance of the market rates in enhancing good performance of the tutors. Proper promotion and remuneration motivates workers who feel a sense of belongingness and can afford the basic needs in life. Scholarships and training to enhance ones’ knowledge, skills and attitude to work will go a long way in enhancing performance. The respondents noted that the newly appointed members were getting promotion at the expense of the more experienced and skilled tutors, thus sacrificing quality performance. The monthly average basic wages for all the tutors was found to be Kshs 14, 038.50 and the monthly gross salary per tutor was found to be Ksh. 14, 895.70. Various
respondents are in agreement that the wages are too low for their profession and that the remuneration is far much the TSC rates or the prevailing market rates. Increased remuneration increases ones’ ability to satisfy his or her basic needs thus satisfaction with ones’ job. Monetary benefits and incentives should be a reflection of the workload or ones’ responsibility. Various job groups should be drawn up and salaries should be awarded through the approved government scales. Increased remuneration increases morale, esteem and productivity of the tutors, which trickles down to quality service to the students. Incentives for good performance in ones’ area of work should also be rewarded accordingly. There has been no annual increment of the tutors’ salaries in both colleges for the last six years, making tutors’ economic power less and actually dwindle. This does not put into consideration the inflationary rates over time.

4.2.4 Working conditions, independence and physical facilities

Tutors were in agreement that teamwork, openness and fair treatment by the administration could enhance their morale to work. Tutors should not be overworked and should get the necessary support so as to reduce suspicion. There should be proper communication channels and networking to enhance co-ordination for effectiveness and efficiency. They said that the support staff should be made to know their position.

They suggested that their institutions should have a balanced appraisal, offer jobs on a permanent basis and state working terms clearly. This brings a sense belongingness, security and continuity, which in turn allow the workers to concentrate their efforts in the organisation. Job security should also be based on performance and not contracts. Tutors who feel secure will not look for jobs elsewhere thus there is a sense of security and continuity of the organisation. The public will also develop confidence in these institutions.

The respondents cited creativity, orderliness, provision of the relevant resources as well as freedom as factors that affect performance of the tutors. Tutors should be sponsored for short relevant courses to update them on the current issues affecting their field so as to be more productive. Sponsors and administrators should not interfere with the tutors and less expensive housing should be provided, in these colleges. There should also be proper consultations between the tutors and the administrators for smooth running of these institutions.
CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction
In this chapter, the major findings, conclusions and recommendations of the study are discussed. Major trends, commonalities and similarities are highlighted in this section. The section deals with the main issues that can be looked into to enhance the overall performance of tutors and consequently that of the students.

5.1 Summary of findings
In summary, 92.30% of the respondents say that promotion and remuneration influence their job performance, taking precedence over working conditions, independence and physical facilities. On the same, promotion and remuneration, tutors said that work would improve when one envisages a promotion both in rank and remuneration. This encourages hard work and satisfaction of ones’ job as well as economic self-sufficiency. This, in effect, implies that tutors value their compensation more than any other factor and that this factor has the potential to substantially improve their morale and motivation to work.

Working conditions, independence and physical facilities takes 86.46% in importance. Tutors said that one would know his or her scope thus creation of order, independence and certainty if proper organisations and job descriptions were well tailored. Working conditions, independence and physical facilities are vital tools for enhancing performance and making life more fulfilling and increasing one’s position to realize his or her full potential. Independence enhances quicker decision-making and greatly contributes to a good working environment, thus performing one’s duties without reservations. They cited that poor resource mobilization might make it difficult for an organisation to meet the needs of all programmes. Enough well maintained physical facilities would cater for more students hence more income and marketability.

Organisations and job descriptions also takes 86.46% in importance. Organisations and job descriptions would ensure that institutions’ affairs are run smoothly and decisions are made and implemented promptly. People would want to be affiliated to an organisation, which has a good...
reputation since this affects one's performance. When one knows his or her duties well and is appreciated, one works without reservations, avoiding confusion at work and clarifies various job targets at a specified period of time.

5.2 Conclusion

From the findings, it can be concluded that tutors' performance at work is affected and influenced by the reward and promotion policies of an organisation, the prevailing organisational culture, working conditions and physical facilities as well the organisation type and the types of jobs and how they are structured in an organisation.

Remuneration and the accompanying promotion play a key role in enhancing motivation, not only in teacher training colleges, but also in all organisations as various studies have show. People work first, for their well being and to earn a life and then for the benefit of the organisation. This situation is hard to reverse otherwise.

When there is a conducive organisational culture and the appropriate tools of work are available, the smooth running of the activities in an organisation is ensured. This also makes the workers to feel a sense of belongingness and co-ownership of the organisation with the managers. It helps to focus attention to the overall organisation and not to individuals or other competing organisations; thus labour turn over is low.

The management style that the management and administrators choose to adapt goes a long way in defining the course that the organisation takes. They way they shape up the culture and structure the jobs determine the level of efficiency, effectiveness and satisfaction of the workers. This helps to bring about sweet human relations, not only between workers and the management, but also between the workers themselves and their tools or objects of work.

5.3 Recommendations

Based on the research findings discussed above, it can be recommended that:

1. The management and administrators of these institutions should listen to the tutors' plight and suggestions on improvement since they are the people on the ground who does implement the curriculum, a change in management practices in accordance with changing situations and also
appreciating members’ contribution and participation in these colleges.

2. Promoting various workers on merit and advertise all the positions for competitive recruitment to take place. This will in effect create a performance culture.

3. The managers and administrators should consider the institutions’ capacity in admissions so as not to sacrifice quality through holding ‘genuine’ staff meetings to draw up policies that can pass the test of time.

4. There should also be fun days, games, parties, hikes and competitions among workers of these institutions away from the work environment for refreshment and reflection. This will make their work look enjoyable and less boring.

5. The institutions should be involved in good public relations always by maintaining discipline among the students, improving the quality of student intake and review the conditions and terms of service for the various categories of workers.

6. The managers should also develop an education policy for these institutions that incorporates such major factors as the promotion and remuneration policy, the recruitment, selection, training and retention policy learning resources, proper competitive admission grades and provide and develop institutional structures as well as the physical development of these institutions.

7. Developing performance standards, indicators and appraisal methods to enhance morale and smooth continuity of these institutions. This should also be accompanied by appropriate reward system to the students who do well in the internal and external examinations.

8. An active guidance and counseling department, and a career guidance office should be started.

9. The management should venture into other money generating projects, accommodate all the staff within and expand the library facilities to reflect the modern trends in education to create more time for the students to learn

5.4 Recommendations for further research

The government and other stakeholders should carry out further research especially in private teacher training colleges and how they conduct their affairs since they have the duty or rolling out the future craftsmen of this nation.

The government should also explore the idea of funding the private teacher training colleges especially in salary awards to boost the tutors’ morale.
References


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Publication Africa.


Internet: http://www.workplacetoolbox.com/z-jobdescriptions.jsp.
Dear Respondent,

RE: REQUEST TO FILL THE QUESTIONNAIRE

I am a student at Kenyatta University undertaking a course in Master of Business Administration.

As part of the course requirement, I am carrying out a study as part of my Research Paper based on Tutorial staff performance and effectiveness and how that affects students' performance in the Primary Teacher Education examination results.

To make it a success, kindly give me the required information by filling in the blank spaces in the questionnaire. Feel free to participate in this exercise.

Please note that this information will be treated with utmost confidentiality and will be used for academic purposes only.

Thank you.

Sincerely yours,

Mathenge Edward Kariuki
APPENDIX II
QUESTIONNAIRE

Section A: General

Please tick where appropriate

Full Name (Surname first):

Gender: Male [ ] Female [ ]

Marital status:

Department: Position (Ordinary, H.O.D, e.t.c)

Date of appointment:

Tick or write appropriate comments where necessary / applicable.

In which age group are you?

Below 30 [ ] Between 30 – 40 [ ] Above 40 [ ]

What is your education level?

Certificate [ ] Diploma [ ] Degree [ ] Other [ ]

What are your current duties / roles / responsibilities?

1. 

2. 

3. 

4. 

How is your workload?

(a) Manageable [ ] (b) Not manageable [ ] (c) Underload [ ] (d) Overload [ ]

Give reasons for the answer you have given for the above question.


Section B: Performance

1) How has been the performance of the college in the National College Examinations i.e. Primary Teacher Education Examinations?

(a) Very High [ ] (b) High [ ] (c) Fair [ ]

(d) Low [ ] (e) Very Low [ ]

2) In your opinion, what affects performance?
SECTION C: Organisations and Job Description

3) Under the following titles, choose the one most appropriate for your organisation:
   (a) Bureaucratic (authoritative) [ ]
   (b) Democratic [ ]
   (c) Laissez faire [ ]
   (d) A combination of the above [ ]

4) Do you think that this does affect performance? (a) Yes [ ] (b) No [ ]

5) To what extent has it affected it?
   (a) Very Great [ ]
   (b) Great [ ]
   (c) Moderate [ ]
   (d) Very Low [ ]

6) Give suggestions on what needs to be done in this type of organisation to improve performance.

7) Job description is very important in order to clearly know your duties. Were you employed for the job you had applied for? (a) Yes [ ] (b) No [ ]

8) How did / does this impact on your performance?
   (a) Very High [ ]
   (b) High [ ]
   (c) Average [ ]
   (d) Low [ ]
   (e) Very Low [ ]

9) Suggest what needs to be done to job descriptions to improve performance.

Section D: Promotion

10) Promotion of tutors can improve morale and their performance. Have you been promoted since you joined the college?
    (a) Yes [ ]
    (b) No [ ]

11) In your opinion, do you think your and others’ promotion has affected performance?
    (a) Yes [ ]
    (b) No [ ]

12) To what extent has it affected it?
    (a) Very Great [ ]
    (b) Great [ ]
    (c) Moderate [ ]
    (d) Very Low [ ]
13) Suggest what needs to be done on promotion of tutors to improve performance.

14) Are there clear-cut terms and conditions of service in the college that stipulates different levels of development? (a) Yes [ ] (b) No [ ]

15) Suggest what can be done on the job categories to enable tutors to rise.

Section E: Remuneration

16) Remuneration can be said to be the rationale behind people’s working in a certain organisation. In which remuneration bracket do you fall under?
   (a) Below Ksh. 10,000 [ ] (b) Between Ksh. 10,000 – 15,000 [ ]
   (c) Between Ksh. 15,000 – 20,000 [ ] (d) Above Ksh. 20,000 [ ]

17) Do you think that your remuneration affects performance?
   (a) Yes [ ] (b) No [ ]

18) To what extent does it influence / affect your performance?
   (a) Very High [ ] (b) High [ ] (c) Average [ ]
   (d) Low [ ] (e) Very Low [ ]

19) Give suggestions on what can be done to remuneration to improve performance.

20) Do you receive other monetary benefits apart from the basic payment?
   (a) Yes [ ] (b) No [ ]

21) Do these benefits affect / influence your performance?
   (a) Yes [ ] (b) No [ ]

22) To what extent do they affect your performance?
   (a) Very High [ ] (b) High [ ] (c) Moderate [ ]
   (d) Low [ ] (e) Very Low [ ]

23) Give suggestions on how remuneration and other monetary benefits can be used to improve performance.
Section F: Working Conditions

24) Working conditions include the working environment, interpersonal relationships, organisational culture, job security, good housing and so forth. Do working conditions in the organisation affect your performance as a tutor?
   (a) Yes [ ]  (b) No [ ]

25) How would you rate the working conditions in your organisation?
   (a) Very Good [ ]  (b) Good [ ]  (c) Moderate [ ]
   (d) Poor [ ]  (e) Very Poor [ ]

26) Do you relate well with your fellow tutors and the administration?
   (a) Yes [ ]  (b) No [ ]

27) Does your relationship with other tutors affect your performance?
   (a) Yes [ ]  (b) No [ ]

28) Give suggestions on how your relationship with the other tutors and the administration can improve performance.

29) Do you enjoy job security?
   (a) Yes [ ]  (b) No [ ]

30) Does job security affect your performance?
   (a) Yes [ ]  (b) No [ ]

31) How can you rate job security in the organisation?
   (a) Very High [ ]  (b) High [ ]  (c) Average [ ]
   (d) Low [ ]  (e) Very Low [ ]

32) Suggest how job security can be used to improve performance in the organisation.

33) Are you housed in the institution?
   (a) Yes [ ]  (b) No [ ]

34) Does housing affect your performance as a tutor?
   (a) Yes [ ]  (b) No [ ]
Give suggestions on how staff housing can be used to improve performance in the organisation.

Section G: Independence and Physical Facilities

Independence comes with autonomy, growth and creativity. Do you enjoy independence in the organisation?

(a) Yes [ ]  (b) No [ ]

Does independence affect your performance?

(a) Yes [ ]  (b) No [ ]

How does independence affect performance in the organisation?

(a) Very High [ ]  (b) High [ ]  (c) Moderate [ ]
(d) Low [ ]  (e) Very Low [ ]

Give suggestions on how independence can be used to improve performance in the organisation?

Does the organisation have enough physical facilities?

(a) Yes [ ]  (b) No [ ]

In your opinion, do physical facilities affect performance?

(a) Yes [ ]  (b) No [ ]

How do physical facilities affect performance in your organisation?

(a) Very High [ ]  (b) High [ ]  (c) Moderate [ ]
(d) Low [ ]  (e) Very Low [ ]

Suggest what can be done to physical facilities to improve performance.
### Section H: Summary

44) Rate the following factors in terms of importance to performance.

<table>
<thead>
<tr>
<th>Factors</th>
<th>Not important at all</th>
<th>Not important</th>
<th>Fair</th>
<th>Important</th>
<th>Very important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organisations and Job Descriptions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promotion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remuneration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working conditions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

45) Give suggestions / reasons for the answers given in No. 44 above.

________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________

46) What suggestion would you put forward to the management in order to improve performance?

________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________