BARRIERS TO EFFECTIVE HUMAN RESOURCE MANAGEMENT

FACED BY PUBLIC PRIMARY SCHOOL HEADTEACHERS: MWEA

EAST SUB-COUNTY, KIRINYAGA COUNTY - KENYA

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EDUCATION IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR DEGREE OF MASTER OF EDUCATION,
KENYATTA UNIVERSITY

JULY, 2015
DECLARATION

This research project is my original work and has not been submitted in any other university or institution for examination.

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DATE
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<th>Description</th>
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<tbody>
<tr>
<td>BoM</td>
<td>Board of Management</td>
</tr>
<tr>
<td>CEB</td>
<td>County Education Board</td>
</tr>
<tr>
<td>ECDE</td>
<td>Early Childhood Development and Education</td>
</tr>
<tr>
<td>EFA</td>
<td>Education For All</td>
</tr>
<tr>
<td>HRD</td>
<td>Human Resource Development</td>
</tr>
<tr>
<td>HRM</td>
<td>Human Resource Management</td>
</tr>
<tr>
<td>ICT</td>
<td>Information and Communication Technology</td>
</tr>
<tr>
<td>KEMI</td>
<td>Kenya Education Management Institute</td>
</tr>
<tr>
<td>KTTC</td>
<td>Kenya Technical Teachers College</td>
</tr>
<tr>
<td>MoE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>PTA</td>
<td>Parents Teachers Association</td>
</tr>
<tr>
<td>QUASO</td>
<td>Quality Assurance and Standards Officer</td>
</tr>
<tr>
<td>SAP</td>
<td>Structural Adjustment Programmes</td>
</tr>
<tr>
<td>SMC</td>
<td>School Management Committee</td>
</tr>
<tr>
<td>TAC</td>
<td>Teacher Advisory Centre</td>
</tr>
<tr>
<td>TSC</td>
<td>Teachers Service Commission</td>
</tr>
<tr>
<td>WFRMA</td>
<td>World Federation of Personnel Management Association</td>
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ABSTRACT

Education is recognized as the most important form of human resource development. It refers to any act of physical experience that has formative effect of individual mind, character or physical ability. In this technical sense, education is the formal process by which society through schools, colleges, universities and other institutions deliberately transmit cultural heritage and accumulated knowledge, values and skills to the next generation. The purpose of this study was to establish barriers to effective human resource management by public primary school headteachers. The objectives of the study were to investigate the issues faced by the head teachers in relation to recruitment, induction, teacher development, motivation of teachers and other managerial challenges. It examined the effects of the challenges faced by the headteachers in relation to human resource management; and lastly, the study determined the coping strategies adopted by the headteachers to deal with the challenges they faced in managing human resources. The research was based on expectancy theory. In this theory, the headteachers are elaborate on what to expect when they use certain managerial styles. It was accompanied by a diagrammatic conceptual framework on the independent and dependent variables. The target population of the study was thirty-five (35) public primary school headteachers and two (2) TAC tutors in Mwea East District. The sample of the study was fifteen (15) head teachers and the two (2) TAC tutors. The sampling technique used was random sampling ensuring all participants in the population had an equal chance of being selected. The main research instruments were questionnaires for headteachers and an interview guide for the TAC tutors. The researcher acquired study permission from the relevant offices before collecting data. The research findings were analyzed using Statistical Package for Social Sciences (SPSS) to describe quantitative data. For qualitative data, detailed explanation was used to summarize the information. It was analyzed systematically using the themes originated from the study objectives. Tables, graphs and charts were used to present the data, as it were analyzed statistically in frequencies and percentages. The study findings revealed that there were barriers to effective HRM by headteachers. These included low staff establishment represented by 73% of respondents agreed and 27% strongly agreed with the response, lack of relevant knowledge among the BoM members to recruit staff, represented by 80% of respondents strongly agreed whereas 20% agreed, and lack of enough fund for teacher motivation represented by 100% strongly agreed. The study recommended that the government through the TSC should publish a policy for employment of SMC staff through giving clear guidelines on employment issues. The study further recommended that headteachers should have regular consultative meetings with other staff so as to deal with issues affecting school as they emerge, SMC members should be trained by KEMI on issues pertaining to management and school governance and that another study should be carried out on barriers to effective HRM on curriculum and instruction.
CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter contains an overview of human resource management. It contains the background to the problem which gives the origin of the problem being studied. The chapter also has the statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations and delimitations, assumptions of the study as well as operational definitions of terms.

1.2 Background of the Study

Education is recognized as the most important form of human resource development. The universal Declaration of Human Rights has emphasized the importance of education as a fundamental human right and a necessary element of development (United Nations, 1948). In its technical sense, education is the formal process by which the society through schools, colleges, universities and other institutions deliberately transmit its cultural heritage and accumulated knowledge, values and skills to the next generation (Aventrup, Liang, & Nelleman, 2004). Throughout the history of humanity, education has been an important aspect of human life. It is a cornerstone of economic and social development. It improves the productive capacity of societies and their political, economic and scientific institutions. Due to the many benefits of education, governments in both the developed and developing countries allocate much of their resources to education. UNESCO (2005) notes that, this has resulted to considerable growth in education causing it to be one of the largest sector in most countries to date. This important education is transmitted through schools. The effective school management should
have proper management in curriculum and instruction, physical facility management, community relation management, financial and human resource management.

According to Okumbe (1998), schools are set up to enable a society to achieve its objectives through teaching and learning. Schools should be properly managed so as to effectively and efficiently achieve their goals. For efficient and effective administration, headteachers who are managers need to have adequate administrative skills as well as human and physical resources. On management, headteachers are trained on proper planning, organizing, directing, coordinating and evaluation of education programmes. Planning helps managers to set long-term and short-term goals of an institution.

An organization needs to be effective and efficient in achieving its goals, therefore, the people in the organization need to be properly managed so as to achieve the organization goals, Saleem (2010). Watson (1986) affirms that human beings working in an organization, both individually and within various coalitions will set out to meet their own purposes, values and interests within the work setting. Each member has certain roles, objectives and responsibilities that may be frustrated by others who induce barriers and do not co-operate (Brett 1993). Ensuring that this does not lead to total failure in meeting organizational purposes there should be a central human management role (Watson, 1986).

The diverse individuals who make up the school organization have their own views and opinions regarding pertinent issues, operations, decisions-making and other day-
to-day activities in the management of the total school organization. The headteacher should be tactful enough to handle all persons in school considering their many diverse needs and opinions.

Managing people in a working environment has been an issue of a critical concern ever since the Hawthorn studies of 1960 by Elton Mayo who evaluated the human resource relation practices that existed in an organization. Since then, the issue of managing human resource in a work environment has always occupied a central role in today’s organization. There has been continuous change in human resource development and therefore, human resource managers face challenges when dealing with human resource administration. They must respond by taking gradual change in the nature of the field, current practices and overall human resource management policies, mission and vision (Chiavenato, 2001).

As school managers, headteachers should have skills in recruiting, selection, orientation and induction, training and teacher motivation. A study by Saleem (2010) indicated that managers should follow the correct procedure when recruiting the staff, when selecting, in orientation and induction, in training and development of employees, in employee appraisal, taking care of their welfare and in dismissing or retiring the employees. These steps should be clearly followed in human resource management. In a school setup the headteacher has teaching staff, non-teaching staff and students as human resources to be managed. The institutional objectives should be achieved alongside the individual’s personal objectives with the help of the head teacher.
Generally, human resource management is part of management which is concerned with people at work and their relationship within the organization. Nakpodia (2010) noted that human resource management was born out of failure of personnel management to manage people effectively in the pursuit of the organizational goals. Hence, the concept of human resource management is emphasized more than the personnel management in improving the productivity of human resource in an organization.

Education For All (EFA) Global Monitoring Report (2005) divides human resource in a school setup into 3 categories; administrative staff (headteachers, deputy head teachers and senior teacher) teaching staff (all teachers) and support staff (the school clerk, messenger, driver, ground men, cooks and school nurse). The report (EFA) continues to indicate that teachers are in the line management while non-teaching staff are in the support staff management. Nakpodia (2010) indicates that success of every educational system depends on the quality and the quantity of its factors of production. These are the human and material resources. Out of all factors, human resource factor is the most important because without human efforts, all others are inept. This is why proper human resource management should be effected for better production.

The Council for Education Policy, Research and Improvement (2003) indicates that the most important factor affecting the quality of education is the quality of individual teachers in the classroom. Teachers are most important in the delivery of quality education. However, it is often easy for those outside education to underestimate the difficulty of dealing with any organization such as school, college
or university (Berry, 2001). The supervision of teachers is complicated by the difficult conditions under which many teachers and learners have to live in and work (Chapman, 2004). Armstrong (2003) argues that the challenges faced by headteachers exist because of complexity of educational institutions.

Mbiti (1974) says that workers in any organization should be well-remunerated and respected as human beings. Equal justice to everyone among employee of any organization should be administered. He proposes that workers should be briefed properly on their responsibilities through holding regular staff meetings as well as consulting each individual section of organization on relevant matters before effecting change. This can affect the staff and the community around the school.

Headteachers play an important role in enabling the school staff to understand the learners and the community around the school. The issue of community’s social economic status and their cultural values assist the headteacher and his staff to understand the nature of the learners in a school. The human resource management challenge has directly and indirectly affected the teaching and learning. Lack of proper training among school managers on administrative skills leads to failure in; recruitment, induction and orientation of teachers, training and development of teachers, lack of motivation among teachers, poor appraisal system to teaching staff, thus affecting the school performance holistically.

In the effort to manage the good and important education, headteacher face various challenges. These challenges are like: management of curriculum and instruction delivery, management of school finance, management of school physical facilities, management of school community relations and human resources.
The study intended to establish the challenges facing public school headteachers in human resource management. The human resource includes teachers and support staff. It involves the recruitment of human resource, selection, induction and orientation, teacher professional training and development and teacher motivation. Effective human resource management of school is shown by school’s good performance, discipline among teachers and pupils, proper time management, good relationship between parents and teachers and good teacher working conditions. In the selected areas of study, there seems to be ineffective human resource management due to many strikes, poor performance in the KCPE examination, parental riots and even headteachers demotions in some primary schools. In the recent past, four public primary schools have faced parental riots leading to demotions of respective head teachers. Parents and community concerned claim that there is continuous drop in academic performance, others claim that the headteacher has misappropriated funds while others claim that their headteacher is never in school. The table shows selected school performance in the last three years as compared to the county’s performance.

Table 1.1: Kirinyaga County’s KCPE performance (2011 -2013)

<table>
<thead>
<tr>
<th>School</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
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<tbody>
<tr>
<td>Mutithi primary</td>
<td>203.26</td>
<td>201.95</td>
<td>198.55</td>
<td></td>
</tr>
<tr>
<td>Kirwara primary</td>
<td>215.51</td>
<td>210.66</td>
<td>208.95</td>
<td></td>
</tr>
<tr>
<td>Ngothi primary</td>
<td>201.40</td>
<td>199.44</td>
<td>195.31</td>
<td></td>
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<tr>
<td>Mathangauta primary</td>
<td>211.58</td>
<td>208.67</td>
<td>205.79</td>
<td></td>
</tr>
<tr>
<td>County’s performance</td>
<td>270.67</td>
<td>271.52</td>
<td>274.89</td>
<td></td>
</tr>
</tbody>
</table>

Source: Kirinyaga County Education Office, (2011 -2013)
Table 1.1 shows that some schools in Kirinyaga County, Mwea East District have a decline in performance for the last three years as compared to the county’s gradual increase in KCPE examination results. Having seen the trend in performance of some schools in Mwea East District, the study wanted to establish the human resource challenges facing headteachers which make schools perform poorly.

1.3 Statement of the Problem
Headteachers in Mwea East District of Kirinyaga County have been demoted from headship while others have faced riots in their schools due to poor academic performance in national examinations. There are issues related to human resource management particularly the relationship between the headteachers; teachers, students and parents that could be barriers to effective human resource management by the headteachers of public primary schools. It would be imperative to establish some of headteachers face in their human resource management. It was therefore cost effective to conduct a study to barriers that were deterrent to the effective management of the schools by the headteachers in Mwea East Sub-County, Kirinyaga County.

1.4 Purpose of the Study
The purpose of the study was to establish barriers to effective human resource management by public primary school headteachers in Mwea East District, Kirinyaga County – Kenya.
1.5 **Objective of the Study**

The study objectives were to;

i) Identify barriers to effective human resource management by public primary school headteachers in staff recruitment.

ii) Find out barriers to effective human resource management by public primary school headteachers in training and staff development.

iii) Determine barriers to effective human resource management by public primary school headteachers in teacher motivation.

iv) Examine how barriers to effective human resource management by public primary school headteachers affect teaching and learning in schools.

v) Establish the strategies adopted by headteachers in public primary school to curb challenges related to human resource management.

1.6 **Research Questions**

The study was guided by the following research questions;

i. What are the barriers to effective human resource management by public primary school headteachers in staff recruitment?

ii. What are the barriers to effective human resource management by public primary school headteachers in training and staff development?

iii. What are the barriers to effective human resource management by public primary school headteachers in teacher motivation?

iv. How does the barriers that headteachers face in human resource management affect teaching and learning in school?

v. Are there strategies adopted by headteachers to curb challenges related to human resource management?
1.7 **Significance of the Study**

This study had the following significances:

i. The researcher identified the barriers faced by headteachers in public primary schools and ways of curbing challenges related to human resource management and help headteachers facing problems. It would be helpful to headteacher so that they be able to come up with strategies to curb the barriers.

ii. The study would inform the Ministry of Education on the barriers faced by headteachers helping the Ministry of Education to determine what head teachers should be trained on by Kenya Education Management Institute (KEMI).

iii. KEMI as an institute would be able to identify relevant courses to offer to headteachers to improve their managerial skills. This would help to improve primary schools performance.

iv. The study would inform the Ministry of Education and Teachers Service Commission (TSC) about the challenges that are difficult to be dealt with by the headteachers and hence their intervention through educational policies and the TSC code of regulation.

v. The study forms the basis for further research on the contribution of in-service training programme of headteachers. This could generate new knowledge.

1.8 **Limitations of the Study**

This study was based on the following limitations:

i. The study was conducted in Mwea East District only, for more conclusive results, more districts should have been sampled but due to limited resources e.g. finances and time, the study was restricted to this district only.
ii. Inaccessibility of the area due to bad roads limited the study to a sample of 15 headteachers instead of all.

1.9 Delimitations of the Study

i. The study focused on management of human resource and left out other factors that might lead to poor school management hence poor performance in public primary schools in Mwea East Sub-County, Kirinyaga County.

ii. The study was limited to the sampled fifteen headteachers and two TAC tutors in Mwea East Sub-County.

iii. It confined itself to human resource management leaving all other aspects of school management e.g. management of curriculum and instruction, finance management and physical facilities management.

iv. In human resource management challenges, the study only dealt with recruitment challenges, teacher development challenges and teacher motivation challenges, leaving out selection and appraisal challenges which are factors which affect HRM.

v. The study dealt with public primary schools in Mwea East Sub-County in Kirinyaga County and not private primary schools.

1.10 Assumptions of the Study

The study was based on the following assumptions:

i. All the respondents would cooperate and give reliable information.

ii. In any normal public primary schools, human resource management challenges exist.
1.11 Theoretical Framework

Expectancy Theory

This study was guided by Expectancy Theory of Motivation where proponent was Vroom (1964). The theory posits that motivation is a conscious process in which decision lawfully relate to psychological events that occur simultaneously with behaviour. The forces within the individual and environment combine to determine the behaviour. Vroom explains that motivation is a product of three factors which he refers to as valence, expectancy and instrumentality.

Valence refers to strength of a person’s preference for a particular outcome such as reward or promotion. If a teacher for instance, strongly wants promotion, then promotion has a high valence for the teacher. Valence for a reward, according to Vroom is unique to different employees as conditioned by experience. It may also vary substantially over a period of time as needs keep changing. The old needs become satisfied and new ones emerge. An outcome is taken to be positive valence when a person prefers attaining it.

According to Vroom (1964), valence is influenced by such factors as age, education and the type of work; for instance, a newly employed teacher is likely to connect to a job security, career advancement, good remuneration, proper or good working conditions, appreciation and recognition. Some teachers derive job satisfaction from the work itself through sense of completing their tasks effectively and efficiently. In this circumstance, an employee is in full control of outcomes and s/he is less subject to extrinsic reward system of management.
In expectancy theory, Vroom (1964) argues that the specific outcomes attained by a person are subject to not only the choices that a person makes but also to the relationship with the superiors and the colleagues at work. Vroom expectancy theory is believed to be a function of probability that certain performance leads to certain reward. It is the belief by an employee that a reward will be received once the task has been accomplished. The core of expectancy theory relates to how a person perceives the relationship between effort, performance and rewards.

A newly employed graduate teacher, for instance, may see promotion as an attractive prospect (valence) but his or her expectancy of gaining promotion could be low, if he perceives that promotion is attained via length of service. Consequently, the teacher will put effort in the tasks allocated hoping for promotion in the right time.

The expectancy theory provides educational managers with strong conceptual framework for understanding how motivation and good relations at work can be improved. The manager learns that their style of management has certain outcome; the nature of treatment given to teachers has its expected outcome and a manager-employees relation has its expected outcome. If a headteacher puts efforts in training and developing his staff, there will be effects of the same; if one does not spend on human resource development, then the performance will be affected. Staff meeting can be used to identify the needs in a particular school so that the head teacher can act accordingly.
Vroom (1964) adds that proper supervision, guidance and counselling and teachers participating in decision-making can improve the staff performance and relations. Performance reward measures should be increased so that teachers are assured that good work is suitably rewarded. This will encourage them to work hard not only for their personal growth, but also for successful attainment of educational goals and objectives. Teachers should be matched to their jobs. Likewise, the headteachers should clarify job objectives during the teacher’s induction and orientation. This will go a long way in minimizing wastage of effort in search behaviour and enhances task-oriented behaviour. In this way, the expectancy models provide educational managers with a strategy to integrate teachers needs, desires and goals with those of educational organizations.

Instrumentality is an individual’s estimate of the probability that a given level of achieved task performance will lead to various work outcomes. As with expectancy, instrumentality ranges from 0 to 1. For example, if an employee sees that a good performance rating will always result in a salary increase, the instrumentality has a value of 1. If there is no perceived relationship between a good performance rating and salary increase, then the instrumentality is 0.

The theory supports the supports in that, if a teacher is well-remunerated, is given proper induction and orientation, if he or she is well developed and properly motivated, then this teacher will always be in school, will have proper time keeping, this will finally result to good performance. However, if the opposite happens and teachers are not merited when recruiting, poorly remunerated, they are not allowed for teacher development neither motivated, then there will be teacher absenteeism, poor time keeping, high teacher turnover, parental riots and even headteacher demotion. This will in turn lead to poor performance.
1.12 Conceptual Framework

**Intervening variables**

Government Policy on HRM in public primary schools

**Independent variable**

Untrained on management skills

- Unmerited recruitment
- Poor remuneration
- Lack of induction and orientation
- No training on professional development.
- Poor motivation due to low compensation
- Absenteeism of employees
- Poor time keeping
- Lack of popularity in school
- School unable to run
- Parents withdraw their children from school
- Parents riots

**Independent variables**

Trained on management skills

- Merited recruitment
- Good remuneration
- Proper induction and orientation
- Timely human resource development
- Motivated through proper compensation.
- Proper school attendance
- Proper time keeping
- Popularity of a school
- Parents pay fee in time
- School run properly
- Children compete to join

**Social cultural factors**

**School Performance: Good or Bad**

Figure 1.1: Barriers to Effective Human Resource Management by Public Primary School Headteachers (*Source: Researcher, 2012*)
The conceptual framework explains how the independent variables interact with the dependent variables. The head teacher human resource management skills are the independent variables. They are manipulated depending on whether the headteachers is trained or untrained in managerial skills. If the head teacher is well trained on managerial skills he or she will recruit staff in a well structured and merited order. He will have good offer proper and timely teacher or staff development and he/she will compensate the staff properly leading to proper motivation to the staff. The effects of well trained time management, no parent riots and no head teachers demotion. This will finally give the dependent variable which is good school performance.

On the other hand if the headteacher is untrained on managerial skills, he/she will recruit the staff in unmerited way. He will have poor staff remuneration, will not train or allow for poor staff development and he will compensate his/her staff poorly. This will lead to unmotivated staff. Finally, leading to dependent variable which is poor school performance.
1.13 Operational Definitions of Terms

**Administrator:** A person who acquires and allocates resources for the purpose of achieving the organizational goals, in a school setup.

**Appraisal:** Refers to a systematic or formal evaluation of individual with respect to his/her performance on job in terms of the job requirement.

**Barriers:** Hiccups or difficult tasks that head teachers face in line of their duties to manage workers in school.

**Headteacher:** This is a term used synonymously with the principal to mean the head of a primary school.

**Human Resource Management:** The effective utilization of human resources in a school through management of people and related activities in a school setup.

**Induction:** This is making the new employees familiar with the work environment and fellow employees.

**Management:** This is the planning, organizing, directing, coordinating and controlling of all the school’s operation so as to achieve the instructional objectives in effective and efficient way.

**Motivation:** These are forces inspiring a person at work to willingly use his/her energies for accomplishment of certain objectives.

**Professional Development:** Development of the employees through different methods and techniques to equip them with different changes in dynamic and technological world.

**Recruitment:** Process of searching for prospective employees and stimulating them to apply for a job in an institution.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter discusses literature related to barriers which the headteachers face in the course of duties concerning the human resource. The chapter contains the concept of management and roles of headteachers as an introduction. The researcher has reviewed literature concerning barriers faced by managers in human resource management; the effects of challenges faced by managers in human resource management, and the strategies adopted by different managers to curb those challenges in human resource management.

2.2 The Concept of Human Resource Management

Management means working with and through individuals to accomplish organizational goals. Okumbe (1998) defines management as a process, which involves designing, developing and effecting organizational goals. In this case, it means that a manager in an educational institution works through teachers and workers to achieve the objectives of that institution. To be successful in an organization or institution, it requires management personnel to have proper management and interpersonal skills. According to Campbell (1991), management process involves the following; planning, organizing, commanding, coordination, implementation and evaluation. Human resource management refers to the management of the personnel in any organization. Human resources are important in any organization because they manipulate all other resources in an institution to achieve the set goals. They provide knowledge, skills and energies which are essential ingredients of organizational success. Even in an era that is increasingly
dominated by technology, what differentiate effectiveness and ineffectiveness of an organization are the quality and commitment of human resource (Bush & Middlewood, 2004). In education, people are important because of the demanding and vital role of developing the potential of children. Educational institution is people-centred because people are at the heart of their business (Elliots & Lall, 1994).

According to Saleem (2010), a study group of managers of Great Britain: “personnel management” is that part of the process of management which is specifically concerned with people employed in an organization. Its purpose is to establish and maintain sound personnel relations at all levels of organization and to secure the effective use of personnel. This is done by ensuring such conditions of employment as will enable all persons in the enterprise to contribute most effectively to its purpose, in the performance of their duties as well as to attain that social satisfaction which they tend naturally to seek within their working environment. This entails giving adequate consideration to psychological as well as physical factors.

In a social setup, a headteacher has two types of human resource management functions: these are: managerial function and operation functions. The managerial functions of human resource management are concerned with the planning, organizing, directing and controlling the activities related to human resources. The operation functions of human resource management are concerned with the employment, training, compensation, integration and maintenance of personnel.
According to Shindler (2010), management of the personnel is an extension of general management that is concerned with promoting and stimulating every employee to make his fullest contribution for the purpose of the organization. Olembo et al., (1992) cites that teacher management is a critical government issue that is concerned with ensuring there are adequate teachers in classrooms, sustaining these teachers and continuing to expand the teaching force to meet the growing demand for education.

Teacher management often has to respond to a wide variety of teacher levels and backgrounds. Attracting and sustaining teachers depends to a large extent on the government willingness and capacity to provide regular and decent compensation. According to the Basic Education Act 2013, in Kenyan situation, teacher management is undertaken by the Teachers Service Commission (TSC) and the Education Cabinet Secretary at the National level. At the County level, teachers are managed by the County Director MoE and TSC as well as the County Education Board (CEB). At the institutional level, teachers are managed by the headteachers, School Management Committee (SMC) and Parents Teachers Association (PTA).

According to teacher proficiency training manual (2007), the headteacher is responsible for school based teacher development and skill upgrading. He is also charged with the responsibility of promoting the welfare of all staff and pupils within the school as well as guiding and counselling teacher trainees during teaching practice. The headteacher is also to induct and mentor new teachers. Owojori and Asauri (2010) agree that the function of the school head is to induct new staff and assign them duties. However, it should be stressed that this function can be
delegated to deputy headteacher and senior teacher or head of department to whom the new teacher is directly accountable.

Headteachers are involved in selection of staff members in case of employing the PTA teachers, motivation of teachers through proper compensation and recognition. These are just but some of the roles of the headteacher towards management of human resource in a school. For the purpose of this study, only the challenges faced by the headteacher in the management of human resource will be discussed, the effect of those challenges and the strategies adopted to curb those challenges.

2.3 Barriers Faced by School Administrators in Human Resource Management

Headteachers face new challenges daily. These challenges are often merely mutation or manifestation of older and existing problems. They may require innovative approaches or new emphasis as educators attempt to address them in the context of the rapid expanding society. According to Markley (1996), strong principal may be the single most important factor in determining the effectiveness of a school.

The principal is the principle and everything flows from him/her, said Larry Payne, a director with the university of Houston based institute for urban education (larrypayne@uhd.edu/Principal’s Role in Education).

Campbell (1991) identified six task areas in school administration where head teachers face different challenges. These task areas include curriculum and instruction implementation, student personnel management, staff personnel management, finance management, physical facility management and community relation management. Wainaina (2005) did a study on managerial challenges that the secondary school principals face in Machakos Sub-County. The study had the
following objectives; to investigate whether secondary school principals are trained on school management practices. To find out whether the managerial skills, headteachers acquire in their prior training as teachers are adequate to cope with the administrative challenges that they face. The main findings of Wainaina’s study were that many principals had problems in handling the six main tasks in school managements. It also included that training as a subject teacher is quite different from training in school management. The study recommended for in service training for serving principals. It also recommended a training course in communication skills like information communication technology. The current study aimed at closing the gap and addressing the challenges facing primary school headteachers in human resource management in Mwea East Sub-County.

Saleem (2010) identifies different managerial challenges related to human resource management. These are like recruitment of employees, orientation and induction of the newly employed workers, training and development of workers, motivational challenges, compensation and appraisal of workers. Saleem did a study on business world identifying challenges facing managers in human resource management. The study wanted to fill the gap of identifying challenges faced by school managers in management of human resource. WFPMA’s study identified several challenges of human resource management. The study concluded that “despite national and regional differences, there was remarkable unanimity”. It disclosed a number of challenges faced by human resource managers. These were like: Change in management leadership, leadership development, organizational effectiveness, HR effectiveness measurement, compensation, staffing, recruitment and availability of skilled and local labour, training and development, staff retention, benefits cost; healthcare and welfare.
2.3.1 Barriers Related to Staffing

Okumbe (1998) says that staffing means recruitment of teachers required by the institution from time to time. Teacher recruitment is done by TSC nation-wide. The TSC employs teachers depending on the shortages forwarded by headteachers to the County Director of TSC. The recruitment functions include manpower planning and forecasting, recruitment itself, selection, appointment, placement and induction of employees. Mutura (2012) notes that in secondary school Board of Management (BoM) members and school principals perform the task of recruiting teachers. Kipsoi and Sang (2008) cite that this has been dogged by complaints and irregularities. School and Sub-County boards whose recommendations are required as part of the process, have not been followed, the process has been accused of nepotism and demanding bribes. A study conducted by Sang (2005) revealed that there are difficulties faced by headteachers in school management that they attribute to BoM. Headteachers categorically point out that they don’t have good co-operation during recruitment of teaching and non-teaching staff. This shows the existence of conflicting of views between the two parties during selection.

Kipsoi and Sang (2008) cites that some headteachers cited difficulties in recruitment originating from BoM members illiteracy and lack of dedication as a source of challenge. Student personnel should be considered in staffing of a school. These include the number of students, their subject and gender. These will determine the nature of staff required, number of teaching and non-teaching staff and services required by the school personnel.
The above studies have identified some of the challenges in recruitment of teachers in secondary schools. The current study intended to fill the gap in establishing barriers to effective human resource management by public primary school headteachers in Mwea East Sub-County. Likewise, in primary schools there is inclusion of Early Childhood Development Education (ECDE) in the county government management that may be faced with similar challenges since employment is being done at the local county level.

2.3.2 Barriers Related to Orientation and Induction

According to Harrison et al., (2004), induction is the process designed to acquaint newly employed individual with the community, the school and the colleagues. Through induction programmes, the newly employed workers are helped to build up confidence in the organization and in themselves so that they may become efficient workers, it helps to build a feeling of belongingness to the new employees and they are helped to locate different facilities in the school (Saleem, 2010). The new employee becomes integrated as soon as possible, functionally and socially into the organization (Okumbe, 1998).

National Research Council (2002) explains that the time of induction is a transition period when the newly posted teacher moves from being a student to a worker or being a teacher. During the induction period, there is need for managers to assist the newly posted teacher through a well-designed programme. It should assist the new teacher to settle down on the job as smoothly as possible (Talbert et al., 1992). Wanga (1988) commentary on the same says that it minimizes the frustration and conflict behaviour for it serves a psychological purpose by providing for controlled
and gradual development of teacher confidence and ability. Many people or workers, teachers inclusive often leave their working stations shortly after joining because of the frustration and negative treatment they receive from other employees and employers during their initial phase of employment (Simatwa, 2010).

Ajowi, Simatwa and Ayando (2011) cite that challenges facing induction process as reported by the headteachers included financial constraints, huge teacher workload, mentors being overloaded and must continue with other assigned duties, lack of time to offer comprehensive induction to newly posted teachers, inadequate skills and knowledge of older teachers, lack of document such as policy guidelines to guide induction and orientation from the Ministry of Education (MoE) or Teachers Service Commission (TSC), influence of informal induction from veteran teachers who are opposed to school administration, rigid attitude and refusal to accept new ideas by the newly appointed teachers during induction. Nevertheless, Chemisto (2007) also observes that when induction was delegated to senior member of staff, it was not done well due to lack of time to do it well. At the same time, the study showed that some members of staff were uncooperative. The above studies were done in different parts of the country like Machakos and in secondary schools.

New students in the school should be inducted and oriented in the school rules/regulations, school routines, school facilities and subjects offered in school. This will help them as they settle and in planning for their academics. The school head teachers have challenges related to induction and orientation of students due to cost implication for buying stationeries, wages for facilitators, huge workload for teachers and lack of time. The current study wanted to fill the gap by establishing
the barriers to effective human resource management by public primary school head teachers in Mwea East Sub-County, Kirinyaga County.

2.3.3 Barriers Related to Human Resource Development

The whole purpose of career development is to help the employed individuals grow in the organization and stay on until retirement. To retain an employee, the school system should satisfy personal and professional needs. The needs vary from one individual to another, but the most common include the need for status, recognition, professional growth and personal development. Every employed individual has set goals for achievement in life (Nyongesa, 2007). Human Resource Development (HRD) is a central factor to the organizational production. It has been suggested that for organizations to compete successfully in a global economy, it is important to have sufficient educated and skilled employees and provide them with life-long learning (Naddler & Wiggs, 1986; Chalotsky & Reinhart, 1988; Nadler & Nadler, 1989; O Connell, 1999).

Human resource development or training is the process of increasing the knowledge and skills of an employee for doing particular jobs (Saleem, 2010). He adds that this is an organized activity designed to create change in the thinking and behaviour of people and to enable them to do their jobs in a more efficient manner. The purpose of training is to enable the employees to get acquainted with their present or prospective jobs and also increase their knowledge and skills (Nyongesa, 2007). Training and development make the new employees to be more productive and efficient. They make old employees familiar with new machines and techniques by refreshing their knowledge.
Tekle mariam (2009) adds that schools need to have planned to not only maintain their staff but also to develop them in their profession. This way, they will avoid high turnover. Saleem (2010) outlines the benefits of training and development as higher performance amongst the teachers, leads to uniformity in procedures, high morale and participative management.

There have been criticism that organization or institutions are not giving training and development the deserved regard it deserves. Headteachers like other organizational managers lack enough financial resources for staff development; they face challenges when identifying the personal and organizational needs (Teklemariam, 2009). Nyongesa (2007) adds that there is need to have enough funds to facilitate the training for teachers to meet their needs. There have been technological changes and these have translated to educational changes. This scenario poses a challenge to the school headteachers as they should gradually continue training teachers to adapt to the changing technology.

Other studies have shown that employees usually leave their firms after being provided with training. The phenomenon exists because these trained employees or expertise elites, are highly sought after or ‘poached’ by competitive firms offering higher salaries and benefits (Debrah, 1998; Lioyd, 2002; Kerr & McDougall, 1999). In the Kenyan situation, Chemisto, (2007) says that individual schools are unable to initiate staff training. The study also established that it was difficult for the head teacher to choose among staff members who to attend the training without being tribal or bias. Coupled with that was the fact that workshops and seminars were meant to address changes in curriculum, but did not address teacher professional
development which was a challenge. The current study aimed at bridging the gap and addressing the teacher professional development challenge as it is a human resource challenge faced by primary school headteachers.

2.3.4 Barriers Related to Compensation and Motivation

According to Saleem (2010), a person may opt for employment in an organization to satisfy various needs and desires. He/she may do so to satisfy his/her economic needs, security need, social needs, recognition and status needs. It should be noted very well that the satisfaction of his economic needs must occupy an important place in his list of priorities. This implies that satisfactory compensation schemes will enable the organization not only to attract capable and competent persons, but also retain them for long periods. Motivation, on the other hand, has been defined as the process that accounts for the individual’s intensity direction and persistence of efforts towards attaining a goal (Mitchell & Larse, 1987). Bennell (2004) indicates that work motivation refers to the psychological process that influences individual behaviour with respect to the attainment of workplace goals and tasks. When these basic needs have been met, it is possible for ‘higher-order’ needs, which are the basic job satisfactions to be realized.

There is a wide range of views about teacher motivation in Africa and South Asia, most of which are country specific. However, there appears to be concern that unacceptably high proportions of teachers working in public primary schools are poorly motivated due to a combination of low morale and poor job satisfaction, poor incentives and inadequate controls and other behavioural problems. Consequently, standards of professional conduct and performance are low and falling in many
countries (Bennell, 2004). Among the human resource management challenges facing headteachers is motivation of teachers, none of the researchers has studied the motivation challenges faced by public primary school head teachers in Mwea East Sub-County, hence, leading to the current study of exploring barriers to HRM by headteachers.

2.3.5 Barriers Related to Managerial Skills

The headteacher is responsible for overall management, control and maintenance of standards in the school as specified in the Republic of Kenya (2013). The headteacher is therefore accountable for all that happens in the school. He has a charge over the community, teacher, non-teaching staff and students. Mbiti (1974) asserts that the headteacher must guide teachers and pupils in a school so as to achieve the school goals and objective. The importance of training administrators should be emphasized, be it in industry, public service or in educational institution. Mbiti (1974) adds that the quality of the leader determines to a large extent an organization’s success or failure.

Mhamba (1992) asserts the following regarding need for training educational administrators in Africa. It was viewed as a possession of discipline; educational management is relatively young on the African continent. Most of educational managers have depended on their educational background and on the job expert. “Available evidence shows that educational management lack formal training of managerial skills which has been responsible for a great deal of inefficiency observed in the performance of many educational managers in Africa”. Newton (2007) observes that training of educational managers is vital for effective and
efficient administration of schools. This has been a challenge facing primary school head teachers. The workplace diversity also affects managers who are not adequately trained on how to deal with workplace diversity. This consists of issues involving age, education, ethnicity, gender, income, marital status, physical limitations, and religion, among others. Understanding the challenges that may be faced due to any of the above issues demands a manager to be well-trained on human resource management. Lack of proper training adversely affects management of educational institutions including poor human resource management (Newton, 2007).

Report of Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond (Rok, 1988) emphasizes that headteachers are central to successful management of educational institutions. The report points out that in spite of their performance, headteachers were appointed from among serving teachers most of whom had no prior training in institutional management. The report made the following recommendations; in view of the crucial role of heads of institutions, the government will ensure that those appointed as heads of educational institutions have appropriate academic qualifications, experience, ability, competence, integrity and initiative.

2.3.6 Barriers Related to Management of Pupils

Nyaga (2013) affirms that pupils management is the management of all services rendered to the pupil while in school. The school administrators have to investigate the personnel factor in as far as the instructional and functions, so that it commensurates to pupils’ experiences and requirements. In student or pupil
management, keeping of enrolment register is important. It is important for the head teacher to know the number of pupils who have been enrolled in the school so that s/he may be in a better position in providing for their needs. This helps the headteacher to determine activities and number of teaching and non-teaching staff required.

Teklemariam (2009) adds that welfare services for students should be put in place. These include guidance and counselling services, health services, spiritual services. Waweru (2008) states that, student management needs to be clearly programmed as integral part of human resource management. This involves their admissions, guidance and counselling, formation of school rules and selection of prefects.

2.4 Effects of Barriers Faced by School Administrators in HRM

These are the impacts of challenges faced by different administrators in the course of human resource management.

2.4.1 Underpayment of Employees

Incentives and compensation of employee are usually affected by poor human resource management skills. Workers are usually paid low salaries; consequently, they are never satisfied in their jobs. The profession of teaching has traditionally offered little recognition to the experienced and highly skilled teachers in comparison with other civil servants employees. Good and competitive salaries, with opportunities for growth are key to recruit and retain the most qualified teachers. Teachers salaries have not motivated the most qualified or skilled personnel to remain teaching in public primary schools, rather they seek job in private sectors, findings from National Research Council (2002). Very low pay forces large portions
of teachers to earn income from private tutoring and other activities. Substantial proportion of teachers have second jobs and sometimes third wage-earning jobs. Myers, (1964) found that having more than one job was encouraged by the low salary scale given to teachers.

In Kenya, the implementation of structural adjustment (SAP) programmes in early 1990s by the International Monetary Fund and the World Bank forced the government to cut out expenditure on education and other services (Otunga, Serem & Kindiki, 2008) yet teachers’ salaries were poor and their purchasing power fell dramatically. This made teachers to take extra jobs or even two in order to survive. It in turn affected their teaching morale and their productivity.

2.4.2 Poor Working and Living Conditions

Work and living environment for many teachers are poor and tends to lower self-esteem of teachers to a great extent (Mutura, 2012). Teachers are generally poorly motivated and this has an impact on their production in school. Bennell (2004) cites that housing is a major issue for nearly all teachers. Only a few of them have standard houses as compared to workers in other sectors. Chemisto (2007) found that there are inadequate staff houses to accommodate all the teachers in the school compound. Many teachers commute from far and that affects the nature of preparation for teaching lessons. The cited studies were done in other parts of the country like Machakos Sub-County while the current study is intended to investigate barriers to effective HRM faced by head teachers in Mwea East Sub-County, Kirinyaga County.
2.4.3 Time Management

Time keeping among teachers is a major problem in some countries. Lins, (1999) cites that teachers arriving late in class and in school, finishing their lessons before time and leaving classes during the day can seriously reduce total instructional time. In Ghana, this amounted to 11 hours per week in 1977 and an average of 17 hours per week in Tanzania. In Kenya, according to Children Act 2001, every child has a right to education. Every child is entitled to education provision of which shall be the responsibility of the government and parents. This makes parents to employ their school management committee (SMC)/ Board of Management (BoM) teachers.

Teacher absenteeism as observed by World Bank (1999) is another effect of challenges in Human Resource management. The study reported that teachers were poorly motivated and they lacked accountability in their work. Very high levels of teachers absenteeism were reported in two African countries; Kenyan absenteeism was 28.4% and Ugandan absenteeism was 27.0% (Glewee & Kremer, 2003). They also note that it is difficult to measure teachers’ absenteeism that can be directly attributed to poor motivation and other opportunistic behaviour. However, one of the most important findings of the World Bank (1999) research is that absenteeism rate among contractual teachers are much higher than for teachers with permanent employment. They also found that HIV and AIDS led to high absenteeism on both students and teachers who were infected or affected amounting to loss of instructional time. The study intended to establish barriers to effective HRM faced by public school head teacher in Mwea East Sub-County.
2.4.4 Overworked Teachers

Sifuna (1982) notes that, shortage of teaching staff has affected most of the schools in public primary schools in Kenya. The distribution of qualified teachers in primary schools in Kenya has been determined by: work environment, pay and reward, external environment and individual motivation at work. This has led to most marginalized places having teacher shortage. In turn, this condition overloads the available teachers. Herzberg (1968) Motivation – Hygiene theory of human motivation suggests that certain factors in the environment e.g. (pay, working conditions, and company policies) are often source of poor motivation on part of the employees.

Teachers operating in a situation where teacher-pupil ratio is high would be overworked already: Nguru (1986) indicates that overworking in classes affects teaching and learning. This can be caused by low wages, low rates of monetary incentives, poor working condition, availability of better employment opportunities, poor human relation, overworking the employees, among others. Saleem (2009) adds that labour turnover leads to reduction of quality and quantity of production, expenditure on training workers, market reputation affected and more expenditure on recruitment and selection of other employees. The reviewed study was done in the business world and the current study wants to investigate the effects of overworking teachers.

2.4.5 Low Quality and Standards of Education

Mhamba (1992) notes that there was need for each African country to establish institutionalized and reinforced training of educational managers so that they can
have good performance holistically. It has been noted that some schools have enjoyed an outstanding performance in national examinations. Some schools have built a tradition of good performance and high achievements while others have kept a record of low performance and the standards have continued to decline (Mwea East KCPE Analysis 2010-2013). Wainaina (2005) discussed the effect of poor management as low academic performance in schools. He adds that when a teacher is underpaid, s/he will be demotivated and performance outcome will be low. The study was done in Machakos Sub-County and in secondary schools. The current study intends to fill the gap in knowledge by establishing how head teachers are able to address barriers to effective HRM faced by public school head teacher in Mwea East Sub-County.

2.5 Adopted Strategies to Curb the HRM Challenges in Schools

On induction and orientation challenges, teachers in Bungoma East and North Sub-Countys are reported to be inducted by the headteachers, deputy headteachers and senior teachers in school. Regular consultation meetings between the headteacher, deputy headteachers and selected team of mentors are held to enhance well coordination of activities and induction of newly posted teachers (Simatwa, 2010). The Ministry of Education and TSC should come up with comprehensive programmes of induction. It should sensitize the headteachers regarding their role in the induction process. The Ministry of Education was requested to publish a manual on the same (Simatwa, 2010).
On the issue of staffing which includes the teaching and the support staff, every school should follow the recruitment policies given by the Ministry of Education and Teachers Service Commission. Time should be created for induction and orientation for the newly employed workers to help them settle in school (Simatwa, 2010). On interpersonal relations, the headteacher trained on public relation skills should be open to teachers in order to encourage them achieve set objectives. Teamwork was encouraged as well as verbal recognition for teachers in order to motivate them. On teachers discipline and interpersonal relations, the headteachers availed a copy of the TSC code of regulation. Some teachers used regular staff meetings for consultation to solve any teacher misunderstanding (Chemisto, 2007).

On the issue of salaries and motivation, the Ministry of Education through TSC should offers teachers better salaries and houses within the school where possible (Simatwa, 2010).

### 2.6 Summary of Related Literature Review

The reviewed literature has shown that good human resource management is a very critical issue in primary school management. The current study aimed at generating knowledge on challenges facing public primary school headteachers in Mwea East Sub-County, Kirinyaga County. It aims at bringing the gap and establishing challenges related to recruitment of primary school teachers. It also aims at bridging the gap and addressing the teacher development challenges faced by primary school headteachers.

On effects of challenges affecting teaching and learning in primary schools in Mwea East Sub-County, this study will bridge the gap in knowledge as other studies have
shown effects of HRM challenges in secondary in other parts of the county like Machakos, Makueni and Mt. Elgon. The study has identified effects like underpayment of employees, poor working and living conditions, poor time management, overloaded workers and low quality and standards of education. Finally, the study has revealed adopted strategies to curb the HRM challenges in school. These include regular consultative meetings between headteachers and teachers, staff induction and training, team work among others.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
This chapter focuses on research methodology that was used in the study. The chapter gives details on the research design, the study population, the study location, sample and sampling procedures, research instruments, data collection procedure and data analysis methods. The logical and ethical considerations are also included.

3.2 Design of the Study
The study used descriptive survey design to assess the barriers facing public primary school headteachers that relate to human resource management. Wiersma (1980) observes that survey studies are conducted to determine how variables relate without any manipulation. In this study, the researcher was interested in gathering the facts on challenges encountered by public primary schools headteachers in the management of human resources. The study fits within the provision of descriptive survey research design because the researcher collected data and reported the way things were from respondents statistically without manipulating any variables.

3.3 Locale of the Study
The study was located in Mwea East Sub-County, Kirinyaga County- Kenya. It lies 112 km North East of Nairobi City, 21km South of Embu Town. It lies on latitude O°37’S and longitude 37° 20’E at an elevation of 1159m above sea level. Mwea East Sub-County borders Embu County to the East, Kirinyaga East Sub-County to the North, Kirinyaga West Sub-County to the West and Mbeere Sub-County to the South. The study area was located in Mwea division. Mwea lies in the lower sides of
Kirinyaga County. The Sub-County main economic activity is rice and horticultural growing. These economic activities affected teachers and children as well. Most of them failed to attend classes as they offer labour in the rice and horticultural farms. The Sub-County did not have any institution of Higher Learning e.g. University or technical school. There were nine secondary schools and thirty-five public primary schools. The Sub-County had only one village polytechnic. Some parents and community members do not value education; otherwise they value business and rice farming for economic gain. There were not many role models to be copied by primary school children. Teachers value other duties rather than being in schools like farming, business and running matatu business. A number of public primary school performed poorly in Kenya Certificate of Primary Education (KCPE) a scenario which motivated the researcher to find the need to investigate challenges facing public primary school headteachers in human resource management. The location was chosen because the schools within the Sub-county had faced many complains leading demotions of head teachers, parents riots and poor human resource management.

3.4 Study Population

The target population of the study was 35 headteachers and 2 Teachers Advisory Coordinators (TAC). Totaling to 37 respondents. Mwea East Sub-County was divided in to two educational zones. These were Murinduko zone with twenty-three (23) schools and Thiba zone with twelve (12) schools. The Sub-County had two TAC tutors each taking care of a zone. All public primary schools in Mwea East Sub-County are day schools. The study focused on head teachers and TAC tutors.
because they were the people with the first-hand information. DEO was not included as he gets information from TAC tutors and head teachers.

3.5 Sample Size and Sampling Procedure

3.5.1 Sample Size

Gay (1987) avers that a sample of 10% of the population is considered minimum, while 20% of the total population is required in a survey study. There are 35 public primary schools in Mwea East Sub-County. Fifteen (15) headteachers were selected as the sample of the study. This represents 43.5% of the total population of headteachers. Two (2) TAC tutors were selected for the study representing 100% of the total number of TAC tutors in Mwea East Sub-County. The total sampled respondents were seventeen (17). The fifteen headteachers were categorized by zones for objective results. For proportionate sampling, the population was categorized into zones and then every zonal population was categorized based on gender. A representative sample of 43.5% of every population was computed.

Table 3.1: Summary of sample selected

<table>
<thead>
<tr>
<th></th>
<th>Total population (N)</th>
<th>Sample (n)</th>
<th>Percentage</th>
<th>Sampling procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Murinduko Zone H/T</td>
<td>M  F  Total</td>
<td>M  F  Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thiba zone H/T</td>
<td>20  3  23</td>
<td>9  1  10</td>
<td>43.5%</td>
<td>Simple random</td>
</tr>
<tr>
<td>TAC Tutors</td>
<td>2</td>
<td>2</td>
<td>100%</td>
<td>Purposive sampling</td>
</tr>
</tbody>
</table>

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3.5.2 Sampling Technique

The researcher used stratified random sampling. The rationale for this sampling technique was the stratified nature of the population. Mugenda and Mugenda (2008) assert that in stratified random sampling, subjects are selected in such a way that, the existing sub-groups in the population are all represented in the sample selected. Random sampling was used to select participants of the study in every stratum.

There were two main strata in the headteachers population. The strata were divided into zones, namely; Thiba and Murinduko zone strata. After dividing the population into strata, then the researcher further divided the zonal population into two other strata depending on gender. In Murinduko zone, 9 (45%) male and 1(33%) female were sampled. In Thiba zone, 4(40%) male and 1(50%) female were sampled. Lastly, the researcher used simple random sampling to get the sample of every stratum. This was done by writing the names of all public primary schools in each stratum separately in small pieces of paper. The papers were folded, put in a container and mixed thoroughly and then the researcher picked the required number of schools randomly. This was done to give all the participants in the population equal opportunity to participate in the study. In selecting the TAC tutors for the study, purposive sampling technique was used. This was because they were the only head teachers consultants in two zones.

3.6 Research Instruments

To establish the barriers faced by primary school in relation to human resource management, the researcher used interview schedules for the TAC tutors and questionnaires for headteachers.
3.6.1 Questionnaire for Head teachers

According to Orodho (2005), a questionnaire is an instrument used to gather data which allow measurements for or against a particular viewpoint. The questionnaire was selected for the headteachers due to its ability to collect a large amount of information in a reasonably short time. Closed-ended questions were used since they were easier to administer and economical to analyze in terms of time and money as noted by Mugenda and Mugenda (2008). The questionnaire was divided into four sections. These were section A containing the introductory information, section B contained questions on different barriers in HRM, section C contained questions related to the extent to which challenges have affected teaching and learning and section D contained questions related to adopted strategies to curb the challenges related to HRM.

3.6.2 Interview Guides for TAC Tutors

This was a research tool that employed the use of an interview guide. The interview attempted to provide true picture of opinions and feelings according to Borg and Gall, (1989). An interview schedule is an important tool for gathering data as it allows much greater depth than other methods of data collection. The interview schedule was divided into five sections. These were: section A, containing introductory information it sought to gather data concerning TACs age bracket, office experience and education qualifications and section B containing questions designed to gather information from the working station. Section C sought to gather information concerning barriers faced by public primary school headteachers in HRM management. Section D sought to gather information concerning how the challenges have affected teaching and learning in schools and section E sought to
gather information concerning the coping mechanisms adopted by public primary school headteachers.

3.7 Piloting

The research instruments were piloted in five of thirty-five public primary schools in Mwea East Sub-County, Kirinyaga County. This was because the five schools shared the same characteristics with the schools under study. The aim of piloting was to help the researcher in identifying misunderstandings, ambiguities and irrelevant or inadequate items in the instruments (Wiersma, 1985). Through piloting, the researcher established items of the questionnaire that were not clear to the respondents. This led to rephrasing or rewording of the questions so as to elicit responses.

3.7.1 Validity

According to Mugenda and Mugenda (2008), validity refers to the degree to which data collected in a study accurately represent the variable being measured. It is, therefore, the accuracy, truthfulness and meaningfulness of the data and all inferences that are made from the data, showing a true reflection of attribute being measured among a group of subjects or units, then the inferences made above the subjects based on such data could be accurate and meaningful. Lovell and Lawson (1970) assert that direct or primary validity depends upon judgment or opinion of expert who often examining the content decides on what is correct. Validating the questionnaires ensured how well the instrument was able to give desirable results. Validity of the questionnaire was established by experts from the Department of Educational Management, Policy and Curriculum Studies at Kenyatta University.
who established its content and construct validity to ensure that the items were adequately representative of the subject area to be studied.

3.7.2 Reliability

According to Mugenda and Mugenda (2008), for a research instrument to be considered reliable and a true measure of what it is established for, it must be tried several times in the fields. There are various methods that can be used to test reliability of a research instrument. These are test–re-test equivalent form, split half and internal consistency. The researcher used test-re-test method to measure the reliability of the instrument. The same instruments were administered twice to the same group of subjects. The time between the first and the second administration of the instrument was two weeks. Once the exercise of administering the instrument twice to the pilot centres was done, the researcher calculated the mean scores of the two tests and found the correlation co-efficient.

Pearson’s coefficient of correlation $r$

$$r = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\left[N \sum x^2 - (\sum x)^2\right]\left[N \sum y^2 - (\sum y)^2\right]}}$$

Where

$N$ – Number of respondents

$x$ – Scores from the test

$y$ – Scores from the school test

The value of $r$ lies between $+1$, the closer the value will be to $+1$ the stronger the congruence. The Pearson coefficient values ($r$) obtained was 0.88. The instrument was therefore, accepted since the reliability coefficient was more than 0.70, but the
suggestions made by the respondents on words and phrases that were not clear were incorporated in the final instrument (Kothari, 2004).

3.8 Data Collection Procedure

The researcher sought permission to conduct research in the Sub-County by getting research permit from the National Commission for Science, Technology and Innovation, after obtaining a letter of endorsement from Kenyatta University. The researcher further sought permission from the County Commissioner and the Sub-County Education Officer in Mwea East Sub-County. Copies of the research permit and letters from the County Commissioner and the Sub-County Education Officer were presented to the headteachers of the selected schools to request for data collection in their schools. Same copies were presented to the two zonal TAC tutors of Murinduko zone and Thiba zones to request for data collection in the respective zones. The researcher agreed with the TAC tutors on the date appropriate for the interview when a semi-structured interview guide was administered to the TAC tutors.

3.9 Data Presentation and Analysis

According to Mugenda and Mugenda (2008), data obtained from the field in raw form are difficult to interpret. Such data should be cleaned, coded and analyzed. All questionnaires and interview schedule were ascertained for completeness before analysis was done.

Data was analyzed using descriptive statistical method. Responses from interview schedule was analyzed qualitatively using thematic approach. Quantitative data was analyzed using Statistical Package for Social Sciences program. Descriptive
statistics such as frequencies and percentages were used to analyze the data quantitatively. Qualitative data obtained from the open-ended questions was analysed according to themes based on the study objectives and the research questions and thereafter, inferences and conclusions drawn.

3.10 Logistical and Ethical Considerations

The researcher got an introduction letter from Graduate School of Kenyatta University which was submitted to the Ministry of Education where a permit to conduct the study was issued. The researcher intended to establish rapport and assured the respondents that the information from the research was confidential and only intended for research work. Those who did not wish to participate or those who withdrew from the study were not victimized. To ensure confidentiality, the participants were assured that the information was confidential and it was only for the purpose of the research. To address the issue of anonymity, the participants were requested not to reveal their names on the research instruments.
CHAPTER FOUR
DATA PRESENTATION AND ANALYSIS

4.1 Introduction
This chapter was divided into two main sections. Section one presented demographic data on the subjects. The second section presented the results of the study which were organized along the research questions. As such, the research questions were first posed and then the data relating to that research question were presented. This was followed by a discussion of the findings and a summary statement of the conclusion of the study in regard to the research question.

4.1.1 Response Rate
The study targeted a sample of 15 headteachers and 2 TAC tutors in collecting data with regard to the barriers to effective human resource management by public primary school headteachers. From the study, all of the sampled respondents filled in and returned the questionnaires contributing to a response rate of 100%. This commendable response rate was as a result of the personal efforts made by the researcher through frequent contacts and visits reminding the respondents to fill in and return the questionnaires.

4.2 Demographic Data
The study sought to ascertain the background information about the respondents involved in the study. The background information points at the respondents suitability in answering the questions on the barriers to effective human resource management by public primary school headteachers in Mwea East Sub-County, Kirinyaga County.

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4.2.1 Respondents Gender

The study sought to establish the gender of the respondents. The gender of the respondent refers to male or female. The respondents’ gender helped the researcher to determine whether there was gender disparity among the public primary school headteachers in Mwea East Sub-County, Kirinyaga County. The findings on the respondent’s gender are shown in Figure 4.1.

![Figure 4.1: Respondents Gender](image)

- Male: 13% (87%)
- Female: 13% (13%)

Majority of the respondents 13 (87%) were male while 2 (13%) were female. Two (100%) of the TAC tutors were male. This implies that there was gender disparity among the public primary school headteachers in Mwea East Sub-County, Kirinyaga County.

It was found that female head teachers were more effective than male head teachers since only male head teachers faced demotions and parents riots due to poor performance.
4.2.2 Distribution of the Respondents by Age Bracket

The study sought to establish the age distribution of the respondents. The respondents’ age helped the researcher to determine the age level of the public primary school headteachers. The findings are as shown in Figure 4.2.

**Figure 4.2: Respondents Age Bracket**

Most of the respondents 6 (40%) were aged between 45 – 49 years while 5 (33%) were aged between 50-54 years. Another 2 (13%) each were between ages 40-44 and 55 and above years. None of the respondents was between ages 25-39 years. This depicts that majority of the headteachers were old enough meaning they had experience and could fully understand the barriers to effective human resource management facing public primary school head teachers.

The analysis of the age bracket is supported by Kamau (1990) that the headteachers are deployed from experienced teachers who have worked for a long duration. Only a few are given the post when they excel academically where they must have served
for sometime. No teacher was given the post of headship direct from college or when one was newly employed.

### 4.2.3 Highest Education Level of the Respondents

The study sought to establish the highest level of education of the respondents. The respondents highest academic qualification helped the researcher to determine their competence in dealing with the barriers to effective human resource management by public primary school head teachers. The findings are as shown in Figure 4.3.

![Figure 4.3: Respondents Highest Academic Level](image)

On the respondents highest academic qualification, most 7 (46%) were diploma holders followed by 4 (27%) being certificate and another 4 (27%) were degree holders. Most of the headteachers were diploma holders while a few are just trained in primary teacher education (certificate). A few others have advanced to degree level through distance learning and school-based modules. This infers that majority
of the headteachers lacked a sound academic background to effectively deal with the barriers to effective human resource management by public primary school head teachers. The findings are consistent with Rok (1988) who emphasizes that head teachers are central to successful management of educational institutions. RoK’s report points out that in spite of their performance, headteachers were appointed from among serving teachers most of whom had no prior training in institutional management.

4.2.4 Length of Working in the Current Station of the Respondents
The study sought to establish the length of time the respondents had worked as head teachers in their current workstations. The respondents’ duration of working indicates the number of years that the respondents had worked as headteachers in their current work station and this helped the researcher to determine their level of experience in dealing with the barriers to effective human resource management by public primary school headteachers. The findings are as shown in table 4.2.

<table>
<thead>
<tr>
<th>Work duration</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5 years</td>
<td>6</td>
<td>40</td>
</tr>
<tr>
<td>6-10 years</td>
<td>4</td>
<td>27</td>
</tr>
<tr>
<td>11-15 years</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>16-20 years</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>20 &amp; above</td>
<td>1</td>
<td>07</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
From the study findings, majority of the respondents 6(40%) had worked in their current station for less than 5 years followed by 4(27%) who had worked for 6-10 years. It was evident that most of the headteachers had not stayed long in their current working station. In the county, there is a policy that a headteacher should not stay in one station for more than 10 years. The findings agree with Rok (1988) who notes that in view of the crucial role of heads of institutions, the government should ensure that those appointed as heads of educational institutions have appropriate academic qualifications, experience, ability, competence, integrity and initiative.

4.2.5 Recruitment of Staff Through BoM / SMC

The study sought to establish whether the respondents recruited staff through the BoM/SMC. The respondents’ recruitment of staff through the BoM/SMC indicates their efforts in trying to alleviate the problem of high teacher-pupil ratio brought about by the implementation of Free Basic Education. The findings are shown in figure 4.4.

![Figure 4.4: Recruitment of staff through BoM / SMC](image-url)
A total of 12 (80%) respondents indicated that they recruited staff through the BoM/SMC in addition to the ones employed by the TSC while 3 (20%) indicated they did not. The analysis indicated that 12 (80%) of respondents recruited staff through BoM / SMC. This was supported by Mutura (2012) who notes that most of the principals perform the task of recruiting teachers. It was done to alleviate the problem of high teacher-pupil ratio brought about by Free Basic Education.

4.3 Barriers Related to Human Resource Management

To establish the barriers to effective human resource management by public primary school headteachers in Mwea East Sub-County, Kirinyaga County, the respondents were requested to indicate their level of agreement on the following statements on challenges related to resource management by primary school head teachers. The responses were rated on a scale with the options of: Strongly Disagree, Disagree, No Option, Agree and Strongly Agree. The findings are as shown in table 4.3.
### Table 4.2: Barriers related to Human Resource Management

<table>
<thead>
<tr>
<th>Challenges related to HRM</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>No Option</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low staff establishment</td>
<td>0 0 0 0 0 0 11</td>
<td>73 4</td>
<td>27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political influence when recruiting</td>
<td>0 0 1 7 5 33 6</td>
<td>40 3</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SMC/BoM staff</td>
<td>0 0 0 0 1 7 10</td>
<td>4 27</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of relevant knowledge by BoM/SMC members</td>
<td>0 0 0 0 0 0 3</td>
<td>20 12</td>
<td>80</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of funds and time to offer orientation and induction</td>
<td>0 0 0 0 0 0 3</td>
<td>20 12</td>
<td>80</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of time for professional development due to overloaded curriculum</td>
<td>0 0 0 0 0 0 3</td>
<td>20 12</td>
<td>80</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of adequate funds to motivate teachers</td>
<td>0 0 0 0 0 0 0</td>
<td>15 100</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
As indicated in Table 4.3 all the respondents 15 (100%) strongly agreed that lack of adequate funds to motivate teachers was a challenge related to human resource management. Another 12 (80%) each strongly agreed that other challenges were lack of funds and time to offer orientation and induction and lack of time for professional development due to overloaded curriculum. The findings are in agreement with Ajowi, Simatwa and Ayondo (2011) who cites that challenges facing induction process as reported by the headteachers include financial constraints, huge teacher workload, mentors being overloaded and must continue with other assigned duties, lack of time to offer comprehensive induction to newly posted teachers, inadequate skills and knowledge of older teachers, lack of document such as policy guidelines to guide induction and orientation, rigid attitude and refusal to accept new ideas by the newly appointed teachers during induction.

On staff establishment, 11 (73%) of the respondents agreed that there is low staff establishment while 4 (27%) strongly agreed on the same. Mwea East Sub-County lies in lower part of Kirinyaga County that has been regarded as a hardship part of the County. Most of the teachers like working in other parts of the County making Mwea East Sub-County to be understaffed. The findings were supported by Sifuna (1982) who notes that shortage of teaching staff has affected most of the schools in public primary schools in Kenya. The distribution of qualified teachers in primary schools in Kenya has been determined by: work environment, pay and reward, external environment and individual motivation at work. This has led to most marginalized places having teacher shortage.
Regarding political influence when recruiting the staff, 6 (40%) agreed and 3 (20%) strongly agreed. Five (33%) did not have any option and only 1 (7%) disagreed. This indicated that most of respondents agreed that there was political interference in recruitment. The argument was supported by Kipsoi and Sang (2008) who in their findings concluded that the main challenges in recruitment are caused by political interference, religions and nepotism.

Relevant knowledge by BoM / SMC members on recruitment 10 (66%) of respondents agreed that they lack relevant knowledge of recruitment and 4 (27%) strongly agreed on the same. One (7%) of the respondents didn’t have any option. These could be those in urban areas where staffing was well-balanced and they did not recruit staff. The findings were supported by Kipsoi and Sang (2008) who argue that BoM members lacked proper knowledge on recruitment.

Lack of funds and time to offer orientation and induction was represented by 12 (80%) of the respondents who strongly agreed and 3 (20%) of the respondents also agreed that headteachers lacked funds and time to offer orientation and induction. The findings were supported by Simatwa (2010) who cites that challenges facing induction and orientation process as reported by the headteachers include financial constraints, huge teacher workload, mentors being overloaded with other duties. This implies that there is lack of time to offer comprehensive induction to newly posted teachers.

Similar responses were got in analyzing about lack of time for professional development due to overloaded curriculum. Twelve (80%) of the respondents strongly agreed and 3 (20%) of other respondents agreed. This indicates that
teachers are overloaded in Mwea East Sub-County, a scenario that is supported by Simatwa (2010) who cites that teachers are overloaded with curriculum and co-curricular duties.

On barriers related to lack of adequate funds to motivate teachers, 15 (100%) of respondents strongly agreed. The outcome is supported by Bennel (2004) who cites that majority of teachers in South Africa and Asia in public primary schools are poorly motivated due to a combination of low morale and poor job satisfaction.

4.4 Effects of Barriers to Human Resource Management on Teaching and Learning

To further assess the barriers to effective human resource management by public primary school headteachers in Mwea East Sub-County, Kirinyaga County, the respondents were requested to indicate the extent to which various challenges on human resource management affected teaching and learning in their schools. The responses were rated on a scale with the options of: High, Medium and Low. The findings are as shown in figure 4.5.
Figure 4.5: Effects of barriers to Human Resource Management on Teaching and Learning

Figure 4.5 indicates that majority of the respondents 14 (93%) highly indicated that poor teacher remuneration had an effect on human resource management on teaching and learning. Another 13 (87%) highly indicated overloaded teachers as the effect. This depicts that the barriers on HRM had negative impacts on teaching and learning exhibited in the form of poor remuneration of the teachers and work overload for the teachers. Only 1 (7%) of the respondents argued that teacher remuneration was medium. The outcome was supported by Otunga et al., (2008) that teachers salaries were poor, they also added that due to poor salaries, teachers took extra jobs in order to survive. In turn, that affected their teaching morale and productivity. The same could be happening in Mwea East Sub-County where the standards of education are low.
Findings indicated that 8 (53%) of the respondents supported the effect of challenges on HRM highly affected time management and absenteeism. Others 7 (47%) of the respondents supported that the effect was medium. It was clear that the challenge affected HRM to some extent and in turn, it affected teaching and learning. Similar findings were cited by Lins (1999) that time keeping was a major problem to teachers in some countries. Teachers were witnessed arriving late in class and in school; finish their lesson before time and leaving classes during the day, which reduced total instructional time.

The study revealed that teacher’s working conditions as an effect of challenges of HRM is an average. Ten (66%) of the respondents indicated that their working condition was medium, 4 (27%) indicated that the extent of poor working conditions was high while 1 (7%) indicated that it was low. The findings were supported by Bennel (2004) who found that only a few teachers had standard houses as compared to workers in other sectors. Chemisto (2007) adds that there are inadequate staff houses to accommodate all the teachers in the school compound.

Another effect of HRM challenges on teaching and learning was overloaded working conditions. The findings indicate that 13 (87%) of respondents highly indicated overloaded teachers as an effect. The findings were supported by Sifuna (1982) who noted that shortage of teaching staff has affected most of the schools in public primary schools in Kenya.

Academic performance has also been identified as an effect of challenges on HRM. Nine (60%) of respondents highly indicated that poor academic performance was an effect of challenges on HRM. Mhamba (1992) supports the argument by indicating
that the quality and standards of education was affected by HRM. Wainaina (2005) also adds that effect of poor Human Resource Management is low academic performance in school.

On parental riots in schools and headteachers demotion, the findings were average. Eight (53%) of the respondents indicated that the effect was not very high but to those schools that performed poorly. Other 8 (53%) indicated that headteachers demotion was high. The percentage showed that this was an average indication by the respondents. Only those headteachers who performed poorly were demoted while others who performed well were not demoted. The findings are supported by Saleem (2009) who opines that labour turnover leads to reduction of quality and quantity of production, expenditure on training workers, market reputation and expenditure on recruitment and selection of other employees.

4.5 Strategies to Curb Barriers Encountered in Human Resource Management

To further assess the barriers to effective human resource management by public primary school headteachers in Mwea East Sub-County, Kirinyaga County, the respondents were requested to indicate their agreement or disagreement with statements on appropriate strategies which should be adopted to curb the challenges encountered in HRM. The respondents’ responses on the various strategies for curbing barriers encountered in human resource management helped to show the level of their appreciation of the barriers to effective human resource management by public primary school headteachers. The findings are as shown in table 4.4.
Table 4.3: Strategies to curb barriers

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular consultation between the HT &amp; other staff on</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>induction of new teachers</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>Employ SMC/BoM Policy</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>Government to give clear guideline on employment</td>
<td>14</td>
<td>1</td>
</tr>
<tr>
<td>issues</td>
<td>93</td>
<td>7</td>
</tr>
<tr>
<td>BoM/SMC members to be offered training</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>Government to add education funds sent to school</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>Availing copies of teachers code of regulations to</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>teachers</td>
<td>80</td>
<td>20</td>
</tr>
</tbody>
</table>

On the strategies to curb the challenges encountered in human resource management, all the respondents, 15 (100%) agreed that regular consultation between the headteachers and other staff on induction of new teachers, employing SMC/BoM policy, training of BoM/SMC members and government to add education funds sent to schools. Another 14 (93%) agreed that government should give clear guidelines on employment issues. This argument was supported by Simatwa (2010) who notes that regular consultation meetings between the headteachers, deputy and other teachers. Employing BoM/SMC policy, this involves policies like they should be learnt up to the basic level of O-level and should also have attended some courses on management.
On the strategy that the government should give clear guidelines on employment issues, Simatwa (2010) outlines that there should be clear document from Ministry of Education and Teachers Service Commission on recruitment of staff. This would serve as the guidelines for all SMC/BoM members in their service to the school.

Fifteen (100%) of the respondents agreed that SMC/BoM members should be offered training. This would help equip them with relevant knowledge, skills and attitude when doing their duties as BoM members. Another 15(100%) agreed that government should add education fund sent to schools and also funds to pay teachers. It has been evident that low staff establishment in school need more funds to employ more teachers; SMC/BoM training require funds to publish manuals and to pay facilitators; the process of orientation and induction of teachers requires funds and time; and teachers motivation also requires funding. These challenges made all the respondents to agree that government should allocate more funds on education. These findings are supported by Simatwa (2010) who argues that on the issue of salaries and motivation, the Ministry of Education through TSC should offer teachers better salaries and houses within the school where possible.

On the strategy of availing copies of teachers regulations, 12(80%) agreed that it would curb HRM challenges in schools while 3(20%) disagreed. It was clearly evident that if the code of regulation was availed, teachers would read and be enlightened on the rules and regulations that govern their career. Simatwa (2010) observes that the Ministry of Education and TSC should come up with comprehensive programmes of induction. It should sensitize the headteachers
regarding their role in the induction process. The Ministry of Education was requested to publish a manual on the same.

A few cases indicated that availing the copies of TSC code would not curb HRM challenges. These are the ignorant teachers who even when given direction they do not follow. In fact, some are deviant and would fail to read the code of regulation even when availed. However, 12(80%) agreed that most teachers when given the code of regulation would benefit and in turn it would help curb the HRM challenges. The findings are in agreement with Simatwa (2010) who notes that on the issue of staffing which includes the teaching and the support staff, every school should follow the recruitment policies given by the Ministry of Education and Teachers Service Commission. Time should be created for induction and orientation for the newly employed workers to help them settle in school fast. The Ministry of Education was requested to publish a manual on induction and orientation for the newly employed workers.

4.6 Explanation on the Interview Schedule

4.6.1 Introduction and Work Station

In this section the study has reported the findings qualitatively. The data is organized thematically guided by the study objectives. These include; barriers related to effective HR management in school, effects of barriers on HRM on teaching and learning and adopted strategies. The interview was done to two TAC Tutors.

The sampled personnel indicated that they were well-experienced as teachers and field officers as well. Their academic qualification was certificate and they have
worked in their current stations for over 7(seven) years. They have worked with over 24 head teachers and staff as well.

### 4.6.2 Barriers Related to Effective HR Management in School

It has been reported by headteachers in Mwea East Sub-County that they have difficulties in recruiting staff as SMC/BoM members are not trained on knowledge and skills to use in recruitment. Sang (2005) supports the argument by revealing that there are difficulties faced by headteachers in school management that are attributed to BoM members training. Teachers that are recruited lack moral standards. They were not having value for education as most of prominent business people were not educated. This makes learners in the area lack good role models to follow who have excelled in education.

Some parents are quite poor and this aspect makes them not to give school levies in time. This in turn results to poor academic standards as these children would be on and off school as they help their parents to labour for daily living mostly in rice paddies.

Teachers in the area are not regarded as their working and living conditions are poor as compared with that of business people. Bennel (2004) cites that housing is a major issue for nearly all teachers. A few of them have standard houses as compared to workers in other sectors.

The interviewees added that another source of HRM challenges was the low level of teacher’s integrity. In the recent past, there have been several cases of teachers
raping their students and others being caught with very bad cases like fraud, misappropriation of school fund, gross misconduct among others.

On teachers development as a challenge in HRM, the interviewees supported that headteachers were undergoing financial constrains. Only one teacher was sent for developmental courses. Teachers also had negative attitude towards inset as some don’t believe that other teachers are better than them.

Workload was cited as a source of challenge on teachers development. Sifuna (1982) noted that shortage of teaching staff has affected teacher’s performance. Nguru (1986) adds that overworking in classes affect teaching and learning. In fact, the interviewee reported that teachers who were overloaded felt that they should not be sent out for inset as they termed it as a waste of time that was not available. Others argued that the time lost during inset or workshop was never recovered due to the workload. When the interviewees were asked to comment on retention of teacher motivation as a challenge of HRM, they reported that lack of adequate funds to motivate teachers was the major issue.

Environmental factor acted as another barrier affecting effective HR management in some schools. Some public primary schools are located in very remote and dry areas like schools in South Ngariama location of Mwea East Sub-County. These schools have poor infrastructure, source of water was long distance, lack of good amenities and this led to teacher absenteeism and lateness in school.
Co-operation among teachers and the school community was very low. The community lacked appreciation of what school does to them. This led to low morale as teachers did their work. This made the teachers to lack motivation towards work.

4.6.3 Effects of Barriers on HRM on Teaching and Learning

According to the TAC tutors, challenges on HRM make the staff to suffer from work overload. This is attributable to the headteachers’ inability to solicit funds to recruit more staff and as such, the staff were overloaded and overworked. Respondents indicated that working conditions for many teachers were generally poor and tend to lower self-esteem of teachers to a greater extent. Mutura (2012) supports these views that teachers’ working conditions and living environment are poor. The performance in school is compromised.

Teachers are often absent from school since they are not motivated. Others go to do other jobs. The same findings were reported by World Bank (1999) that teachers were poorly motivated and they lacked accountability in their work leading to chronic absenteeism from work.

Another effect of the challenges of HRM was the low quality and standards of education in the county. In Kirinyaga County, it has been noted that some schools have enjoyed outstanding performance in national examinations. Some schools have built traditions of good performance and high achievement while others have kept a record of low performance and the standards have continued to decline. The head teachers strain to keep teachers working leading to low academic performance.
4.6.4 Coping Mechanism

The TAC tutors reported that the headteachers in different schools used diverse ways to curb the HRM challenges in schools. Some take the school management committee and teachers for educational tours where they visit performing schools and learn from them. This mechanism has been used by most of headteachers in Mwea East Sub-County. Sensitizing parents through individual class meetings where parents and students are guided separately. The mechanism has been found to help in curbing indiscipline cases in schools.

Having regular meetings with staff has also been used by some headteachers. In the meetings, the headteachers and teachers critically analyze result of the students’ Continuous Assessment Tests and they analyze individual learner’s performance. The mechanism helps in laying different strategies to address the problem and especially ways of raising the educational standards in the school.

Another mechanism adopted by the headteachers was availing the teacher code of regulation in the staffroom for the teachers to read. This has helped to curb some indiscipline cases from the teachers given their knowledge of the consequences. Inter-personal conflicts in school were curbed by teachers reading the rules and regulations in the code of conduct by TSC. It leads to smooth and mutual relationship in school thus providing a conducive environment for learning.

Most of the headteachers have served as role models in schools in terms of class performance, integrity, responsibility and accountability. Teachers in schools have followed the steps though a few teachers strain to do it. These headteachers lay clear
rules and regulations to be followed by teachers, learners and parents. It created a situation where everyone knew what to do and when it was to be done. The learning environment was conducive and friendly to all.

These findings are supported by Chemisto, (2007). On interpersonal relations, the headteacher trained on public relation skills should be open to teachers in order to encourage them to achieve set objectives. Teamwork was encouraged as well as verbal recognition for teachers in order to motivate them. On teachers discipline and interpersonal relations, the headteachers availed a copy of the TSC code of regulation. Some teachers used regular staff meetings for consultation to solve any teacher misunderstanding.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
This chapter presents the summary of the study findings, the study’s conclusion and recommendations as well as suggestions for further research.

5.2 Summary of the Findings
5.2.1 Barriers Related to Human Resource Management
All the respondents 15 (100%) strongly agreed that lack of adequate funds to motivate teachers was a challenge related to Human Resource Management. Another 12 (80%) strongly agreed that other challenges were lack of funds and time to offer orientation and induction and lack of time for professional development due to overloaded curriculum.

The findings also indicated that 11 (73%) of the respondents agreed that there is low staff establishment, 6 (40%) agreed that there was political interference in recruitment of staff while 10 (66%) of respondents agreed that they lacked relevant knowledge of recruitment by BoM / SMC members.

Further, 12 (80%) of the respondents strongly agreed that lack of funds and time was a barrier to offering staff orientation and induction. Twelve (80%) of the respondents indicated that there was lack of time for professional development due to overloaded curriculum. All of the 15 (100%) of respondents also indicated lack of adequate funds to motivate teachers as another barrier to effective HR management.
5.2.2 Effects of Barriers on Human Resource Management on Teaching and Learning

Majority of the respondents 14 (93%) indicated that poor teacher remuneration had an effect on Human Resource Management on teaching and learning. Another 13 (87%) indicated overloaded teachers as the effect.

The findings also showed that 8 (53%) of the respondents supported the argument that challenges on HRM highly affected time management and absenteeism. The study also revealed that teacher’s working conditions as an effect of challenges of HRM is an average as indicated by ten (66%) of the respondents. Another effect of HRM challenges on teaching and learning was overloaded working conditions as indicated by 13 (87%) of respondents. Further, nine (60%) of the respondents highly indicated that poor academic performance was an effect of challenges on HRM.

5.2.3 Strategies to Curb Barriers Encountered in Human Resource Management

On the strategies to curb the challenges encountered in Human Resource Management, all the respondents, 15 (100%) agreed that regular consultation between the headteachers and other staff on induction and of new teachers, employing SMC/BoM policy, training of BoM/SMC members and government to add education funds sent to schools. Another 14 (93%) agreed that government should give clear guideline on employment issues. Further, 12(80%) agreed that availing copies of teachers’ regulations to teachers would curb HRM challenges in schools.
5.3 Conclusion

5.3.1 Barriers Facing Public Primary School Headteachers on Recruitment

The study concluded that some SMC/BoM members lacked relevant knowledge, skills and attitude to perform the task of recruitment, most schools lacked funds to recruit enough teachers to handle all learners comfortably hence the challenge of high teacher-pupil ratio and in some schools the recruitment process was affected by political influences while a few were not affected.

Teacher Training and Staff Development

The study concluded that the challenges with respect to teacher training and staff development were lack of funds and time to do induction and orientation on the newly employed teachers, lack of time and funds for professional development since schools were given little funds to cater for the learners need and not for professional development, teachers were overloaded by curriculum work such that they could not find time for professional development and low salaries paid to teachers. The challenge of low salary made many teachers not to advance in professional development.

Teacher motivation

The study concluded that lack of adequate funds to motivate teachers was a challenge in HRM by headteachers.
5.3.2 The Effects of Barriers Faced by School Headteachers in Human Resource Management

The study concluded that there was poor teacher remuneration where employees were underpaid. The phenomenon resulted from lack of proper staffing. Further, teachers and non-teaching staff were employed by people who did not have relevant knowledge, skills and attitude. The study also concluded that there were inadequate funds to employ competent teachers to offer services. Poor time management and teacher absenteeism has also been found to be one of the barriers in HRM. It has been noted that teachers arrive to school late, finish their lessons before time and leave classes during the day. Others absent themselves as they do extra activities to earn living. This contributes to poor time management.

The study also concluded that teacher working condition was poor but respondents found that it was improving. Some still commute from far, an issue that affects the nature of preparation and teaching. Teachers were overloaded. This affected their input and output as well. Parental riots and teachers demotions were some of the barriers. These two barriers in HRM affected those schools that performed extremely poor. Other schools did not have this phenomenon. Poor academic performance has also been concluded as an effect of challenges in HRM.

5.3.3 The Strategies Adopted by Headteachers in Public Primary School to Curb Barriers Related to Human Resource

The study concluded that the strategies adopted by headteachers in public primary school to curb barriers related to human resource included: regular consultation meetings between the H/T and other staff on matters pertaining to the school,
educational tours were being used by headteachers where teachers and SMC/BoM members were being taken to visit performing schools to learn from them, parents being called for meetings where they were enlightened on issues pertaining to schools and their learners performance as well, regular staff meetings in school to always consult and forge ahead where in these meetings, there should be critical analysis of performance in classes and individual learners, teachers being availed with the code of regulation to keep them enlightened and rules and regulations for the employer and headteachers being role models to their teachers and learners as reflected in their personal performance, integrity, responsibility and accountability.

5.4 Recommendations

i. The government through TSC should publish a policy to employ BoM staff.

ii. BoM/SMC members should be trained by KEMI on issues pertaining to management and school governance.

iii. Headteachers should have regular consultative meetings with other staff so as to deal with issues affecting schools as they emerge.

iv. The government should allocate more funds to the TSC so as to improve teacher remuneration.

v. Headteachers should keep taking their staff and BoM members for educational tours, where they should learn from others who are better in performance.

5.5 Suggestions for Further Research

The study only investigated the challenges facing public primary school headteachers in HRM. Further research should be carried out on challenges facing headteachers in curriculum instruction management. The researcher also suggests further study to find out the challenges facing headteachers in physical facility management in schools.
REFERENCES


Lins, (1999). Teacher conditions of service in developing countries. Centre for Literature 12(1).


Markley, M. (1996). Many believe `our school is as good as your principal. Houston Chronicle, P.A.


APPENDICE

APPENDIX I: QUESTIONNAIRE FOR HEADTEACHER

I am a post graduate student at Kenyatta University. I am currently undertaking a research for my master’s degree studies. Your school has been selected to be part of this study. The title of the research is Barriers faced by public primary school head teachers in human resource management in Mwea East Sub-County Kirinyaga County.

This questionnaire is divided into four sections A, B, C and D. The researcher kindly requests you to answer all the questions honestly and frankly. The researcher would like to assure you that, the information gathered will be treated with confidentiality and anonymity and only used for research purpose only. There is, therefore, no need to indicate your name or that of your school.

Thank you
Grace M. Mitaru

Section A: General information about the respondent

This section is designed to gather information about the respondent experience and professional qualification. Kindly tick (✓) in the appropriate box or fill the information necessary.

1. Respondents gender:
   Male [ ] Female [ ]

2. Your age bracket: 25-29 [ ] 30-34 [ ] 35-39 [ ]
   40- 44 [ ] 46 -49 [ ] 50-54 [ ] 55 and above [ ]

3. What is your highest academic qualification?
   Certificate [ ] Diploma [ ] Degree [ ]
   Others specify........................................................................................................

4. Indicate the duration you have worked as a head teacher in the current station?
   Less than 5yrs [ ] 6-10 yrs [ ] 11-15 yrs [ ]
   16- 20 yrs [ ] 20 and above [ ]
5. Indicate the number of human resources you have in your school by gender?

   Teachers: Male [  ]  Support Staff: Male [  ]
   Female [  ]  Support Staff: Female [  ]

6. Do you recruit staff through the BoM/SMC in your school?
   Yes [  ]  No [  ]

Section B: Barriers related to human resource management

This section contains questions that seek to gather data on challenges related to resource management by primary school headteachers. Kindly indicate by ticking the extent to which you agree with the following statement. Use the following scale:

- Strongly Disagree – SD
- Disagree – D
- No Option – NO
- Agree – A
- Strongly Agree – SA

Barriers faced by primary school headteachers in managing staff and other workers

<table>
<thead>
<tr>
<th>Challenges encountered in HR</th>
<th>SD</th>
<th>D</th>
<th>NO</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Low staff establishment per student in school</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>2. Political influence when recruiting SMC/BoM staff</td>
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<tr>
<td>3. Lack of relevant knowledge by BoM/SMC members.</td>
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<tr>
<td>4. Lack of funds and time to offer orientation and induction.</td>
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<tr>
<td>5. Lack of time for professional development due to overloaded curriculum</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Lack of adequate funds to motivate teachers</td>
<td></td>
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</tr>
</tbody>
</table>
**Section C: Effects of challenges on human resource management on teaching and learning**

Kindly say the extent to which the following effects of challenges to HRM affect teaching and learning in your school

<table>
<thead>
<tr>
<th>Effects of challenges</th>
<th>high</th>
<th>Medium</th>
<th>low</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Poor teacher remuneration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Poor time management and absenteeism</td>
<td></td>
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<tr>
<td>3. Poor working conditions</td>
<td></td>
<td></td>
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<tr>
<td>4. Overloaded teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Poor academic performance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Parents riots</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Head teachers demotions</td>
<td></td>
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</tbody>
</table>

**SECTION D: Strategies adopted to curb the challenges encountered in HRM**

Kindly tick the most appropriate strategies which should be adopted to curb the challenges encountered in HRM

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Regular consultation between the head teacher and other staff on induction of new teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Employ SMC/BoM policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Government to give clear guidelines on employment issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. BoM/SMC members to be offered training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Government to add education funds sent to school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Availing copies of teachers code of regulation to teachers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Thank you for cooperation**
## Appendix II: Interview Schedule for TAC Tutors

<table>
<thead>
<tr>
<th>Theme</th>
<th>Main question</th>
<th>Probing questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction</td>
<td>• Briefly tell me more about yourself</td>
<td>• How old are you?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• How long have you been a TAC</td>
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<tr>
<td></td>
<td></td>
<td>• Have you taught before?</td>
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<tr>
<td></td>
<td></td>
<td>• What is your higher academic qualification?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• How long have you worked in current station?</td>
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<tr>
<td>2. Work station</td>
<td>• Briefly tell me about your current station</td>
<td>• How many schools are under you?</td>
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<tr>
<td></td>
<td></td>
<td>• How many head teachers</td>
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<tr>
<td></td>
<td></td>
<td>• How many are men?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• How many are women?</td>
</tr>
<tr>
<td>3. Challenges related to HR</td>
<td>• What HRM challenges do you think HT in your area face?</td>
<td>• In recruitment</td>
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<tr>
<td></td>
<td></td>
<td>• Teacher development</td>
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<tr>
<td></td>
<td></td>
<td>• Retention and motivation</td>
</tr>
<tr>
<td>4. Effects of challenges on</td>
<td>• How do you think these challenges affect teaching and learning?</td>
<td>• In academics performance</td>
</tr>
<tr>
<td>HRM management</td>
<td></td>
<td>• Co-curricular performance</td>
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<tr>
<td>5. Coping mechanism</td>
<td>• What are the coping mechanisms used by head teachers</td>
<td>• Specify</td>
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<td>............................................</td>
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## APPENDIX III: TIME FRAME

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<tr>
<th>Activity</th>
<th>Jan</th>
<th>Feb</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>May-June</th>
<th>July</th>
<th>August</th>
<th>September</th>
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<tbody>
<tr>
<td>Proposal writing</td>
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<tr>
<td>Marking of proposal</td>
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<td>Correction of proposal and approval</td>
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<tr>
<td>Piloting instruments</td>
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<tr>
<td>Data collection</td>
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<tr>
<td>Report writing</td>
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<tr>
<td>Submission of project</td>
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</tbody>
</table>
# APPENDIX IV: BUDGET

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong> Proposal</td>
<td></td>
</tr>
<tr>
<td>i. Photocopying, type writing &amp; binding</td>
<td>20,000</td>
</tr>
<tr>
<td>ii. Travelling and communication cost</td>
<td>35,000</td>
</tr>
<tr>
<td><strong>B</strong> Piloting</td>
<td></td>
</tr>
<tr>
<td>i. Photocopying of the research instruments</td>
<td>5,000</td>
</tr>
<tr>
<td>ii. Travelling and subsistence</td>
<td>10,000</td>
</tr>
<tr>
<td><strong>C</strong> Data Collection</td>
<td></td>
</tr>
<tr>
<td>i. Photocopying of research instruments</td>
<td>30,000</td>
</tr>
<tr>
<td>ii. Travelling, subsistence &amp; communication</td>
<td>50,000</td>
</tr>
<tr>
<td><strong>D</strong> Data analysis &amp; presentation</td>
<td></td>
</tr>
<tr>
<td>i. Printing &amp; typing of research report</td>
<td>30,000</td>
</tr>
<tr>
<td>ii. Photocopying &amp; binding complete research report</td>
<td>50,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>230,000</strong></td>
</tr>
</tbody>
</table>
APPENDIX V: AUTHORIZATION LETTER

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: kubps@yahoo.com
dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext. 57530

FROM: Dean, Graduate School
TO: Ms. Grace Muthoni Milaru
    KENYATTA UNIVERSITY

DATE: 24th July, 2014
REF: E55/20314/12

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

We acknowledge the receipt of your revised Research project Proposal as per recommendations raised by the Graduate School Board of 16th July, 2014.

You may now proceed with your Data collection, subject to clearance with the Principal Secretary, Higher Education, Science and Technology.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed supervision Tracking Forms per semester. The form has been developed to replace the progress Report Forms. The Supervision Tracking Forms are available at the University’s Website under Graduate School webpage downloads.

JOSEPHINE KENDI
FOR: DEAN, GRADUATE SCHOOL

c.c. Chairman, Educational Management, Policy & Curriculum Studies Dept.

Supervisors:

1. Prof. Jotham Olembo
   KENYATTA UNIVERSITY

2. Dr. J. K. Ndiritu
   KENYATTA UNIVERSITY

TK/cao
APPENDIX VI: AUTHORIZATION LETTER

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471, 2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacostifo.go.ke
Website: www.nacostifo.go.ke
When replying please quote

Ref: No.

NACOSTI/P/14/1118/2905

Mitaru Grace Muthoni
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Barriers to effective human resource management by public primary school headteachers: Mwea East District, Kirinyaga County- Kenya,” I am pleased to inform you that you have been authorized to undertake research in Kirinyaga County for a period ending 31st December, 2014.

You are advised to report to the County Commissioner and the County Director of Education, Kirinyaga County before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

DR. S. K LANCAT, OGW
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Kirinyaga County.
APPENDIX VII: RESEARCH PERMIT

THIS IS TO CERTIFY THAT,

MS, MITARU GRACE MUTHONI
of KENYATTA UNIVERSITY, 0-10303
Wanguru, has been permitted to conduct
research in Kirinyaga County

on the topic: BARRIERS TO EFFECTIVE
HUMAN RESOURCE MANAGEMENT BY
PUBLIC PRIMARY SCHOOLS

HEADTEACHERS: MWEA EAST DISTRICT,
KIRINYAGA COUNTY: KENYA

for the period ending:
31st December, 2014

Applicant

National Commission for Science, Technology & Innovation

Republic of Kenya

Research Clearance Permit

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