

**A SURVEY OF FACTORS INFLUENCING PROMOTION OF SECRETARIAT STAFF
IN PUBLIC INSTITUTIONS IN KENYA: A CASE STUDY OF TEACHERS SERVICE
COMMISSION**

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BUSINESS ADMINISTRATION (MBA)**

DECLARATION

Declaration by the candidate

This research study is my original work and has not been presented to any other examination body. No part of this research should be reproduced without my consent or that of Kenyatta University.

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DEDICATION

I dedicate this research project to my dear parents Mr. Willy Rotich and Mrs. Jane Rotich who have instilled to me the value of education and the much support they have always given me.

AKNOWLEDGEMENT

I feel greatly indebted to all those who made the preparation of this project successful. Much thanks to the Almighty Father for His protection and guidance throughout the study. Much gratitude too goes to Kenyatta University for granting me the opportunity to undertake this research project. Sincere thanks to my supervisor Mr. Shadrack Bett for his endless efforts, his encouragement, insight, and professional contributions on matters appertaining this research project. Heartfelt thanks to my parents Mr. and Mrs. Rotich, my dear brothers and sisters for their prayers, encouragement and moral support throughout this study. Thanks to my dear close friends for guidance and support. Much appreciation goes to all the employees of the Teachers Service Commission for helping me make this research project successful. God bless you all.

ABSTRACT

The purpose of the study is to identify various factors that influence promotion of employees of Teachers Service Commission. The study was carried out in one purposively selected public institution, namely TSC, which has a population of 1500 non-teaching staff at the headquarters. A sample of 75 employees was chosen randomly from the five departments using stratified sampling. The need for the study arose out of the urge to know more about the promotion of employees in TSC and to help the organization to refine promotion policies that are already in existence. This is as a result of the fact the problem today that many firms are de-layering their organizations, expanding control, and reducing opportunities for promotion. The study utilized descriptive study employing both qualitative and quantitative methods of data collection. The data was collected mainly through the use of questionnaires. Content analysis will be used to analyze the qualitative primary data while factor analysis was employed in the analysis of quantitative data and the results presented in graphs, frequency distribution tables and figures. The target populations consist of the employees in the headquarters (non-teaching staff) who are in different sections with different job designations and job groups. This paper documented that academic qualifications stood out as the one of the influential factor towards promotion, but it is least used criterion. Some of participants said that the commission has established a secretariat team dealing with policy planning and research in order to assist on coordination of policy development, monitoring and evaluation programs as well as performance contracting process. Promotion on merit is clearly an issue in most government institutions, while questions on the best method to use need to be determined by every government institution, achieving a satisfying criteria is a common challenge for all organizations. The study recommends that the TSC and the government must review their promotion policies and enable them climb professional ladder in order to retain and motivate employees to perform better. Too few promotion positions, policies, delays and unfair practices, interferences by interested parties and unwillingness of TSC employees and management to accommodate changes are some of the factors that affect employees' promotions.

LIST OF ACRONYMS AND ABBREVIATION

TSC – Teachers Service Commission

HRM – Human Resource Management

EEOC -Equal Employment Opportunity Commission

DPM – Department Of Personnel Management

PAS – Performance Appraisal System

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CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Many studies on factors affecting performance of employees in many organizations have been attempted but factors influencing the promotion of employees have not been exhausted. Promotion rewards employees for past performance and is intended to encourage them to continue their efforts. It also gives other employees reason to anticipate that similar efforts by them will lead to promotion, thus improving morale within the organization. It is argued that recruitment and selection, promotion and training should be done on merit and not who knows-who basis. Promotion decisions have consistently been found to be one of the most political actions in organizations. The opportunity for promotions or advancement encourages people to compete for a limited resource and to try to positively influence the decision outcome. (Robins, 2007).

Traditional reward systems were defined by hierarchy. Rewards were tied to the level or position, not to performance. Positions were evaluated in terms of staff controlled, not in terms of strategic contributions to building the future. Behavior was controlled by procedure manuals and supervisors who watched closely, monitoring activities rather measuring the results. People were evaluated by their immediate boss and were thought to be motivated by the hope of promotion. In fact, as befit hierarchical structures, rewards were largely linked to promotion. Without promotions to higher rank, people soon reached ceilings in terms of salary or wages, influence and responsibility. While such systems controlled performance, they also encouraged behavior that could restrain the achievement to higher levels: building organizational empires, focusing on getting promoted rather than achieving results, doing the least to meet the standards, following internal rules rather than producing excellent results to the customers. Today, the fault lines in this costly, slow-moving bureaucratic system have been exposed (Wilson 2003).

Inequality of rewards at work or denial or delay of deserved promotions breeds disgruntlement in workers and is against principles of equal opportunity in employment (EEO) as explained by the American Equal Employment Opportunity Commission (EEOC). Prior to the civil rights movement of the early 1960's employment decisions often were made on the basis of an

applicant's or worker's race, gender, religion, or other characteristics unrelated to job qualifications or performance and across racial groups, women earned less than men even in identical jobs. EEO law was formed to punish employers that used such criteria as race, gender, disability, or age to exclude certain persons from employment or from certain employment benefits. They also were designed to restore the unfairly treated worker to the position she or he would have held absent the discrimination (Bernardin, 2007).

Prefer (1994), argues that promotion from within encourages training and skill development because the availability of promotion opportunities within the firm binds workers to employ and vice versa. It facilitates decentralization, participation and delegation because it helps promote trust across the hierarchal levels, promotion from within means that supervisors are responsible for coordinating the efforts of the people whom they probably know well. It offers an incentive of performing well and also provides a sense of fairness and justice in the workplace. It is important for both public and private organizations in Kenya to come up with good promotional policies in order to produce good results. The management should be more cautious when addressing factors influencing employees' promotion. Dissatisfaction in the organizational policies is portrayed by employees through conflicts, lateness, absenteeism, lack of communication, lack of teamwork among others.

According to the Skinner's findings on reinforcement theory (Dessler, 2003), he argues that managers apply Skinners principle by using behavior modification through reward or punishments that are contingent on performance. Behavior modification has two principles: that the behavior that appears to lead to a positive consequence (reward) tends to be repeated, while behavior that appears to lead to negative consequences (punishment) tends to not to be repeated. Therefore, managers can get someone to change his or her behavior by providing the properly scheduled rewards or punishments. These rewards can be in form of incentives, bonuses, promotions and recognitions.

There are major factors which influence promotions of employees in Kenya but the key factors will be handled here with main focus on the Teachers Service Commission. For instance, Teachers Service Commission is not able to match the demand for promotion of its employees

due to inadequate budgetary allocations, the legislative measures and policies in Kenya has a great impact on promotions, the emphasis of merit based promotions, employees' attitudes towards promotion policies among others. This study attempted to identify the factors influencing promotion of employees in Kenya by taking a case study of TSC.

1.1.1 Teachers Service Commission

The Teachers Service Commission (TSC) was established in 1967 by an act of parliament, CAP. 212 of the laws of Kenya; and charged with the responsibility of managing teachers in public educational institutions, excluding the universities. The commission was set up to bring all teachers serving in such institutions under one single employer harmonized terms and conditions of service. The commission consists of 9 commissioners who include the commission chairman and the deputy chairman. The day to day running of the commission is by the secretary who is the Chief Executive Officer. He is assisted by a team of five senior deputy secretaries in charge of five administrative departments namely: Administration, Finance, Staffing, Human resource management and Internal audit. Under them are the divisions, sections, units and the secretariat staff.

The Teachers Service Commission is legally mandated to perform teacher management functions that include; registration, recruitment, deployment, promotion, recruitment, discipline, and maintenance of teaching standards. The Teachers Service Commission emphasize on the achievement of its mission and vision as well as its goals and objectives. The Commission's vision is: "To be an institution of excellence in the provision of efficient and effective service for quality teaching ", while its mission is: "To establish and maintain a sufficient professional teaching service for educational institutional." The core values include: Professionalism, Customer focus, Integrity, Innovativeness and Team spirit

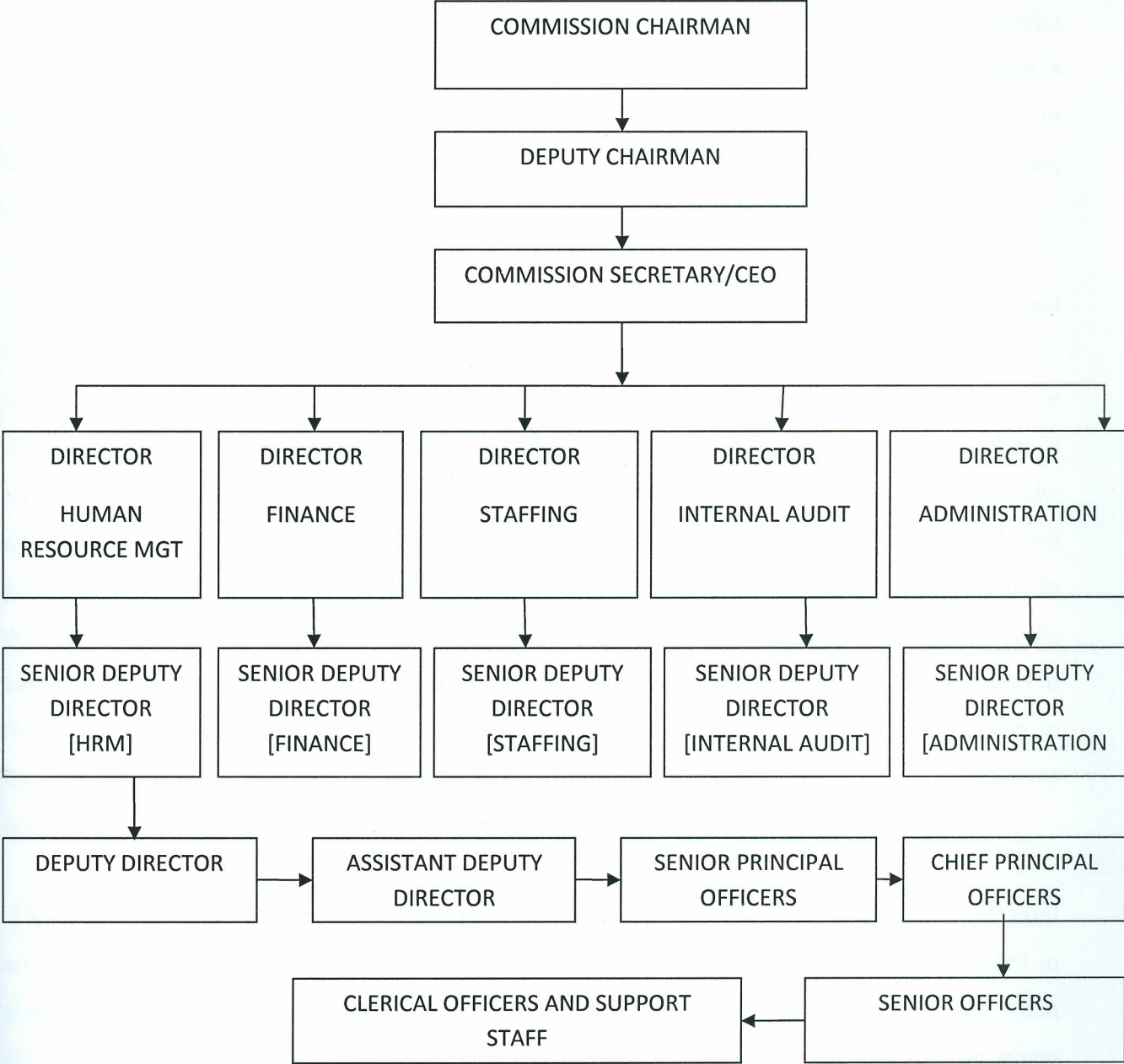
The commission has more than 260,000 teachers teaching in primary and post primary schools and institutions and 1500 secretariat staff serving at the Teachers Service Commission headquarters and TSC units at the district levels within the country. TSC secretariat is headed by commission secretary or the Chief Executive Officer responsible for management of the commission services and execution of its policies and decisions. Teachers Service Commission has for a long have time promoted its employees based on seniority and no keen interest on

promotion based on merit. However, in the year 2008, TSC had a review of performance appraisal system (PAS), review of the schemes of service for the secretariat staff. The implementation of succession management plan with 25 officers appointed to take up positions of responsibility and promotion of 227 staff to fill gaps in the middle level management. Performance contract was then introduced whereby the employee and the employer had to make an agreement on how to improve their services and to offer quality service delivery. (TSC, 2011)

Teachers Service Commission employees are graded from the lowest grade (Job group D) to the highest grade (Job group U). The current scheme of service guides issues related to employee promotion from one job group to the other. Academic, professional qualifications and experience allows the employees to be considered for the promotion to the next grade. The decision to promote or not is based on the individual performance in the promotion interview and considering the information available on the performance appraisals. (TSC Induction guide 2011).

The organizational structure of Teachers Service Commission is as shown below:

Figure 1.1: TSC Organizational structure



Source: Teacher Service Commission 2011

1.2 Statement of the problem

A promotion is the most common form of formal recognition. A person who excels in his or her job is promoted by the organization to a broader responsibilities and responsibilities and challenges and to higher pay. People naturally seek to climb the ladder of success because it provides greater job satisfaction, higher income, and more stature. In many firms, people who remain in the current roles for more than three years are seen as being stuck, and their potential is questioned. Traditional organizations create levels just so people can have a sense of progress in their careers. The problem today is that many firms are de-layering their organizations, expanding control, and reducing opportunities for promotion (Wilson, 2003).

To compete effectively in the global economy, organizations must attract, retain, motivate and utilize effectively the most talented people they can find. But people do not want to invest their talents without feeling that they are getting something in return. (Rosabeth, 1960). Promoting the right person at the right time is very important to each organization in Kenya. Promotion is advancement to a higher grade. Teachers Service Commission's Schemes of Service set out the minimum qualifications and experience required for advancement. Employers in Kenya are generally aware of labour laws prohibiting discrimination in hiring and firing, but they often do not realize that similar considerations apply to promotions. Employment discrimination is the employment decision making or working conditions that are advantageous or disadvantageous to members of another group. The decision making can apply to personnel selection, admission to training programs, promotions, work assignments, transfers, compensation, layoffs, punishments and dismissals (Bernardin, 2007).

This study aimed at assessing the factors influencing promotion of the TSC employees. The civil service regulations in Kenya stress seniority rather than competence, this govern promotions in many public sector organizations. In the advancement of employees to higher paid jobs when ability, merit, and capacity are equal, employees with the highest seniority will be given preferences (Workforce, 1997). As much as TSC tries to promote its' employees based on merit, there is an element of seniority coming in. There was need to identify the factors that influence the promotions of employees in TSC so as to look for ways of come up with promotional policies that positively influence promotions of employees in TSC.

1.3 Objectives of the study

The following general and specific objectives guided the study:

1.3.1 General objective:

The general objective of the study was to assess the factors influencing the promotion of TSC employees.

1.3.2 Specific objectives

1. To find out how attitude affect the promotion of non-teaching staff in TSC
2. To examine the role of merit in the promotion of non-teaching staff in TSC
3. To establish the extent to which individual characteristics influence promotion of non-teaching staff at TSC.
4. To determine the relationship between policy and promotion of non-teaching staff at TSC.

1.4 Research Questions

1. How does employee attitude affect the promotion of non-teaching staff at TSC?
2. What is the role of merit in the promotion of non-teaching staff at TSC?
3. To what extend does individual characteristics affect the promotion of non-teaching staff in TSC?
4. What is the relationship between the existing policy and promotion of non-teaching staff at TSC?

1.5 Importance of the study

The research helps the management of the Teachers Service Commission to know the kind of attitudes that the employees have towards the organizational policies related to promotions and thus look for ways to instill positive attitudes among them and to emphasize the importance of promotion based on merit.

This promotes hard work among the employees and thus the organizational goals and objectives are achieved. It also provides vital information which can be used by other researchers who would like to carry out research in similar area of interest. The findings and recommendations of the study can be used by other scholars who will carry out similar research in the world of academics.

This study also helps reduce the cases of incompetency and unfairness in matters related to promotions in the public institutions. Related researches have been carried out, for example, Sharpe (1985), in his findings compares employees at different levels of organizational hierarchy with regard to their perceptions of whether the merit based system has increased their individual or group productivity. The studies were based on different industries and contexts and hence their findings cannot be fairly generalized to represent TSC. The uniqueness of each industry and sector necessitates a separate study to be undertaken with the main focus on TSC which is the largest employer of teachers in Kenya.

This study helps the organization to develop a database such as for attitudinal reactions to merit promotion which would provide the organization with norms to compare themselves against. Such an effort is important as employee reactions towards pay have been shown to be related to absenteeism, turnover, and union vote (Herman, 1985).

1.6 Scope of the study

Teachers Service Commission has a total of 262,081 employees comprising both secretariat and teachers who have been deployed to various parts of the country. The Commission has different policies of promotion and schemes of service: non graduate teachers' scheme of service, graduate schemes of service and secretariat staff scheme of service which are continuously reviewed.

This study focused specifically on the secretariat staff only at the headquarters. The information will be gathered from employees at the different departments of the commission. The Teachers Service Commission has five departments; respondents will be picked from each department depending on the number of secretariat staff in each department.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter describes the review of related studies that have been done by other researchers. An overview of promotion and the key factors that influence promotion in Kenya are discussed. This section then proceeds to provide conceptual framework of the study.

2.2 Promotion

Promotion is a move of an employee to a job within the organization which has the greatest importance and usually with a higher pay. Frequently the job has higher status and carries more privileges. Its purpose is to improve both the utilization and motivation of employees (Graham 1998). Organizations have linked performance to pay and have therefore developed performance appraisal systems (PAS) to encourage motivation among the employees because they are awarded according to their performance. Medoff and Abraham (1981) analyze personnel files of a major U.S. corporation. They find that better performance ratings, higher education, and more experience are associated with a higher promotion probability. Gibbs (1995), also reports that the promotion probability in a medium-sized U.S. service firm is positively correlated with performance ratings in the current year.

Lazear and Rosen (1981), argue that the employee with the highest relative effort is promoted. Merit based promotions can provide motivation leading to increased productivity. Workers who recognize that the best performers are the ones who go ahead of others may put forth extra efforts they believe it takes to receive promotion (Billikkopj, 2006). On the other hand in an organization where promotion is given on the basis of performance, production results can vary greatly towards positive. In such an organization a challenging environment will take place and will promote appraisal for the good work. Such an organization will promote hardworking people who will strive to work better than others, the employees might look at this organization as their own by following the principle "The better you give the better you get".

People who work in an organization where promotions are given on the base of seniority have some sort of advantage that this might help in keeping employees stay interested in the organization and can help them keeping a peaceful life without worrying about the promotions cause by that they will might attain mind peace. There are major key factors which influence the promotion of non-teaching staff in Kenya. The management can control employee behaviour by linking the occurrence of desired behaviour to some form of reward. Vroom's expectancy theory of motivation is built around the concepts of valence, instrumentality and expectancy and is commonly called VIE theory.

The meaning of the variables, by valence, vroom means the strength of an individual's preference to a particular outcome. Another major input into the valence is the instrumentality of the first- level outcome in obtaining a desired second level outcome, for example a person be motivated for superior performance because of the desire to be promoted. Expectancy relates to first-level outcomes, that is, the probability that a particular action or effort will lead to a particular first-level outcome. According to this theory, everyone has a unique combination of valences, expectancies and instrumentalities. Vroom's theory only indicates the conceptual determinants of motivations and how they are related.

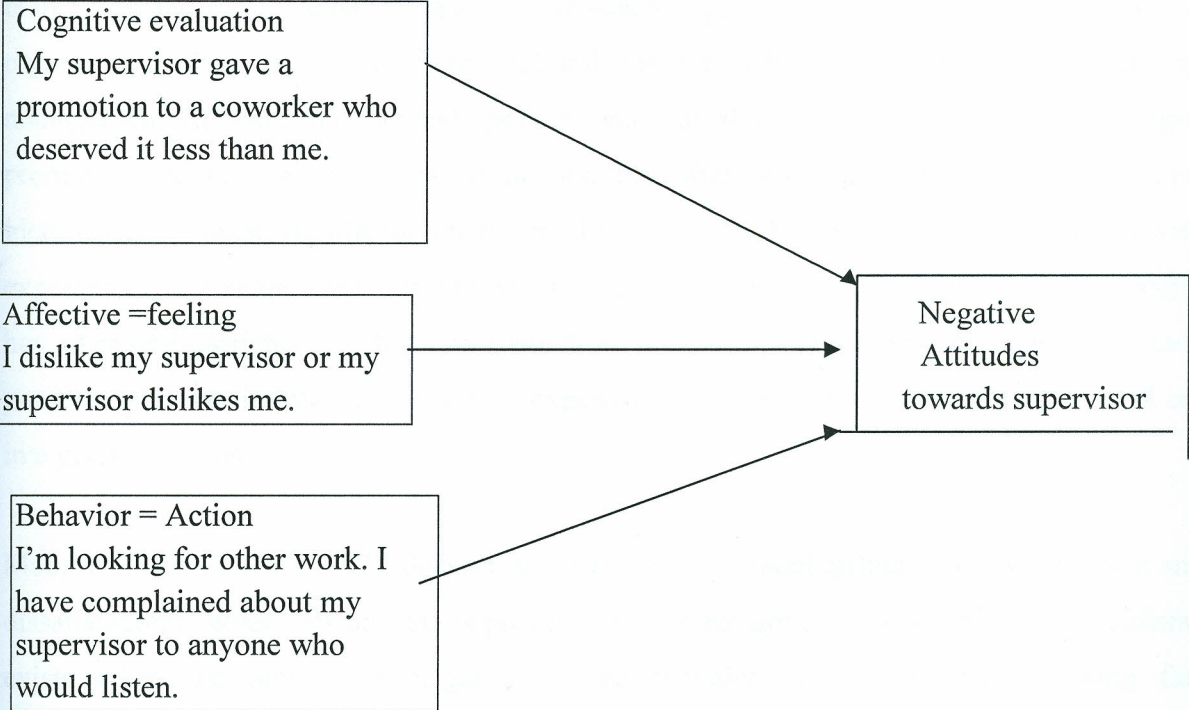
The Hawthorne experiments focus on employee perceptions and attitudes. It began in Western Electric Company's Hawthorne plant in Chicago in 1927, when Professor Elton Mayo of Harvard was invited in to the company to give advice following a surprising development in the company own researches. The company which prided itself on its welfare policies had already begun some studies in to the effects of different physical working conditions on its employees. This decision represented a modest step forward from scientifically conditions on employees, nevertheless the employee rather work itself, and control over work, became the focus of attention. What prompted the company's call to Mayo was an unforeseen consequence of a study in to the effects of different levels of lighting on employee productivity and morale. The surprise element was that workers in the study increased productivity whether lighting was improved or not. Clearly, some other factors were at work. Over the course of the next few years, the Harvard team and company investigators jointly gathered substantial evidence of important social factors at work in the factory. A better performance was noticed whenever management introduced an

environmental change such as changes in lighting, rest breaks, hours of work, system of payment, and so on. An increased productivity was recognizable even if one of the changes was a return to previous way of doing (Statt, 1994).

2.2.1 Attitudes

Typically, researchers have assumed that attitudes have three components: Cognition, Affect and behaviour. The belief that “discrimination is wrong” is an evaluative statement. Such an opinion is the cognitive component of an attitude. It sets the stage for a more critical part of attitude- its affective component. Affect is the emotional feeling of segment of an attitude and is reflected in the statement “I don’t like so and so because he discriminates against minorities.” For example, an employee didn’t get a promotion he thought he deserved; a co-worker got it instead. The employee’s attitude towards his supervisor is illustrated as follows: Cognition (the employee thought he deserved the promotion), affect (the employee strongly dislikes his supervisor) and the behaviour (Breckler, 1984). This is illustrated below:

Figure 2.1: Components of attitude



Source: (Breckler, 1984)

As shown by the diagram above, supervisors' attitude can influence promotion of juniors for instance while carrying out Performance Appraisal process. They might decide to favour others more than others. Employees have attitudes or viewpoints about many aspects of their jobs, their careers, and organizations. An attitude is a persistent tendency to feel and behave in a particular way towards some object. Kreiner and Kinicki (1992), describe it as a predisposition to respond in consistently favorable and unfavorable manner with respect to a given object. Attitudes persist or endure. In the absence of forces of change, individual's attitudes towards certain object will remain the same. For example, an employee who has a very negative attitude towards work and tends to avoid it whenever possible, he will not change until unless some forces in his environment exert a strong influence on him to effect a transformation. A person's attitude is directed towards some object, about which he has both feelings and beliefs. The sources of attitudes could be direct experience, association and learning from others. (Nzure, 1999).

An attitude can broadly be defined as settled mode of thinking. Attitudes are evaluative. As described by Makin 1996, 'Any attitude contains an assessment of whether the object to which it refers is liked or disliked.' Attitudes are developed through experience but they are less stable than traits and can change as new experiences are gained or influences absorbed within the organization they are affected by cultural factors (values and norms), the behavior of management (management styles), policies such as those concerned with pay, recognition, promotion and the quality of working life, and the influence group' (the group with whom people identify). The most significant factor in attitude and behaviour relations is the individual's experiences that shape their attitude which leads to corresponding behaviours. If an employee has no prior experiences with a given situation, they are far less likely to behave and react in a positive way. Yet individuals who have experience with an attitude know how they will behave in a given situation.

Moorhead and Griffin (1992), discuss two primary job-related attitudes: job satisfaction and job dissatisfaction. When this attitude is positive, employees are said to be satisfied. Dissatisfaction exists when the attitude is negative. These attitudes arise from the following factors: organizational factors such as pay; promotions opportunities, work itself and the working conditions. Group factors include coworkers and supervisors and personal factors such as needs,

aspirations and instrumental benefits. According to equity theory, formulated by psychologist J. Stacy Adams employees will perceive a practice to be fair or equitable when their input-output ratio is equal to that of a referent. Inequity occurs when a person perceives that the ratio of his or her outcomes to inputs and the ratio of relevant other's outcomes to inputs are unequal. When paid in accordance to individual performance, it is likely that employees perceive fairness or justice in the ratio. Studies have shown that a rating based on individual performance and a salary based on the rating tends to enhance employee perceptions of distributive justice (Campbell 1998 and Greenberg, 1996). Both inputs and outputs of a person are based on person's perceptions. Age, sex, education, social status, organizational position and qualifications are examples of input variables. Outcomes consist primarily of rewards such as pay, status, promotions and intrinsic interest in the job.

Douglas McGregor- Theory X and Theory Y have provided a useful guide to managers in identifying their attitudes towards employees; and enabling decisions to be made about new approaches to human resource management. The decisions could be on promotions, demotions, transfers and layoffs. McGregor tried to explain two contrasting sets of assumptions about individuals and their need at work. Theory X assumptions consider that employees are basically lazy, do not wish to accept responsibility, have little desire for work and want to be directed. Theory Y on the other hand, suggested that they could seek responsibility, and were capable of self direction. He accepted that these assumptions were not yet validated and would undoubtedly be unlikely to be completely contradicted.

Table 2.1: Theory X and Y

Theory X	Theory Y
Most people find work inherently distasteful.	Work is as natural as play or rest.
People therefore need to be coerced, controlled and directed.	People will exercise self direction and self control when committed to objectives.
The average person prefers to be directed, does not want responsibility, is unambiguous and seeks security above all else.	This commitment is a function of achievement rewards. Under proper conditions people will not accept but actively seek responsibility.

Source: Greenberg (1996)

Obiye 2002, reports that results from research indicate that subordinates tend to be divided into in-groups and out-groups. This superiors usually favour in-groups, therefore, they enjoy a high degree of trust, interaction support and rewards out-groups appear to be permanently out of favour and (endure the most) of supervisory distrust and criticism. Over time, one would expect promotion and selection systems to be modified or replaced entirely. The cost of administering performance testing is considerable, and management periodically evaluates a system's validity and its ability to assess employee attitudes, qualifications and perception of business need (Smith and Lee, 2007).

2.2.2 Merit based promotions

Merit based promotions considers all aspects performance in all organization. It is determined by job performance and analyzing the employee potential for development. Performance appraisal tool is used here to evaluate the performance of an employee so as to identify the right candidates to be promoted. Merit-based pay plans pay for individual performance. However, unlike piece rates plans, which pay based on objective output, merit is based on performance appraisal ratings. The main advantage of merit pay plans is that they allow employers to differentiate pay based on performance so that those people thought to be higher performers are given bigger raises. The plans can be motivating because, if they are designed correctly, individuals perceive a strong relationship between performance and the rewards they receive (Fein, 1973).

A merit system of promotion is a term used in public sector to describe hiring and promotion decisions other than compensations decisions, based on the competence or performance of employees (Bell and Hastry, 1975). Merit pay plans call for a distribution of pay based on an appraisal of a worker's performance. Appraisal is the judgment of an employee's performance in a job based on the considerations other than productivity alone. It is sometimes called merit rating more frequently when its sole objective is to discriminate between employees in granting increases in wages and salaries. All managers are constantly forming judgments of their subordinates and are in that sense continuously making appraisals, the term, however is applied in personnel management to a formal and systematic assessment made in prescribed and uniform manner at a certain time (Graham, 1998).

The purposes of appraisal are to help the managers decide what increases of pay shall be given on grounds on merit and to determine the future use of an employee for example whether the employee shall remain in his or her present job or be transferred, promoted, demoted or dismissed. It also help to indicate training needs in areas of performance where improvement would occur if appropriate training could be given and to motivate the employee to do better in his or her present job by giving the worker knowledge of results, recognition of merits and opportunity to discuss work with his or her manager. The most serious problem of performance appraisal is the failure to create a clear linkage between employee performance and pay. The PAS and the evaluators of performance are mainly responsible for this problem. The performance appraisal evaluators have imposed forced distribution rating and ranking system in which the number of people rated at the highest level is controlled. A study carried by Lawler (2003), found negative results for forced distribution systems. Among his theories for the results was “when employees in a work area compete with each other for ratings, knowing there is always a percentage at the bottom that will be forced out, it creates fear and selfishness. People are much less likely to share the information and operate as an efficient team (Lawler, 2003).

Merit based systems have repeatedly been shown to be related in a positive manner to job satisfaction. It is believed by many organizations that the use of merit promotions is granted for both performance and retention purposes as well as other reasons such as employee satisfaction. It is argued that promotion based on merit is now replacing ‘spoils’ system which is based on who you know and not what you know. An organization seeking to promote its workers may choose to do so based on seniority to take advantage of the employees' experience with the organization and to reward them for their service. Another option is to promote based on merit, a measure of the employees' contributions based on performance. Each method offers potential advantages and disadvantages for the organization (Billikopf, 2006).

It is argued that awarding pay rises across the board (without regarding to individual merit) may actually detract from performance, by showing employees they will be rewarded regardless of how they perform. Spiderman and Peterson (1999), argue that, in many organizations, appraisal results are directly and indirectly linked to performance. That means that the better performing

employees get better increases , bonuses, promotions ; while those poorer might get some counseling, or in extreme cases, demotions, dismissal or decrease in pay. Most private and public organizations in Kenya are now replacing seniority based promotions with the merit based systems. The assumption behind merit system is that the promise of extra monetary reward will cause employees to put forth greater work effort (Winter 1985). This is due to the increasing rate of stiff competition among organizations as they strive to achieve their goals and objectives through the use of best and right human capital. There is need to improve the productivity of employees by offering rewards and promotions to those who are worth due to their hard work and dedication to their work assigned to them.

In work places where non-management employees earn raises through seniority only, there is always a faction to call for merit raises (Raymond H and Willard A, 2006). The employees who support the system feel that without the merit based promotions systems, promotions are rewarded to friends and relatives. Promotions based on merit promote hiring of qualified and hard working professionals in the public sectors. The people who work in an organization where promotions are given on the base of seniority have some sort of advantage that the this might help in keeping employees stay interested in the organization and can help them keeping a peaceful life without worrying about the promotions cause by that they will might attain mind peace. Appraisal can motivate staff by clarifying objectives and setting clear future objectives with provision for training and development needs to establish the performance objective. These conflict with assessing past performance and distribution of rewards based on past performance (Bach, 2005).

Employees are reluctant to confide any limitations to and concerns with their current performance as this could impact on their merit-related reward or promotion opportunities. This conflicts with performance appraisal as a developmental process as appraisers are challenged with differing roles as both monitors and judges of performance, and an understanding counselor, which Randell (1994), argues few managers receive the training to perform. Managerial reluctance to criticize also stems from classic evidence from McGregor that they are reluctant to make negative judgments on an individual's performance as it could be de-

motivating, leading to appraisee accusations of lack of managerial support and contribution to an individual's poor performance.

2.2.3 Organizational policies on promotion in TSC

The objective of the promotion policy is to ensure that high performance levels are recognized and rewarded. The existing promotion policies of Kenyan government organizations are controlled by the government's department of Personnel management (DPM) which watches over all the promotions of government employees. The department set a number of people allowed in any one job group at a time, the rates of annual salary increments, and the number of years one has to stay in a job group being promoted to the next job group putting into consideration fiscal budgetary allocations. These policies therefore establish and limit promotional vacancies in the government institutions. This denies an opportunity to qualified employees to be promoted while other promotional vacancies remain vacant. In order to ensure motivation and retention of staff, it is necessary that adequate provisions are maintained for promotional posts within the specific establishment of a particular cadre in a Department. It is therefore, important for the respective Authorized Officers or Administrators of the Career Progression Guidelines/Schemes of Service to consult with their counterparts in different Departments to ensure that staff and career development issues are properly coordinated.

The policies emphasizes on merit and ability. These are gauged based on the information existing in performance reports. The weaknesses and challenges of Performance Appraisal System in TSC have a great influence on the promotions of the employees. Bernadin (1987), and Casio (1981) say the process of appraising employees is made difficult by the fact that the criteria of effective and inefficient performance are frequently hard to define. They argue that areas of performance for which a single individual is responsible are often unclear and evaluations tend to be based on perceptions and judgments of individual's immediate supervisor. It is not clear what constitutes outstanding, very good, fair, or unsatisfactory performance employee or staff. Teachers Service Commission is focused on meeting the performance targets. The secretariat staffs are required to show commitment in the implementation of quality service delivery mission. Supervision is the key area in the management of departments and divisions. When staffs are appropriately supervised, they are likely to meet individual and organizational

targets. In the systems where staffs are adequately supervised, there is an increase in effectiveness and a sense of job satisfaction.

Teachers Service Commission measures the performance of its employees through using performance appraisal tool and it acknowledges creativity to enable the organization benefit from the knowledge, experience and skills of the staff. The performance Appraisal system (PAS) emphasizes the positive, motivational aspects of participatory work planning, performance discussions and evaluation. It is an ongoing system which is done after every quarter of a year. It involves frank, open communication between the supervisors and the employees on what is expected of each and how they can work together as a team for the accomplishment of organizational goals.

The performance appraisal system at TSC involves five steps that include: Organizational goals and objectives, Individuals work plan, Performance discussions, Performance evaluation, Performance rating. Each individual employee is required to fill basic information about himself or herself. These may include: Name, Designation, Date of first appointment, Employee's personal number, Terms of service (permanent, contract or temporary), Duty station, Section or department, Period covered by the report (June 2011 to June 2012). Individual work plan is the first step where the supervisor of the section then meets the employees and review on the departmental goals and objectives as well as mission and vision of the entire organization. Employees are assigned responsibility for the achievement of each objective to individual staff members. The objectives are then discussed with each employee and individual work plans are formulated.

The second stage is the performance related discussions. This involves the review of staff progress in the accomplishing planned assignments and objectives. The issues and challenges of the office are discussed and at this stage, training need is identified. The supervisor then informs the employee on whether the assignments were performed satisfactorily. The employee points out areas that hinder the good performance. The third stage is the Performance evaluation. This is the final performance discussion to review status of employee's individual work plan. The employee is given the opportunity to individually assess him or herself against key

objectives and indicate whether they were fully met, partially met or not met at all. The supervisor then reviews the employee self-assessment.

A second reporting officer also reviews the conformity of the process and comment as per the knowledge he or she has about the employee being assessed. He or she can comment on supervisors ratings based on fairness. To show the importance of considering employees performance through the use of performance appraisal on making decisions related to rewards , a study by Gabris and Mitchell (1989), made in an organization with quarterly performance appraisal system, which focused on Matthew effect , will be used. "Matthew effect is said to occur where the employees tend to keep receiving the same appraisal results, year in year out. That is, their appraisal results tend to become self- fulfilling: if they have done well, they will continue to do well; if they have done poorly, they will continue to do poorly." They explored an extent of frustration rising from biased performance appraisal. "The workforce was divided into two groups: those who had been given high appraisal results consistently, and those who had low results consistently. When the groups were asked if the appraisal system was fair and equitable, 63 percent of high performers agreed compared to only 5 percent of the lower performers. The groups were asked if their supervisors listened to them. Of the high performers, 69 percent said yes, while among the low performers, 95 percent said no. Finally, when asked the supervisors were supportive, nearly half the high performers agreed that they were, while none of the low performers agreed (Topel, 1996).

Appraisal of any type is often a very subjective process. Prendergast and Topel (1996), argue that accurate and objective measures of an employee's performance are typically unavailable. Instead performance is gauged from subjective opinions provided by superiors and this subjectivity opens the door to favoritism where evaluators use their power to reward preferred subordinates beyond their true performance. The harmful effects of favoritism have two implications for the design of rewards. Incentive pay for employees will be de-emphasized and favoritism causes organizations to use bureaucratic rules in pay and promotion decisions. Appraisal, according to Smith (2000), involves the identification of cause and effect relationships on which employment and labour policies are based or can be based and are a routine process that organizations use to evaluate their employees. It is a systematic assessment that is as

objective as possible of an ongoing program or policy, its design, implementation and results. Its aim is to appraise the relevance and fulfillment of objectives, efficiency, effectiveness, impact and sustainability. Moorhead and Graffin (1992), describe performance appraisal as a process of evaluating work behaviours by recording the results and communicating them back to the employees. It is an activity between the manager and the employee.

The recent TSC research (2011) carried out by the TSC management to study the emerging issues and challenges of performance appraisal systems identified some weaknesses as discussed: the appraiser and countersigning officer description of the employees' level of performance do not corroborate with the weights assigned. In fact, majority of countersigning officers do not seem to have sufficient knowledge about the work performance of the appraisee whose performance they are required to evaluate and as a result, apart from concurring, they end not giving any observation at all. Some of the performance appraisal forms are not completed as required. Majority of the employees were not honest while carrying out self-appraisal especially when identifying their accomplishments. There are the elements of exaggerating one's strengths and covering up the weaknesses of the employees.

According to the study, the appraiser's description of the employee's performance lacked clarity and was ambiguous. A large number of employee performance appraisal evaluations were not done periodically until end of fourth quarter. Based on the supervisors' descriptions of employees' performance, performance was never interactive in most instances and that most of the appraisees are not trained enough to carry out the processes in the appropriate and structured manner. This obstructs the genuine feedback, as it includes subjectivity and bias of the rates leading to incorrect and unreliable data regarding to the performance of the employees. Non-data based assessments indicate the weakness in the performance appraisal system as most of the supervisors rely on the memory instead of keeping performance records for future references. Moreover, supervisors are not held accountable for making mistakes on performance appraisal reports for example, completing them late and lacking feedback.

Appraisal can motivate staff by clarifying objectives and setting clear future objectives with provision for training and development needs to establish the performance objective. These

conflict with assessing past performance and distribution of rewards based on past performance (Bach, 2005). Employees are reluctant to confide any limitations to and concerns with their current performance as this could impact on their merit-related reward or promotion opportunities. This conflicts with performance appraisal as a developmental process as appraisers are challenged with differing roles as both monitors and judges of performance, and an understanding counselor, which Randell (1994), argues few managers receive the training to perform. Managerial reluctance to criticize also stems from classic evidence from McGregor that they are reluctant to make negative judgments on an individual's performance as it could be demotivating, leading to appraisee accusations of lack of managerial support and contribution to an individual's poor performance.

Research studies show that employees are likely to feel more satisfied with their appraisal results if they have a chance to talk freely and discuss their performance. It is also more likely that the employees will be better able to meet future performance goals. Barrie and Sow claim that there must be standards of comparison. People need to know how well they are doing at their jobs and where they could improve. It is important to keep in mind that appraisals do not equate to criticism. It may be necessary to explain the importance of completing the tasks within the timelines or changing the technique of doing the task. Unfortunately, many performance appraisals only frustrate the employees by adding more tasks to what appears to be an already overloaded agenda.

2.2.4 Individual Characteristics

Age, gender, marital, work area, position, years worked in the organization and education are considered as individual characteristics. The demographics and individual characteristics of work force are rapidly changing (Beardwell 2004). Individuals are different and therefore also have different needs and expectations which attempt to fulfill in many different ways. When the organization , they don't come in with empty hands , but bring in with them two things, that is, potential energy of resources previously acquired in terms of training and skills (expertise and knowledge, education, interest and experience (Sagimo, 2002). Organizations hire people for their skills. Downsized organizations require more generalists and fewer specialists. Skills based plans helps meets the need of ambitious employees who confront minimal advancement

opportunities. These people can increase their earnings and knowledge without a promotion on their job title. Some organizations argue that skills based considerations in making promotions decisions may create a problem of paying people for acquiring skills for which there may be no immediate need. This happened in IDS financial services (New York Times, 1992).

Although we tend to think of organizations in their collective sense, they are of course composed of individual human beings (Cole, 2005). These individuals act out their working lives within the framework of an organizational culture. Individual at work is perceived by others in three principals: as a physical person having gender, age, race, and size and characteristics. Secondly, as a person with the range of abilities (intellectual, physical and social) and lastly as a personality (i.e. someone having a particular kind of temperament). Much of the work on the measurement of human performance (psychometrics) is devoted to developing the standards of comparison (norms) between individuals. Physical characteristics may involve gender in that some positions are believed to be only suitable to specific type of gender say men or women. Other promotional jobs discriminate employees based on gender. Age distinguishes people. It has considerable implications for career development, promotion, labour turnover, absenteeism and motivation. It is likely those younger employees are promoted and they develop their careers more than older ones (Cole, 2005).

2.3 Critical review

The aims of promotions procedures in organization should be to, first enable the management to obtain the best talent available within the company to fill in more senior posts. Secondly, promotions provide employees with the opportunity to advance their careers within the company, in accordance with the opportunities available taking in to consideration equal opportunity and abilities. Promotions are awarded to those who have the ability to perform. (Armstrong, 2001).

Currently, the policy in TSC is to promote employees (Secretariat staff) based on management decision. Employee is selected for promotion on the basis of information already known to the management through reviewing the information on the appraisal forms. This method is quick and inexpensive. However, this method is obviously suitable and effective for small organizations or for jobs where possible candidates are small and well known. Teachers' service commission is among the largest employers in Kenya, this may cause discontent because the decisions arrived

at may leave other possible candidates not having the opportunity to meet their qualifications for the posts. A democratic society in Kenya will require deep-seated changes in procedures and structures of decision making. It will have to seek ways to increase transparency, accountability and above all, public participation. (Makgetla, 1992).

This method depends on the complete and up to date employee records which can be used to identify all the candidates qualified for the promotions. Employees derive satisfaction from a company policy of promotion from within, but badly handled promotions may cause dissatisfactions. Unfairness, arbitrariness, or secrecy can diminish the effectiveness of the process for all those concerned. Therefore, the weaknesses in the Performance appraisal System have a great influence on the promotion of employees.

Most organizations in Kenya identify those employees who are capable of exploiting their potentials and possess exceptional characteristics which are of benefit to the organization and therefore reward them by promotions. Abilities, skills and talents are used to describe individual's potentials. Those who possess more skills are likely to rise the hierarchy while others stagnate in the same job group for years, that is, the individuals who demonstrate much abilities and possess more skills than others are likely to be promoted faster than others. This factor therefore has a great impact on the promotion of employees. Promotions can provide opportunities to reward exceptional performance and to fill open positions with tested and loyal employees (Dessler, 2003). This is in the belief that linking promotion to performance is an effective way of motivating employees to higher performance. In order to be successful, organizations need the commitment of employees (Molander, 1996). The behaviors that are rewarded are more likely to be repeated, behaviors that are punished are less likely to be repeated (Bums, 1992).

Very few organizations have looked at employee reactions to piece-rate pay, profit sharing and stock sharing; only employer perceptions, which are favorable, have been reported for the skilled based and competency based pay. There is need for additional research of attitudinal reactions (Johnston, 1996). According to Rue and Byars (1992), appraising performance without having a system that ties the results of the appraisal to the organization promotion policy creates an

environment where employees are poorly motivated. The employees' attitudes influence the promotions because employees tend to develop either negative or positive attitudes the system of promotion in their organization. It is also believed that salary increase that is obtained as a result of one's promotion will have greater value than salary increase that is given to everyone while others strongly believe in the promotions based on seniority.

Employee attitudes and behavior are usually related either one way or another, so when an employee has a negative perspective of their job, or a supervisor, or the organization as a whole they are less likely to care about their performance, disregard their supervisors or try to cause problems with them or not consider anything that would benefit the organization as a whole – just worry about doing just enough in their job and get paid. However, if an individual likes their job, they will take pride in doing it correctly, if they like their supervisor, they are more likely to communicate and participate with them, and if they value the organization, they will look for ways to improve it and themselves to like through promotion.

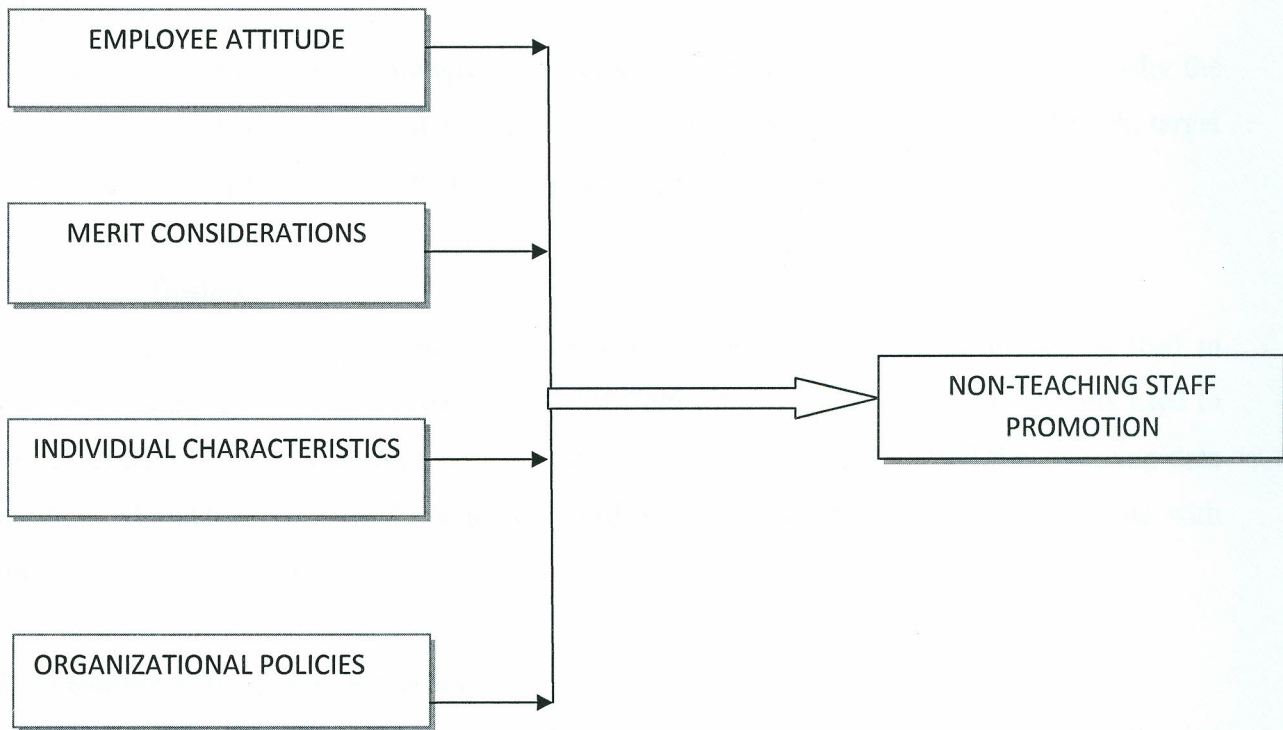
2.4 Summary and gaps to be filled by the study

The objectives of promotion are: it is recognition of a job well done by an employee, it is a device to retain and reward an employee for his years of service to the company. It also increases the individual and organizational effectiveness and promotes a sense of job satisfaction in the employee. It builds loyalty, morale and a sense of belongingness in the employee and to impress upon others that opportunities are open others that opportunities are open to them also in the organization if they perform well (Rudrabasavaraj, 1967). There are many factors that influence the promotion of TSC employees for example political influence, budgetary constraints, seniority based promotions among others but this study aims at identifying the key factors that influence promotion of employees in TSC.

2.5 Conceptual framework

Non-teaching staff promotion was the dependent variable in this study. This was analyzed in relation to factors influencing the promotion as discussed below: Dependent variable is a response that is affected by an independent variable. Independent variable is the presumed cause of some change in the variable (Staw, 1978). The relationship between the dependent variables and independent variables are shown by the diagram below:

Figure 2.2: Conceptual framework



(Independent variables)

(Dependent variable)

Source: (Author 2012)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presented a methodological orientation of the study. It explains how and why the research methodology was used. It includes a systematic description of research design, target population, sampling technique, data collection instrument and data analysis techniques.

3.2 Research Design

The study sought to investigate the factors that influence promotion of non-teaching staff in Kenya by taking a case study of Teacher Service Commission. A descriptive study was used to provide details of interests at some point in time. This study was best suited for gathering data concerning the current status of phenomena with the purpose of describing what exists with respect to situation variables.

3.3 Population and Sample Selection

The population of study consisted of all the secretariat employees of Teacher Service Commission of Kenya who are at the headquarters. The population has 1500 employees and a sample of 75 respondents was picked from the 5 departments (Human Resource Management, Finance, Internal Audit, Staffing and Administration). Stratified sampling was done by randomly picking 5% of the employees in each department which gives equal opportunity to all the employees.

Table 3.1: Population

Department	Employees	Frequency
Human resource management	500	33%
Finance	400	27%
Staffing	281	18%
Internal audit	90	6%
Administration	229	16%
Total	1500	100%

Source: Author (2012)

3.4 Sample Selection

A sample of 75 respondents was picked from the 5 departments (Human Resource Management, Finance, Internal Audit, Staffing and Administration). Stratified sampling was done by randomly picking 5% of the employees in each department which gives equal opportunity to all the employees as shown by the figure below:

Table 3.2: Sample Size

Department	Employees	Frequency
Human resource management	25	33%
Finance	20	27%
Staffing	14	19%
Internal audit	5	6%
Administration	11	15%
Total	75	100%

Source: Author (2012)

3.5 Data Collection Method

In this study, the use of questionnaires (Appendix 11) was considered appropriate. This helped in collecting relevant data for the study where standardized questions on opinions and institutional practices are required to identify and describe the validity in different phenomena. The questionnaire contained both open ended and closed ended questions.

The questionnaire was divided into five parts;

Part one was structured to capture respondent's personal information; Part two captured the effect of attitude on promotion of non-teaching staff; Part three sought information on the role of merit in promotion of non-teaching staff while Part four provided information on the extent to which individual characteristics influence promotion of non-teaching staff. Lastly part five captured information on the relationship between policy and promotion of non-teaching staff in TSC.

3.6 Data Analysis Technique

Data analysis involves organizing, accounting for and explaining the data; that is, making sense of the data in terms of the respondents' definition of the situation noting patterns, themes, categories and regularities (Gay, 1992). Data collected was analyzed using both inferential and descriptive statistics. Percentage scores and frequency counts were used to analyze personal data in section A. Factor analysis was however utilized in Sections B, C, D and E.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSIONS

4.1 Introduction

This chapter deals with data analysis, presentation of research findings and their interpretations. After the questionnaires were collected, the data was analyzed, summarized and presented in form of tables, charts and graphs. The data analysis was guided by the objective of the study which was to assess the factors influencing the promotion of TSC employees.

The following are the specific objectives that guided the study:

- i. To find out how attitude affect the promotion of non-teaching staff in TSC
- ii. To examine the role of merit in the promotion of non-teaching staff in TSC
- iii. To establish the extent to which skills and qualifications influence promotion of non-teaching staff at TSC.
- iv. To determine the relationship between policy and promotion of non-teaching staff at TSC

The study's sample size comprised of 75 respondents all of whom were issued with questionnaires. All the respondents successfully filled and returned their questionnaires for analysis thus giving the research 100% response rate.

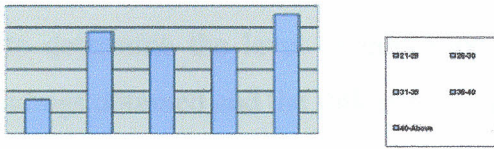
4.2 Demographics

This section presents the respondents characteristics which comprise of age, gender marital status, highest level of education, current grade, years worked and section of work.

4.2.1 Age of the Respondents

The researcher sought to establish the age of the respondents who participated in the study. The findings are shown in the figure 4.2 below

Figure 4.2: Age of the respondents



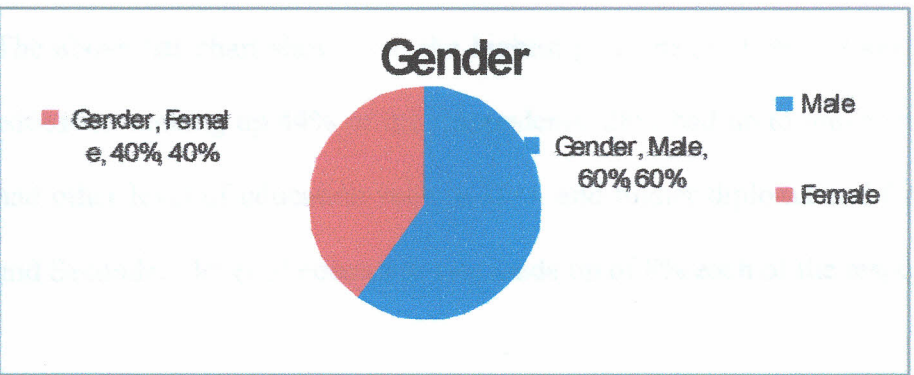
Source: Research data

The findings revealed that 8% of the respondents were aged 21-25 years, 24% were 26-30 years, 20% were 31-35 years, 20% were 36-40, while another 28% were over 41 years. This implies that the TSC organization is mostly dominated by old people with the age of 41 years and above.

4.2.2 Gender of Respondents

The researcher sought to know the gender of the respondents and the findings are shown in figure 4.3 below.

Figure 4.3 Gender Distribution



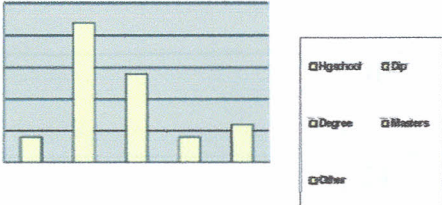
Source: Research Data (2012)

The findings revealed that majority of the respondents were male with a representation of 60%, while the remaining 40% were female.

4.2.3 Education level of the Respondents

It was important to determine the level of education of the respondents so as to gauge the relevance of the findings obtained and the following graph gives an illustration of the findings on respondent's level of education

Figure 4.4: Education level



Source: Research data (2012)

The above bar chart shows that the highest percentage of the respondents had diploma level of education making up 44% of the respondents, 28% had up to university level of education, 12% had other level of education such as CPA and higher diploma and finally both master's degree and Secondary level of education was made up of 8% each of the respondents.

4.2.4 Current grade held by the respondents

The researcher sought to know the current grade hold by each of the respondent. The findings are shown in the table 4.2 bellow.

Table 4.2: Current grade

Grade	Percentage (%)
A-C	None
D-F	16
G-H	20
J-L	40
M-ABOVE	24

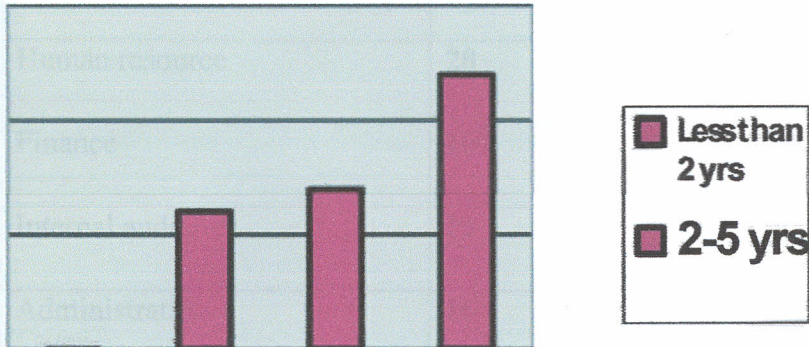
Source: Research data 2012

The findings showed that most of the TSC staffs had a grade of J-L which contribute to 40% of the respondents, 24% had a grade of M and above, 20% had a grade of G-L of the respondents, while 16% had a grade of D-L and finally there were no respondent with a grade of A-C from the respondents.

4.2.5 Employment Duration

It was eminent to find out the duration in which the respondents had been in employment with the organization under study. This would determine how good the respondents understood the organizations systems and particularly policies on promotion in the organization. The following is a graphical presentation of the findings on the duration of employment of the respondents

Figure 4.5 Length of service



Source: Resource Data

The above graph indicates that the majority of the respondents had been in employment with the organization with more than 10 years making up 48%. This was followed by the group that had been in employment for between 6-10 years making up 28%, respondents who had worked within the bracket of 2-5 years made up 24% and finally we had no respondents who have worked for less than two years.

4.2.6 Respondents departments

The researcher sought to find the respondents departments and the following table illustrates the findings.

Table 4.3 Respondents departments

Departments	Percentage %
Human resource	28
Finance	16
Internal audit	12
Administration	16
Staffing	28

Source: Research data

The findings revealed that the human resource and staffing had the highest number of respondents each with 28% of the respondents, finance and ministration departments both had 16% of the respondents and finally the internal audit department had 12% of the respondents.

4.3 Factor Analysis

Factor analyses are performed by examining the pattern of correlations (or covariance) between the observed measures. Measures that are highly correlated (either positively or negatively) are likely influenced by same factors, while those that are relatively uncorrelated are likely influenced by different factors. The pattern matrices found using Kaiser rotation (as used in this study) are more interpretable than the orthogonal rotation solution with fewer variables loading significantly on more than one factor.

The initial matrices were rotated using promax with oblique normalization to give these results. Kaiser normalization was preferred due to the assumption of correlation among variables. The total variance explained tables shows the final output of the principle axis factoring which

expresses the sum of squared loading of the variables, however the sum of squared loadings are irrelevant because the variables are assumed to be correlated.

4.4 The effect of Attitude on Promotion of secretariat staff in TSC

Table 4.4 Pattern Matrix

	Factors	
	1	2
Individual personal relationship with immediate supervisor determines promotional decisions	.965	.012
Supervisors' perception towards a particular employee influence promotion of TSC employees	.629	.342
Working conditions does not influence promotion	.219	.659
The number of years in a particular job group is a factor during promotion	.567	.042
The current pay for a particular employee is taken into consideration during promotion	.243	.678

Extraction Method: Principal Component Analysis. Rotation Method: Promax with Kaiser Normalization.

Source: Research Data

Table 4.5 Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	3.614	72.273	72.273	3.614	72.273	72.273	3.182
2	.607	12.144	84.417	.607	12.144	84.417	3.047
3	.437	8.736	93.153				
4	.263	5.259	98.413				
5	.079	1.587	100.000				

Extraction Method: Principal Component Analysis.

Source: Research Data

Factor 1: Personal determinants

- Individual personal relationship with immediate supervisor determines promotional decisions 96.5%
- Supervisors' perception towards a particular employee influence promotion of TSC employees 62.9%
- The number of years in a particular job group is a factor during promotion 56.7%

Factor 2: Organizational determinants

- Working conditions does not influence promotion 65.9%
- The current pay for a particular employee is taken into consideration during promotion 67.8%

4.4.1 Factor 1: Personal determinants

This factor on personal determinants shows that individuals can only get promotion on merit if they have good personal relationship with the supervisor; this claim is supported by 96.5% of the respondent while another 62.9% believe that it is the supervisor's perception that contributes to promotion. 56.7% of the respondents on the other hand assert that apart from perception and personal relationship with the supervisor; the number of years that one has been in the organization is also a determinant in determining promotion on merit.

4.4.2: Organizational determinants

Apart from personal determinants, there are also organizational factors that will shape the attitude of the individual and determines whether one is promoted or not. Working conditions was not considered as a factor with 65.9% of the respondent making a claim that it does not influence promotion on merit. 67.8% of the respondents further indicated that the current pay is also put into perspective before promotion on merit is carried out.

4.5 The role of Merit in Promotion secretariat staff in TSC

Table 4.6 Component Matrix

	Factor 1
	1
In my opinion, promotions are based on other considerations like ethnicity and politics	.910
Hard work does not assure one a promotion when an opportunity arises.	.822
Promotions are based on academic, technical and professional and not on merit.	.853
In my opinion, promotion should be based on promotion interview and not on performance appraisal results.	.904
Promotions are always done after training needs	.894
Promotion is not based on performance appraisal results.	.907

Extraction Method: Principal Component Analysis.

Source: Research Data

Table 4.7 Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.670	77.840	77.840	4.670	77.840	77.840
2	.845	14.079	91.918			
3	.200	3.333	95.252			
4	.110	1.829	97.081			
5	.098	1.631	98.711			
6	.077	1.289	100.000			

Extraction Method: Principal Component Analysis.

Source: Research Data

- In my opinion, promotions are based on other considerations like ethnicity and politics 91.0%
- Hard work does not assure one a promotion when an opportunity arises 82.2%
- Promotions are based on academic, technical and professional and not on merit 85.3%

- In my opinion, promotion should be based on promotion interview and not on performance appraisal results 90.4%
- Promotions are always done after training needs 89.4%
- Promotion is not based on performance appraisal results 90.7%

4.5.1 The role of Merit on promotion

91.0% of the respondents believe promotions are based on other considerations such as ethnicity, politics etc. 82.2% again indicated that hard work does not assure one a promotion strengthening the first claim of other considerations. Of Another 85.3% of the respondents asserted that apart from politics and ethnicity, academics and technical know-how of the job plays a considerable influence on promotion and not necessarily merit.

The opinion of 90.4% of respondents is that promotion should be based on interviews and not performance appraisals this is due to the believe is that appraisals are also biased depending on those who are carrying out this is evident as 90.7% indicated that such appraisals are not normally factored in during promotion. The only positive thing is that promotions are always done after training needs this is in reference to the 89.4% of the respondents.

Table 4.3 Factors on promotion

Response	No.	Percentage	
		Male	Female
1	106	59.1%	59.1%
2	117	63.3%	63.3%
3	122	67.6%	67.6%
4	98	53.7%	53.7%
5	135	74.3%	74.3%
6	170	91.6%	91.6%
7	589	324.0%	324.0%

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4.6 The extent to which individual characteristics influence Promotion of secretariat staff of TSC

Table 4.8 Pattern Matrix

	Factors	
	1	2
Promotion is based on years of experience.	.925	.026
Qualification does not warrant promotion	.276	.571
Individual knowledge on the job does not lead to promotion.	.993	.046
Personal relationship with other employees guarantees promotion	.130	.780
Promotion based on individual skills and qualifications encourages hard work	.976	.044
Promotion is mostly based on the age of the employee	.207	.994
Promotion is mostly based on gender	.310	.729

Extraction Method: Principal Component Analysis. Rotation Method: Promax with Kaiser Normalization.

Source: Research Data

Table 4.9 Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	4.143	59.190	59.190	4.143	59.190	59.190	3.719
2	1.142	16.317	75.507	1.142	16.317	75.507	3.086
3	.889	12.702	88.209				
4	.420	5.997	94.206				
5	.223	3.186	97.392				
6	.141	2.020	99.412				
7	.041	.588	100.000				

Extraction Method: Principal Component Analysis.

Source: Research Data

- Individual knowledge on the job does not lead to promotion 99.3%
- Promotion based on individual skills and qualifications encourages hard work 97.6%

Factor 2: Challenges on promotion

- Qualification does not warrant promotion 57.1%
- Personal relationship with other employees guarantees promotion 78.0%
- Promotion is mostly based on the age of the employee 99.4%
- Promotion is mostly based on gender 72.9%

4.6.1 Factor 1: Individual Qualification

This factor looks at how individual experience contributes to promotion on merit. According to 92.5% of individuals promotion on merits is usually based on years of experience while 99.3% believes one cannot be guaranteed promotion however the knowledge on the job, this claim was reinforced by the 97.6% of the respondents who asserted that lack of hard work is due to promotions based on other factors apart from individual knowledge and experience on the job.

4.6.2 Factor 2: Challenges on promotion

It is evident from this factor that to get promotion in TSC is not easy and employees go through enormous challenges even when they have merit to show that they ought to have been promoted. This is evident on these claims by the respondents; 57.1% indicated that qualification does not warrant promotion while 78.0% concurred that personal relationship with other employees that are believed to have influence helps to secure one a promotion. Similarly 99.4% of the respondents indicated that promotion is based on age meaning the young does not stand a chance of scaling the ladder of promotion even when they merit.

Lastly another 72.9% confirm the existence of challenges in promotion by stating that promotion is mostly based on gender. This they pointed out is locking out hundreds who are biased on gender from rightfully being promoted on merit.

4.7 The relationship between Policy and Promotion secretariat staff in TSC

Table 4.10 Pattern Matrix

	Factors	
	1	2
There is strict adherence to the existing policy on promotion	.530	.095
There is no existing policy on promotion in TSC	.026	.969
Promotional policies in TSC are fair to all employees	.044	.941
Promotion is always based on relevant skills	.516	.016
Promotion is mostly based on performance targets	.089	.669
Appraisal is mandatory before one is promoted	.968	.024

Extraction Method: Principal Component Analysis. Rotation Method: Promax with Kaiser Normalization.

Source: Research Data

Table 4.11 Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	4.624	77.073	77.073	4.624	77.073	77.073	3.945
2	1.065	17.749	94.822	1.065	17.749	94.822	3.904
3	.149	2.478	97.299				
4	.076	1.265	98.564				
5	.047	.777	99.340				
6	.040	.660	100.000				

Extraction Method: Principal Component Analysis.

Source: Research Data

Factor 1: Organizational issues supporting promotion on merit

- There is strict adherence to the existing policy on promotion 53.0%
- Promotion is always based on relevant skills 51.6%

- Appraisal is mandatory before one is promoted 96.8%

Factor 2: Policy implementation challenge

- There is no existing policy on promotion in TSC 96.9%
- Promotional policies in TSC are fair to all employees 94.1%
- Promotion is mostly based on performance targets 66.9%

4.7.1 Factor 1: Organizational issues supporting promotion on merit

A number of issues specific to TSC are believed to influence the how promotions are carried out. This factor looks at some of them indicated by respondents. A mere 53.0% of the respondents believes there is a strict adherence to the existing policy on promotion, this low percentage show that promotion is based on other factors apart from the set policies that would have given everyone a fair chance. 51.6% also believes relevant skills play a part in promotion on merit; this claim is not strong given the low percentage which again shows how policies are not being taken seriously by the management. However appraisal is mandatory before promotion, this is strongly supported by majority of the respondents 96.8%.

4.7.2 Factor 2: Policy implementation challenge

The challenge of operationalizing the existing policy is evident based on the respondents' claims; 96.9% believe that there is no policy in place on promotion, this believe has resulted in the abuse of promotion where employees are not promoted on merit but on other grounds in total violation of the existing policies. 94.1% supports promotion practice that is currently violating the policies by claiming that it is fair to all. This claim could be because some of the respondents were in fact the one who were supposed to implement the promotion policy but they have frustrated it and this according to the researcher is meant to cover up the mess.

When asked whether promotion is based on performance, 66.9% believe so but the evidence on the ground gives a different picture which again left the researcher to conclude that it could be the same group of respondents who are supposed to carry out promotion based on the policy in place but because of their own weaknesses they always do it differently.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a brief summary, conclusion and recommendations on factors influencing promotion of secretariat staff in public institutions in Kenya by taking a case study of Teacher service Commission (TSC). A sample of 75 respondents from the 5 departments of Human Resource Management, Finance, Internal Audit, Staffing and Administration was used in the study. As already mentioned in chapter one, the principal objective of the study was to assess the factors influencing the promotion of TSC employees.

5.2 Summary of findings

In relation to the first objective, to find out how attitude affect the promotion of non-teaching staff in TSC, the study found out that employees can only get promoted on merit if they have good relationship with their supervisors since they are the once to make recommendations. Perception is also a contributing factor; if one is perceived to be uncooperative then promotion may never come their way even when merited. The working conditions is not regarded as a factor determining whether to promote or not but the current pay is used to gauge whether one should be promoted or not. This is shown by the 96.5% of the respondents who agreed that individual personal relationship with immediate supervisor determines promotional decisions and 62.9% of the respondents who supported the fact that supervisors' perception towards a particular employee influence promotion of TSC employees

The second research objective was; to examine the role of merit in the promotion of non-teaching staff in TSC. Majority of respondents believed that despite the promotion on merit through the use of performance appraisal tool, the process is influenced by ethnicity and organizational politics although some pointed out that academic qualifications as well as technical know-how are at times considered. 90.4% of respondents also think that promotions based on interviews will be more satisfying than those promotions based on appraisals since

according to them appraisals are at times biased. 90.7% of the respondents indicated that such appraisals are not normally factored in during promotion.

The third objective established the extent to which individual skills influence promotion of non-teaching staff at TSC. According to the respondents the number of years in the organization as well as individual experience on the job is some of the factors normally considered before one is promoted. 92.5% of the respondents agreed that promotion is based on years of experience. But what appeared to discourage most respondents is the realization that promotions are at times based on gender and age which according to them is so discriminative and biased. 99.3% of the respondents argue that individual knowledge on the job does not lead to promotion.

And finally the fourth objective determined the relationship between policy and promotion of non-teaching staff at TSC. On the promotion policy, 96.9% of the respondents believe that there is an existing promotion policy in TSC but it is not being taken into consideration and this has discouraged those who were banking on the policy to secure them promotion based on merit. 53.0% of the respondents argue that there is strict adherence to the existing policy on promotion. 96.8% of respondents agree that appraisal is mandatory before one is promoted. The major challenge though comes from the management who appear to be frustrating the policy implementation because the status quo is benefiting them.

5.3 Conclusions

The study revealed that Performance Appraisal tool is seen as the most received criteria for promotion seem to work against the speedy progression of employees in climbing the hierarchy of the TSC structure. The findings showed that attitude influence promotion of secretariat staff in Teachers Service Commission when carrying out promotion process. Individual characteristics like academic qualifications stood out as the one of the influential factor towards promotion, but it is least used criterion. Some of participants said that the commission has established a secretariat team dealing with policy planning and research in order to assist on coordination of policy development, monitoring and evaluation programs as well as performance contracting process.

Promotion on merit is clearly an issue in most government institutions, while questions on the best method to use need to be determined by every government institution, achieving a satisfying criteria is a common challenge for all organizations. The challenges being experienced at TSC may not be unique to this organization but what is unique is what appears to be a conspiracy to deny those who merit promotion and they are not accorded. Before applying the policies guiding promotion, TSC should look into all the challenges that they are currently facing and identify the root cause to avoid the same impeding the success of these policies. In addition the organization should learn from other success stories and establish a sound policy framework that will strengthen its departments to operate independently from those who may want to bend the rules to benefit them.

The promised benefits of a sound policy on promotion do not take place simply by placing it on the organization shelves as in the case in TSC. Instead, the challenge is to understand how a fully compliant TSC can bring satisfaction to its employees and curb the increasing dissatisfaction and high employee turnover that may ultimately become costly to the organization. This entails determining the cause of dissatisfaction and addressing the many issues that regard questionable promotions that does not factor in merit. The driving force to successful organizations is equal treatment to all and the management that will stand the test of time by refusing to follow the path of self-seekers. This will transform TSC into a world class institution that will be envied in the region.

5.4 Recommendations

This study found out that not all the commission stakeholders were involved in policy formation. It is therefore recommended that all the employees and the commission stakeholders should be part and parcel of the process and the commission should ensure that when they are designing a policy related to employees issues to be implemented they should consult all stakeholders including employees themselves. The management should liaise with the government and other donors who are involved in the operations of the organization on how to tackle major challenges of TSC like the need to provide quality service delivery to teachers, challenge of meeting the demand of promoting employees to the budgetary constraints, unfair process of promotion and the weaknesses of Performance Appraisal as a tool used inn promotion.

In order to retain and motivate employees to perform better, the TSC and the government must review their promotion policies and enable them climb professional ladder. Too few promotion positions, policies, delays and unfair practices, interferences by interested parties and unwillingness of TSC employees and management to accommodate changes are some of the factors that affect employees' promotions. This was argued by the 1st vice chairman of KNUT (Mr. George Wesonga) who criticized the promotion 2.5% of deserving promotions cases and so some people may never get promoted in lifetime.

5.5 Limitations of the study

This research project was carried out during the time when TSC was made the enactment of new constitution , therefore as a result of this most top management were not in the office during the time of administering questionnaires as they were busy in workshops, seminars, and meetings restricting the commission to conform with the new constitution. This made the data collection take longer time than expected. However, this did not have adverse effects on the findings of the study. This study interviewed only the senior management of the organization who were present and well conversant with the subject matter. In some instances the researcher had to administer the questionnaire personally to the respondents explaining the complex terms and concepts as related to the study area to be able to get reliable data for valid conclusions to be made. This was quite a tedious and demanding exercise. It would have also been preferable to do a survey of all the TSC branches countrywide and even including the teachers but it was unattainable considering the limited time and budget constraints.

5.6 Suggestions for further research

This particular study can be extended to other public institutions in Kenya to establish the promotion challenges being faced. Empirical studies can also be carried out among government institutions to establish why promotion policies are not being implemented.

Despite the limitations, this study can act as a stepping stone in the assessment of the extent to which promotion on merit is being practiced in government as well as private institutions in Kenya.

This work therefore sets up future contributions that will enable academicians; government and private institutions to better understand and evaluate the challenges that their employees are going through when it comes to promotion and help in coming up with remedial measures to address the same.

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APPENDIX I: LETTER TO THE RESPONDENT

KENYATTA UNIVERSITY,
SCHOOL OF BUSINESS,
NAIROBI.

Dear sir/ Madam

RE: A SURVEY OF FACTORS INFLUENCING PROMOTION OF SECRETARIAT STAFF IN PUBLIC INSTITUTIONS IN KENYA: A CASE STUDY OF TSC

I am a postgraduate student undertaking a Master of Business Administration Degree at the School of Business, Kenyatta University. I am currently carrying out a study based on the subject line above.

My approach to this survey is both consultative and collaborative and ensures that it causes minimum disruption to your schedule of activities. I kindly request you to provide the required information by responding to the questions in the questionnaire. The information required is purely for academic purposes and will be confidential. Please note that a copy of the research findings will be made available to your organization upon request.

I will appreciate your contribution in this academic exercise.

Thank you in advance.

Yours faithfully,

Chepkorir Mercy

Department of Business Administration

School of Business

Kenyatta University

APPENDIX II: STUDY QUESTIONNAIRE

Kindly give an honest and accurate response to the items in the questionnaire

SECTION A: PERSONAL INFORMATION

Please tick as appropriate

1. Age in Years

Below 20 [] 21-25 [] 26-30 [] 31-35 [] 36-40 [] 41 and Above []

2. Gender

Male [] Female []

3. Highest level of education

High school []

College diploma []

University degree []

Master's degree []

Others (specify) []

4. Current grade

A-C [] D-F [] G-H [] J-L [] M- ABOVE []

5. How many years have you worked for TSC?

Less than 2 years []

2-5 years []

6-10 years []

More than 10 years []

6. Which section do you work in?

Human resource management []

Finance []

Internal audit []

Administration []

Staffing []

SECTION B: HOW ATTITUDE AFFECT PROMOTION OF NON TEACHING STAFF IN TSC

	Parameter (Aspect) measured	Scale				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Individual personal relationship with immediate supervisor determines promotional decisions					
2	Supervisors' perception towards a particular employee influence promotion of TSC employees					
3	Working conditions influence promotion					
4	The number of years in a particular job group is a factor during promotion					
5	The current pay for a particular employee is taken into consideration during promotion					
6	Other					

**SECTION C: THE ROLE OF MERIT IN PROMOTION OF NON TEACHING STAFF
IN TSC**

	Parameter (Aspect) measured	Scale				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Promotion is not based on performance appraisal results.					
2	In my opinion, promotions are based on other considerations like ethnicity and politics					
3	Hard work does not assure one a promotion when an opportunity arises.					
4	Promotions are based on academic, technical and professional and not on merit.					
5	In my opinion, promotion should be based on promotion interview and not on performance appraisal results.					
6	Promotions are always done after training needs					
7	Other					

**SECTION D: THE EXTENT TO WHICH INDIVIDUAL CHARACTERISTICS
INFLUENCE PROMOTION OF NON TEACHING STAFF**

	Parameter (Aspect) measured	Scale				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Promotion is based on years of experience.					
2	Qualification does not warrant promotion					
3	Individual knowledge on the job does not lead to promotion.					
4	Personal relationship with other employees guarantees promotion					
5	Promotion based on individual skills and qualifications encourages hard work					
6	Promotion is mostly based on the age of the employee					

7	Promotion is mostly based on gender					
8	Other					

SECTION E: RELATIONSHIP BETWEEN POLICY AND PROMOTION OF NON TEACHING STAFF IN TSC

	Parameter (Aspect) measured	Scale				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	There is strict adherence to the existing policy on promotion					
2	There is no existing policy on promotion in TSC					
3	Promotional policies in TSC are fair to all employees					
4	Promotion is always based on relevant skills					
5	Promotion is mostly based on performance targets					
6	Appraisal is mandatory before one is promoted					
7	Other					

Please use the space below if you would like to make comments further or make suggestions for improvement (attach additional sheet if required).