

# RESEARCH PROJECT

3000 / 2

A COMPARATIVE ANALYSIS OF HUMAN RESOURCE MANAGEMENT PRACTICES IN TERTIARY INSTITUTIONS IN NAIROBI.

BY :

KARANJA BEATRICE WAIRIMU.

REG. NO. D53/0L/ 1557/02.

RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF THE DEGREE OF MASTERS OF BUSINESS ADMINISTRATION.

(HUMAN RESOURCE MANAGEMENT)

DEGREE IN THE SCHOOL OF BUSINESS.

KENYATTA UNIVERSITY.

KENYATTA UNIVERSITY LIBRARY

DATE: AUGUST 2005.

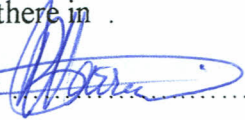
Karanja, Beatrice  
*A complete analysis  
of human resource*



2012/383378

# DECLARATION

This project proposal is my original work. I am fully responsible for any omissions and for errors there in .

SIGNED :  .....

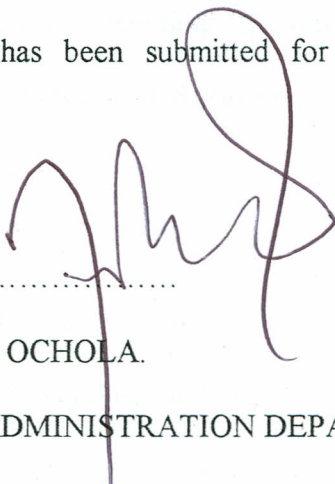
DATE : 30/8/2005 .....

NAME OF STUDENT : KARANJA BEATRICE WAIRIMU

REGISTRATION NUMBER : D53/0L/1557/02.

## SUPERVISOR'S APPROVAL

This work has been submitted for examination with my approval as university supervisor .

SIGNED :  .....

DATE : 5/9/05 .....

MR. PHARES OCHOLA.

BUSINESS ADMINISTRATION DEPARTMENT.

This work has been submitted for examination with my approval as a University Supervisor.

SIGNED: .....

DATE : .....

DR. GEORGE GONGERA.

CHAIRMAN

DEPARTMENT OF BUSINESS ADMINISTRATION.

## ACKNOWLEDGEMENT

All glory to the almighty God, the giver of wisdom and knowledge for enabling me to finish this work successfully despite all the hardships encountered.

Profound and heartfelt thanks go to my dynamic supervisors, Mr. Phares Ochola and Dr. George Gongera for their patience, guidance and encouragement in accomplishing my work. My appreciation also goes to my colleagues and friends who assisted me in handling the questionnaires. The guidance of the team of my lecturers in the School of Business at Kenyatta University cannot go unnoticed for their tireless work.

My appreciation also goes to my classmates for their assistance and for my family for their financial support and encouragement. Finally to Mr. Munene for his tireless effort in making sure that the work was typed.

May God bless you all.

## ABSTRACT

The purpose of this study was to analyze the affects of Human Resource Management practices in tertiary institutions' teachers in Nairobi Province. In Kenya, tertiary institutions are of two categories, the public and the private.

In the meantime , parents should be careful of mushrooming private collages in town, which have not been approved by the Ministry of Education.

Teachers in the tertiary institutions encounter many problems and among them they includes:-Poor human resource planning, lack of motivation and recognition, poor remunerations, high labour turnover, unfair promotion criteria and lack of a consistent, reliable and a well defined criteria on the teachers appraisal , leading to a very low morale of teachers and numerous strikes every now and then.

The study used both explanatory and descriptive research design. The explanatory research design enabled the researcher to observe and record events as they happened. The descriptive research design determined and reported the ways things are in the real situation.

The study was expected to establish the facts on the effectiveness of the Human Resources Management practices on the teachers in the tertiary institutions in Nairobi Province. It would help to determine whether this has led to teachers' motivation and improvement in their performance.

The recommendations that were given after this study would help in improving the Human Resources management practices resulting to changes in the performance of the tertiary institution teachers through improving their morale .

## ABSTRACT

The purpose of this study is to analyze the affects of Human Resource Management practices in tertiary institutions' teachers in Nairobi Province. In Kenya, tertiary institutions are of two categories, the public and the private.

In the meantime , parents should be careful of mushrooming private collages in town, which have not been approved by the ministry of education.

Teachers in the tertiary institutions encounter many problems and among them they includes:-Poor human resource planning, lack of motivation and recognition, poor remunerations, high labour turnover, unfair promotion criteria and lack of a consistent, reliable and a well defined criteria on the teachers appraisal , leading to a very low morale of teachers and numerous strikes every now and then.

The study will use both explanatory and descriptive research design. The explanatory research design will enable the researcher to observe and record events as they happen. The descriptive research design will determine and report the ways things are in the real situation.

The study will be expected to establish the facts on the effectiveness of the Human Resources Management practices on the teachers in the tertiary institutions in Nairobi Province. It will help to determine whether this has led to teachers' motivation and improvement in their performance.

The recommendations that will be given after this study will help in improving the Human Resources management practices resulting to changes in the performance of the tertiary institution teachers through improving their morale.

DECLARATION	1
ACKNOWLEDGEMENT	2
ABSTRACT	3
TABLE OF CONTENTS	4
LIST OF TABLES	5
LIST OF FIGURES	6
LIST OF ABBREVIATIONS	7
DEFINITION OF TERMS	8
LIST OF REFERENCES	9
CHAPTER I	
INTRODUCTION	
1.1 BACKGROUND OF THE STUDY	
1.2 STATEMENT OF THE PROBLEM	
1.3 OBJECTIVES OF THE STUDY	
1.4 RESEARCH DESIGN	
1.5 SIGNIFICANCE OF THE STUDY	
1.6 SCOPE OF THE STUDY	
CHAPTER II	
LITERATURE REVIEW	
2.0 INTRODUCTION	

# TABLE OF CONTENTS

	PAGE
TITLE -----	i
DECLARATION -----	ii
ACKNOWLEDGEMENT-----	iii
ABSTRACT -----	iv
TABLE OF CONTENTS -----	vi
LIST OF TABLES -----	ix
LIST OF FIGURES -----	ix
DEFINATION OF TERMINOLOGIES -----	x
LIST OF ABBREVIATIONS -----	xi
<b>CHAPTER ONE -----</b>	<b>1</b>
INTRODUCTION -----	1
1.1 BACKGROUND OF THE STUDY -----	1
1.2 STATEMENT OF THE PROBLEM-----	3
1.3 OBJECTIVES OF THE STUDY -----	5
1.4 RESEARCH QUESTIONS -----	4
1.5 SIGNIFICANCE OF THE STUDY -----	6
1.6 SCOPE OF THE STUDY -----	7
<b>CHAPTER TWO -----</b>	<b>8</b>
LITERATURE REVIEW -----	8
2.0 INTRODUCTION-----	8

2.1 REVIEW OF PAST STUDIES-----	8
2.1.1. TEACHERS SERVICES COMMISSION (TSC) -----	13
2.1.2. TEACHERS PERFORMANCE APPRAISAL -----	15
2.1.3. SCHEME OF SERVICE -----	16
2.1.4. TYPES OF APPRAISAL METHODS -----	17
2.1.4.1 GRAPHIC RATING SCALE -----	17
2.1.4.2 RANKING METHOD -----	17
2.1.4.3 PAIRED COMPARISON METHOD -----	18
2.1.4.4 FORCED DISTRIBUTION METHOD -----	18
2.1.4.5 CHECKLIST METHOD -----	18
2.1.4.6 CRITICAL INCIDENT METHOD -----	20
2.1.4.7 ESSAY OF FREE FORM APPRAISAL -----	20
2.1.4.8 GROUP APPRAISAL -----	20
2.1.4.9 BEHAVIORALLY ANCHORED RATING SCALES-----	21
2.1.4.10 MANAGEMENT BY OBJECTIVE (MBO) -----	21
2.1.5. HUMAN RESOURCE PLANNING -----	22
2.1.6. MOTIVATION AND RECOGNITION -----	23
2.1.7. STAFF RENUMERATION AND PROMOTION -----	24
2.2 CONCEPTUAL FRAMEWORK -----	26
2.3 CRITICAL REVIEW OF MAJOR ISSUES -----	27
2.4 SUMMARY -----	27
<b>CHAPTER THREE -----</b>	<b>29</b>
3.0 RESEARCH METHODOLOGY-----	29

3.1 STUDY DESIGN -----	29
3.2 TARGET POPULATION -----	29
3.3 SAMPLE DESIGN -----	31
3.4 PROBABILITY SAMPLE -----	32
3.5 DATA COLLECTION -----	32
3.6 DATA ANALYSIS -----	33
3.7 EXPECTED OUTPUT -----	33
<b>CHAPTER FOUR -----</b>	<b>34</b>
DATA ANALYSIS AND PRESENTATION OF RESULTS -----	34
4.0 INTRODUCTION -----	34
4.1 SAMPLE CHARACTERISTICS -----	34
4.2 DISTRIBUTION OF RESPONDENTS -----	34
4.3 WORK EXPERIENCE -----	36
4.4 INTERPRETATION OF RESULTS -----	37
4.5 SET STANDARDS -----	43
4.6 DISCUSSION -----	44
<b>CHAPTER FIVE -----</b>	<b>47</b>
CONCLUSIONS AND RECOMMENDATIONS -----	47
5.0 INTRODUCTION -----	47
5.1 CONCLUSION -----	47
5.2 RECOMMENDATIONS -----	49
5.3 LIMITATIONS OF THE STUDY -----	51
5.4 SUMMARY -----	52

5.5 SUGGESTIONS FOR FURTHER RESEARCH -----	52
REFERENCES -----	53
<b>APPENDICES -----</b>	<b>54</b>
APPENDIX 1 : INTRODUCTORY LETTER -----	55
APPENDIX 2: QUESTIONNAIRE -----	56
APPENDIX 3: BUDGET -----	59
APPENDIX 4 : WORK PLAN -----	59
APPENDIX 5: MAP OF NAIROBI.-----	60

### LIST OF TABLES

TABLE 3.1. : TARGET POPULATION -----	31
TABLE 3.2 : SAMPLE DESIGN -----	32
TABLE 4.2 a : DISTRIBUTION OF RESPONDENTS -----	35
TABLE 4.2 b : WHETHER HRM PRACTISES BENEFIT THE INSTITUTIONS- -----	35
TABLE 4.3 : TEACHERS WORKING EXPERIENCE -----	36
TABLE 4.4 : OVERALL APPRAISAL FREQUENCY -----	37
TABLE 4.5 : MOTIVATION AND RECOGNITION-----	41
TABLE 4.6 : PROMOTION THROUGH HRM PRACTISES -----	42
TABLE 4.7: COMPENSATION -----	43

### LIST OF FIGURES

FIGURE 2.1 : HUMAN RESOURCE PRACTICES VARIABLES -----	26
FIGURE 4.4: OVERALL APPRAISAL OF HRM ON TEACHERS APPRAISAL.--	38
FIGURE 4.5: EXTENT OF IMPROVEMENT IN TEACHING AS A RESULT OF HRM PRACTISES. -----	39

## DEFINITION OF TERMINOLOGIES

- Human Resource Management.: Employing people, developing their resources, utilizing , maintaining and compensating their salaries in tune with the job and organizational requirement.
- Job Analysis : The process by which a description of a job is compiled.
- Job Description : Its an organized factual statement of the duties and responsibilities of a specific job.
- Job Evaluation : It's the analysis of the characteristics of jobs so as to rank them according to their relative value.
- Labour Turnover : It's the movement of people into and out of the firm.
- Motivation : It's the force within the individual that accounts for the efforts expended at work.
- Promotion : It's a move of an employee to a job within the company which has greater importance and higher pay.
- Performance Appraisal: A method of evaluating the behaviour of an employee in the workspot.
- Pedagogy : It's the study or science of ways and methods of teaching.

## LIST OF ABBREVIATIONS

A-level	–	Advanced level.
AT 1	–	Approved Teacher 1.
BARS	–	Behaviorally Anchored Rating Scales
G.O.K.	–	Government of Kenya.
KUPPERT	–	Kenya Union of Post Primary Teachers.
KNUT	–	Kenya National Union of Teachers.
MBO	–	Management By Objectives.
PA	–	Performance Appraisal.
S1	–	Secondary teacher 1.
SPSS	–	Statistical Package for Social Scientists.
T.S.C.	–	Teachers Service Commission.

# CHAPTER ONE

## INTRODUCTION

### 1.1 BACKGROUND OF THE STUDY

A formal training of tertiary institution teachers started in the late 1960s at the Kenya Polytechnic. This programme was later discontinued after an output of 282 graduates and transferred to the Kenya Technical Teachers College in the mid-seventies. (Kamunge Report, 1988).

Tertiary Education includes programmes of study and training in technical and other applied courses. Technical education provides the students with pre-vocational technical skills related to trades and professions.

Since independence, there has been tremendous growth and development of technical education and training which is offered in the tertiary institutions. The training offered in the tertiary institutions aims at preparing the youth for various occupations and skills development.

Properly trained manpower would promote quality job performance and higher production which will come up as a result of well-motivated tertiary institutions teachers through effective performance appraisal. (Kamunge Report, 1988).

There has been a shortage of trained tertiary institutions teachers for technical subjects at all levels of education in the current, because the current training programmes does not produce adequate numbers. It is also difficult to retain those

who have trained and employed because there isn't a well defined method for appraising them in order to motivate and retain them.(Kamunge Report, 1988).

These tertiary institutions' teachers should be trained in pedagogy, be given regular in-service training to keep them abreast with changing technologies and be appraised regularly to motivate them.

The tertiary institutions are managed and maintained by the government and others are privately owned. The Ministry of Education supervises and inspects all these institutions. (Kamunge Report, 1988).

Today, education remains the most important index in measuring development of a nation (Human Development Journal, 2001). Education enables people to adapt to the environment. Fundamentally, education enlarges people's choice in life through capacity building. It transforms people by making them more receptive.(Ndegwa, 1991).

Appraising the performance of individuals, group and organizations is a common practice in all societies. The appraisal process may be structured and formal or informal. Teachers evaluate the performance of their students, parents evaluate the behaviours of their children and employers evaluate their employees (Tripathi,1986).

Performance appraisal is the systematic, periodic and an impartial rating of an employee's excellence in matters pertaining to his job and his potential for a better job (Flippo, 1990).

## **1.2 STATEMENT OF THE PROBLEM.**

Teachers in the tertiary institutions encounter various problems in their teaching profession among them includes:

There has been poor or inadequate human resources planning and poor organization decisions.

Human Resource Management is the process of analysing staffing needs and planning how to satisfy these needs in a way that best serves organizational mission, objectives and strategies. (Shermerhorn, 2002).

An organization should at all times have the right number of Staff available to do the require work and in order to be effective and efficient. There has been a big problem in the tertiary institutions in that, the staff available to deliver the services are not adequate and thus leading to ineffectiveness. The appraisal will be used to determine decisions made on personnel leading to job changes.

There is lack of motivation and recognition among the tertiary institution teachers. Motivation as a management technique of productivity, is an aspect of managerial functions of directing under execution. Motivation is necessary as a means to induce people to work as they are able and trained to do willingly. (Sagimo, 2002).

Motivation and recognition are important to every individual because they help in the satisfaction of individual needs. This has not been the case among the teachers in the tertiary institutions and this has caused a negative effect in their performance.

Salary administration is the most important obligation an employer owes an employee. Its purpose is to set up a general level of salaries in the organization following a well conducted job evaluation on exercise based on effective job analysis and job description.

This has not been the case with the tertiary institution teachers because there has been disparities in salaries with their employer i.e. teachers of the same grade and qualifications getting different salaries and this has been a big problem which needs to be investigated.

Labour turnover among the tertiary institution teachers has been very high because of the unfair appraisal systems used on them. Majority are now changing their teaching profession and searching for other professions which are well-paying and have favourable working conditions. Some have even left the country for greener pastures elsewhere e.g. Botswana, S. Africa, USA, Europe etc.

Tertiary institution teachers do not get adequate work satisfaction in their profession because factors that create work satisfaction, which can satisfy their higher needs are not fully met by their employer i.e. TSC. This lowers the teachers' morale and job satisfaction thus causing a big problem in their career.

There is also unfair promotion criteria for the tertiary institution teachers. The lack of a consistent, reliable, automatic and a well-defined policy of teachers appraisal leading to promotion and recognition of achievement has led to a very low morale of teachers which has affected their performance.

In recent years, there have been numerous teacher's strikes which are indications of the dissatisfaction and low morale among the teachers.

Therefore, it was against the above-mentioned problems encountered by the tertiary institution teachers in Nairobi that this study was carried out to analyse the Human Resource Management Practice among these teachers.

### **1.3 OBJECTIVES OF THE STUDY.**

1. To analyse the Human Resource Management Practice in tertiary institutions.
2. To establish whether Human Resource Management Planning has led to the improvement in personnel and organizational decision-making.
3. To establish whether the Human Resource Management Practices have led to motivation and recognition among the teachers.
4. To investigate whether Human Resource Management Practice has resulted to better salaries and lower labour turn-over.
5. To establish whether there is adequate work satisfaction and fair promotion criteria for the teachers, thus reducing teachers' strikes country-wide.

#### **1.4 RESEARCH QUESTIONS.**

1. How would you analyse the Human Resource management practices among the tertiary institution teachers?
2. Has the Human Resource Management Practice led to the improvement in personnel and organizational decision making?
3. Has the Human Resource Management Practice led to the motivation and recognition of the teachers?
4. Has Human Resource Management Practice resulted to better remunerations and lower labour turnover?
5. Is there adequate work satisfaction and fair promotion criteria from the tertiary institution teachers?

#### **1.5 SIGNIFICANCE OF THE STUDY.**

This study aimed at establishing and addressing those results that the appraisal on teachers performance in tertiary institutions should bring about. The study will be of help to the following :

1. The Teachers Service Commission will have a document that will guide them when effecting and implementing teachers decisions, which includes: promotions, demotion ,discipline, transfers, dismissal, interdictions etc. This is to be influenced by the performance appraisal of the teachers.
2. The Teachers Service Commission would use this information in human resource planning to determine the demand and supply of teachers in tertiary institutions .

3. The Teachers Service Commission will also use this information to determine whether the number of teachers in employment is enough or not thus correcting any deficiencies through training , development and recruitment.
4. The ministry of education through the quality assurance department, will use this information in future to determine whether teachers are effective and efficient .
5. The heads of the tertiary institutions will use this information to recommend on the promotion of the teachers.
6. The institutions will use this information to establish the Human Resource Management departments to service their institutions effectively.
7. Other researchers will use this study to determine what requires to be investigated on and determine the recommendations of this study to be effected.

## **1.6 SCOPE OF THE STUDY.**

The study was to be specifically on the analysis of Human Resource Management Practices on teachers in tertiary institutions. The aspect of the study was the effectiveness of the teachers' appraisal system. Currently, there are teachers at different levels of education, starting from kindergarten level to the university level. The study was concentrated on the appraisal of teachers employed in the public and private tertiary institutions within Nairobi province. The researcher interviewed teachers randomly selected from these tertiary institutions. The researcher selected six tertiary institutions, three from public sector and three from the private sector.

# CHAPTER TWO

## LITERATURE REVIEW.

### 2.0 INTRODUCTION

This Chapter is divided into three sections. The first section is the Literature review, both inside and outside Kenya. The second section comprises of the conceptual frame-work.

### 2.1 REVIEW OF PAST STUDIES

Appraising the performance of individuals, groups and organizations is a common practice in all societies. Thus, teachers evaluate the performance of students, employers evaluate their employees, and parents evaluate the behaviour of their children and all of us, consciously or unconsciously evaluate our own actions from time to time.

Employees appraisal techniques are said to have been used for the first time during the first world war, when at the distance of Walter Dill Scott, using the united states army adopted the "Man-to-man" rating system for evaluating military personnel. (Mamoria, 1971)

Performance has to be measured. With measurement comes the opportunity to not only document results but also to take steps towards their future improvement .

It is the responsibility of the human resource management to design and implement a successful performance management system to ensure that performance standards and objectives are set. Performance is regularly assessed for accomplishments, and that actions are taken to improve performance potentials in the future ( Shermerhorn, 2002).

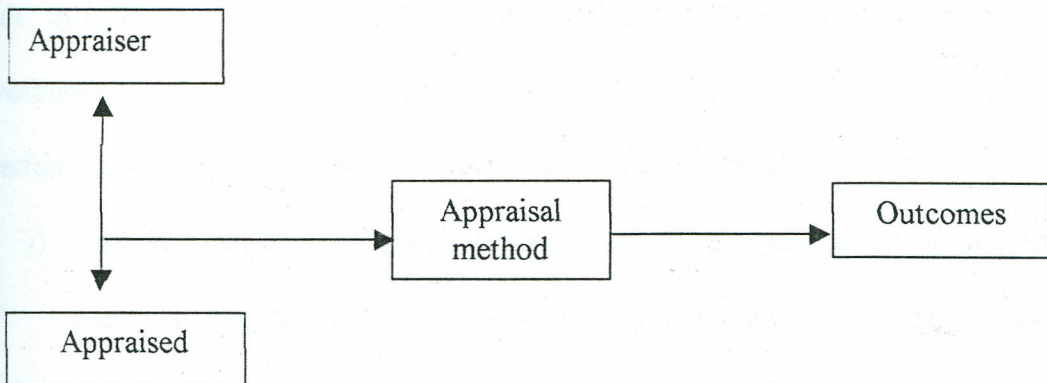
Performance management is concerned with improving individuals and team performance (Armstrong, 2001).

Appraisal may be thought of as a control step related specifically to the people in an organization. It is a measurement of actual results obtained compared with a job standard.

It's most important purpose is to encourage improvement. Appraisal also provides the main guide for choosing training and development programs for employees and managers, points out areas in which training is needed, chose people with the potential for promotion, serve in making decisions about the rewards, pay rise and finally serves as a motivating force (Burke,1955)

The four key components of performance appraisal process are :

The appraiser, appraised, appraisal method and the out comes as shown below;



The appraiser maybe any person who has thorough knowledge about the job content, contents to be appraised, standard of contents and who observes the employee while

performing a job. The appraiser should be capable of determining what is more important and what is relatively less important and should prepare reports and make judgments without bias. Example of appraiser may be the supervisor, peers, subordinates, employees themselves and the '360' performance appraisal (Beach, 1971).

Performance appraisal is used in determining the promotions, demotions, transfers, interdictions, suspensions or dismissal in the teaching profession.

Performance appraisal is the judgment of an employee's performance in a job (Bennet, 1992).

Performance appraisal evaluates the behaviour of employees in the work spot. It indicates how well an individual is fulfilling the job demands. The employees performance level never exceeds 50% of an individual capacity to perform.

Performance appraisal is done to analyse what a person has done and is doing in his job in order to help to do better by developing his strengths or by overcoming his weaknesses.

Performance appraisal is important within the organization so as to :

- i) To help managers to decide what increment of pay shall be given on grounds of merit. It provides information about the performance ranks based on which decisions regarding salary fixation, confirmation, promotion, transfer and demotion are taken
- ii) To determine further use of an employee e.g. whether an employee shall remain in his present job or be transferred, promoted, demoted or dismissed.

iii) To indicate training needs , that is areas of performance where improvement would occur if appropriate training could be given. It provides feed back about the level of achievement and behaviour of subordinates, which helps the subordinates to rectify performance deficiencies regarding skills , knowledge , determining training and development needs.

iv) Motivate the employees to do better in their present job by giving continuous feed back on their performance and opportunity to discuss their work with their employer.

Performance appraisal helps to identify those who are performing their assigned tasks well and those who are not and the reasons for such performance.

Performance appraisal should be well designed, implemented and monitored in all organizations as a normal part of managerial process, which will help to assess the merits of its subordinates and consider what training they need to improve their performance .

If well designed, implemented and monitored, performance appraisal motivates the employee to do better in his present job by giving the worker knowledge of results, recognition of merits and the opportunity to discuss work with his manager (Bennet , 1992).

It is through performance appraisal that the organization will be able to deal with the poor performers by improving the employees performance to an acceptable levels; attempting to transfer the employee to a job that better fits his abilities ; attempting to demote the employee to a job that he can handle and finally attempting to terminate the employee.

When properly conducted performance appraisal not only let the employee know how well he is performing but should also influence the employees future level of efforts, activities, results and task direction.

There are many kinds of performance appraisal systems used, e.g. ranking, grading but whatever system is used , the managers should be aware of its limitations and the basic contradictions which it sets up. Example – appraisal systems frequently seek to combine evaluation of an employee's performance with advising and agreeing upon routes to improving that performance (Naylor,1996).

Performance appraisal is the process of formally evaluating performance and providing feedback to a job-holder. Performance appraisal serves two basic purposes in the maintenance of a quality workforce, they are:

1. The evaluation purpose which is intended to let people know where they stand relative to performance objectives and standards.
2. The development purpose, which is intended to assist in their training and continued personnel development (Shermerhon, 2002).

The evaluation purpose of performance appraisal focuses on past, performance and measures results against standards.

Performance appraisal is done to identify the strengths and weaknesses of the employees so that they can know where they stand and try to improve, to put controls in place, to retain high standards and uniformity and to get database to make personnel decisions e.g. placements, dismissals, transfers, promotions or demotions. Performance appraisal is used to correct weaknesses through training and coaching (Tripathi 1986).

### 2.1.1 TEACHERS SERVICE COMMISSION (TSC).

Teachers service commission is a body corporate established in accordance with section three of the Teachers Service Commission Act (Cap. 212) and it is charged with the employment of public school teachers among them the tertiary institute teachers .

Teachers Service Commission includes all Human Resource practices concerning the teaching fraternity . They include employment and deployment of teachers , remunerations, performance appraisal, transfer , registration, interdiction, termination and any other practices that are necessary to facilitate the teaching services.

Most of these tertiary institutions were established in the 1960's and 1970's to provide the middle level human resource after independence. Others were established during the colonial times by the colonial government and missionaries (Chesos, March ,2005).

The Teachers Service Commission has the manpower and capacity to effectively discharge its responsibilities. The TSC works concurrently with the Ministry of Education to ensure that schools run smoothly .

Kuppet also demanded that hiring of teachers be handled by the Teachers Service Commission to safeguard against declining education standards (Agutu, Dec, 2004).

The Teachers Service Commission body dates back to the colonials times when the following bodies were used to employ teachers , namely :

- i) The missionaries and the government for primary school teachers .
- ii) The African teachers service and government for both African and Europeans secondary school teachers .

African teachers were paid a lower salary scale in comparison to the European , Asians and Arabs who did similar jobs and had the same qualifications. African teachers were denied annual study, maternity leave and other fringe benefits. As a result of this, Kenya National Union of Teachers was established in 1957 to press for the establishment of a single employer of teachers to harmonize and address these disparities in their salaries and improve the terms and conditions of service for teachers in the country.

The Kenya National Union of Teachers was founded in December 1957 and was registered on May 1959. Its motto is “ Service to justice” and had the following objectives :

1. To bring together and to unite teachers of all grades and qualifications in Kenya .
2. To secure effective representation of the teaching profession on the government, public and private bodies or organizations .
3. To secure solidarity and to extend the influence of teaching profession in Kenya .
4. To secure and maintain unified and better terms and conditions of employment and service for all teachers .

Kenya National Union of Teachers (KNUT), made it a priority to press for the empowerment of teachers by a central body which led the Teachers Service Commission under an Act of Parliament Cap. 212 of the laws of Kenya in 1967.

The Act of Parliament mandated the Teachers Service Commission to manage the affairs of the teachers. This includes recruitment, selection, deployment, development and separation of staff. The Teachers Service Commission vision is "Effective service for quality teaching". The mission is "To establish and maintain, in partnership with all stakeholders, a sufficient professional teaching service for educational institutions – responsive to environmental changes".

### **2.1.2 TEACHERS PERFORMANCE APPRAISAL**

All children regardless of their individual differences or social background have a right to quality education. Teachers are responsible for providing quality education to the children.

The success of any educational endeavour depends on the quality of teachers. The quality of teachers determine quality of education. This became a big problem to the tutors themselves if they are not qualified and the product is an ill-prepared teacher.

Gachathi Report, (1976) recommended the training of teachers with substantial academic and a professional content.

Today, teachers are paid according to a single salary schedule that provide salary increments according to a teachers experience and the number of college or university units and degrees (Odden, Kelly, 1997).

The performance appraisal for teachers was put in place for quality assurance , keeping under reviews standards of education , training and fitness to teach for upgrading and for development (Gupta,1986).

### 2.1.3 SCHEME OF SERVICE.

Currently there are three schemes of service for teachers under which Teachers Service Commission operates whereby those of the same qualifications and rank are placed under the same salary scale – they are :

- i) The scheme of service for non-graduate teachers.
- ii) The scheme of service for graduate teachers.
- iii) The scheme of service for technical teachers under which the tertiary institution teachers fall .

The Teachers Service Commission secretary Gabriel has promised to put into total operation of the technical teachers scheme of service this year which is as old as 1996.

The Kenya National Union of teachers is ready to call for nationwide strike if the government fails to introduce the scheme of service to thousands of non-graduate teachers in the country . The Teachers Service Commission had earlier pledged to give non- graduate teachers their scheme of service by February this year, but it has not honored its pledge .

The performance appraisal for teachers was put in place for quality assurance, keeping under reviews standards of education, training and fitness to teach for upgrading and for development (Gupta, 1986).

### **2.1.3 SCHEME OF SERVICE.**

Currently there are three schemes of service for teachers under which Teachers Service Commission operates whereby those of the same qualifications and rank are placed under the same salary scale – they are :

- i) The scheme of service for non-graduate teachers.
- ii) The scheme of service for graduate teachers.
- iii) The scheme of service for technical teachers under which the tertiary institution teachers fall .

The Teachers Service Commission secretary Gabriel has promised to put into total operation of the technical teachers scheme of service this year which is as old as 1996.

The Kenya National Union of teachers is ready to call for nationwide strike if the government fails to introduce the scheme of service to thousands of non-graduate teachers in the country . The Teachers Service Commission had earlier pledged to give non- graduate teachers their scheme of service by February this year, but it has not honored its pledge .

## **2.1.4 TYPES OF APPRAISAL METHODS.**

Unfortunately, there are no accepted standards to determine which methods of evaluation produces the best results. A number of methods or types of performance appraisal have been developed (Laurence, 1987).

### **2.1.4.1 Graphic Rating Scale.**

Graphic rating scales compare individual performance to an absolute standard. Judgments about performance are recorded on a scale. The appraisers are supplied with printed forms for each employee. The forms contain a number of objectives, behaviour and trait-based qualities and characters to be rated. These forms contain rating scales.

The performance regarding each character is known by the points given by the rater, which are then added up to find out the overall performance. Employees are ranked on the basis of total points assigned to each one of them. This is the oldest and widely used method because of its simplicity.

### **2.1.4.2 Ranking Method**

The employees are ranked from best to worst on some characteristics. The rater finds the employee with the highest performance and the employee with the lowest performance in that category and rates the former as the best and the latter as the poorest. Then the rater selects the next highest and next lowest and so on until he rates all the employee in that group.

Ranking can be relatively easy and inexpensive, but may be affected by rater bias or varying performance standards (Murry, 1983).

#### **2.1.4.3 Paired Comparison Method.**

The appraiser ranks the employees by comparing one employee with other employees in the group one at a time. This method results in each employee being given a positive comparison total and a certain percentage of the total positive evaluation.

Paired comparison method could be employed fairly easily where the number of employees is less. Where the number is fairly large this method maybe time consuming.

(Dennise, April 1978).

#### **2.1.4.4 Forced Distribution Method.**

This method is developed to prevent the raters from rating too high or too low. After assigning the points to the performance of each employee, the rater has to distribute his rating in pattern to conform to normal frequency distribution. Forced distribution requires the raters to spread their employee evaluations in a prescribed distribution and this eliminates central tendency and leniency biases.

This method is based on the rather questionable assumption that all groups of employees will have the same distribution of excellent, average and poor performers.

#### **2.1.4.5 Checklist Method.**

This is a simple rating technique in which the supervisor is given a list of statements or words and asked to check statements representing the characteristics and performance of each employee. There are three types of checklist methods :

### **i. Simple checklist**

The checklist consists of large numbers of statements concerning an employee behaviour. The rater checks to indicate if the behaviour of an employee is positive or negative to each statement. Employee performance is rated on the basis of the number of positive checks. The negative checks are not considered in this method.

### **ii. Weighted checklist**

This method involves weighing different items in the checklist having a series of statements about an individual to indicate that some are more important than others. The rater is expected to look into the questions relating to the employee's behaviour, the attached rating scale and tick those traits that closely describe the employee's behaviour.

The weights are not given to the supervisors who complete the appraisal process, but are computed and tabulated by someone else.

This method is expensive, since checklist for each different job must be produced. It is also time consuming (Murray, 1983).

### **iii. Forced choice method**

A large number of statements in groups are prepared. Each group consists of four descriptive statements concerning employee behaviour.

The appraiser is asked to select one statement that most-describes employees behaviours out of the two favourable statements and one statement from the two unfavourable statements. The items are usually a mixture of positive and negative statements to reduce the raters personal bias.

For raters who are not properly trained, it may be difficult to choose among statements that are equally desirable or equally undesirable. This method is also time consuming to prepare statements that suit the demands of a particular job (Beach ,1971)

#### **2.1.4. 6 Critical Incident Method.**

The supervisor continuously records the critical incidents of the employee performance. The supervisor rates the performance of his subordinates on the basis of notes taken by him.

This method is objective because the rater considers the records of performance rather than the subjective points of opinion e.g. mood, emotional balance, relationship between supervisors and subordinate. This helps to reduce bias in the evaluation.

However, what constitutes a critical incident is not defined in the manner by all raters (Murray, 1983).

#### **2.1.4.7 Essay Or Free Form Appraisal.**

The manager writes a short essay describing each employee's performance during the rating period. This format emphasizes evaluation of overall performance, based on strengths or weaknesses of employee performance rather than specific job dimensions.

This minimizes supervisory bias and halo effect (Murray ,1983).

#### **2.1.4.8 Group Appraisal.**

An employee is appraised by a group of appraisers who have close contact with the employee's work. The group uses any one or multiple techniques of appraisal. The

immediate supervisor enlightens other members about the job characters, demands, standards of performance etc. Then the group appraises the performance of the employee, compares the actual performance with standards, finds out the deviations, discusses the reasons, suggest ways for improvement of performance, prepares actions plan, studies the need for change in the job analysis and standards and recommends change if necessary (Murray, 1983).

#### **2.1.4. 9 Behaviorally Anchored Rating Scales (BARS).**

This method combines elements of the traditional rating scales and critical incidents methods. This method employs individuals who are familiar with a particular job to identify it's major components. They rank and validate specific behaviours for each of the components.

The BARS procedures involves five steps namely:

- i) Collect critical incidents
- ii) Identify performance dimensions
- iii) Reclassification of incidents
- iv) Assigning scale values to the incidents
- v) Producing the final instrument

#### **2.1.4.10 Management By Objectives (MBO).**

MBO is a process whereby the superior and subordinate managers of an organisation jointly identify it's common goals, define each individuals major areas of responsibility in terms of results expected of him. Thus, management by objectives focuses attention

on anticipatively set goals that are tangible, verifiable and measurable. The emphasis is on what must be accomplished rather than how it is to be accomplished (Drunker, 1954).

With management by objectives the focus of the appraisal process shifts from the employees personal attributes to job performance. The supervisor plays a supportive role to help the employee reach the agreed upon goals. He counsels and coaches. Also the employees role evolves from that of a by-stander to that of active participant. He plays a key role in setting the standards and determining the measurement scheme.

*At the end of the appraisal period, the employees and supervisor meet for an appraisal interview. First, they review the extent to which the goals have been accomplished and second the actions needed to solve remaining problems. The supervisor keeps communication channels open throughout the appraisal period and the employee gets an opportunity to work in a give – and –take atmosphere.*

During the last decade about 50 organizations have adopted MBO in their work settings. Some of which reported excellent results, others disappointments (Drunker, 1954).

### **2.1.5 HUMAN RESOURCE PLANNING**

This is the process of analysing staffing needs and planning how top satisfy these needs in a way that best serves the organizational mission, objective and strategies. (Shermerhorn , 2002)

An organization should at all times have the right people available to do the work required to achieve and sustain competitive advantage.

The Human Resource planning process helps the managers to identify staffing requirements, assess the existing workforce and determine what additional and/or replacements are required to meet future needs.

It is the responsibility of the Human Resource planning to supply qualified employee to maintain a continuous source of labour force for the organization (Mamoria, 1971).

### **2.1.6 MOTIVATION AND RECOGNITION.**

Motivation as a management technique of productivity is an aspect of managerial function of directing under execution. It is necessary as a means to induce people to work as they are able and trained to do willingly (Sagimo, 2002).

Maslow's theory of motivation claims that human motives develop in sequence according to five levels of needs, that is physiological needs, safety needs, social needs, esteem needs and self-actualization needs. This theory assumes needs follow in sequence and when one need is satisfied, it decreases in strength and the higher need then dominates behaviour. This leads to the statement that a satisfied need is not a motivator (Mills, 1986).

According to Fredric Taylor, people are motivated to work to the extent to which they are rewarded. "Give a man more money and he will produce more" (Mamoria, 1971).

To assume that monetary incentives are the only sources of motivation is questionable Heller (2002) cautions that one should think twice if he/she thinks that money is the only motivator. He is supported by Luthan (1979) who asserts that

many managers wrongly assumes that employee's motivation is based entirely upon monetary motive.

Nzuve (1999) urges that monetary incentives are not sufficient for employment motivation. However, a well-considered policy for wages and salaries will attract, retain and motivate the employees and will make full use of their abilities and develop their potentials for optimum productivity (Sagimo, 2002).

McClelland identified three needs that are central to his approach to motivation. According to McClelland, people acquire or develop these needs over time as a result of individual life experience. (Schermerhorn 2002).

#### **2.1.7 STAFF RENUMERATION AND PROMOTION.**

Adequate payment and good condition of work are not by themselves sufficient to provide the satisfaction in work that people require if they are to give their best (Mills, 1986).

Factors which create satisfaction and satisfy higher needs are those stemming from the intrinsic content of a job e.g. Recognition and responsibility.

Factors which create dissatisfaction and satisfy lower needs stem from the extrinsic job context e.g. working conditions, pay, supervision.

Positive motivation and a feeling of well-being could be achieved by improving these hygienic factors and improving genuine motivators e.g. recognition, achievement, responsibility, advancement and the work itself (Mills, 1986).

Promotion is a move of an employee to a job within the company, which has greater importance and usually higher pay. The job has higher status and carries improved fringe benefits and more privileges. Its purpose is to improve both the utilization and motivation of employees (Bennet, 1992).

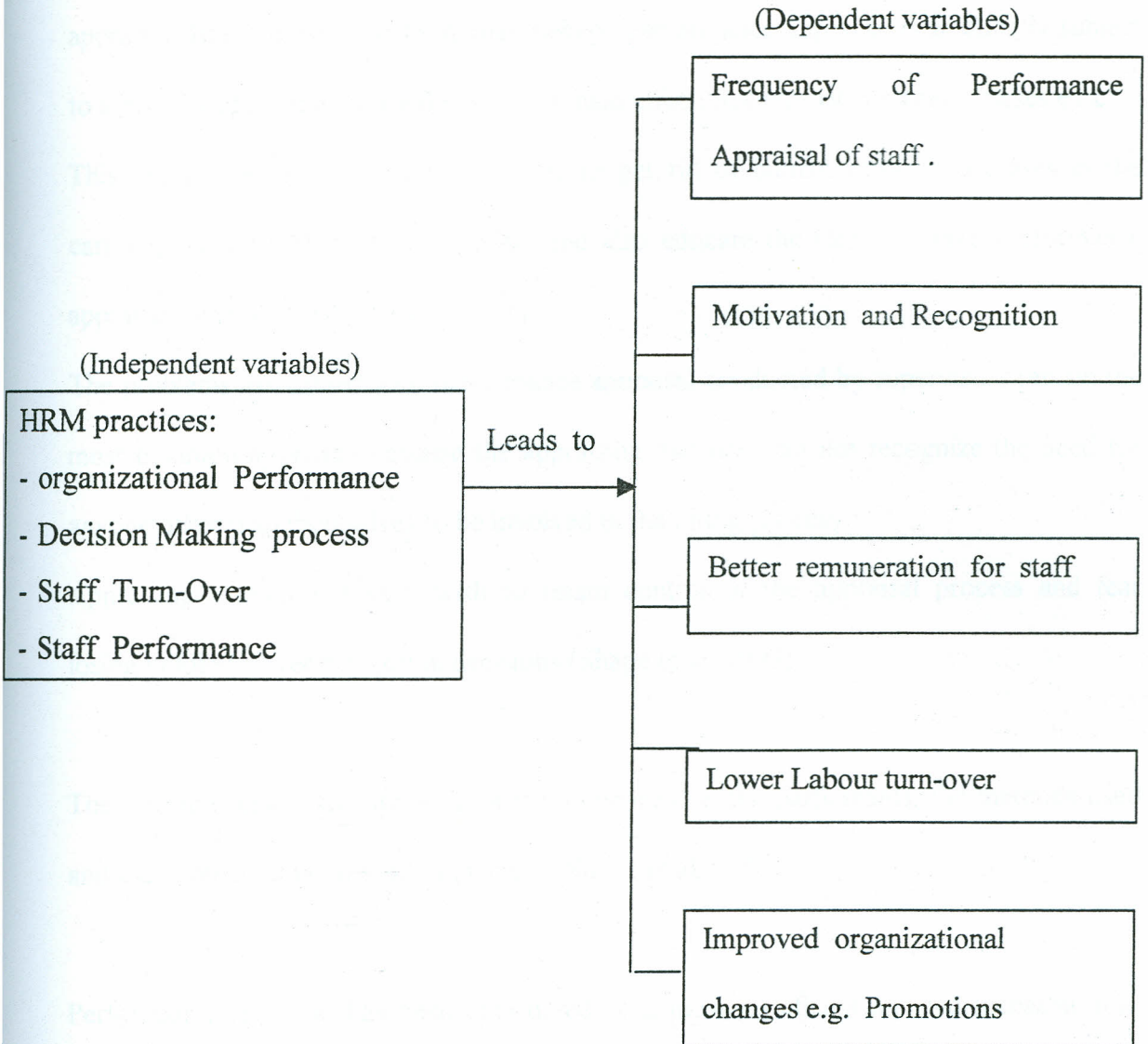
An adequate promotion opportunity generates within an organisation beneficial pressures on work performance and desired behaviour of all its employees. Promotion schemes are of value to management and for personnel for greater personal satisfaction and prestige.

Teaching profession is undergoing a period of great change and is no longer a profession for the faint-hearted. It is a demanding and challenging calling for intelligence, flexibility and resourcefulness. There is a great satisfaction of seeing one's student excel in their subsequent studies and become leaders in their fields and their communities. (Sagimo, 2002).

Herzberg studies (1959) concentrated on satisfaction at work factors leading to satisfaction were called motivations e.g Achievement, recognition, work itself, responsibility and advancement. Factors that give rise to dissatisfaction were called hygiene factors, e.g Company policy, administration, supervision, salary and work conditions. (Cole, 2004).

## 2.2 CONCEPTUAL FRAMEWORK

Figure 2.1 : Human Resource Practice Variables



$Y = F$  (HRM Practices),  $X_1 =$  Organisational performance,  $X_2 =$  Decision –making process,  $X_3 =$  Staff turn-over and  $X_4 =$  Staff performance.

Then;  $Y = F (X_1, X_2, X_3, X_4)$

Hence , the specific functional relationship is:  $Y = a_1X_1 + a_2X_2 + a_3X_3 + a_4X_4$

### **2.3 CRITICAL REVIEW OF MAJOR ISSUES**

As a result of the discussion, a number of issues develop concerning performance appraisal. Being conducted by human beings, performance appraisal is frequently subject to a number of errors and weaknesses e.g. halo effect, leniency or strictness, biases e.t.c.

This requires a lot to be done in order to get rid of human errors and biases in the carrying out of performance appraisal and also educate the raters to take performance appraisal more seriously (Beach, 1971).

The problems associated with performance appraisal conducted by supervisors remain the most common approach because the appraising managers do not recognize the need for anyone other than themselves to be involved in the rating process.

Appraising managers always wish to retain control of the appraisal process and fear losing influence over promotion decisions (Shape et al, 1993).

The effectiveness of the appraisal process depends on the participants, the methods used and the contextual factors surrounding it (Shape et al, 1993).

Performance appraisal has been considered as a most significant and indispensable tool for an organisation for the information it provides is highly useful in making decisions regarding various personnel aspects e.g. promotions and merit increases (Mamoria, 1971)

### **2.4 SUMMARY.**

Performance appraisal is a continuous self reviewing cycle. It is concerned with improving individual and team performance (Armstrong, 2001).

Performance appraisal involves the judgmental evaluation of a job holders traits, behaviours or accomplishments as a basis for making important personnel decisions.

Performance appraisal should be a continuous process because it is a key tool in making the most of an organization human resource since what gets measured, gets done.

There are several different approaches for measuring performance. These includes ranking employees, rating their work behaviours, rating the extent to which the employees have desirable traits believed to be necessary for job success (e.g. leadership) and directly (e.g. productivity) (Raymond, 1989).

The 360° feedback cause attention to important performance dimensions, which may hitherto have been neglected by the organisation. It recognizes the complexity of management and the input from various sources . (Armstrong, 2001). However, in recent years so called 360° appraisal have been introduced by organizations that are keen to improve the appraisal of managerial staff (Cole, 2004).

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.0 INTRODUCTION

Research methodology referred to the methods and procedures of data collection that the researcher used in the study. This included research design, target population, sampling design, probability, data sampling, data analysis, expected output and the references.

#### 3.1 STUDY DESIGN.

The study used both explanatory and descriptive research design. This involved a field survey to the population of interest and enquired on issues of appraisal of the teachers performance. The researcher required information of a personal nature, feelings, attitudes and motivations.

The descriptive research design considered appropriate in order to test hypotheses or answer questions concerning the status of the study.

It was considered appropriate because it determined and reported the way things are in the real situation.

For the explanatory research design the researcher observed and recorded events as they happened.

#### 3.2 TARGET POPULATION.

The study confined itself to the two categories of tertiary institutions within Nairobi province, i.e.

Public	18
Private	118
<b>TOTAL</b>	<b>136</b>

The target population was the group of interest to the researcher. It was the group to which the results of the findings of the researcher were generalized.

The target population of the study was the teachers in the tertiary institutions in Nairobi Province. The study targeted six tertiary institutions teachers within Nairobi province, three of them were the public institutions and the other three from the private institutions.

They included:

Public tertiary institutions:

1. Kabete Technical Training Institute.
2. Nairobi Technical Training Institute.
3. Karen Technical Training Institute for the Deaf.

Private tertiary institutions:

1. Visions institute of professionals.
2. Augastana College.
3. Graffins College

The population of interest was summarized in the following table.

**TABLE 3.1 TARGET POPULATION**

<b>NAME OF INSTITUTION</b>	<b>TARGET POPULATION</b>	<b>PERCENTAGE</b>
Kabete Technical	88	29
Nairobi Technical	76	25
Karen Technical	48	16
Visions institute of professionals.	36	12
Augustana College	32	10
Graffins College	24	8
<b>Total</b>	<b>304</b>	<b>100</b>

Source : Karanja.

### 3.3 SAMPLE DESIGN.

The researcher adopted a stratified random sample of sixty teachers who were from the six named tertiary institutions. This sampling was suitable for a large group, has a higher efficiency of sampling procedure and it also reduced biases in sampling. The sample was drawn as summarized in the following table.

**TABLE 3.2 SAMPLE DESIGN**

<b>NAME OF INSTITUTION</b>	<b>NO. OF INSTITUTIONS</b>	<b>SAMPLE</b>
Public	18	13
Private	118	87
<b>TOTAL</b>	<b>136</b>	<b>100</b>

**Source :** Karanja.

### **3.4 PROBABILITY SAMPLE.**

In probability sampling, the relative probability of a given unit in the population included in the sample was known. The researcher adopted a stratified random sampling of the teachers from the six identified institutions.

A stratified random sampling was used in cases where the population of interest is not homogenous. Through stratification and ratios, the researcher reduced the biases in sampling.

### **3.5 DATA COLLECTION .**

Data was collected from the targeted population who were the teachers from the identified tertiary institutions. Data was collected from both secondary and primary data. The researcher used questionnaire to collect the required data. The researcher contacted the members of the population sample.

The questionnaires were issued to teachers randomly selected from the six tertiary institutions. The questionnaires contained both closed and open ended questions.

Teachers were required to fill in the questionnaires, which the researcher collected afterwards for data analysis.

### **3.6 DATA ANALYSIS.**

The researcher used a descriptive statistic to summarize the data collected. This included proportions, percentages, tables and graphs.

The data that was collected from this research was edited , coded and Tabulated.

### **3.7 EXPECTED OUTPUT.**

The study established the facts on the effectiveness of the Human Resource Management Practices on teachers of the tertiary institutions in Nairobi province. The study was also determined whether appraisal of these has led to teachers' motivation and improvement on their performance. The study was determined whether appraisal was a motivating factor among the tertiary institutions teachers.

The study determined whether these teachers get adequate work satisfaction and promotions as a result of the appraisals.

The study was also to determine whether the appropriate methods of appraisals are well designed, Implemented and monitored for the effectiveness and efficiency in the performance of the teachers.

The recommendations that were given after this study assisted in improving the appraisal systems used in the tertiary institutions. This help to increased the teachers motivation, creativity and innovativeness in their teaching profession.

## CHAPTER FOUR

### DATA ANALYSIS AND PRESENTATION OF RESULTS.

#### 4.0 INTRODUCTION

In this Chapter analysis of the data that was collected from the six tertiary institutions within Nairobi, i.e. three public and three private institutions, their interpretations and the main findings of the research are presented. The responses have been divided into various sections. In the first section, there are the respondents background in terms of their working experience, the distribution of the respondents and how HRM practices have benefited these institutions in terms of the frequency of performance appraisal, improvement in personnel and decision making processes. The second section is concerned with motivation and recognition as a result of the HRM practices. The remuneration and promotion in relation to staff labour turnover is also presented. The last part of this chapter summarizes and discusses the main findings of this research.

#### 4.1 SAMPLE CHARACTERISTICS

A total of six tertiary institutions were identified, i.e. three public and three private institutions. The respondents were the management team and the teachers. All the teachers interviewed were technical teacher graduates.

#### 4.2 DISTRIBUTION OF RESPONDENTS

From the study, the distribution of respondents was 69.5% to the public institutions and 30.5% to the private institutions. This indicates that the private institutions were not fairly represented due to the fact that they had fewer teachers.

**TABLE 4.2 a : Distribution of Respondents.**

<b>Institution</b>	<b>Frequency</b>	<b>Percentage</b>
Public	41	69.5
Private	18	30.5
<b>TOTAL</b>	<b>59</b>	<b>100</b>

Source : Author (2005)

**Table 4.2 b : Whether HRM Practices has benefited the Institution.**

<b>Institution</b>	<b>YES</b>		<b>NO</b>	
	<b>Frequency</b>	<b>Percentage</b>	<b>Frequency</b>	<b>Percentage</b>
Public	20	48	21	52
Private	11	61	7	39

Table 4.2 b indicates the benefits of HRM practices to the institutions, 48% of the respondents from public institutions indicated that HRM has benefited their institutions while 52% indicated that it had not. However, a higher percentage of 61% from the private institutions indicated that HRM practices had benefited their institutions while 34% indicated that it had not.

### 4.3 WORK EXPERIENCE

**TABLE 4.3 : TEACHERS WORKING EXPERIENCE.**

NO. OF YRS WORKED	PUBLIC INSTITUTIONS		PRIVATE INSTITUTIONS	
	Frequency	Percentage	Frequency	Percentage
2 - 4 YRS	2	4.8	6	33.3
5 - 8 YRS	4	10.7	6	33.3
9 - 13 YRS	14	34.1	5	27.8
14 - 18 YRS	15	36.5	0	0
19 & OVER	6	14.6	1	5.6
<b>TOTAL</b>	<b>41</b>	<b>100</b>	<b>18</b>	<b>100</b>

Table 4.3 indicates that over 85% of the teachers in the public tertiary institutions have worked for nine years and above. This could be explained by the fact that the government stopped employing teachers eight years ago. The other 15% have worked for eight years and below and majority are the board of governors employees. Table 4.3 also indicates that only 33% of the teachers in the private tertiary institutions have worked for 9 and above years. The other 36.6% of the teachers in the private tertiary institutions have worked for 8 years and below. This could be explained by the fact that there is a very high labour turnover among these teachers.

#### 4.4 INTERPRETATION OF RESULTS

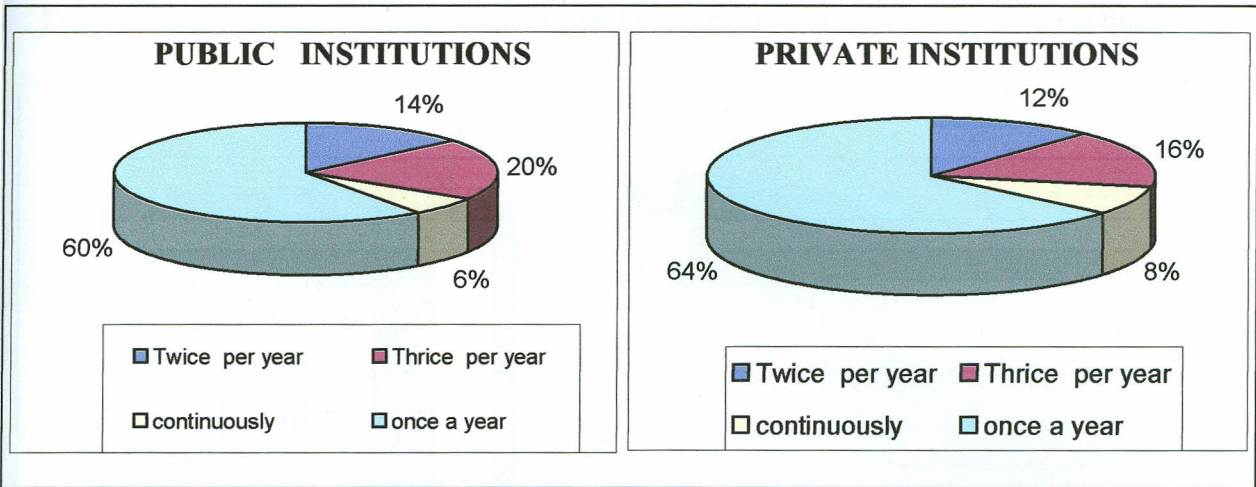
**Table 4.4: Overall Appraisal Frequency.**

Frequency of Appraisal	Public institutions		Private institutions	
	F(x)	$x^2$	F(x)	$x^2$
Once a year	60	3,600	64	4,096
Twice a year	14	196	12	144
Thrice a year	20	400	16	256
Continuously	6	36	8	64
<b>TOTAL</b>	<b>100</b>	<b>4,232</b>	<b>100</b>	<b>4,560</b>

Source : Author (2005)

The frequency of Appraisal is influenced by the type by the type of institution. Table 4.4 indicates that the frequency of those appraised once a year in the private institutions is higher than those appraised in the public institutions. The table also indicates that those in the public institutions appraised continuously, are less than those appraised continuously in the private institutions . All in all , the overall appraisal frequency in private institutions is higher than the appraisal frequency in the public institutions.

**Figure 4.4 : Overall Appraisal of HRM on Teachers Appraisal.**



**Source :** Author (2005).

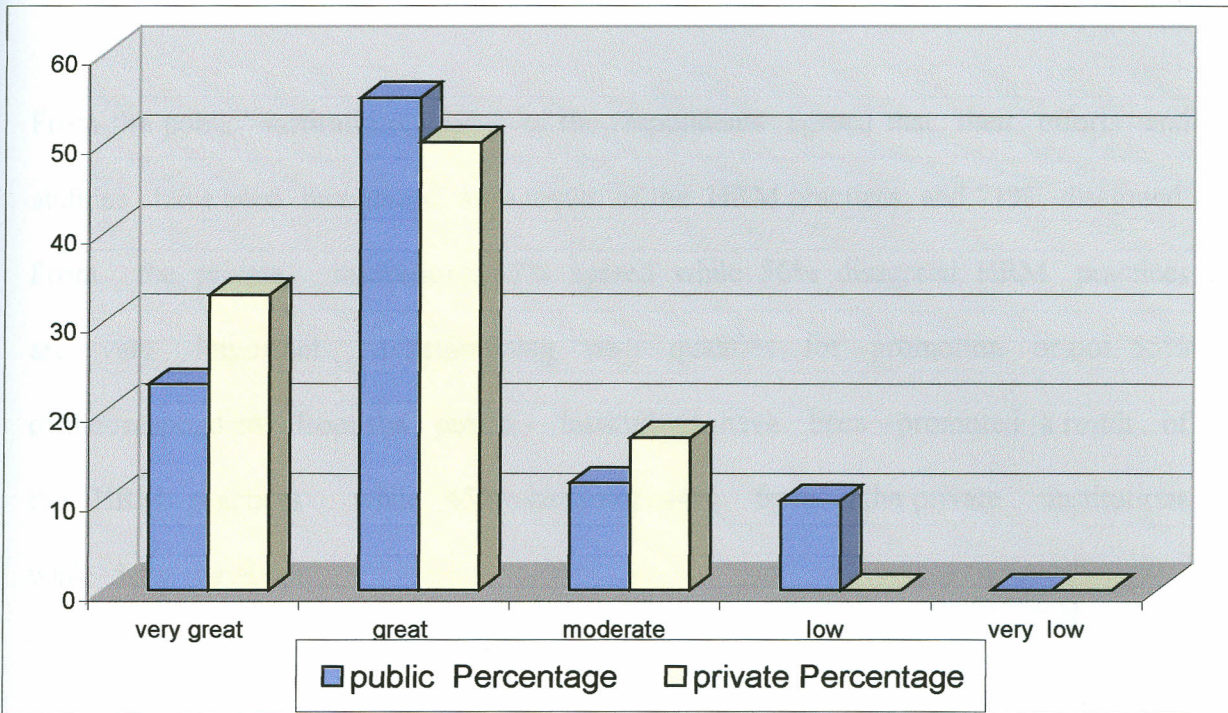
Figure 4.4 indicates that 50% of the respondents for the Public tertiary institutions had been appraised previously. Of these 60% had been appraised once a year; 14% twice a year; 20% thrice a year and 6% continuously.

For the private institutions, the figure indicates that 61% of the respondents had been appraised previously; of these, 64% had been appraised once a year, 12% twice a year; 16% thrice a year and 8% continuously.

These percentages indicates that performance appraisal on teachers in both Public and private tertiary institutions is not done frequently as they would have expected .The respondents noted that if performance appraisal was being done continuously, there would have been more genuine promotions and these would help teachers to improve in their performances.

## HRM PRACTICES AND IMPROVEMENT IN TEACHING.

**Figure 4.5 : Extent of Improvement in Teaching as a Result of HRM Practices.**



Source : Author (2005)

Figure 4.5 indicates the extent of improvement in teaching as a result of HRM Practices in percentages, for both the Public and the Private institutions.

The respondents from the public institutions indicated the following extents; 23% very great, 55% great, 12% moderate, 10% low and no respondent indicated very low extent.

The respondents from the private institutions indicated the following extents; 33% very great, 50% great and 17% moderate. There were no respondents who indicated the low and very low extent.

The respondents from the public institutions who agreed that HRM practices led to their motivation and recognition in their teaching was 52% , While 48% disagreed. From private institutions, 67% of the respondents agreed that HRM practices led to their motivation and recognition while 33% disagreed.

From the public institutions, 29% of the respondents agreed that their efforts and abilities have been recognized as a result of the HRM practices and 71% disagreed. From the private institutions, 44% agreed while 56% disagreed. HRM practices are very important in determining who qualifies for promotion or not. 55% of the respondents from the public institutions have been promoted a result of the HRM practices while 45% have not. 44% from the private institutions while 56% have not.

Its as a result of HRM practices that 62% of the respondents from public institutions have been awarded salary increments and 78% from the private institutions. Other were awarded the rise due to other reasons such as working experience, head teacher's confidential report, mass salary or exceptional performance.

## TEACHERS MOTIVATION AND RECOGNITION

**Table 4.5: Motivation and Recognition.**

Institution	YES		NO	
	Frequency	Percentage	Frequency	Percentage
Public	22	53	19	47
Private	12	67	6	33

Source : Author (2005).

Table 4.5 indicates the motivation and recognition of teachers, 53% of the respondents from the public institutions said they felt motivated as a result of HRM practices compared to 47% who said they felt demotivated. Those who felt motivated said that it was due to a source of moral responsibility and obligations to perform their duties. 67% Of the respondent from the private institutions said that they felt motivated due to the good pay packages. 33% felt demotivated because they felt that the employers were taking advantage of them and also their students were undisciplined. Also, 36% of the respondents from the public institutions felt that their efforts and abilities in their teaching profession were not recognized as a result of HRM practices while the largest percentage of 64% felt the opposite. 44% from the private frustrations felt their efforts were recognized while 56% indicated No.

## PROMOTION

**Table 4.6: Promotion through HRM Practices.**

Institution	YES		NO	
	Frequency	Percentage	Frequency	Percentage
Public	23	56	18	44
Private	8	44	10	56

Source : Author (2005).

Table 4.6 above indicates that 56% of the respondents from public institution had been promoted, 66% of the respondents indicated that there was a poor promotion criteria because majority were performed as a result of working experience other than other HRM factors. From the private institutions only 44% of the respondents had been promoted and 56% had not and said that promotion was poorly done and this has resulted to a high labour turnover.

The respondents also indicated that promotion criteria was not fairly done, because 66% from the public institutions felt that it was not fair, while 34% felt it was fairly done. From the private institutions, 61% indicated that promotion criteria was unfair while 39% felt it was fairly done. This being the case, there is need to revise the promotion criteria for both public and private tertiary institution teachers.

## RENUMERATIONS

**Table 4.7: Compensation**

Institution	YES		NO	
	Frequency	Percentage	Frequency	Percentage
Public	53	56	18	44
Private	8	44	10	56

Source: Author (2005).

Table 4.7 above indicates that 63% of the respondents from public institutions had been awarded salary increment though at a very small percentage and as a result of the annual increment. They felt that the compensation method used left a lot to be desired because it was poorly done. From the private institutions, 78% felt that compensation was fairly done and this was meant to motivate and retain them in the institution while only 22% of the respondents felt that it was poorly done.

### 4.5 SET STANDARDS

This study revealed that the set standards of the Human Resource Management Practices are rare; but if they were set, the teachers from both public and private institutions felt that this would help to improve their performance. Teachers suggested that the Human Resource Management practices should be implemented and evaluated frequently.

To begin with, the frequency of teachers performance appraisal should be increased. Teachers efforts and abilities should be recognized to motivate them to perform better.

Proper practice of HRM will result in better remuneration thus reducing the labour turnover among the teachers. It will also help to improve organizational changes among the teachers e.g. promotions

#### **4.6 DISCUSSION**

Today the government of Kenya is spending a lot of money implementing the free-primary education which was introduced by the NARC government. As a result of this, there has been an addition of over 1.5 Million pupils joining the education system. This has resulted to more work-load in the primary school teachers which spills over to the high school teachers as well as the tertiary institutions both public and private. The tertiary institutions teachers are therefore very important in the success of this free education programme.

In general, the country requires highly motivated, devoted and professional teachers to ensure quality performance in the education sector. Tertiary education both in public and private institutions is also very important in the country to improve the economic growth, reduce poverty and creating self-employment. However, this cannot have a positive result if these teachers in the tertiary institutions are demotivated. This calls for the implementation of Human Resource Management practices which will come up with a range of motivational factors that will help to boost the morale of teachers and improve their performance.

People go to work for different reasons, majority go to work to attain their basic needs e.g. food, clothing and shelter, others go to work to become professional for self actualization. However, tertiary institution teachers both in public and private institutions have similar basic needs which must be satisfied. They yearn for some basic considerations like positive appraisal motivation and recognition, promotion, better remuneration and job security. Among others. Some of these motivational factors were highly in private institutions in comparison to public institutions. On the issue of job security, the public institutions' teachers were favoured because the government does not just fire their employees as the private sector would, whereby any teacher who does not perform as required is summarily dismissed.

As a result of Human Resource Management practices, better remuneration is a strong motivator among the employees both in public and private institutions because it helps to satisfy most of their basic needs. Good working conditions and conducive working environment should be provided to the employees. This is the responsibility of the management in order to enhance motivation. The findings of the study indicated that majority of the teachers in public and private institutions do not care for their work as they should. Majority go to work because their jobs help them to meet their basic needs.

Majority of the respondents were not happy about the Human Resource Management practices in their institutions e.g. Appraisal methods, motivation and recognition, remuneration and promotion were singled out as not professionally administered both in public and private institutions.

The teachers motivational needs were not sufficiently being met. The employers in both public and private tertiary institutions teachers have an obligation to develop and sustain teachers who are good performers. The employees need to set up motivational programmes that will address the issues at hand.

# CHAPTER FIVE

## CONCLUSIONS AND RECOMMENDATIONS.

### 5.0 INTRODUCTION

The intention of this research study was to have a comparative analysis of Human Resource Management Practices which included motivational factors analysis of Human Resource Management practices which included motivational factors that affects teachers' performance in both public and private tertiary institutions. This chapter presents the summary of major issues, conclusions and also suggests some of the ways of improving Human Resource Management practices in tertiary institutions in order to bring about effective and efficient performance, better motivation and recognition. This chapter also highlights the limitations that were encountered during the study, recommendations and concludes with suggestions for further studies.

### 5.1 CONCLUSION

The study revealed that there is a more positive impact of the Human Resource Management practices in private institutions than in the public institutions. Although 50% of the teachers who filled the questionnaires from public institutions agreed that Human Resource Management practices have benefited their institutions and 61% from the private institutions seem to agree, this shows that extensive Human Resource Management practices would result to better improvement in the teaching activities.

Yes, HRM practices has led to teachers motivation and recognition i.e. 83% of the respondents from the public institutions agreed with this and 94% from the private institutions agreed . However, there is a small percentage of those who disagreed.

No, the study revealed that teachers from both public and private institutions are not satisfied because their efforts and abilities in their teaching professions are not been recognized as a result of HRM practices. 71% from the private institutions were dissatisfied and 56% from the private institutions were also dissatisfied.

The study also revealed that a fair promotion criteria was not used in their promotions; 67% from the public institutions disagreed with this and 56% from the private institution. Although the teachers have been promoted at least once since they started working, 55% from the public have been promoted as a result of work experience and 45% as a result of headteacher's confidential report. 39% from the private institutions have been promoted as a result of work experience and 61% as a result of improved students results. Teachers felt that the headteacher's confidential reports is a poor method of promotion because it could be biased.

The study indicted that majority of the teachers who filled in the questionnaire had been appraised both in the public and private institutions. Also, majority thought that proper practice of Human Resource Management can lead to the improvement in their teaching. The challenge is to find ways and means of introducing Human Resource Management practices in these institutions in order to meet the teachers needs.

A large percentage of teachers who filled the questionnaire expressed that their efforts and abilities were not recognized. Over 50% of those who filled the questionnaires had promoted both from public and private institutions, but majority indicated that the criteria for their promotion was not fair.

The study also indicated that majority of these teachers had been awarded a salary increment but a large percentage of this award was as a result of work experience.

The employer of teachers in both public and private institutions must pay attention to the issues that motivate teachers and improve on them and these that are demotivators to be eliminated. This will help to have a significant change in their performance and will have a positive attitude towards their profession leading to the realization of their potentiality. Tertiary institution teachers should be encouraged and supported to work hard and grow to their fulfillment. The solution suggested was for their employers of these teachers to heed to their cry and lift up their low morale by motivating them.

## **5.2 RECOMMENDATIONS**

Human Resource Management practices are important and should be carried out continuously in every institution with a positive intention of assisting the teachers to motivate them and to improve their performance. There should be set standards which these teachers in the tertiary institutions should aim at achieving. There is need to introduce Human Resource Management practices in all institutions that will give an atmosphere of participatory approach to decision-making and creating an environment that is conducive to good performance.

It is only through proper feedback from appraisal that checks can be made on whether the set standards are being achieved. Over 80% of all the teachers who filled in the questionnaire felt that appraisal should be carried out continuously as a result of Human Resource Management practices and should have a positive intention of assisting the teachers to perform better. The appraisal is not being used the way it should be and the bodies concerned for each institution should be more vigilant on appraisal of teachers to improve their performance.

Most teachers gave an indication that their efforts and abilities are not recognized. HRM practices should lead to the recognition of these teachers to motivate them and help them improve in their performance. Both the public and private institutions should have a fair criteria for the promotion of their teachers need to be involved in their appraisal. This method does not seem to respect this fact and that may lead to teachers' indifference on their appraisal. There should be a transparent and accountable practices in promotion , appraisal, development and good communication channels.

The government must make the Teachers Services Commission carry out effective appraisal of the public tertiary institutions because this is a key tool in making the most of an organization's human resource because what gets measured, gets done. Bodies employing those in the private institutions should do likewise. The employers of both the public and private institutions should put in place better remuneration

packages that will enable these teachers to meet their financial needs and motivate them to perform better.

The employers should also put in place, good reward systems to reward good performance. This will include opportunities for promotions, job enhancements and pay increments. The employers should also have the teachers welfare in mind e.g. well ventilated offices, good furniture's, provision of 10:00 O'clock tea and lunch to motivate and boost their morale.

### **5.3 LIMITATIONS OF THE STUDY**

As the study was being carried out a number of problems were encountered which included:

- (i) Some questionnaire distributed to the teachers were misplaced and had to give other questionnaire to these teachers.
- (ii) There was a long legal procedures to get access of the information from the private tertiary institutions.
- (iii) Many of those teachers selected to fill in the questionnaire gave an impression of being busy and some filled in the questionnaire indifferently.
- (iv) Time was limiting such that the researcher was limited as to how much data to collect. Time did not allow for an extensive research.
- (v) Scarcity of financial resources hindered extensive research.

## **5.4 SUMMARY**

The findings of this study reveals that Human Resource Management practices are very important aspects both in the public and private institutions' teachers. They should be used to determine the frequency of the performance appraisal of these teachers, motivation, recognition, better remuneration, labour turn-over and organizational changes among other factors. The employer of teachers both in public and private institutions should put in place machinery that will help in creating well-constructed Human Resource Management practices skills that will take in to consideration the motivational factors and needs of teachers with a view of making a change.

## **5.5 SUGGESTIONS FOR FURTHER RESEARCH.**

The study only focused on only six tertiary institutions within Nairobi province, i.e. three Public and three private institutions. Further research should be undertaken in other institutions of learning if teaching has to be made more effective and meaningful in making people more useful in their society and the country as a whole.

There is need for going deeper to analyse the HRM practices and motivational factors that are affecting these two categories of institutions.

Researches should be undertaken to improve on the findings, conclusions and recommendations arising from this study . this will help to understand better the issues that affect teachers performances.

## REFERENCES

- Armstrong, M., (2001). **Human Resource Management**, 8<sup>th</sup> Edition. The Bath Press, Great Britain.
- Beach, D., (1971). **Personnel Policy – Issues and Practices**, New York.
- Bennet, R., (1992). **Human Resource Management**, 7th Edition. Pitman Publishing, London.
- Burke, B., (1955). **Introduction To Management Practice**. Business Review, Havard
- Cole, G., (2004). **Management Theory and Practice**, 6th Edition. TJ International, UK.
- Drucker, P., (1955). **The Practice of Management**, Heinemann.
- Flippo, E.B.,(1986). **Human Resource Management**, Mc Graw Hill, Kogakush, Tokyo.
- Gupta, C.B., (1986). **Human Resource Management**, Sultan Chad and sons, New Delhi.
- Gachathi, P.J., (1976). **Report on the National Committee on Educational Policies**, Govt. Printers. Nairobi.
- G.O.K., (1975). **Regulation for Promotion of Teachers**, Ministry of Education. Government printers, Nairobi.
- G.O.K., (1998). **Master Plan on Education and Training 1997-2010**. Government Printers. Nairobi.
- Heller, R., (2002). **Managing People**, Dorlin Kindersley, London.
- Kamunge., J., (1998). **Report of the Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond**.
- Kelly, L., (1987). **Personnel Management in Action**, 4th Edition, West Publishing Company. United States of America.

- Kriether, R., (1989). **Organizational Behaviour**, 2nd Edition. New York.
- KNUT., (2005). **Newsletter No. 1.**
- Luthians, F., (1989) **Organisational Behaviour**, McGrawhill, New York.
- Laurence,S., (1987) **Personnel and Organisational Psychology**, 2nd Edition. Homewood, Illinois.
- Mamoria, .B.,(1971). **Management of Human Resources**, New York.
- McGregor, D., (1957). **An Uneasy Look at Performance Appraisal**, Business Review , Harvard.
- Murry, S., (1983). **A comparison of Results-Oriented and Traits Based Performance Appraisal**, Personnel Administration.
- Nzuve, N. M., (1999). **Elements of Organizational Behaviour**, University Press . Nairobi.
- Raymond, A., (1989). **Employee Training and Development**. New York, Mc. Grawhill.
- Sagimo, P., (2002). **Management Dynamic Towards Efficiency Competence and Productivity**. East African publisher Ltd, Nairobi.
- Schermerhorn, J., (2002), **Management**. 7<sup>th</sup> Edition. United States of America.
- Shape et all., (1994). **Managing Managers Strategies and Techniques of Human Resource Management**. Blackwell Publishers, Oxford U.K.
- Stainer, G.,(1971) **Manpower Planning**. William Heinemann Ltd. London. Teachers Image Magazine, Volume 6. Pg 7.
- Tripathi .P., (1986). **Personnel Management**. Sultan Hand and Sons, New Delhi.
- Weekly Advertiser., (March 7 -13, 2005). **Focus on Tertiary Education Institutions**. Pg 4. Nation Media Group.

# APPENDICES

## APPENDIX I: INTRODUCTORY LETTER.

THE EFFECTS OF APPRAISAL ON TEACHERS PERFORMANCE IN KENYA.  
A STUDY OF TERTIARY INSTITUTIONS TEACHERS IN NAIROBI PROVINCE.

Dear Respondent,

I am a student at Kenyatta University pursuing a Masters Degree in Business Administration (Human Resource Management). I am conducting a research on the topic entitled "The effects of appraisal on teachers performance in Kenya".

I would be grateful if you would take some time off your busy schedule to respond to the attached questionnaires.

I am particularly desirous in obtaining your responses as you are best placed to give the information.

The purpose of this questionnaire is to collect data, which will assist me in getting more information on the teachers appraisal.

I would like to assure you that the information you give shall be used for research purpose only and will be treated with utmost confidentiality.

Your cooperation and assistance will be highly appreciated. Thanking you in advance.

KARANJA B. W.                      SIGN:.....                      DATE \_\_\_\_\_

MBA (HRM) STUDENT.

MR. PHARES OCHOLA                      SIGN:.....                      DATE \_\_\_\_\_

SUPERVISOR



6. If yes , how often ?

- a) continuously ( )                      c) Twice a year ( )  
b) once a year ( )                      d) three times a year( )

7. Do you think that Human Resource Management Practice can lead to improvement in your teaching career?

- a) Yes ( )                      b) No ( )

8. If yes, to what extent?

- a) A very great extent 5( )                      d) A low extent 2 ( )  
b) A great extent 4( )                      e) A very low extent 1 ( )  
c) A moderate Extent 3( )

### MOTIVATION AND RECOGNITION

9. Has Human Resource Management Practice led to your motivation and recognition in your teaching profession?

- a) Yes ( )                      b) No ( )

10. If Yes, explain how \_\_\_\_\_

11. If No, give a reason \_\_\_\_\_

12. Has your efforts and abilities in your teaching profession been recognized as a result of Human Resource Management Practices ?

- a) Yes ( )                      b) No ( )

13. If No, give a reason \_\_\_\_\_

### STAFF RENUMERATION AND PROMOTION

14. Do you get work satisfaction in your teaching career?

- a) Yes ( )                      b) No ( )

15. If No, give a reason \_\_\_\_\_

16. Give a suggestion that can be done to ensure work satisfaction among teachers \_\_\_\_\_

17. Have you ever been promoted as a result of Human Resource Management Practices ?

a) Yes ( )      b) No ( )

18. If yes, how many times?

a) 0-1 ( )      c) 3-4 ( )

b) 2-3 ( )      d) 4 and above ( )

19. Was a fair criteria used for your promotion?

a) Yes ( )      b) No ( )

20. If no, what was used?

a) Working experience ( )      b) Head teachers confidential report ( )

21. Have you ever been awarded a salary increment?

a) Yes ( )      b) No ( )

22. If yes, what led to the salary increment ?

a) Human Resource Management Practices ( )

b) Work experience ( )

c) Improved results ( )

d) None of the above ( )

23. How is the labour turnover in your institution?

a) very high      c) moderate      e) very low

b) High      d) Low

24. Explain a reason for your answer for No. 23 above.

---

### APPENDIX 3: BUDGET

	<b>PARTICULARS</b>	<b>KSHS.</b>
1.	Stationeries (writing materials)	2,000
2.	Typing services and printing	10,000
3.	Photocopying expenses	5,000
4.	Binding expenses	5,000
5.	Library expenses	1,500
6.	Data processing	7,000
7.	Questionnaires	4,000
8.	Traveling expenses and meals	15,000
9.	Telephone cost	5,000
10.	Compiling final documents	7,500
11.	Contingencies	10,000
	<b>Total</b>	<b>72,000</b>

### APPENDIX 4 : WORK PLAN

TIME SCHEDULE FROM 1ST FEB 2005 – OCT, 2005.

<b>DATE</b>	<b>ACTIVITY</b>
7th Feb, 2005	Presentation of the research topic (synopsis)
26th Feb, 2005	Allocation of supervisors
March 2005	Project proposal writing
15 April, 2005	Presenting of research proposal
13h May – 16th May 2005	Appearing of Defense.
June, 2005	Correction of research Proposal after defense.
July , 2005	Filed Research and compiling of the Project.
August , 2005	Submission of final copies.
October, 2005	Graduation



- 1. KARERE TECHNICAL
- 2. KARERE
- 3. KARERE
- 4. KARERE
- 5. KARERE
- 6. KARERE
- 7. KARERE
- 8. KARERE
- 9. KARERE
- 10. KARERE
- 11. KARERE
- 12. KARERE
- 13. KARERE
- 14. KARERE
- 15. KARERE
- 16. KARERE
- 17. KARERE
- 18. KARERE
- 19. KARERE
- 20. KARERE

- 1:61,000
- A: KARERE TECHNICAL
  - B: NAIROBI TECHNICAL
  - C: KAREN TECHNICAL
  - D: GRAFFINS COLLEGE
  - E: VISIONS INSTITUTE
  - F: AUGUSTANA COLLEGE