HUMAN RESOURCE DEVELOPMENT PRACTICES ADOPTED BY PRIVATE SECONDARY SCHOOLS IN KISUMU EAST DISTRICT

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A MANAGEMENT RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF THE DEGREE OF MASTER OF BUSINESS ADMINISTRATION (MBA), SCHOOL OF BUSINESS, UNIVERSITY OF NAIROBI

NOVEMBER, 2013

Declaration

I hereby declare that the work in this management research project is my original work, and has not previously in its entity or part been presented at any other university for a degree; and that all citations and references in the text have been dully acknowledged.

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This project has been submitted with approval from me as a University Supervisor

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Mr. George Omondi

Acknowledgement

I am grateful to the almighty God for giving me strength and good health while undertaking my MBA studies.

I would wish to appreciate the assistance accorded to me by various Individuals and Organizations during this study. Mr. George Omondi, for his constructive criticisms and advice that contributed to the successful completion of this research project. I extend my thanks to the Management of Osienala (Friends of Lake Victoria) and my brother Dr. Elphas Ojiambo, for their financial support.

I would also like to appreciate the efforts of my lecturers at the University of Nairobi, Kisumu campus especially Mr. Alex Jaleha, who have been with me throughout the MBA programme.

I would like to thank my fiancé Scolastica Haliwa, for her support, patience and understanding throughout the duration of my MBA degree studies. I thank all the respondents who participated in the filling of the questionnaires and have contributed in making this work a success.

Lastly, I offer my regards and blessing to all those who supported me in any respect while I was undertaking my MBA studies especially my brother Boniface and sister Vivian.

God bless you all!

Dedication

I dedicate this management research project to my dear mother **Jane Mwendapole** and my late father **Justus Mwendapole**. Thank you for bringing me into this world.

Abstract

Human resource development is a continuous process as the environment under which business organizations has to operate changes from time to time. Companies are paying increasing attention to human resource development practices in order to harmonize their corporate aims with the ambitions of their employees. The aim of this study was to establish the human resource development practices adopted by private secondary schools in Kisumu East District. The study adopted a descriptive census survey design. The data was analyzed using descriptive statistics; mean and percentages. Semi-structured questionnaires were used to collect primary data from the respondents who were the school principals, deputy principal and teachers and secondary data was sourced from the institutions library. The study revealed that employees are sponsored by their schools to undertake training and development opportunities. From the study it was found out that private secondary schools in Kisumu East District have adopted career development by prioritizing internal appointments and promotions for the academic staff who have successfully completed further studies. It was concluded that each private secondary school needs to invest in people management practices and vary them from time to time to suit the changing customer requirements. It was recommended that everyone in the organization should be encouraged and given the opportunity to learn – to develop their skills and knowledge to the maximum of their capacity. Finally it was suggested that to provide a better understanding of education in the private sector, a similar study be carried out in the primary school sector and private tertiary institutions to come up with a holistic generalization on human resource development practices in the private education sector.

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CHAPTER ONE: INTRODUCTION

This chapter contains the background of the study, research problem, research objective and value of the study.

1.1 Background of the Study

Human resource management is, perhaps, the oldest and most widely researched subject in management. Yet, as technologies change, cultural diversities occur and people's expectations undergo fundamental shifts towards newer and newer dimensions. In this rapid revolutionary changing environment, human resource development, a part of human resource management plays an important factor in determine an organization's success (Peteraf, 1993). Economic variables like inflation, political uncertainty and the contemporary global trends calls for personnel that are highly developed to not only predict but also provide the way out of challenging circumstances. According to Flippo (1984), no organization has a choice of whether to develop employees or not, the only option is that of the method. De Cenzo and Robins (1999) assert that the rapid changes taking place during the last quarter century in our highly sophisticated and complex society have created increased pressure for organization to readapt the product and services produced, the type of jobs required and the types of skills necessary to complete these jobs.

The conceptualization of human resource development practices by various scholars has pointed to the fact that it is a medium by which employees in an organization are transformed from their present state, to a desired state of affairs in the area of improved skills and knowledge through training ability for the purpose of achieving enhanced

performance of organizational workforce. This means that an organization that lacks the ability to improve its employees in the area of training for required skills and knowledge through the adoption of the strategy of human resource development is more likely not to have in its employment the competent manpower needed to achieve its goals of enhanced products/service delivery for profit maximization. (Graham and Bennet, 1995). According to Ronald (2007) indicates that human resource development is important to any growing business organization because it helps to improve business performance through the development of personnel, and, directing and enhancing talents and skills through planned activities design to improve organizational learning.

Human resource development is influenced by three major bodies of knowledge. They include: Psychological theory, Economic theory, and Systems theory. These bodies of knowledge interact in a complex, bidirectional ways to form an entity called human resource development (Swanson, 1987). Each knowledge has made different and unique contributions. Systems theory has contributed systems analysis for solving problems and the awareness that all things should be viewed as systems and that all systems require management and control. Economics theory has contributed at macro level of social impacts and at the individual benefits of human resource development programmes. Career counselling and planning, incentives, and industrial work design have been among major contributions from Psychological theory (Chalofsky, 1989).

1.1.1 Human Resource Development Practices

Human resource development is a people-oriented concept that focuses on developing the skills, knowledge and competencies of people. It was introduced by Nadler (1984) in a conference organized by the American society for training and development. Nadler

(1984) defines human resource development as " Those learning experiences, which are organized for a specific time and designed to bring about the possibility of behavioral and attitudinal change''. Human resource development has been an important area of research practice. The purpose of human resource development policy is the development of human resources. Graham and Bennet (1995) defines human resource development as a process of enhancing and enriching the skills, knowledge, and attitudes of employees through training and refreshing courses. Frederick and Charles (1964) argued that the process of human resources development unlocks the door to modernization.

In an organization context, human resource development is the process by which organizations help their employees in a continuous and planned way in order to acquire or sharpen the abilities required to perform various functions associated with their present or expected future roles. Swanson (1987) defines human resource development as a process of improving an organizations performance through the capabilities of its personnel. Human resource development includes activities dealing with work design, aptitude, expertise and motivation. In contrast, Nadler and Wiggs (1986) define human resource development as a comprehensive learning system for the release of the organizations human potentials – a system that includes both vicarious (classroom, mediated, simulated) learning experiences and experiential, on-the-job experiences that are keyed to the organizations reason for survival.

According to peteraf (1993) the goal of human resource development is to improve the performance of organization by maximizing the efficiency and performance of the people. This is going to develop our knowledge and skills, our actions and standards, our

motivation, incentives, attitudes and work environment. Employees need to learn new skills and develop new abilities, to be able to respond to changes in work place. Equipping employees to be responsive takes nothing short of relevant development on conceptual and technical skills particularly to the operational cadre employees because they directly handle the bulk of work in the process of executing the policy implementation. This can be achieved by medication of attitudes and behavior through learning experience (Armstrong, 2000).

According to Roberts and Witfield (2001) observed that, various researchers have not yet been fully successful in conceiving the whole concept of human resource development. They have defined the term from their standpoint due to the fact that it is a new concept and therefore is still in the Conceptualizing stage (Koontz, 2005). Furthermore, many interesting initiatives are being undertaken by human resource development practitioners in facilitating employee learning and professional development (Tjepkema, 2000). Many organizations have renamed their training departments to human resource development departments. Surprisingly, some organizations renamed their personnel departments to human resource development departments. Some educational institutions started awarding degree and diploma in human resource development, with the fact remaining that the concept is not yet crystal clear. It is a concept not so old that sufficient human input could have been possible.

De Cenzo and Robins (1999) assert that the idea of upgrading employee's status is to create a sense of ownership among employees. Creating ownership feelings among the employees through human resource development would not only generate loyalties

among the staff but also encourage them to take charge and be innovative in their jobs, hence bringing a competitive edge to the company. Smith (2002) indicated that organizations can facilitate human resource development process by planning for it, by allocating organizational resources for the purpose. Human resource development is considered the key to higher productivity, better relations and greater profitability for an organization (Iqbal, 2002)

1.1.2 Private Secondary Schools in Kisumu East District

The introduction of private schools in Kenya took place in the 19th century by the European missionaries. Many Africans gained the opportunity to go to school as a means of improving their standards of life relative status in the colonial society (Roth, 1987). The government took over the provision of education. However, the demand for quality education rose and it became a challenge to the independent government (Kamunge Report, 1988). The report recommended the establishment of private learning institutions to supplement the government efforts.

Higher teacher satisfaction rates in private secondary schools typically stemmed from greater autonomy that is the freedom to teach the way they want, like-minded colleagues and innovative teaching philosophies. Teachers who were dissatisfied in private secondary schools cited low pay, lack of benefits; high workload and insufficient facilities (Malloy and Wohlstetter, 2003). Private secondary schools in Kisumu east district have an advantage in the teachers' labor market, regardless of their student composition. They are free to recruit the best teachers and to raise money from foundations, corporations and individuals. Furthermore, they are not generally bound by Government pay scales, they can allocate budgets as they see fit, and feasibly, they can

pay higher teacher salaries. Manuel (2007) indicates that one New York City private secondary school offers teacher compensation packages in excess of $ 125,000. Nationwide, private secondary school teacher salaries are more comparable to public school salaries. Private school teachers in some states earn significantly less than other public school teachers with similar qualifications (Malloy and Wohlstetter, 2003).

There are many private secondary schools in Kisumu east which are self-sustaining business entities and basically started with profit motive. They realize this profitability by adding more value to the learner's achievement per unit cost of investment by the same learner. They are grouped into two.Those that offers Kenyan system of education. 8-4-4 (8 years in primary, 4 years in secondary and 4 years in the university), and those that offer the British system of education 6 years in primary, 4 years in ordinary secondary level and 2 years in advanced secondary level. These schools compete favorably with the public secondary school for the same pool of students. Private secondary schools in Kisumu east district are run by the Board of trustees, Board of Directors, and the Community supported by the Religious leaders. The school principals are the boards' secretaries.

1.2 Research Problem

Human resource is a key contributor to corporate performance. It interprets and operationalize strategic business plans of an organization and enhances the firm's competitive advantage (Dessler, 2008). Human resource development practices among many private secondary schools in Kenya are now a popular way of gaining of competitive advantage (Saleem, 2007). A firm that adopts human resource development practices has three advantages namely; quick adoption to change, meeting customer

needs and improved financial performance. Huselid (1996) concurs that human resource development practices contribute to improved performance. It is therefore a business imperative to maintain staff with requisite skills; knowledge, behaviors and attitudes that would otherwise implement and operationalize the strategic corporate goals and in the final analysis makes the organization achieve corporate success and enhance sustainable competitive advantage.

Private secondary school programmes represent a new, competitive branch of privately funded education that entrusts each academy with a degree of autonomy rarely seen in public secondary schools. Autonomy and flexible resource allocation in private schools may draw good teachers away from public secondary schools (G.O.K, 2005). Private schools in Kisumu east district have systems that are designed to provide families with more choice in their children's education, to provide teachers with more choice in their career paths, to promote innovative instruction, and to target special populations of students that may be under-served by traditional public secondary schools. Furthermore, the schools have put in place a number of employee development programmes as part of their mandate and strategic plans, (Kisumu east district education office, 2012). Such initiatives are expected to improve employee's performance of duty. The situation on the ground however paints a different picture with studies showing that the number of academic staffs in these institutions undertaking staff development programmes is on the decline and those registered for the programmes are behind schedule in the race towards their completion (Chacha, 2004). Private secondary schools operate in a competitive business environment and to remain competitive in the market they have to adopt human resource development practices.

A number of studies have been done on the area of human resource development practices. Bhardwaj and Mishra, (2002) examined human resource development practices in private sector organization and emphasized the importance of human resource development on performance. Ombogo (2008) studied adoption of human resource development practices among security firms in Nairobi city. Njenga (2010) focused on the relationship between human resource development practices, organization commitment and performance in public secondary schools in Dagoret division in Nairobi. Kibuine (2007) studied the impact human resource development practices on performance of nurses in private hospitals in Mombasa city. Immonje (1990) carried out a comparative study on factors managers of both public and private primary schools in Nairobi, Kilimani zone consider when undertaking human resource development practices.

All these studies were done in a different context from that of private secondary schools in Kisumu east district which to the best of the researcher's knowledge, no study has been done with regards to human resource development practices adopted by private secondary schools in Kisumu east district. For these reason the study will seek to answer the following research objective. What are the human resource development practices adopted by private secondary schools in Kisumu east district?

1.3 Research Objective

To establish the human resource development practices adopted by private secondary schools in Kisumu East District.

1.4 Value of the Study

This study hopes to provide insight into the relevance of human resource development in the workplace (availability of employees with required skills, knowledge and experience); and how it could lead to overall employee performance in the education sector. The findings of the research will help human resource managers in private secondary schools to plan for human resource requirements.

The study findings will be a referral point in policy formulation on human resource development practices in schools in general. It will also be beneficial to investors, donors and other sectors of the economy other than the education sector.

The findings of this study will add wealth of knowledge to the academic community hence stimulate further research with regards to human resource development practices.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter covers, theories underpinning the study, human resource development process, human resource development practices.

2.2 Theories Underpinning the Study

According to Jacobs (1988) Systems theory captures the complex and dynamic interactions of environments, organizations, work process and group/individual variables operating at any point in time and over time. Robert (2006) indicates that an organization is a system which continuously interacts with its environment or surroundings. The interaction can take the form of information, energy or material transfers into or out of the systems boundary. Organization is an open system, it success depends on how well it interacts with the system both within and in the immediate environment of the organization. While the external system may include emergent technology, legal and economic environment, and competitors, the internal system may on the other hand comprise of employees, organizational culture and the technology in use. Economic theory captures the core issues of the efficient and effective utilization of resources to meet productive goals in a competitive environment. Psychological theory captures the core human aspects of developing human resources as well as the socio-technical interplay of humans and systems. Chalofsky (1989) identifies adult learning in the workplace as core discipline of human resource development. In contrast, Jacobs (1988) has suggested that system theory provides the most logical underlying structure, or meta-theory, for human resource development.

2.3 Human Resource Development Process

Human resource development as a process is about more than the provision of training courses in workplaces. The definition adopted here is that human resource development involves a process of observation, planning, action and review to manage the cognitive capacities, capabilities and behaviors needed to enable and improve individual, team and organizational performance in work organizations (Anderson and Krathwohl, 2001)**.** Halpern (2002) says that human resource development involves observation during the assessment of human resource development needs at work at various levels and in various ways. It involves planning, through setting objectives for human resource development at work interventions to achieve specific kinds of outcome. It involves action, in professionally delivering human resource development at work using a range of techniques. And it involves review, through evaluating human resource development experiences and outcomes, from testing what learners have learned to assessing costs and benefits. It is this basic cycle of activities that forms the human resource development process.

Anderson and Krathwohl (2001) assert that human resource development is the part of people management that deals with the process of facilitating, guiding and coordinating work-related learning and development to ensure that individuals, teams and organizations can perform as desired. A young new recruit to a manufacturing company and an older, senior manager assuming a new leadership role in a large multinational bank have different learning needs, which present distinctive challenges. Nevertheless the human resource development process involved will have some common, core features. Coming to know core parts of the human resource development process, and being able

to deal with them effectively, is a significant part of human resource management in work organizations.

2.4 Human Resource Development Practices

McLagan and Suhadu (1989), Wilson, (2005) and Saleem (2007) established that "human resource development is an integrated use of training and development, career development and organization development to improve individual and organizational effectiveness". Training and development alone can leave an organization unable to tap into the increase in human knowledge or talent capital. Organization development alone can result in an oppress. Human resource development does not occur without the organization, so the practice of human resource development within an organization is inhibited or promoted upon the platform of the organization's mission, vision and values (Wilson, 2005). Human resource development practices are able to provide an organization with a competitive advantage both in local, international, and global environment. If human resource development practices are not effective, efficient, and fair, an employee will lack commitment and loyalty toward the organization. Lack of trust in business causes the demoralization of employees (Smith, 2002).

The scope of human resource development is not restricted to education, training and career planning and development. It also includes other aspects such as performance appraisal, employee welfare, rewards, and quality of work life, counseling and job rotation (Saleem, 1997). It's important to maintain quality standards in our education system so that the country produces competent and qualified workers. Many organizations are facing the problem of shortage of qualified and competent employees,

It is therefore necessary to give attention to human resource development programmes and should begin at lower level and should move upward so as to cover all employees' for self-improvement and development (Mullins 2002).

2.4.1 Training and Development

Beardwell and Claydon (2007) mentioned that all employees want to be valuable and remain competitive in the labor market at all times. This can only be achieved through employee training and development. Employees will always want to develop career-enhancing skills, which will always lead to employee motivation and retention. There is no doubt that a well trained and developed staff will be a valuable asset to the company and thereby increasing the chances of his efficiency in discharging his or her duties. Training and development are activities that are used to maintain and promote the competencies and talents of employees in relation to the developments inside and outside the organization. Private secondary schools have human resources that are not institution specific although, Hatch and Dyer (2004) noted that firms without superior foresight into the productivity of human resources may be able to earn competitive advantage by building the firm specific human capital of its employees through training and development. In his conclusion Njenga (2008) noted that employee development directly impacts on the organizational ability to satisfy customers, resolve problems and crisis and adopt changing market conditions.

Price (2007) indicates that, in recent years, training and development has emerged as a formal business function, an integral element of strategy, and a recognized profession with distinct theories and methodologies. More and more companies of all sizes have embraced "continual learning" and other aspects of training and development as a means of promoting employee

growth and acquiring a highly skilled work force. In fact, the quality of employees and the continual improvement of their skills and productivity through training are now widely recognized as vital factors in ensuring the long-term success and profitability of small businesses and in addition create a corporate culture that supports continual learning. Baker (1999) indicates that implementation of formal training and development programmes offers several potential advantages to quality job performance in business organizations. For example, training helps companies create pools of qualified replacements for employees who may leave or be promoted to positions of greater responsibility. It also helps ensure that companies will have the human resources needed to support business growth and expansion. Furthermore, training can enable a small business to make use of advanced technology and to adapt to a rapidly changing competitive environment. Finally, training can improve employees' efficiency and motivation, leading to gains in both productivity and job satisfaction.

Beardwell and Claydon (2007) noted that training and development in an organization can be mainly of two types; internal and external training sessions. Internal training occurs when training is organized in-house by the human resources department using either a senior staff or any talented staff in the particular department as a resource person, while on the other hand; External training is normally arranged outside the firm and is mostly organized by training institutes or consultants. Whichever training, it is very essential for all staff and helps in building career positioning and preparing staff for greater challenges. De Cenzo and Robbins (1998) are of the opinion that for every employee to perform well there is the need for constant training and development. The right employee training, development and education provide big payoffs for the employer in increased productivity, knowledge, loyalty, and contribution to general growth of the firm.

2.4.2 Career Development

Modern personnel administration has to be futuristic, it has to look beyond the present tasks, since neither the requirements of the organization nor the attitudes and ability of employees are constant (Koontz, 2005). Torrington *et al* (2005) defines career development as a set of programmes designed to match an individual's needs, abilities and career goals with current and future opportunities in the organization. Armstrong (2000) is of the view that career development is a planned process of modifying attitudes, knowledge, skills and behaviuor through learning experience to achieve effective performance in an activity or range of activities. Peel (1992) states that career development is a life-long process of fostering and cultivating the shape of the individuals work in life so as to make the best use of inherent talents, skills and knowledge and interests of that person.

Debate has raged among scholars on the determination of the party responsible for career development. There are those who see it as being the responsibility of the employees (Puah and Anathram, 2006). There are others who see it as being the responsibility of the organization (Herr, 2001). Baruch (2004) while supporting the individual effort perfective in career development also calls for organizational involvement in the career development of its employees. According to De cenzo and Robbins (2002) making it an individual's responsibility reduces employee commitment to the organization. Employer support for career development increases employee trust, job satisfaction, and generally improves employer performance.

There is an increasing need for an individual to take charge of the development of their own learning and careers for a variety of reasons. There is increasing rate of change in

the organization and in the knowledge and skills needed to perform a job. There is ever increasing need for employee to keep learning, to keep up with rapid growth in knowledge and the rate of change at work place environment (Beardwell and Holden, 1997). Benefits of career development are equally important for the employees and for the employer (peel, 1992). If the purpose of an organization is to make profit, than the best developed employees will produce the greatest profit. The matching between the organizations and individual needs and interests is of significant importance, because employee's can give their bets only when they are placed on the right job and provided with the right development and training but also supported with the best management. If the matching process works well, the organization and the individual will benefit. The organization may experience and increased productivity, higher organizations commitment and long range effectiveness and the employee may have higher satisfaction, security and personal development (Bernardin and Russell, 1993)

It is expected that with enhancement of employees' capabilities through various career development programmes such as undertaking further studies, participating in research, seminars, workshops, conferences and team learning in organizations, employees performance will improve. Private secondary schools can support teachers' career development initiatives through supportive leadership, creation of opportunities for organizational learning, funding career development programmes, offering incentives to those undertaking career developments such as promotion upon completion, allowing such employees to be on study leave and organizing forums such as seminars, workshops and conferences for them disseminate new knowledge and innovations.

Price (2007) indicates career development programmes are important in ensuring continuous updating and upgrading of employees knowledge, skills, attitudes and competence. It ensures that employees are well developed before they move up the next higher ladder in the hierarchy. Investing in the development of the careers of employees is central in the maintenance and development of skills, knowledge and abilities of both individual employees and the organization as a whole. Career development aims at making employees use fullest potential, face expanded challenges, and have greater responsibilities and increased autonomy (Martin, 2003).

2.4.3 Reward Management

Cole (2002) agrees that employers seeking to retain staff who are unique and talented, who achieve targets, must put monetary incentives in place. Reward management is about how people are appreciated in accordance with their value to the organization. It focuses on both financial as well as non-financial rewards. Armstrong (2002) asserts that the aim of rewards management is to support the attainment of the organization strategic and short term objectives by helping to ensure it has skilled, competent, committed, and well-motivated work force it needs. Tobin (2002) indicate that the aims and objectives for all pay, reward and remuneration system that an organization may choose to use are many including, enabling the organization to attract and retain competent career personnel; to motivate employees to grow in confidence; enable the employees to develop confidence in the organization with respect to equity and objectivity and to help minimize staff turnover.

Reward is clearly central to employment creations, for this reason, to a greater extent, than is the case in other areas of human resource practice. The management of reward is

heavily constrained by financial position of the organization. The aim is design competitive reward packages which serve to attract retain and motivate staff, while at some time keeping a lid on the cost so as to ensure the organizations commercial and financial viability. Employees on the other hand attach greater significance to pay rate (Torrington et al, 2008). Salaries take the biggest proportion of the reward packages for most employers, it is important that it is seen to be fair and that it is administered accurately and professionally; failure to do so may make organizations to lose some of the trust of its employees (Roberts and Witfield, 2001).

Reward can be variable or fixed pay and employee benefits which together add up to a total remuneration. The system also incorporates non-financial rewards such as praise, responsibility, recognition and personal growth. Among the concerns of workers, security, impact of work on family, pay and benefits top the list (Susan and Shuler, 2007). Reward management in a school is vital; benefits such as free school house, free food, flexible working hours, medical cover, and school fee waiver for kin; are considered magnetic for quality staff. To be a source of sustainable competitive advantage, human resources should also be scarce. In other word, best employees should get the best reward systems (Susan and Shuler, 2007). According to Okumbe (2001), reward should be directly be related to the importance of the position and the skills required in performing tasks.

2.4.4 Performance Management

Performance management refers to a systematic process for improving organizational performance by developing the performance of individuals and teams (Armstrong, 2006).

According to Saleem (2007) observed that the overall aim of performance management is to establish a high performance culture in which individuals and teams take responsibility for the continuous improvement of business processes and for their own skills and contributions within a framework provided by effective leadership. Dessler (2008) is of the same view that performance management is about aligning individual objectives to organizational objectives and ensuring that individuals uphold corporate core values. It provides for expectations to be defined and agreed in terms of role responsibilities and accountabilities, skills and behaviors.

Graham and Bennet (1998) noted that performance management focuses on future performance planning and improvement rather than on retrospective performance appraisal. It functions as a continuous and evolutionary process, in which performance improves over time. It provides the basis for regular and frequent dialogues between managers and individuals about performance and developing the needs. It is primarily concerned with individual performance but it can also be applied to teams. The emphasis is on development, although performance management is an important part of reward system through the provision of feedback and recognition and the identification of opportunities for growth. It may be associated with performance or contribution-related pay, but its development aspects are much more important. Performance management is a planned process of which the primary elements are agreement, measurement, feedback, positive reinforcement and dialogue (Armstrong, 2006)

Williamson, (1979) indicates that every worker requires some form of feedback on their performance. Performance measurement enables the worker to get feedback from the job itself, which is the extent to which carrying out the work activities results in incumbent

receiving clear and direct knowledge about how they are performing. Human resource audit is examination of the quality and standard of the level of performance of the personnel by looking at their numbers, efficiency and relations at the place of work. Periodical audit enables human resource managers to plan ahead by anticipating the future change of people and work requirements; it helps to avoid wastage in terms of excess numbers of employees for duties that are available in the organization. Audit also result into job evaluation which exposes and compares skills required, the job itself and the cost benefit analysis (Torrington, 2005). Compensation should be schemed in a such a way that it provides for recognition and reward of high performing employees, this can be in the form of employee share ownership programmes to increase employee awareness of the implication of their actions for the financial performance of the firm. The terms should be clearly harmonized.

Organizations have long acknowledged the values of performance appraisal in both administration decisions and in motivating employees. According to Gupta (2008), appraisal is a key component of performance management of employees. When effective, the appraisal process reinforces the individual's sense of personal worth and assists in developing his/her aspirations. Its central tenet is the development of the employee. Albrook (1968) noted that the reluctance to implement appraisal systems with lower level and base grade employees may be due to several factors, including employee and union resistance to comply with appraisal system. Scherer and Segal (2006) noted that some of the best practices of performance appraisal are ensuring that an organization makes performance appraisal to be part of the culture, link performance appraisal to the organizational objectives, invest in training and education, designs the systems for the

unique needs of the organizations; use flexible, customized appraisal forms. Ouko (2008) recommended that 360 degrees of performance appraisal should be used by organizations because it creates a mutually beneficial relationship between the organization and the employees. It should fit the strategic mission of the organization and be used as a means and not as an end in itself. Torrington and Hall (1998) indicated that performance appraisal can be used to improve current performance, provide feedback, increase motivation, identify training needs, identify potentials, let individuals know what is expected of them, focus on career development, award salary increases, and solve job problems.

2.4.5 Employee Guiding and Counseling

The Presidential Working Party on Education and Manpower Training for the Next Decade and beyond or what is referred to as the Kamunge Report (GOK, 1988) emphasized that guidance and counseling was useful in helping individuals face the realities of life, identify talents, interests, needs and aptitude. According to the GOK (1999) large numbers of individuals in education and training institutions were in dire need of guidance and counseling. Different psychologists and scholars have expressed various meanings of guidance and counseling over the years. In many cases the terms guidance and counseling are often used interchangeably to mean the same thing especially in Kenyan educational institutions. Ordinarily, counseling may be understood to mean consultation, discussion, deliberation, and exchange of ideas, advice or process of decision- making. Corey (1991) holds that counseling is a service designed to help an individual to analyze himself / herself by relating his capabilities, achievements, interests and mode of adjustment to what new decision he has. According to Engelkes and

Vandergoot (1982) counseling is an interactive process conjoining the counselee who is vulnerable and needs assistance and the counselor who is trained to give this assistance.

Ndondo (2004) defines counseling as a process in which the counselee having identified an emotional problem is helped by the counselor to see his problem clearly until he is able to give himself advice considering his opinions, abilities and limitations in solving it. Thus counseling helps an individual to accept an unchallengeable situation and not to be overcome by the problem. Manthei (1997) explains that the definitions of counseling should not be restricted to face-to-face work with clients. It is much more broadly based and includes a variety of other change agent, roles, activities and skills including consultation and training, family counseling, group work, social work, teaching, supervision and administration. Therefore, counseling provides hope, healing and comfort thus the activity of counseling is usually described as the appropriate use of specific definable skills at each stage of the helping process.

Fuster (2002) points out the goals of counseling as facilitating behaviour change, enhancing coping skills, promoting decision-making, improving relationships and facilitating the client's potential. It is a personalized and individualized process for helping the individual to learn and acquire habits, skills, attitudes and interests which make him a normally adjusted being. Therefore, it is evident that the process and goals of guidance and counseling is to help the client move towards a greater level of self understanding and self – acceptance. The process of professional counseling involves a counselor helping the client to develop an effective relationship that enables the client to

work through difficulties. In most cases, the client's lack of clear- cut understanding of the nature of counseling is a wide-spread source of inadequate readiness to attack the problem.

Effective counseling services assists, particularly school teachers to develop academic, social and personal competencies that help them adjust to different situations and make appropriate decisions in life. As noted by Mutie and Ndambuki (2004), there is growing complexity in education, vocational and social structures in the country. According to Biswalo (1996), counseling helps in the development of a healthy self-concept among individual employees. This self-concept paves way for tolerance and understanding among individuals and relentless self-enhancement by employees. As for the senior managers, this self –concept enables them to select the educational opportunities, which would most appropriately meet their specialized needs and interests. In addition, these services help students to make suitable educational and vocational plans thus preparing them to realize their capabilities and interests.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter covers the research design, population, data collection and data analysis.

3.2 Research Design

This study adopted a descriptive census survey design. It was the appropriate design for this study because all the units in the population were studied. Zikmund (2003) says that surveys provide quick, inexpensive, efficient and accurate means of accessing information about the population.

3.3 Population

The population of the study included all the private secondary schools in Kisumu East District. (Provisional Director of Education, Nyanza Office, 2012) See Appendix III.

3.4 Data Collection

The researcher collected both primary and secondary data. Secondary data was sourced from the records kept by the institutions and other relevant sources. Primary data was obtained from respondents through designed questionnaires, which entailed both closed and open-ended questions. The respondents were school directors, school principals, deputy principals and teachers. The questionnaires were preferred in this study because respondents of the study were assumed to be literate and quite able to answer questions asked adequately. It contained a mix of questions, allowing for both open-ended and specific responses to a broad range of questions.

Kothari (2007) terms the questionnaire as the most appropriate instrument due to its ability to collect a large amount of information in a reasonably quick span of time. It guarantees confidentiality of the source of information through anonymity while ensuring standardization (Churchill, 1991). It is for the above reasons that the questionnaire was be chosen as an appropriate instrument for the study.

3.5 Data Analysis

The study used both quantitative and qualitative data analysis. Data was analyzed using descriptive statistics such as mean, frequencies and percentages. Data was presented using frequency tables.

CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

This chapter covers response rate, demographic characteristics, and human resource development practices.

4.2 Response Rate

The response rate was 228 out of 285 respondents that originally accepted participate in the study, this forms 80% response rate.

4.3 Demographic Characteristics

From the findings, 138 out of the 228 respondents were men, which is 60.5%. The female respondents formed 39.5% of the total. From these figures we can conclude that private secondary schools in Kisumu east district have employed more men than women. The finding contradicts Jared (2010) statements that private secondary schools in Kisumu city were dominated by women employees. The finding also indicated that 67.8% are in the age bracket of 26 years and above, with only 32.2% falling below the age of 26 years; this means that private secondary schools mostly employee adults who are in their productive age. The analysis of personal information also established that 72.4% are married with families to take care of and therefore they are responsible people. Furthermore, this shows the level of discipline of the profession needed by the parents and other stakeholders in the education sector.

From the findings 68.5% of the respondents are degree holders, with only 31.5% holding diploma and certificate qualification; this means that private secondary schools have

employed teachers who are qualified. The analysis of personal information has revealed that 55% of the respondents are in languages and sciences department; this may be attributed to the fact that, respondents handle the core subject which requires more attention and sensitivity in the teaching / learning process. This finding is in agreement with Kaema (2008) who asserted that majority of teachers in private secondary schools in Mombasa district are in languages and sciences departments. 34.2% are in humanities and technical department, while the remaining 10.8% are in administration since it involves only the principals and deputy principals. 86.3% have served for more than one year and therefore have experience of their work. From the findings 74.2% are temporary employees while 5.2% are not aware of their terms of service.

Table 4.1 Demographic Characteristics

Gender	Composition %
Male	60.5%
Female	39.5%
Age	Composition %
19-26 years	32.2%
26-40 years	40.5%
40-60 years	15.8%
60 years and above	11.5%
Marital status	Composition %
Single	21.8%
Married	72.4%

Divorced	3.3%
Widowed	2.9%
Level of Education	**Composition %**
Certificate	10.8%
Diploma	20.7%
Degree	68.5%
Terms of service	**Composition %**
Permanent	25.8%
Temporary	74.2%

From the results it was found out that 60.5% were men. The female respondents formed 39.5% of the total. From these figures we can conclude that private secondary schools in Kisumu east district have employed more men than women.

4.4 Human Resource Development Practices

4.4.1 Training and Development

Table 4.2 Training and Development

STATEMENT	Strongly agree	Agree	Never agree or disagree	Disagree	Strongly disagree
Employees are sponsored by the school to undertake training and development opportunities.	0	100%	0	0	0

There is public vocational school training or refresher courses in my school.	5.7%	51.8%	14.6%	23.5%	11.7%
My school provides orientation and induction programs for new employees	5%	55.9%	12.8%	23.9%	14.9%
On the job training is the most common method of training and development used in my school	14.5%	51.9%	23.5%	13.5%	9.5%
Training needs assessment is frequently done in my school	5%	85.9	0	4.5%	5.1%

From the findings all the respondents (100%) agreed that employees are sponsored by their school to undertake training and development opportunities. This shows that over half of the respondents have trained and therefore these private secondary schools emphasize training as part of the staff development. According to Brenda (2005) training has a fairly impressive record of influencing organizational effectiveness, scoring high than appraisal and feedback. Furthermore, private secondary schools in Kisumu have adopted various training and development activities, such as introducing public vocational school training or refresher courses with majority (57.5%) of the respondents agreeing; this may be attributed to fact that vocational school training or refresher courses may supplement on-the-job training with such courses as shop mathematics, blue print reading and computer programming. In addition these private secondary schools provides orientation and induction programs for new employees with majority (60.5%) of the respondents agreeing, this means that orientation and induction provides new employees with general information that they need about the organization – about policies, procedures, practices, and rules. This finding is in agreement with Tjepkema (2000) who

observed that orientation and induction programs provide new employees with information such as procedures and rules of the organization.

These private secondary schools have also adopted on-the-job training as most regular form of training and development with majority 66.5% of the respondents agreeing. According to Hatch and Dyer (2004) this presupposes that managers themselves have been equipped with the necessary skills to effectively over see this important organizational duty; and in line with Toto (2006) findings that it's the most effective form of employee development since it helps to pass values, work activities and job design from the incumbent to new employees. Lastly private secondary schools conduct training needs assessment on regular basis. This may be attributed to the fact that school administration want to identify those academic staff that needs further training so to improve their performance.

4.4.2 Career Development

The study have established that, majority of respondents evaluated (63.8%) agreed that private secondary schools in Kisumu East District provides financial support for academic staffs undertaking career development programmes, this may be attributed to the fact that career development helps in meeting the current and future needs of the organization and the individual at work. This finding is in accordance with Walton (1999) who observed that career development enhances the image of the organization, by demonstrating recognition of employee needs. Furthermore private secondary schools in Kisumu East District have adopted career development by prioritizing internal appointments and promotions for the academic staff that have successfully completed further studies; this may be perhaps most importantly to exploit the full potential of the

worker. These schools also organizes forums such as conferences, seminars and workshops for its academic staff, this may be attributed to the fact that conferences, workshops, and seminars are excellent methods for the development of conceptual skills and knowledge among employees. This finding in agreement with Price (2007) who indicated that provision of workshops, seminars and conferences helps employees to update and upgrade their knowledge, skills and attitudes.

These private secondary schools also allow employees undertaking further studies to be on study leave. This is likely to encourage employee commitment and to reduce staff turnover. Lastly, school administration of these private secondary schools encourages their academic staffs to take initiative and do things on their own without having to wait for instruction from school principal. This is likely to encourage motivation and job performance as employees can make his/her own decisions. This finding is in line with Martin (2003) who observed that employees who work independently have greater responsibilities and increased responsibilities.

4.4.3 Reward Management

From the findings majority (68.5%) of the respondents agreed that reward management in their schools is based on a well-articulated philosophy, this may be attributed to the fact that these schools want to motivate employees and obtain their commitment and engagement and, also to attract and retain the high quality employees the school needs. This finding is in agreement with Armstrong (2010) who observed that reward management in organization should have some fairness, equity, consistency and

transparency. Private secondary schools in Kisumu East District have adopted flexible working hours for its academic staffs; this may be attributed to the fact that these schools can attract potential recruits. This finding is in agreement with Bernardine (2007) assertion that an organization which allows flexible working hours enables employees to address their work and family concerns and reduce potential stress and conflict between the various life roles of the employee.

The school administration also provides accommodation facilities to its academic staff, this may be attribute to the fact that when teachers are housed within the school compound they will be in position to attend to emergency cases that are likely to occur in the school. Private secondary schools in Kisumu East District issues certificates and trophies to best performing teachers, this may be attributed to the fact that these schools want to individual and corporate performance. lastly, private secondary schools in Kisumu East District encourages academic staffs to take up more responsibilities, this may be attributed to the fact that many employees have strong preference for challenging and responsible jobs and dislike monotonous, dull and boring jobs. This finding is in agreement with Saleem (2007) who observed that if the job is more responsible it satisfies those individuals who are enthusiastic, dynamic and versatile in encountering the challenging assignments.

4.4.4 Performance Management

From the findings majority (59.4%) of the respondents evaluated agreed that their school administration have aligned individual objectives to the school objectives, this may be

attributed to the fact that these private secondary schools want to maximize the potential of individuals and teams to benefit themselves and the organization, and also focusing on the achievement of their objectives. This finding is in agreement with Armstrong (2006) who indicated that performance management is about aligning individual objectives to organizational objectives and ensuring that individuals uphold corporate core values. Furthermore, these private secondary schools have adopted performance management through the use 360-degree feedback to measure performance of various employees in the school, this may be attributed to the fact that 360-degree feedback helps in indentifying key development areas for individual, a department and the organization as a whole. This finding is in agreement with the research conducted by Armstrong and Baron (1993) who observed that many organizations use 360-degree feedback in assessing development needs. However, on the other hand the finding contradicts London and Beatty (1993) who observed that the natural use of 360-degree feedback is to provide a basis for reward.

In these private secondary schools payment is made as per performance, this may be attributed to the fact that these private schools want their employees to work hard and achieve their own objective and school objective. Lastly, performance management in these schools provides teachers with effective feedback regarding their performance; this may be attributed to fact that performance management provides information for succession planning. This finding is in agreement with Drucker (1954) who observed that the purpose of performance management is to provide feedback on job performance to the employee.

4.4.5 Employee Guiding and Counseling

From the findings majority (73.6%) of the respondents analyzed agreed that their school administration provides guiding and counseling services to its academic staff, this is likely to mean that guiding and counseling services helps teachers to uncover the reasons for their poor performance. Furthermore, these private secondary schools have also employed school counselor who provides guiding and counseling services, this may be attributed to the fact that school counselor has the appropriate skills and knowledge to handle those individuals with problems and they are more professional and confidential when handling their clients. This finding is in accordance with Armstrong (2006) who observed that guiding and counseling services can be provided by full-time staff or volunteers who may work on a part-time basis and no academic qualifications are required for this work. These schools have also offered guiding and counseling services on academic matters to a number of teachers; this may be attributed to the fact that some academic staff's performance is not satisfactory. Lastly, guiding and counseling services have helped teachers to improve on their performance; this may be attributed to the fact that guiding and counseling services have helped them to focus more on the school objectives.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter covers summary of the findings, conclusions and recommendations arising. The chapter concludes with limitations to the study and suggestions for further research.

5.2 Summary of Findings

Private secondary schools in Kisumu east district are mostly dominated by male employees who comprise of 60.5% of the respondents. These schools have adopted human resource development practices at various degrees. Findings indicated that all the respondents (100%) agreed that employees are sponsored by their schools to undertake training and development opportunities. Furthermore, the most popular method used in training and development is on-the-job training; however teachers need to go for external training because, it places teachers in a highly maneuvered and stimulated atmosphere so that they are exposed to new ideas, new ways of analysis and are in a position to introspect themselves by studying their own behavior. Private secondary schools in Kisumu East District provides financial support for academic staffs undertaking career development programmes, especially having had majority (63.8%) agreeing.

Majority (68.5%) of the respondents agreed that reward management in their schools is based on a well-articulated philosophy. Private secondary schools in Kisumu East District have aligned individual objectives to the school objectives with majority (59.4%) of the respondents agreeing. Furthermore, the most common rating method used by private secondary schools in Kisumu East District is 360-degree feedback. Private secondary

school administration provides guiding and counseling services to its academic staff with majority (73.6%) agreeing.

5.3 Conclusions

The overall results show that the human resource development practices adopted by private secondary schools are quite elaborate and to the large extent effective. In light of the above, learning institutions and organizations are therefore encouraged to develop their employees to the fullest so as to be in position to face expanded challenges, and have greater responsibilities and increased autonomy. Furthermore, each school needs to invest in human resource development practices and vary them from time to time to suit the changing customer requirements and ever changing science and technology issues as recommended by Carroll (2003) in his early findings

5.4 Recommendations

The study recommends that government should sensitize the general public on the role of the private secondary schools play as an co-educational partners with the public sector. This way the teaching staff in these schools will feel appreciated motivated to even perform their duties more diligently.

Since most of the learn institutions have reduced opportunities for upward mobility after an individual acquiring necessary skills and knowledge, school principals require to initiate creative career planning to retain skill and talent while addressing employees needs and interests for effective utilization of human resources.

5.5 Limitations of the Study

The researcher used questionnaires with closed ended questions to collect data. These types of questions have the disadvantage of limiting the responses whereby the respondent is compelled to answer questions according to the researchers' choice.

Most of the respondents took a lot of time filling the questionnaires as they were busy with work assigned to them by their employers. Questionnaires were semi-structured hence respondents were not in position to give their own views.

5.6 Suggestions for Further Research

Further study therefore can be carried out in the private primary schools sector and private tertiary institutions to come up with a holistic generalization of human resource development practices adopted by private education sector; or further still, there is also need to study human resource development practices in public schools and also in organizations such as the hotel industry, government ministries, parastatals and non-governmental organizations.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

UNIVERSITY OF NAIROBI

SCHOOL OF BUSINESS

P.O. BOX 30197

NAIROBI

Date 13th September, 2013**.**

<u>TO WHOM IT MAY CONCERN</u>

The bearer of this letter Mr. Mwendapole Kevin Duncan

REGISTRATION NO: D61/61544/2011.

The above named student is in the Master of Business Administration Degree program. As part of requirements for the course, he is expected to carry out a study on "**Human Resource Development Practices adopted by Private Secondary Schools in Kisumu East District".**

He has indentified your organization for that purpose. This is kindly to request your assistance to enable him complete the study.

The exercise is strictly for academic purposes and a copy of the final paper will be availed to your organization on request.

Your assistance will be greatly appreciated.

Thanking you in advance.

Sincerely,

<u>MR. CHARLES DEYA</u>

ADMINISTRATOR, SOB, KISUMU CAMPUS

PART A: DEMOGRAPHIC CHARACTERISTICS

Please respond to the following information by ticking the appropriate box

Gender:

Male   (   )   Female (   )

Age:

19 – 26   (   )   26 – 40 (   )   40 – 60 (   )   60 years and above (   )

Marital status:

Single   (   ) Married (   )   Divorced (   )   Widowed (   )

Level of Education:

Certificate   (   )   Diploma (   )   Degree ()   Others (specify)………

Department:

Humanities   (   )   Sciences   (   )   Languages (   )

Technical   (   )   Administration (   )

Length of years in service:

Less than 1 year (   )   1-3 years (   )   4-6years (   )   7 years above (   )

What are your terms of services?

Permanent (   )   Temporary (   )

PART B: HUMAN RESOURCE DEVELOPMENT PRACTICES

KEY: Strongly Agree…..1, Agree…..2, Never Agree or Disagree…..3, Disagree…..4,

Strongly Disagree…..5.

Respond to the following statements indicating your level of agreement

	STATEMENT	1	2	3	4	5
1	Employees are sponsored by the school to undertake training and development opportunities.					
2	There is public vocational school training or refresher courses in my school.					
3	My school provides orientation and induction programs for new employees					
4	On the job training is the most common method of training and development used in my school					
5	Training needs assessment is frequently done in my school					
6	My school provides financial support for academic staff undertaking career development programmes					
7	My school prioritizes internal appointments and promotions for the staff that have successfully completed further studies					
8	My school organizes forums such as conferences, seminars and workshops for its academic staff					
9	My school allows employees undertaking further studies to be on study leave					
10	The teachers are encouraged to take initiative and do things on their					

	own without having to wait for instruction from principal					
11	Reward management in my school is based on a well-articulated philosophy					
12	Flexible working hours is allowed in my school					
13	My school provides accommodation facilities to its academic staff					
14	School administration gives certificates and trophies to best performing teachers					
15	School administration encourages academic staff to take up more responsibilities					
16	My school administration have aligned individual objectives to the school objectives					
17	My school uses 360-degree feedback to measure performance of various employees					
18	Employees are paid as per performance					
19	The performance management provides teachers with effective feedback regarding their performance					
20	My school administration provides guiding and counseling services to its academic staff					
21	My school have a counselor who provides guiding and counseling services					
22	I have been offered guiding and counseling services on academic matters					
23	Guiding and counseling in my school have helped me to improved on my performance					

APPENDIX III: LIST OF PRIVATE SECONDARY SCHOOLS IN KISUMU EAST DISTRICT

Table 1: **Target population**:

NO.	NAME OF THE SCHOOL
1.	HIGHWAY SECONDARY SCHOOL
2.	MUSLIM SECONDARY SCHOOL
3.	LIBERTY SECONDARY SCHOOL
4.	DHT SECONDARY SCHOOL
5.	ST. PATRICKS ACADEMY – MIGOSI
6.	HADASSA GIRLS ACADEMY – KIBOS
7.	COVERNANT HIGH SCHOOL
8.	KISUMU ADVENTIST SCHOOL
9.	CHRIST CHURCH SCHOOL
10.	ST. JOSEPHS SECONDARY SCHOOL
11.	JANS ACADEMY
12.	BREADURN SCHOOL
13.	SHADY GARDENS ACADEMY
14.	KISUMU SENIOR ACADEMY
15.	JALARAM ACADEMY
	TOTAL

Source: Provisional Director of Education, Nyanza Office (2012)