

**HUMAN RESOURCE PLANNING PRACTICES IN PRIVATE PRIMARY SCHOOLS
IN KAHURO DISTRICT, MURANG'A COUNTY**

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DECLARATION

STUDENT'S DECLARATION

I declare that this project is my original work and has never been submitted for a degree in any other university or college for examination/academic purposes.

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SUPERVISOR'S DECLARATION

This research project has been submitted for examination with my approval as the University Supervisor.

Signature.....Date.....

GEORGE OMONDI

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DEDICATION

I dedicate this work to my beloved husband James Mbugua, to my siblings Rachel, Hannah, Stephen, Robert and to my dear parents Margaret Njeri Koigi and Peter Koigi and lastly to all those who supported me in the completion of this project.

ACKNOWLEDGEMENTS

I take this opportunity to first give thanks to the Almighty God for seeing me through the completion of this project.

The work of carrying out this investigation needed input from many individuals and therefore called for involvement of many personalities. The production of this research document has been made possible by invaluable support of many people. While it is not possible to name all of them, recognition has been given to a few. I am greatly indebted to my supervisor Mr. George Omondi for his professional guidance, advice and unlimited patience in reading through my drafts and suggesting workable alternatives, my profound appreciation to you.

May the Almighty God bless you all who helped me in the completion of this research project.

ABSTRACT

In today's business environment, organizations need to be constantly evaluating their internal and external environment for challenges and opportunities to remain competitive and to sustain growth. Political, economic, social, and even psychological changes within our societies create significant impact on organizations. The integration of human resource function into the organizational strategy provides the basis to enable the human resource function to support and implement the strategic plan to achieve a competitive advantage.

The purpose of the study was to determine the human resource planning practices in private primary schools in Kahuro district, Murang'a County. The research design was a descriptive census survey. The population of the study consisted of all twenty one (21) private primary schools operating in Kahuro district, Murang'a County. The study used primary data; this was collected through semi-structured questionnaires. The data was analyzed by the use of descriptive statistics.

From the findings the study concludes that all the schools had objectives that they wish to achieve and that most of them had a documented strategic plan that covered five years. It was clear that there was a documented human resource plan in most schools that was reviewed quarterly. The study also concludes that in linking human resource goals to the school objectives, the schools adopt discussion with various departments about manpower requirements. The study further deduced that most schools did not have a career development plan for its staff and that they did not prepare a staff movement plan. The schools specify experience, level of education, number of employees, past performance, skill mix and age of its future staffs. It was revealed that the schools did not conduct gap analysis between supply and demand for human resources.

The study recommends that in order to enhance employees' motivation and retention the schools should have a career development plan for its staff and that they should prepare a staff movement plan. The schools should also conduct gap analysis between supply and demand for human in order to establish the projected workforce gap. The study also recommends that the schools should continuously monitor and evaluate their human resource planning process in response to changes in the labor market. This will help them come up with practices that are workable and relevant in running of private primary schools.

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CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

The most important element in any business is the human resource hence for an organization to be successful it requires a constant balancing between meeting the human aspirations of the people and meeting the strategic and financial needs of the business. Traditionally human resource planning generally termed manpower planning was concerned with number of employees and the levels types of skills in the organization (Torrington, 2008). However as the world evolves this mindset is considered to be narrow and it is emerging that there is a need to plan not only for the hard numbers , but for the softer issues of employee behavior ,organization culture and systems, these issues have been identified as having key impact on business success in the current environment. Acquisition of human resource is one of the major tasks in any organization. Today acquiring a right person is a challenging task but retaining the person in the organization is more challenging one because for a skilled person the industry is open and any organization prefers to possess the right mix of people in the organization to perform the organizational tasks and improve the productivity and profitability.

Rapid changes in the environment are having important implications on human resource management practices. In order to ensure that management practices support business needs, organizations must continually monitor changing environmental conditions and devise human resource management strategies for dealing with them. The purposes of human resource planning are to enable organizations to anticipate their future human resource management needs and to identify practices that will help them to meet those needs. Human resource planning may be done on a short- or long-term (three or more years) basis. Its aim is to ensure that people will be available with the appropriate characteristics and skills, when and where the organization needs them. The use of human resource planning enables companies to gain control of their future by preparing for likely events, anticipating change and devising appropriate courses of action. When organizations learn how to capitalize on future events, their own future improves. According to Biles *et al.*, (1985 pg. 129), it is evident that human resources planning is becoming more and more important in business circles, “Because business profits are squeezed by inflation and a

weakened economy, management is also concerned with personnel costs and is seeking to achieve increased output with the same or fewer staff.”

1.1.1 Human Resource Planning

Human resource planning is the process by which management determines how the organization should move from its current manpower position to its desired position (Vetter (1967). Its key role is to get the right number of people with the right skills, experiences, competencies, in the right jobs, at the right time and cost to achieve organizational goals. The rapid changes in technology, needs of customers, market situation, and competitive environment, planning for human resources has become an important and challenging task for school administrators (Tekklemariam, 2009). Human resource planning includes plans for future needs of personnel, their required skills, recruitment of employees, and development of personnel (Miller, Burack, and Albrecht, 1980).

According to Graham’s and Bennett’s (1998) view, human resource planning is an attempt of an organization to forecast how many, what kind of employees will be required in the future, and to what extent this demand is likely to be met. Boone and Kurtz (1981) acknowledged therefore that human resource planning is among the key operational plans needed to support and implement organizational strategies. Marchington and Wilkinson (2001) outline four main benefits of human resource planning as, it encourages employers to develop clear and explicit links between their business and human resource plans, and integrate the two more effectively; Allows for much better control over staffing costs and numbers employed; Enables employers to make more informed judgments’ about the skills and attitude mix in the organization, and prepare integrated personnel and development strategies and lastly provides a profile of current staff (for example, in terms of gender, race and disability) which is a necessary move towards an equal opportunities organization.

According to Richards (2011), effective human resource planning also has the ability to anticipate future requirement, where the company is able to find out how many people will be required in future. Based on these requirements the organization is able to forecast both supply and demand of human resources, aids in the recruitment and selection process which is a very costly affair for any organization, many organizations spend a lot on money on this process,

ensures that the human resources are correctly placed since involves the entire organization, identification of the requirements for each and every department are done and correctly filled and lastly makes performance appraisal more meaningful since feedback is provided in performance appraisal and employee is informed about his future chances in same organization, hence motivated employees which improves retention.

1.1.2 Human Resource Planning Practices

The process oriented definitions view human resource planning as a continuous process. Walker (1980) defines it as a “management process of analyzing an organization’s human resource needs under changing conditions and developing the activities necessary to satisfy these needs”. Bennison and Casson (1984) also emphasized the importance of the process of planning, as distinct from the product. The former, which they refer to as the “manpower map”, takes into account the various scenarios apparent to planners and their fellow managers and are subject to continuous revision as circumstances change. On what human resource planning should be, Smith (1976) suggests that rather than producing a detailed blueprint, it should be regarded as a process in which the likely consequences of the continuation of current policies or the introduction of new policies can be assessed; action can be expected to forestall undesirable consequences. The key to his definition is the provision of a frequently updated framework of information for decision making. Such information is crucial towards a reduction of the risk of either surplus or shortage of particular kinds of skill. He suggests that the human resource planning process involves three major steps to do this, namely demand forecasting, supply analysis, and designing the interaction between demand and supply so that skills are utilized to the best advantage. The process oriented definitions on the whole emphasizes on the creation of the best possible framework of information within which decisions about the utilization of resources to achieve organizational objectives can be made, particularly the human resource. Such information acts as an indispensable instrument for management to assess the feasibility of future alternative routes in meeting institutional demands.

According to Armstrong (2009) human resource planning process can be broken down into five activities; Scenario planning which entails making broad assessments of future environmental factors and their likely impact on people requirements. Demand forecasting which estimate future needs for people and competences by reference to corporate and functional plans and forecasts of future activity levels. Supply forecasting an estimate the supply of people by

reference to analyses of current resources and future availability, after allowing for wastage. The forecast will also take account of labour market trends relating to the availability of skills and to demographics. Forecasting requirements which involve the analysis of demand and supply forecasts to identify future deficits or surpluses with the help of models, where appropriate. Lastly action planning which prepare plans to deal with forecast deficits through internal promotion, training or external recruitment and if necessary, plan for unavoidable downsizing so as to avoid any compulsory redundancies. It also helps to develop retention and flexibility strategies.

Mills (1983) indicates, human resource planning is ‘a decision-making process that combines three important activities: identifying and acquiring the right number of people with the proper skills, motivating them to achieve high performance, and creating interactive links between business objectives and people planning activities’. According to Wickstrom (1980) , human resource planning process consists of a series of activities, namely forecasting future manpower requirements, either in terms of mathematical projections of trends in the economic environment and development in industry, or in terms of judgmental estimates based upon the specific future plans of a company; making an inventory of present manpower resources and assessing the extent to which these resources are employed optimally; anticipating manpower problems by projecting present resources into the future and comparing them with the forecast of requirements to determine their adequacy, both quantitatively and qualitatively; and planning the necessary programs of requirement selection, training, development, utilization, transfer, promotion, motivation and compensation to ensure that future manpower requirements are properly met.

According to Richards (2011) human resource planning is a critical business function and involves a number of processes designed to ensure that the organization is staffed with the right people with the right skills in the right positions to move the company forward toward meeting its goals and objectives. These processes involve assessing workforce needs through an analysis of the internal and external environment, identifying gaps in current and future needs, putting actions in place to fill those gaps and providing ongoing training and assessment of staff to ensure maximum effectiveness. Internal and External Analysis involves a thorough analysis of both internal and external factors that may impact an organization's needs for staffing both in terms of the number and types of staff needed. From an internal perspective, human resource

managers must consider potential retirements and turnover from both voluntary and involuntary sources. Historical data can provide some indications of nonretirement-based turnover. Employee demographic data (age) can provide some perspectives on impending retirements. This information helps organizations to identify areas of impending need based on internal assessment.

1.1.3 Private Primary Schools in Kahuro District, Murang'a County

Primary school enrolment has been declining since early 1990s until 2003 when it increased to 103% after the re-introduction of free primary education (FPE). Kenya's Free Primary Education (FPE) policy has succeeded in opening school doors to children from poor households. Before 2003 all parents had to contribute to certain types of school costs, and this meant that many poor children could not go to school. With an estimated net primary school enrolment rate of 77%, Kenya is far from achieving universal primary education. Although the free primary education (FPE) policy has been highly commended, its implementation is besieged with numerous challenges such as inadequate facilities and teachers among others. This has led to congestion in classes and overburdening of teachers and could have harmful effects on the quality of education (Vos et. al 2004). Consequently an increasing number of middle and upper class parents prefer to take their children to private schools.

The main advantage of private schools lies in their accountability, higher levels of teaching activity and efficiency. Studies comparing private and public schools on mathematics and language teaching in Colombia, the Dominican Republic, the Philippines, Tanzania, Kenya and Thailand revealed that private school students outperformed their public school counterparts (Jimenez et. al, 1991, 2005). The free primary education policy has led to good-performing public schools to experience a massive inflow of pupils. As a result, many parents have expressed their worries about the declining quality of education in crowded schools, and some parents subsequently transferred their children from public to private schools. In fact, the number of private primary schools increased by approximately 38 percent in the first three years of FPE implementation, from 1,441 in 2002 to 1,985 in 2005, while that of public schools rose only by 1.6 percent from 17,589 in 2002 to 17,864 in 2005 (Central Bureau of Statistics, 2006). Private primary schools are playing a big role in helping the government to achieve the Millennium Development Goals (MDG) target of universal primary education by 2015; however for these

schools to remain efficient and effective they require elaborate human resource planning processes which will ensure they recruit the right manpower, with the right skills and competencies.

Kahuro district was carved out from the larger Murang'a East district hence it is relatively young and structures at the district level are currently being put in place to make it operational. The district has a total of 21 private primary schools with a total enrollment of 589 pupils, 168 teachers and 61 non teaching staff , the pupil teacher ratio is approximately 4:1 (Source: Kahuro District Education Office, 2010). The district has three divisions namely Mugoiri where the district headquarters is located, Murarandia and Wangu. The district has 15 locations and 26 sub-locations. The district has a total of population of 94,064. Private schools in the district are distributed as follows; Wangu division has 8, Mugoiri has 6 and Murarandia has 7. (Source: Kahuro District Statistics Office, 2009)

1.2 Statement of the Problem

In today's business environment, organizations need to be constantly evaluating their internal and external environment for challenges and opportunities to remain competitive and to sustain growth. Political, economic, social, and even psychological changes within our societies create significant impact on organizations. The integration of human resource function into the organizational strategy provides the basis to enable the human resource function to support and implement the strategic plan to achieve a competitive advantage (Wofford, 2002). Given any significant change or event, how ready are we as an organization to react in order to remain competitive? Ulrich & Beatty (2001). The fundamental role of human resource planning is essentially to maximize profitability, quality of work life and profits through effective management and planning of people (Cascio, 2003).

It is acknowledged that quality education assures sustainable acquisition of knowledge, capable of developing the individual and contributes to national and global development. The process of providing quality education begins with proper planning for financial, human and physical resources and curriculum. In the modern era of resource constraints, educational institutions must efficiently plan their activities by avoiding employment of excess inputs in their operations, which leads to wastage (Nishimura, et al., 2008).

The introduction of Free Primary Education policy by the government in 2003, where government-owned primary schools previously responsible for raising funds locally to pay for classroom maintenance, desks, books and other non-salary expenditures, are prohibited from collecting revenue. Instead, each school now receives a central government grant twice per year to cover these non-salary costs. This has led to a massive inflow of pupils to public primary schools leading to declining quality of education in crowded schools, and some parents subsequently have transferred their children from public to private schools, hence private primary schools are playing a big role in helping the government to achieve the Millennium Development Goals (MDG) target of universal primary education by 2015. Private primary schools are mainly profit making organizations that have to constantly change with the environment and stay competitive in order to attract pupils. This has raised the possibility of using human resource planning processes to improve operational, tactical and strategic human resource functions.

In the late eighties and early nineties the Kahuro district was popular for excellent academic performance in public primary schools however performance has gone down drastically in the recent years, leading to the emergence of private primary schools in the district. Private schools in the area have boarding facilities; with only 7 hosting day scholars, they are affordable hence attract children from all counties. Most public primary schools in the district are understaffed and have to deal with a large number of pupils; this has compromised the quality of education leading to poor performance in the Kenya Certificate of Primary Education (KCPE). A look at the recent Kenya Certificate of Primary Education (KCPE) results for 2010 reveals that from the top ten primary schools in Kahuro district, nine of those are privately owned, with only one being a public school (Source: Kahuro District Education Office, 2010).

Several studies have been carried out on human resource planning; Adewa (1983) undertook a research on manpower planning in the Nairobi City Council and Githua (2006) studied human resource planning process in private hospitals in Nairobi and found out that the biggest challenge to human resource planning in the hospitals is the inability of the human resource planners to predict the future due to constant changes in the business strategies, high labour turnover and the lack of a functioning human resource unit in most of the smaller hospitals with the result that

their human resource processes and practices are not fully developed. Wagner and others (2000) carried out a study on human resource planning in hospitals in Slovakia and found out that the major challenge for the Slovak health-care administrators is to grasp the opportunity for implementation of modern human resource planning practices, as there seems to be a gap between the degrees of priority given to analyzing present and future demands for staff, as well as selecting the highest quality people. No study has been undertaken to explore human resource planning practices among private primary schools in Kenya. This research will therefore seek to identify the human resource planning practices. This problem statement leads to the following question: what are the human resource planning practices in private primary schools in Kahuro District, Murang'a County?

1.3 Objective of the Study

To determine the human resource planning practices in private primary schools in Kahuro district, Murang'a County.

1.4 Importance of the Study

The results of the study may be useful to;

The Government- This study will assist the government to come up with the relevant strategies to help counter the challenges encountered by the human resource managers/administrators as they plan for their human resources. The government being an employer will use the findings to enhance recruitment ensuring that the human resources hired possess the required skills and competencies for maximum productivity.

This will also help the government to indentify training needs and plan for them through their training and development programs to ensure that the workforce is competent and delivers. Government officers in charge of education at the district level will find this information useful in carrying out their supervisory and inspection role in schools.

The study will also assist the stakeholders in the education sector both private and public to evaluate their efficiency and effectiveness in ensuring that students get the best quality of education in preparation for their future. The study will also help them to evaluate and enhance

their training and development programs to ensure they remain competitive in offering quality education. This study will be insightful to educationists who will use the information in influencing policy decisions in the sector.

Scholars – They will use the study as a source of reference for other related fields and identify areas which have not been comprehensively covered hence stimulating interests for further research in this area.

Public schools – They will use the information in designing strategies to cover the gaps that may exist in the industry. The information will also help them improve the management of existing human resources leading to highly motivated teams. Public schools will also use the information to strengthen their hiring and retention programs, leading to recruitment of highly competent individuals.

CHAPTER TWO: LITERATURE REVIEW

2.1 Human Resource Planning

According to Armstrong (2004) human resource planning is generally concerned with matching resources to business needs in the longer term, although it will sometimes address shorter-term requirements. Human resource planning addresses human resource needs both in quantitative and in qualitative terms. This answers the two basic questions how many people and what sort of people. Human resource planning also looks at broader issues relating to the ways in which people are employed and developed in order to improve organizational effectiveness. He breaks human resource planning into demand forecasting, supply forecasting, forecasting requirements and action planning. Demand forecasting involves estimating future needs for people and competences with reference to corporate and functional plans. Supply forecasting estimates the supply of people by reference to analyses of current resources and future availability, after allowing for wastage. Forecasting requirements refers to analysis of the demand and supply forecasts to identify future deficits or surpluses, with the help of models where appropriate. Action planning is involved in preparing plans to deal with forecast deficits through internal promotion, training or external recruitment.

Bramham's (1975) concept of human resource planning comprises four main activities; investigating, forecasting, planning, and utilizing. The investigation provides an analysis of the external environment, a review of the external labour market, and an audit of the internal labour market. Forecasting refers to future and projected requirements and the potential supply of that labour from within and outside the organization. Planning involves turning forecasts into personnel and development policies for recruitment, training and development, absence control, and motivation and reward. Utilization requires the human resource plans to be compared against defined and important measures of organizational success, such as customer satisfaction and product quality.

According to Mills (1985) contemporary human resource planning occurs within the broad context of organizational and strategic business planning. It involves forecasting the organization's future human resource needs and planning for how those needs will be met. It

includes establishing objectives and then developing and implementing programs (staffing, appraising, compensating, and training) to ensure that people are available with the appropriate characteristics and skills when and where the organization needs them. It may also involve developing and implementing programs to improve employee performance or to increase employee satisfaction and involvement in order to boost organizational productivity, quality, or innovation

2.2 Practices Used in Human Resource Planning

According to Devaro (2005) until fairly recently, human resources planning was for the short-term. As an organization develops and plans for the future, a longer-range view is needed. Thus, human resources planning should be done in conjunction with entity strategic planning so that the two are integrated with the entity's strategic objectives. The strategic planning horizons may change across entities depending on the nature and function of the entity, the degree of change anticipated, and strategies for the implementation of entity plans. Human resource planning makes the organization move and succeeds in the 21st Century that we are in. Human resources practitioners who prepare the human resource planning programme would assist the organization to manage its staff strategically. The programme assists to direct the actions of Human resource department. The programme does not assist the organization only, but it will also facilitate the career planning of the employees and assist them to achieve the objectives as well. This augment motivation and the organization would become a good place to work. Vareta (2011) argues that when preparing human resource planning programs, Practitioners should bear in mind that their staff members have their own objectives to achieve. This is the reason why employees seek employment. Neglecting these needs would result in poor motivation that may lead to unnecessary poor performance and even industrial actions.

2.1.1 Internal and External Environmental Scanning

Environmental analysis is the starting point for human resource planning process (Nkomo, 1988). An Environmental Scan is the first step in strategic human resource planning and human resource planning process. The main aim is to give the organization a clear, complete and accurate image of itself, both internally and in relation to the outside world (Vermont Workforce Planning Toolkit, 2011). It entails the systematic identification and analysis of key trends and forces in the external environment having a potential impact on the management of the human

resource, and requires the development of consistent patterns in streams of organizational decisions (Mintzberg, 1983). Changes taking place in the technological, economic, socio-cultural, legal/regulatory, education and labour market environments are monitored for their impact on human resource strategies and programs. Significant environmental changes with human resource implications underpin the selection of strategic alternatives to achieve compatibility between the human resource management system and the external forces.

An environmental scan can be completed by the human resources staff or by a team with members representing a cross-section of the organization. A team with members from across the organization's departments, divisions or units may provide greater diversity of perspectives. It also spreads the workload out, and encourages interest and participation throughout the organization (Vermont Workforce Planning Toolkit, 2011).

Internal environmental scan concentrates on (but is not limited to); Current workforce skills, analysis of education, language skills and competencies for successful performance. Retirement eligibility projections and patterns, where key positions in the organization are examined, in order to determine whether there are particular departments, divisions or programs that may be particularly vulnerable to a wave of retirements and loss of knowledge, and therefore having a greater need for succession planning. Determine the demographic profiles of current employee's age, race, sex, etc. – to determine the diversity of the workforce and areas for improvement. Determine the current state of the organization's labor relations; what aspects does the organization have the ability to influence? What opportunities for cooperation are available? Assess the organizational climate; Are staff feeling supported and nurtured, overwhelmed and burned out, or something in between? One way to conduct this assessment is by developing and distributing an employee satisfaction survey and tabulating the results. Track turnover data to determine the amount of turnover in the agency, the types of turnover and reasons staff are leaving the organization. Exit interviews and surveys are a good source of information on why staff may be leaving. Exit interviews are typically conducted by the human resources staff or a third party rather than by the departing employee's supervisor. The departing employee is usually more willing to share thoughts with an impartial third party, resulting in a more objective evaluation of the organization. Understand the budget and the impact organizational change will have on salaries and benefits. Assess the political environment. What is possible in terms of

possible changes in leadership: Governor, Commissioners, etc.? (Vermont Workforce Planning Toolkit, 2011).

Types of external human resource data to be collected may include (but not be limited to); Colleges' and educational institutions' enrollments and specialties. Changing composition of the workforce and shifting work patterns including demographics, diversity and outsourcing, Government influences – policies, laws and regulations affecting the work and workforce, Economic conditions that affect available and qualified labor pools, i.e., unemployment rates and housing prices. Geographic and competitive conditions, i.e. turnover data, secondary and post-secondary school enrollments, enrollments in curricula needed to support organizational changes. (Vermont Workforce Planning Toolkit, 2011).

2.2.2 Analyzing the Organizational Objectives

A definition of strategic HR management is the design and implementation of a set of internally consistent practices that ensure an organization's human capital contributes to the achievement of its business objectives (Huselid, Jackson, & Schuler, 1997). The type of human resource information required to support decision making varies with the users of the plans. The line managers and operational heads require information on the human resource implications of strategic programmes/projects to be implemented. Such information is crucial in determining whether to proceed, postpone or modify the programmes, in view of the human resource implications (Delery and Doty, 1996). The personnel manager on the other hand requires specific schedules for implementing the various personnel functions. High quality information is certainly a prerequisite for reshaping the workforce within the new ethos of managerialism in public sector organizations. On the whole it is argued that the content of strategic human resource plans should vary significantly from those that have traditionally been prepared. Strategic human resource plans include more than staffing or replacement plans, they prioritize key issues, link them directly to strategic plans, communicate in business language where necessary, and raise further rounds of questions to be addressed by managers.

The distinguishing feature of strategic human resource planning in achieving organizational effectiveness is thus the direct linking of human resource planning to the overall planning of the organization and various models to integrate the two types of activity have been proposed (Jackson and Schuler, 1990). Alpaender and Botter (1981) further suggest two aspects of such linkage, namely vertical and horizontal integration. Vertical integration indicates reciprocal

relations between the strategic planning and human resource planning processes. Horizontal integration means the coordination of the strategic human resource planning and the acquisition, utilization, development and retention elements in the management of human resources.

The process begins with the analyzing and understanding the internal realities. The mission, strategies and long term goals are identified, the human resource requirements and internal supply of personnel is considered. Human resource planning must be tied into the organizational mission ensuring that the organization has the right number of people with the right skills to do the required jobs. A review of the organizations existing plans and mission determines the number and quality of human resources required to achieve the set objectives (Graham and Bennett, 1998). Changes in the future direction of the organization may involve substantial shifts in the types of employees required and the work to be performed, although the choices available to an organization in this respect are constrained by the quality and quantity of its current human resource or that available in the external labour market. The current extent, nature and potential of an organization's human resource are thereby determinants of the organization's adaptive ability. The role of the analysis is to define the capabilities required to implement the organization's strategy, primarily focused on the capacity to act and change in pursuit of sustainable success.

2.2.3 Forecasting the Demand for Human Resources

According to Armstrong (2009), demand forecasting is the process of estimating the future numbers of people required and the likely skills and competences they will need. The basis of the forecast is the annual budget and longer-term business plan, translated into activity levels for each function and department or decisions on 'downsizing'. Labor demand forecasting refers to future quantity and quality of people required by an organization. Future projections are done against uncertainties such as changes in technology, population trends, local housing and transport plans as well as government policies. There are various methods of labor forecasting (Tekklemariam, 2009). Technology is a formidable force and will continue to influence how work is performed and must be considered in demand analysis.

Forecasting human resource demand is the process of estimating the future human resource requirement of right quality and right number. Analysis of employment trends; replacement needs of employees due to death, resignations, retirement termination; productivity of

employees; growth and expansion of organisation; absenteeism and labour turnover are the relevant factors for human resourced forecasting (Ward, 1996). Effective workforce planning for specific enterprises involves determining which actions are needed to achieve business objectives, identifying the types and quantities of skills that are necessary to accomplish those actions, determining how those skills may vary from the skills that are currently available, and developing strategies for closing the gaps between today's workforce and the workforce needed to accomplish the business objectives.

According to (Ward, 1996) most professional human resource departments have well-established practices to handle the identification, acquisition, development, and retention of their workforce. Recent reviews of human resource planning practices reveal, however, that many companies are dissatisfied with their ability to translate business strategies into the specific numbers of employees who would be needed to achieve business objectives. Demand forecasting, the process of determining how many people will actually be needed, was typically reported as the weakest link in addressing workforce requirements. According to the Armstrong (2009) there are number of techniques of estimating/forecasting human resources demand: Managerial Judgment, Work Study Technique, Ratio-trend Analysis, Econometric Models, Delphi Model.

Managerial judgement is a common technique of demand forecasting. This approach is applied by small as well as large scale organizations. This technique involves two types of approaches i.e. 'bottom-up approach' and 'top-down approach'. Under the 'bottom-up approach', line managers send their departmental requirement of human resources to top management. Top management ultimately forecasts the human resource requirement for the overall organization on the basis of proposals of departmental heads. Under the 'Top-down approach', top management forecasts the human resource requirement for the entire organization and various departments. This information is supplied to various departmental heads for their review and approval. However, a combination of both the approaches i.e. 'Participative Approach' should be applied for demand forecasting to be effective. Under this approach, top management and departmental heads meet and decide about the future human resource requirements.

Work-Study Technique: This technique is also known as 'work-load analysis'. This technique is suitable where the estimated work-load is easily measurable. Under this method, estimated total production and activities for a specific future period are predicted. This information is translated

into number of man-hours required to produce per units taking into consideration the capability of the workforce. Past-experience of the management can help in translating the work-loads into number of man-hours required. Thus, demand of human resources is forecasted on the basis of estimated total production and contribution of each employee in producing each unit items.

Ratio-Trend Analysis: Ratio-trend analysis is carried out by studying past ratios between, say, the number of direct (production) workers and indirect (support) workers in a manufacturing plant, and forecasting future ratios, having made some allowance for changes in organization or methods. Activity level forecasts are then used to determine, in this example, direct labour requirements, and the forecast ratio of indirects to directs would be used to calculate the number of indirect workers needed.

Econometrics Models; these models are based on mathematical and statistical techniques for estimating future demand. Under these models relationship is established between the dependent variable to be predicted (e.g. manpower/human resources) and the independent variables (for example sales, total production, work-load among others). Using these models, estimated demand of human resources can be predicted.

Delphi Technique; Delphi technique is also very important technique used for estimating demand of human resources. This technique takes into consideration human resources requirements given by a group of experts i.e. managers. The human resource experts collect the manpower needs, summarize the various responses and prepare a report. This process is continued until all experts agree on estimated human resources requirement. Other techniques of human resources demand forecasting used by other organizations include estimates based on historical records and use of statistical methods such as co-relation and regression analysis

2.2.4 Forecasting the supply of human resources

Once an organization has done a demand forecast of its future requirements for employees, it then goes on to indentify from where it can it fulfill its requirements. It therefore needs to determine if there are sufficient numbers and types of employees and how many are eligible for the plausible positions. Supply analysis thus involves planning for procurement: who, from where, how and when of recruitment. It scans the internal and external environment for the best-fit candidate for the positions in question (Tekklemariam, 2009).

According to (Tekklemariam, 2009), this step is concerned with correctly assessing the capabilities of the existing staff in order to determine whether the organization can meet the forecasted demand as it stands. This is done through inventory analysis which consists of both establishing a skill inventory and forecasting future changes to it. A skill inventory is simply a detailed record of who works for the company and what they are capable of. This enables human resource managers to establish what role each employee can take in meeting the organizations future demands for labor. At the micro level the analysis is made of the current number of employees, their job-related skills, demographic make-up, performance levels (productivity), potential performance, management competences and work attitudes. Such an analysis helps to identify current human resource strengths and weaknesses. The data forms a baseline of human resource capabilities, which could be available for future organizational requirements. The macro level analysis involves diagnosis of organizational philosophy, culture, climate, performance orientation, organization structure, quality of work life, trends in wastage and absenteeism, and current status and effectiveness of the personnel systems. Forecasting future changes to the inventory is establishing likely resignations, retirements, leaves, transfers and the like and analyzing the impact that they will have.

There are two sources of supply internal and external. Internal sources the most popular approach which is followed by all managers looks within the organization among its cadre first. Until and unless the opening is not related to an immensely diversified field of which the existing workforce might not possess requisite skills, and the cost of training maybe to be high, it is easier to go in for an internal source for recruitment and it is cost saving in many ways to utilize what is already available to the organization. A profile of employee in terms of age, sex, education, training, experience, job level, past performance and future potential is continuously maintained for use whenever required. Thus if the requirements in terms of growth/diversification, internal movements of employees(transfer, promotions, retirements) are determined in advance then the data can be very useful. Human resource planners as they provision for the above corporate movements, must keep an eye on the internal movement, such as, attrition, absenteeism, promotion of the workforce analysis, the organization needs to maintain replacement charts or succession plans. Regular manpower audits are the best option to keep track of the available talent in terms of skills, performance and potential (Tekklemariam, 2009).

An internal supply analysis is done with staffing tables/manning charts which are pictorial representations of all organizational jobs, along with the numbers of employees currently occupying those jobs and future employment requirements. Internally, succession analysis is one method used to forecast the supply of people for certain positions. It relies on replacement charts, which are succession plans developed to identify potential personnel changes, select backup candidates, promote individuals, and keep track of attribution (resignations, retirements) for each department in an organization Miercuri (2010). Markov analysis, which shows the percentage (and actual number) of employees who remain in each job from one year to the next, thus keeping track of the pattern of employee movements through various jobs. Thus analysis results in a composite matrix of supply. Skills inventories list each employee's education and past experience. Replacement chart that helps us derive the profile of job holders, department-wise and reveals those who could be used as replacements whenever the need arises (Appleby, 1989). It is only when the cost of procuring the labour from internal sources is more and also the present staff cannot be spared for the future assignment, the company can refer to the external market. Human resource planners need to keep themselves updated regularly on what is available later and whether the skills required in future will be easily available or certain training needs to be incorporated. Human resource planners need to keep themselves abreast of the labor market conditions such as local employment, trends of relevant categories of employees, competition for such skills, availability of part time labour, migration trends of labour Kwon et al., (1999). According to Miercuri (2010) human resource managers should make use of government labor force population estimates, trends in the industry, and many more complex and interrelated factors must be considered. Some of the factors that may be considered: -Net migration into and out of the area, individuals entering and leaving the workforce, individuals graduating from schools and colleges, changing workforce composition and patterns, economic forecasts for the next few years, technological developments and shifts, actions of competing employers ,government regulations and pressures, factors affecting persons entering and leaving the workforce.

2.2.5 Preparation of programs to deal with gaps

This step enables planners to conduct gap and solution analysis, where gap analysis is the process of identifying the differences between the current organizational competency and the competency needed in the future work place (Tekklemariam, 2009). Solution analysis on the

other hand is the process of developing strategies for closing gaps in competencies. This analysis will show the number of employees required, their functions and occupations, locations of work places, positions each employee will hold etc. The plans show the policy considerations related to flexibility of jobs, extent of retention and redeployment, nature of supervision, recruitment, retirement programs, industrial relations, and crisis and change management among others (Appleby, 1989).

According to Dunlap (1999), gap analysis is a process of identifying the differences between the demand human resources of and supply of human resources. These differences may either reflect competencies that will be needed in the future to a greater extent than they are present in the current workforce, or they may identify competencies that are more abundant in the current workforce than in the future workforce. In either event, organizations must identify the differences and make plans for addressing them.

Gap analysis can either identify shortages or surpluses in human resources. Surpluses can be addressed restricted hiring when a firm implements a restricted hiring policy; it reduces the workforce by not replacing employees who leave. Reduced hours, reaction to a declining demand can also be made by reducing the total number of hours worked for example instead of continuing a 40-hour week, management may decide to cut each employee's time to 30 hours Dunlap (1999). Early retirement of some present employees is another means of reducing the supply of workers or layoffs may be required to correct the situation. Human resource requirements thus identified are translated into concrete human resource plans, backed up by detailed policies and other human resources instruments and strategies (for example recruitment, selection, training, promotion, retirement, and replacement)

According to Armstrong (2009) action plans are derived from the broad resourcing strategies and the more detailed analysis of demand and supply factors. However, the plans often have to be short term and flexible because of the difficulty of making firm predictions about human resource requirements in times of rapid change. The planning activities start with the identification of internal resources available now or which could be made available through learning and development programs. They continue with plans for increasing the attractiveness of working for the organization by developing an employer brand and an employee value proposition, taking steps to reduce employee turnover and absenteeism, and increasing employment flexibility.

The human resource plan is further divided into the following resultant operational plans. Recruitment plan to show how many and what type of people is required and when they are needed, Redeployment plan will indicate who is redundant, when and where; the plans for retraining, where this is possible; plans for golden handshake, retrenchment, layoff among others. Training plan to chart out if training is required; If, yes, when and to which level; whether it will be done in-house, done in phases or included as part of a formal induction program. This includes the cost and benefit analysis of all the options available. Productivity plan; will indicate reasons for employee productivity or reducing employees costs through work simplification studies, mechanization, productivity bargaining, Incentives and profit sharing schemes, job redesign. Retention plan will indicate reasons for employee turnover and show strategies to avoid wastage through compensation policies, changes in work requirements and improvement in working conditions Dunlap (1999).

2.2.6 Monitoring and evaluating the operating environment

According to (Teklemariam, 2009), the last element in the human resource planning process involves evaluation and monitoring to obtain feedback. This endeavors to lay out the basis for modifications in the plan or company objectives if need be. Monitoring is not necessarily done at the end of the exercise; it's a continuous process that reminds planners to keep checking what is going on with the plan. This step involves four elements: observations, assessment improvement and consequences. He explains observations as visible occurrences, such as employee's behavior or results of the schools planned activities. Assessment is the interpretation of the observed behavior, an evaluation of the results in terms of vision and goals. Improvement refers to the action taken for a better change. Lastly consequence refers to the outcome of what was observed which can include both actual consequences and the consequences possible if no change takes place.

Human resource managers can monitor the process by identifying and reviewing the steps in the actual process. Possible procedures include, (but are not limited to): Determine if all major steps in the criteria are included in the actual process. Determine if all the steps in the process appear to add value. Checking if there are steps that do not appear to add value and try to get additional information on why they are included in the process. Review the order of the steps in the process

to determine if it promotes productivity. Review the level of technology used in the process to determine if it is up-to- date and appropriate to the task (Texas Methodology Manual, 1993).

2.3 Uses of Human Resource Plans

Planning is an element of management which can be defined in a variety of ways. For Adesina (1990), planning is a method of deciding what we want to accomplish. It is essentially concerned with concepts of the future, and problems requiring imagination, choice, design and deliberate fore thought. Koontz et al (1980), planning involves deciding in advance what to do, how to do it, when to do it and who is to do it. Farnham (2006) explained that human resource planning is important because it encourages employers to develop clear and explicit links between their business and HR plans and to integrate the two more effectively. It allows for better control over staffing costs and numbers employed, and it enables employers to make more informed judgments' about the skills and attitude mix in organizations. Human resource planning also provides a profile of current staff in terms of age, sex, disability, etc so as to move towards being an equal opportunity organization.

Human resource planning can help reduce uncertainty as long as plans are adaptable. Although unpredictable events do occur, the majority of organizational change does not happen overnight so the planning process can provide an element of control, even if it is relatively short term. Taylor (2002) suggests that in the human resource field there is potentially more scope for change and adaptation in six months than there is in relation to capital investment in new plant and machinery. Thus he argues that many of the assumptions about the difficulties of planning generally are less relevant to human resource.

Secondly human resource plans contribute to increased organizational performance. The planning process can make a significant contribution to the integration of human resource policies and practices with each other and with the business strategy that is horizontal and vertical integration. Marchington and Wilkinson (2002: 280) suggest that human resource plans can be developed to 'fit' with strategic goals or they can contribute to the development of the business strategy, but conclude that 'either way, human resource planning is perceived as a major facilitator of competitive advantage'.

Lastly human resource plans help to build flexibility into the organization, either through the use of more flexible forms of work or through identification of the skills and qualities required in employees. IRS (2002c) report that a number of organizations have predicted that jobs are likely to change radically over the next few years and so are using selection techniques to assess core values rather than job-specific skills.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Research Design

The research design was a descriptive census survey. According to Cooper and Schindler (2003), a descriptive survey is where data is collected from all members of the population. The research design was descriptive in nature owing to the nature of data that was collected. Census survey was the most appropriate in this study because the number of private primary schools in the District is relatively small.

3.2 Population

The population of the study consisted of all twenty one (21) private primary schools operating in Kahuro district, Murang'a County. (Kahuro District Education Office, 2011)

3.3 Data collection

The study used primary data; this was collected through semi-structured questionnaires. The questionnaire consisted of two sections. Section one covered demographic data, where respondents provided data on the private school sector, number of employees and whether they undertake human resource planning. Section two covered the human resource planning process and how its practiced. Respondents were the Headmaster or Deputy headmaster of the schools. The questionnaire was administered through “drop and pick later” method.

3.4 Data Analysis

The data was analyzed by the use of descriptive statistics to summarize and relate variables which was attained from the administered questionnaires. The data was classified, tabulated and summarized using descriptive measures, percentages and frequency distribution tables while tables and graphs were used for presentation of findings. However, before final analysis is performed, data was cleaned to eliminate discrepancies and thereafter, classified on the basis of similarity and then tabulated. This method of analysis was most desirable as it enabled the researcher to have an insight into human resource planning process in private primary schools. In

accomplishing all analysis details with efficiency and effectiveness, the researcher utilized the Statistical Package for Social Sciences (SPSS) software.

CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION

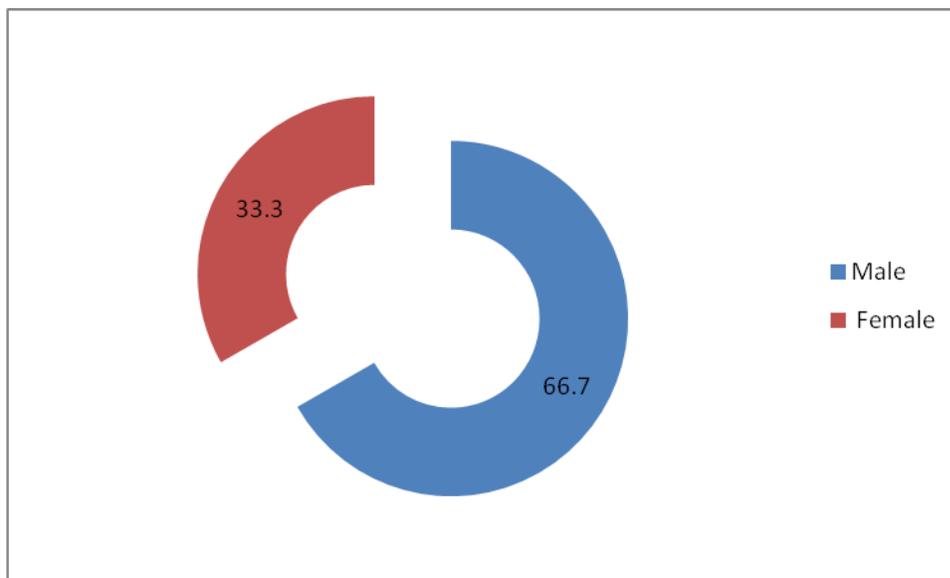
4.1 Response Rate

The study targeted a total of 21 respondents out of which all responded and returned their questionnaires contributing to 100% response rate.

4.2 Demographic Characteristics of the Respondents

4.2.1 Gender of the Respondents

Figure 4.1: Gender of the respondents



Majority (66.7%) of the respondents were male while 33.3% of the respondents from the schools were female.

4.2.2 Age of the Respondents

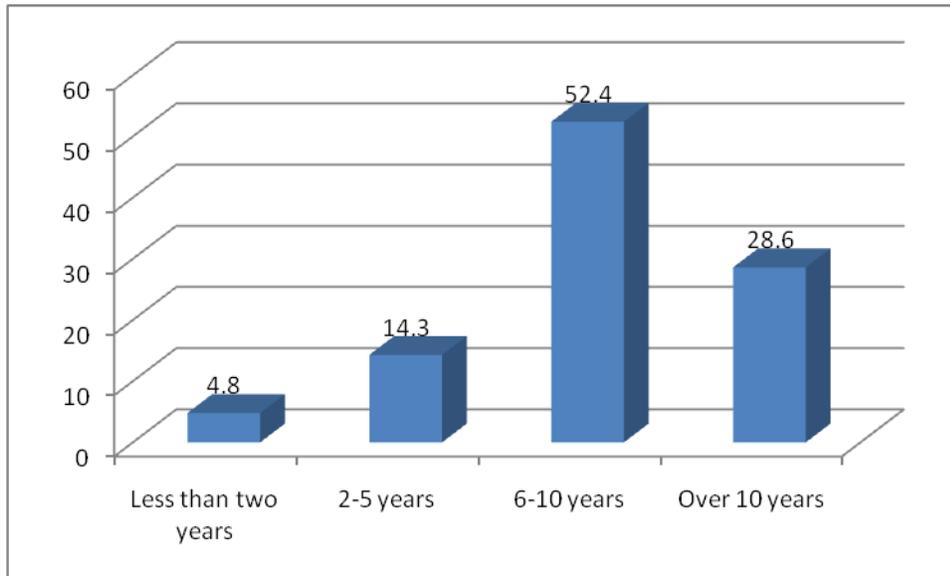
Table 4.1: Age bracket of the respondents

	Frequency
21 - 30 years	3
31 - 40 years	7
41 - 50 years	7
Over 50 years	4
Total	21

Respondents aged between 31 - 40 years and 41 - 50 years were represented by a 33.3% respectively, 19% of the respondents were aged over 50 years while 14.3% of the respondents were aged between 21 - 30 years.

4.2.3 Length of service

Figure 4.2: Length of continuous service with the school



52.4% of the respondents had served for 6-10 years, 28.6% had served for over 10 years, and 14.3% served for 2-5 years while 4.8% of the respondents had served for less than two years.

4.2.4 Duration of school existence

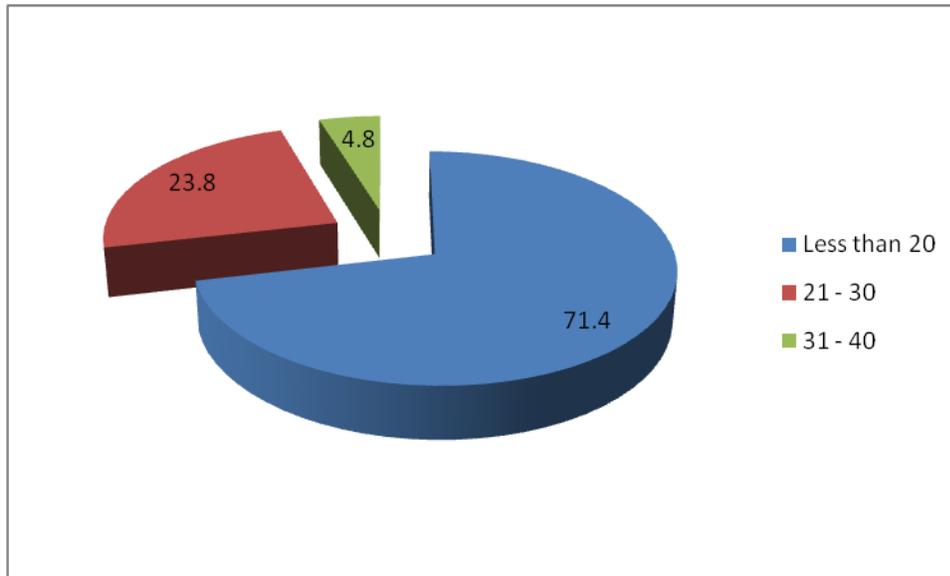
Table 4.2: Duration that the school has been in existence

	Frequency
Under 5 years	3
6 - 10 years	4
11 - 15 years	5
16 - 20 years	6
21 - 25 years	2
Over 25 years	1
Total	21

Majority of the respondents (28.6%) said that their school has been in existence for a duration of 16 - 20 years, 23.8% said 11 - 15 years, 19% said 6 - 10 years, 14.3% said under 5 years, 9.5% said 21 - 25 years while 4.8% said the school has been in existence for over 25 years.

4.2.5 Number of teachers in the school

Figure 4.3: Number of teachers/employees currently in the school



Majority of the respondents (71.4%) reported that their school currently had less than 20 teachers, 23.8% had 21 – 30 teachers while 4.8% of the respondents had 31 – 40 teachers.

Majority of the respondents (90.5%) reported that their schools did not have any other branch while 9.5% differed with this.

4.3 Human resource planning process

All the respondents were in agreement that the schools have strategic objectives. Majority of the respondents (81%) agreed that the school has a documented strategic plan while 19% of the respondents said that their schools did not have a documented strategic plan.

Table 4.3: Strategic Plan Period

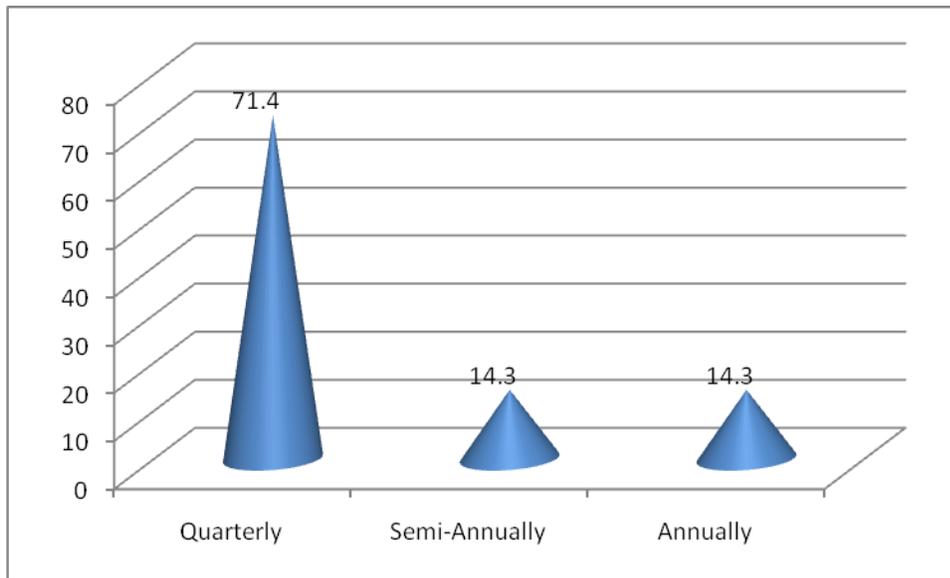
	Frequency
One Year	5
Two Years	3
Five Years	12

More than five years	1
Total	21

Majority (57.1%) of respondents indicated that the strategic plan covered five years, 23.8% said one year, and 14.3% said two years while 4.8% said more than five years.

Majority of the respondents (66.7%) said that their organizations have a documented human resource plan while 33.3% differed with this.

Figure 4.4: Frequency of reviews of human resource plan

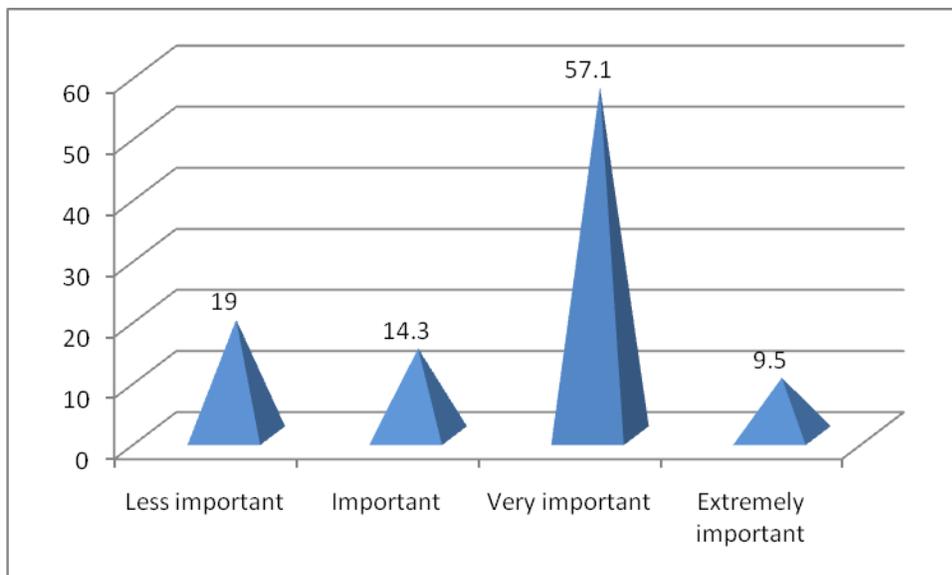


Majority of the respondents (71.4%) reported that their organizations review their human resource plan quarterly, while those who said semi-annually and annually were represented by a 14.3% each.

Majority of the respondents (81%) agreed that the human resources planning process periodic review include the strategic plan and it is congruent with entity culture, values, and vision while 19% differed with this.

The study inquired on the importance of human resource planning in the organization

Figure 4.5: Benefits of human resource planning



57.1% of the respondents were in agreement that human resource planning is very important in the organization, 19% said it was less important, 14.3% said it was important while 9.5% said it was extremely important.

Majority of the respondents (81%) said the schools prepare the human resource plan and strategic plan so that the two are integrated with the entity's strategic objectives while 19% differed with this.

Majority of the respondents reported that to a great extent, in linking human resource goals to the school objectives, the schools adopts discussion with various departments about manpower requirements as shown by a mean score of 4.0476, discussion with various departments about recruitment requirements as shown by a mean score of 3.9048 and discussion with various departments about training & development requirements as shown by a mean score of 3.7619.

Majority of the respondents (81%) were in agreement that the schools monitor both internal and external operating environments and assess how changes and trends in technology, the economy, methodology, and other factors affect human resources planning and management functions while 19% differed with this.

Majority of the respondents said that the schools takes into account changes organizational goals in forecasting future demand for staff to a very great extent as shown by a mean score of 4.6190 while those used to a great extent include the fact that the school takes into account shifts in

technology as shown by a mean score of 4.3333, uses managerial judgment as shown by a mean score of 4.1905 and uses facts and figures to forecast for human resources as shown by a mean score of 3.5238. the approaches used to a moderate extent include the fact that the school does not forecast for demand of human resources as shown by a mean score of 3.0476 while to a low extent, the schools relies on projections of past trends as shown by a mean score of 2.2857 and relies on hired expert as shown by a mean score of 2.0952.

Majority (52.4%) of respondents indicated that the school did not have a career development plan for its staff while the rest 46.7% said that the school had a career development plan for its staff. Majority of the respondents, 81%, indicated that the school management did not prepare a staff movement plan. The rest (19%) said that the school management prepares a staff movement plan.

Majority of the respondents reported that to a great extent, the school specifies; experience and level of education as indicated by a mean score of 4.6190, number of employees as indicated by a mean score of 4.5238, past performance as indicated by a mean score of 4.4762 and skill mix as indicated by a mean score of 4.4286. Further, the school specifies to great extent age as indicated by a mean score of 3.9524. However, it specifies to a moderate extent profession as indicated by a mean score of 3.3333 and to low extent grades as indicated by a mean score of 2.2857.

Majority of the respondents said that the school considers to a very high extent government policy as shown by a mean score of 4.7143. They also indicated that the school considers to a high extent level of unemployment as shown by a mean score of 4.1905, legal issues as shown by a mean score of 4.0476, political changes as shown by a mean score of 3.9048 and economic trends as shown by a mean score of 3.8571. They further, said that the school considers to a low extent social developments as shown by a mean score of 2.0000.

Majority of the respondents reported that to a great extent, the school employs optimal deployment of staff functionally as shown by a mean score of 4.3333. The respondents also stated that the school employs optimal deployment of existing staff as shown by a mean score of 4.0952. They however reported that, the school employed to a low extent optimal staffing categories and their activities as shown by a mean score of 2.0952 and optimal staffing patterns and levels as shown by a mean score of 2.0500.

Majority (61.9%) of respondents indicated that the school did not conduct gap analysis between supply and demand for human resources while the rest (38.1%) stated that the school conducts gap analysis between supply and demand for human resources.

Majority of the respondents said that to a very high extent the school uses recruitment as shown by a mean score of 4.5238, retention plan/program as shown by a mean score of 4.3333 and promotions as shown by a mean score of 4.2381. They further stated that to a high extent the schools use training and development as shown by a mean score of 4.1905.

Majority of the respondents (52.4%) reported that the school has never been faced with excess staff, while 47.6% indicated that the school has been faced with excess staff.

Majority of the respondents reported that to a moderate extent, the school used terminations as indicated by a mean score of 3.1905, redundancy as indicated by a mean score of 3.1429 and early retirement as indicated by a mean score of 2.7619. The school also used to a low extent demotions as indicated by a mean score of 2.4286 and transfers as indicated by a mean score of 2.2381. Majority of the respondents strongly agreed with the statement, 23.8% were in agreement with the statement while 4.8% either moderately agreed or strongly disagreed.

Majority of the schools had a strategic plan which covered five years. In majority of the schools there was a documented human resource plan which was reviewed quarterly/termly. The study further found out that, the human resources planning process periodic review includes the strategic plan and is it congruent with entity culture, values, and vision.

Schools consider human resource planning to be important. These findings are in line with Marchington and Wilkinson (2001) who outline four main benefits of human resource planning as, it encourages employers to develop clear and explicit links between their business and human resource plans, and integrate the two more effectively; allows for much better control over staffing costs and numbers employed; enables employers to make more informed judgments about the skills and attitude mix in the organization, and prepare integrated personnel and development strategies and lastly provides a profile of current staff which is a necessary move towards an equal opportunities organization.

According to Devaro (2005), human resources planning should be done in conjunction with entity strategic planning so that the two are integrated with the entity's strategic objectives. The schools prepare the human resource plan and strategic plan so that the two are integrated with the entity's strategic objectives. It has also been found that in linking human resource goals to the school objectives, the schools adopts discussion with various departments about manpower requirements, discussion with various departments about recruitment requirements and that discussion with various departments about training & development requirements.

According Nkomo (1988), environmental analysis is the starting point for human resource planning process. The aim is to give the organization a clear, complete and accurate image of itself, both internally and in relation to the outside world (Vermont Workforce Planning Toolkit, 2011). In line with the findings that it has also been established that the schools monitor both internal and external operating environments and assess how changes and trends in technology, the economy, methodology, and other factors affect human resources planning and management functions. All schools indicated that the human resource requirements are based on the number of pupils and no of streams per class.

The schools takes into account changes organizational goals, shifts in technology, uses managerial judgment, facts and figures in forecasting future demand for staff. This is in line with Armstrong (2009) that demand forecasting is the process of estimating the future numbers of people required and the likely skills and competences they will need. The basis of the forecast is the annual budget and longer-term business plan, translated into activity levels for each function and department or decisions on 'downsizing'.

Most schools did not have a career development plan for its staff and that they did not prepare a staff movement plan. This is consistent with (Ward, 1996) that most professional human resource departments have well-established practices to handle the identification, acquisition, development, and retention of their workforce. It was also established that the school specifies experience, level of education, number of employees, past performance, skill mix and age of its future staffs.

The school considers government policy, level of unemployment, legal issues, political changes and economic trends to a great extent. It also found that the school employs optimal deployment of staff functionally and optimal deployment of existing staff to a great extent. Further, the study

established that the school did not conduct gap analysis between supply and demand for human resources. This is consistent with Armstrong (2009) that action plans are derived from the broad resourcing strategies and the more detailed analysis of demand and supply factors. He added that gap analysis can either identify shortages or surpluses in human resources.

The school use recruitment retention plan/program, promotions and training and development to a high extent. This is in line with Tekklemariam (2009) that human resource planning includes plans for future needs of personnel, their required skills, recruitment of employees, and development of personnel.

Further, the schools have never been faced with a situation of excess staff. It has also been shown that the schools should continuously assess the human resource planning process in response to changes in the labor market. This is consistent with Torrington (2008) that in order to ensure that management practices support business needs, organizations must continually monitor changing environmental conditions and devise human resource management strategies for dealing with them. Martinez (2005) argues that program evaluation, conducted on a regular basis, can greatly improve the management and effectiveness of the organization and its programs. To do so requires understanding the differences between monitoring and evaluation, making evaluation an integral part of regular program planning and implementation, and collecting the different types of information needed by managers at different levels of the organization. Most of the schools did not have an elaborate monitoring and evaluation program.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of Findings

The objective of the study was to determine the human resource planning practices in private primary schools in Kahuro district, Murang'a County. The study established that all the schools had objectives that they wish to achieve and that most of them had a documented strategic plan. The study further found that in majority of the schools the strategic plan covered five years. In majority of the schools there was a documented human resource plan was reviewed quarterly/termly. The study further found out that, the human resources planning process periodic review include the strategic plan and is it congruent with entity culture, values, and vision.

The schools consider human resource planning to be important. The schools prepare the human resource plan and strategic plan so that the two are integrated with the entity's strategic objectives. It has also been found that in linking human resource goals to the school objectives, the schools adopts discussion with various departments about manpower requirements, discussion with various departments about recruitment requirements and that discussion with various departments about training & development requirements. It has also been established that the schools monitor both internal and external operating environments and assess how changes and trends in technology, the economy, methodology, and other factors affect human resources planning and management functions. All schools indicated that the human resource requirements are based on the number of pupils and no of streams per class.

The schools take into account changes organizational goals, shifts in technology, uses managerial judgment, facts and figures in forecasting future demand for staff. It has also been established from the study that most schools did not have a career development plan for its staff and that they did not prepare a staff movement plan. It was also established that the school specifies experience, level of education, number of employees, past performance, skill mix and age of its future staffs.

Further, the school considers government policy, level of unemployment, legal issues, political changes and economic trends to a great extent. It also found that the school employs optimal deployment of staff functionally and optimal deployment of existing staff to a great extent.

Further, the study established that the school did not conduct gap analysis between supply and demand for human resources.

The school use recruitment retention plan/program, promotions and training and development to a high extent. Further, the study has shown that the schools have never been faced with a situation of excess staff. It has also been shown that the schools should continuously assess the human resource planning process in response to changes in the labor market.

5.2 Conclusion

All the schools had objectives that they wish to achieve and that most of them had a documented strategic plan that covered five years. It was clear that there was a documented human resource plan in most schools that was reviewed quarterly. The schools prepare the human resource plan and strategic plan so that the two are integrated with the entity's strategic objectives.

In linking human resource goals to the school objectives, the schools adopt discussion with various departments about manpower requirements. The schools monitor both internal and external operating environments and take into account changes in organizational goals, shifts in technology, uses managerial judgment, facts and figures in forecasting future demand for staff.

Most schools did not have a career development plan for its staff and that they did not prepare a staff movement plan. The schools specify experience, level of education, number of employees, past performance, skill mix and age of its future staffs. In assessing availability of staff in the labor market that it may require in the future, the school considers government policy, level of unemployment, legal issues, political changes and economic trends to a great extent.

The school employs optimal deployment of staff functionally and optimal deployment of existing staff to a great extent. It was revealed that the schools did not conduct gap analysis between supply and demand for human resources. The plans/programs in place to cater for staff shortages include use recruitment retention, promotions and training and development.

5.3 Recommendations

In order to enhance employees' motivation and retention the schools should have a career development plan for its staff and that they should prepare a staff movement plan. The schools should also conduct gap analysis between supply and demand for human in order to establish the projected workforce gap. In so doing the shortages /excesses will be based on a need basis. This will also ensure that staff has the right number of people with the right skills, experiences, competencies, in the right jobs, at the right time and cost to achieve the school objectives. The study also recommends that the schools should continuously monitor and evaluate their human resource planning process in response to changes in the labor market. This will help them come up with practices that are workable and relevant in running of private primary schools.

5.4 Suggestions for Further Studies

Further research should be done on the human resource planning practices in public primary schools. This is because the private and public sectors have different strategic approach and thus allowing for comparison. The researcher also recommends that further studies should be done on the human resource planning practices in private primary schools in other counties to allow for generalization on the human resource planning practices in private primary schools in Kenya.

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APPENDICES

Appendix 1 : Questionnaire

Please give answers in the spaces provided and tick (✓) in the box that matches your response to the questions where applicable.

Part A: Demographic and Respondents Profile

1) Name of school:

2. What is your designation at the school:.....

3. Gender: male () Female ()

4. What is your age bracket? (Tick as applicable)

a) Under 20 years ()

b) 21 – 30 years ()

c) 31 – 40 years ()

d) 41 – 50 years ()

e) Over 50 years ()

5. Length of continuous service with the school?

a) Less than two years ()

b) 2-5 years ()

c) 6-10 years ()

d) Over 10 years ()

6. For how long has your school been in existence?

a) Under 5 years ()

b) 6 – 10 years ()

c) 11 – 15 years ()

d) 16 – 20 years ()

e) 21 - 25 years ()

f) Over 25 years ()

7. How many teachers/employees do you currently have?

a) Less than 20 ()

b) 21 – 30 ()

c) 31 – 40 ()

d) 41 – 50 ()

e) Over 50 ()

8. Do you have any other branch? Yes () No ()

9. If yes, please give the actual number.....

Part B: Human resource planning process

10. Does your school have objectives that it wishes to achieve?

Yes () No ()

11. Does your school have a documented strategic plan?

12. If Yes, what is the period of the strategic plan?

One Year ()

Two Years ()

Three Years ()

Four Years ()

Five Years ()

More than five years ()

13. Does your organization have a documented human resource plan?

Yes()No ()

14. If your answer is yes, how often does your organization review its human resource plan?

Quarterly ()

Semi-Annually ()

Annually ()

Every 2 years ()

Other (Specify) _____

15. Does the human resources planning process periodic review include the strategic plan and is it congruent with entity culture, values, and vision?

Yes()No ()

16. How important is human resource planning in your organization.

Not important ()

Less important ()

Important ()

Very important()

Extremely important()

17. Does the school prepare the human resource plan and strategic plan so that the two are integrated with the entity's strategic objectives?

Yes () No ()

18. Indicate the extent to which the school applies the following activities in linking human resource goals to the school objectives. Use 1-Not at all, 2- Low extent, 3- Moderate extent, 4-High extent and 5- Very high extent

Activities	1	2	3	4	5
Discussion with various departments about manpower requirements					
Discussion with various departments about recruitment requirements					
Discussion with various departments about training & development requirements					
Other please specify					

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19. Does your school monitor both internal and external operating environments and assess how changes and trends in technology, the economy, methodology, and other factors affect human resources planning and management functions?

Yes () No ()

20. Please outline how you determine the human resource requirement for the entire school

21. Indicate the extent to which the school uses the following approaches in forecasting future demand for staff? Use 1-Not at all, 2- Low extent, 3- Moderate extent, 4-High extent and 5-Very high extent

	1	2	3	4	5
Relies on projections of past trends					
Takes into account shifts in technology					
Takes into account changes organizational goals					
Uses managerial judgement					
Relies on hired expert					
Does not forecast for demand of human resources					
Uses facts and figures to forecast for human resources					
Others Please specify					

22.Explain the way in which the school assesses the availability of staff already in service to meet its human resources requirements in the future

23. Does the school have a career development plan for its staff?
 Yes () No ()

24. If Yes to No.23 above describe the ways in which the school prepares career plans for its staff?

25.Does the school management prepare a staff movement plan?
 Yes () No ()

26.If Yes to the question above, describe the way in which the school undertakes staff movement projections

27. Indicate the extent to which the school specifies the following attributes of its staff requirements in the future. Use 1-Not at all, 2- Low extent, 3- Moderate extent, 4-High extent and 5- Very high extent

	1	2	3	4	5
Profession					
Skill Mix					
Age					
Grade					

Number of employees					
past performance					
Level of education					
Experience					

28.To what extent does the school considers the following factors in assessing availability of staff in the labour market that it may require in the future? Use 1-Not at all, 2- Low extent, 3- Moderate extent, 4-High extent and 5- Very high extent

	1	2	3	4	5
Economic trends					
Social developments					
Political changes					
Government policy					
Legal issues					
Level of unemployment					

29.To what extent does your school attempt to achieve the following human resource related objectives? Use 1-Not at all, 2- Low extent, 3- Moderate extent, 4-High extent and 5- Very high extent

	1	2	3	4	5
Optimal deployment of existing staff					
Optimal deployment of staff functionally					
Optimal staffing patterns and levels					
Optimal staffing categories and their activities					

30.Does the school conduct gap analysis between supply and demand for human resources?

Yes () No ()

31.If Yes, Explain how this is done

32. Indicate to what extent does your school use the following plans /program to cater for staff shortages? Use 1-Not at all, 2- Low extent, 3- Moderate extent, 4-High extent and 5- Very high extent

	1	2	3	4	5
Retention plan/program					
Training and Development					
Recruitment					
Promotions					
Others Please Specify					

33. Has your school been faced with excess staff?

Yes () No ()

34. If Yes, indicate to what extent you used the following plans/programs to deal with the issue
Use 1-Not at all, 2- Low extent, 3- Moderate extent, 4-High extent and 5- Very high extent

	1	2	3	4	5
Terminations					
Transfers					
Redundancy					
Early retirement					
Demotions					
Others Please Specify					

35. Do you agree that the schools should continuously assess the human resource planning process in response to changes in the labour market?

Appendix 2: Private Primary Schools in Kahuro District

- 1.ACK Gituto academy
- 2.Juema Academy
- 3.Phillips academy
- 4.Dedan Kihara academy
- 5.Ven Gitura academy
- 6.Thomas Williams academy
- 7.St. Johns academy
- 8.Shallom academy
- 9.Brilliant Kahuro academy
- 10.Muriranjias Joy academy
- 11.Wangu academy
- 12.Wisdom academy
- 13.Githagara academy
- 14.Kanini York academy
- 15.Muriranjias Highlands academy
- 16.Rima academy
- 17.Wisdom junior academy
- 18.Sunlight academy
- 19.Mugoiri leaders academy
- 20.Valley academy
- 21.St. Martins academy