

**EXTENT OF ADOPTION OF BEST HUMAN RESOURCE
MANAGEMENT PRACTICES IN PRIVATE SECONDARY
SCHOOLS IN KISUMU EAST SUB-COUNTY, KENYA**

STEPHEN OYUGI OGUTU

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

DECEMBER, 2017

DECLARATION

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

Sign.....

Date.....

Ogutu Stephen Oyugi

REG. NO. D61/61931/2010

SUPERVISOR

This project has been submitted for examinations with my approval as a university Supervisor.

Sign.....

Date.....

Mr. George Omondi

Lecturer,

School of Business,

Department of Business Administration,

University of Nairobi.

ACKNOWLEDGEMENT

I am grateful to the Almighty God for giving me life, strength and good health while pursuing my MBA studies.

I wish to appreciate the support accorded to me by all individuals during the study. Special thanks to my supervisor, Mr. George Omondi for constructive criticism and invaluable advice that contributed to the successful completion of this research project.

I extend my gratitude to my dear brother, Chrispine Omondi and wife, Beatrice for financially supporting me during the process of collecting data and whenever I was facing challenges of life during the period I was undertaking the MBA studies. And I can not forget to thank Fr. Raymond Owindi Ogutu for his continuous prayers all the times for me and family. I wish to recognise efforts and guidance of my lecturers at the University of Nairobi, Kisumu Campus especially Mr Alex Jaleha and Dr. Vincent Machuki who were there whenever I needed them during the MBA programme.

I am greatly indebted to my dear wife Josephine Winnie for her immense support, patience and understanding throughout the duration of my MBA Studies. I thank all the respondents who participated in the filling of the questionnaires and contributed to the successful completion of this work.

Lastly, my special regards to all friends who supported and encouraged me while undertaking MBA studies especially Glory, Onginjo and Asembo.

DEDICATION

To My Dear Wife Josephine and children Lilian, Tony, Wendy and Bakita for their patience, support and love.

ABSTRACT

Human resource management practices are instrumental in helping organisations achieve their objectives and enhance productivity. Human resource management practices are functional activities and strategic plans that enable improve services to employees and to increase productivity for the employer. It is important for private secondary schools in Kisumu East Sub-County to adopt the best practices in human resource management Employees and their collective knowledge, skills, abilities and experience, coupled with the ability to deploy these in the interests of the employing organisations, are now recognised as making significant contribution to organisational success and constituting a major source of competitive advantage. The aim of the study was to establish the extent of adoption of best human resource management practices in private secondary schools in Kisumu East Sub-County. The population of the study consisted of all private secondary schools in Kisumu East Sub-County. Principals, Deputy Principals and teachers were the targeted respondents. The study adopted descriptive census survey design; mean and percentages were used. The information was collected using semi-structured questionnaires. A total of 121 out 160 questionnaires sent out to the respondents and were filled. The findings suggested that significant best human resource management practices were adopted in private secondary schools in Kisumu East Sub-County. The study established that schools supported employees to undertake training and development opportunities, on-job training was the most popular method of training, training needs assessment is frequently done, provided orientation and induction programs for new employees prioritise internal appointments and promotions, organise seminars and workshops for staff. The study revealed that staff work in teams, team targets set and well coordinated, staff given notice before terminating contract, obtain employees through interviews, advertise positions externally, recruit qualified staff, encourage initiatives from staff, staff have harmonised holidays and leave, and share car parks and canteens. The study concluded that schools need to motivate their employees by adopting good compensation system of which salary tops the list. It recommended that schools adopt best human resource management practices to successfully recruit, select, develop, retain and motivate their employees since they operated in an environment occasioned by competition and rapid changes. A similar study may be carried out to determine the effects of adoption of best human resource management practices in public secondary schools in Kisumu East Sub-County.

TABLE OF CONTENTS

DECLARATION	i
ACKNOWLEDGEMENT	ii
DEDICATION	iii
ABSTRACT	iv
LIST OF TABLES.....	vii
CHAPTER ONE: INTRODUCTION.....	1
1.1 Background of the Study	1
1.2 Research Problem.....	6
1.3 Research Objective.....	8
1.4 Value of the Study.....	8
CHAPTER TWO: LITERATURE REVIEW	9
2.1 Introduction.....	9
2.2 Theories Underpinning the Study	9
2.3 Best Human Resource Management Practices	10
CHAPTER THREE: RESEARCH METHODOLOGY	23
3.1 Introduction.....	23
3.2 Research Design.....	23
3.3 Population	23
3.4 Data Collection	23
3.5 Data Analysis.....	24
CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION	25
4.1 Introduction.....	25
4.2 Response Rate.....	25
4.3 Demographic Characteristics of the Respondents	25
4.4 Extent of Adoption of Best Human Resource Management Practices	29

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS..... 35

5.1 Introduction..... 35

5.2 Summary..... 35

5.3 Conclusion 36

5.4 Recommendations 37

5.5 Limitation of the Study..... 37

5.6 Suggestions for Further Research 38

REFERENCES..... 39

APPENDICES 43

LIST OF TABLES

Table 4.1: Gender of the Respondents.....	25
Table 4.2: Age of the Respondents	26
Table 4.3: Marital Status of Respondents	26
Table 4.4: Highest Level of Education of the Respondents.....	27
Table 4.5: Departments in the School	27
Table 4.6: Current Position Held in the School	28
Table 4.7: Length in Service in the School.....	28
Table 4.8: Terms of Service of the Respondents	29

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

Currently organizations are operating in an environment characterized by globalization, competition and rapid changes and are propelled towards effective management of human resources. Such a business environment requires organizations to look for better competitive ways for human resource function to match with these fundamental changes (Waiganjo and Awino, 2012). Labour market has become knowledge-based where skilled labour is a critical key resource and necessary for the survival of business. Most organizations are racing for the best and qualified employees that fit with their requirements (Porter, 2001). Organizations have realised that an human resource management practices is an vital element that is needed to successful recruit, select, retain and motivate high qualified employees who can with stand organizational re-adjustments such as downsizing, restructuring, consolidation, re-engineering or re-organization (Clarke, 2001).

Armstrong (2009) argues that human resource management is a systematic approach to influencing employees to increase their performance. It should create a more liberal, adjustable and humanistic approach so that employees will be motivated, developed and managed in a way that they can be most effective to help organization realise their goals and objectives. Good human resource management practices are fundamental in helping organisations enhance productivity and high quality products and services for competitive advantage. Best human resource management practices are formal activities and strategic actions that enhance services delivery to employees and improved gains for the employer. The concept of best practices refers to actions that are considered to deliver successful desired results. In human resource management as

a discipline, a number of best practices exist. Selection and recruitment, employee relations, compensatory and reward system are areas where best practices in human resources that give higher returns on investment. According Guest (2001) states that there are practices such as equal opportunity, family friendly practices, profit related pay, employee share ownership and bonus schemes that are not applicable across all organisations. Harrison (2006), reiterate the necessity for organisations to implement best human resource management practices that constantly make use of employees.

Torrington et al (2005) argue that human resource management best practices are influenced by three theoretical approaches. They include Universalistic, resource-based and fit or contingency approaches. Each approach has made different and unique contributions. Universalistic approach focuses on the argument that there is one best way of human resources management which improves business efficiency. Torrington et al (2005) contingency approach is based on the need to match employment practices and policies with requirements of business strategy in order that the employees will bring success to the business organisation. While resource-based is a more recent approach. It narrows on the available quality of the human resources to the organization and their ability to more adaptable than their competitors. Sympathisers of this approach argued for the need to secure a mechanistic fit with business strategy with a view on sustainable and survival of the business through skilled labour in the long run (Armstrong, 2009).

1.1.1 Human Resource Management Best Practices

Human Resource Management best practice is a term regularly synonymously with high performance, high commitment, or high involvement practices (Cole, 2000). Pfeffer (1998) states that best human resource management practice does not have a universal acceptable definition. Delery and Doty (2000) defined human resource

management practices as those that are hypothetically or analytically related to the whole organizational performance. The concept of best human resource practices or high performance human resource management, (Beardwell and Claydon 2003) noted that they were initially identified in the first United States of America human resource management models, which advocated that the implementation of a set of best human resource practices could contribute to high organizational performance as replicated in improved employee loyalty and commitment, reduce the rate of absenteeism and eventually increased productivity, enhanced efficiency and quality in service delivery. Armstrong (2009) asserts that human resource management best practices are the approaches used by organizations that determine how people are managed. They involve development of human resource strategies that when actively embraced, contribute to superior organizational performance. Human resource best practices encourage the growth and success of the institution.

Effective human resource management best practices aim at facilitating and enabling the organization to reach its achievement of success through human capital (Armstrong, 2009). Specific bundles of human resource best practices that give good results for an organization such as increased productivity, improved quality of service and competitive advantage, will not produce similar results in another organization. This is why there is need to custom make the best fit human resource practices for specific industries and companies. MacDuffie (1995) who has extensively contributed on human resource best practices firmly argues that similar set of human resource practices will increase performance in all organizations regardless of their business strategy. Delery and Doty (2000) identified seven human resources management practices that have been consistently considered as best practices. These practices include employment security, employment involvement, training and development,

performance appraisal, job analysis and equitable profit sharing and bonus schemes. Sexena and Tiwari (2009) found seven human resource management practices as important: compensation and reward system, career enhancement, culture building, employer- worker relations, training and development. Others used innovative work practices such as cross functional teams, job rotations, total quality management and quality circle and integration of functions. (Ostermann, 1994). Some saw selective hiring, employee participation, sharing information, incentive rewards, internal promotion and training, reduction in status difference, self-managed teams and extensive training and development as best practices (Pfeffer, 1994). However, Becker and Gerhart (1996) viewed that the concept of best practice might be more relevant to highlighting the guidelines that determine the choice of practices other than the practices themselves. It is appropriate to regard good practice along best practice.

A number of determinants of human resource best practices exists, some of which are internal such as the organizational structure, the management and power and politics in the organization. Others are external such as technological changes, international and national economic changes, legislation and competition. Human Resource Management processes take place within the context of the micro and macro environment of the organization. The effects of macro environment on company policies and practices can be examined. There is an awareness that what the business organization performs and what they expect to achieve to a great extent relies both in the macro and micro environments of the business (Cole, 2000).

1.1.2 Private Secondary Schools in Kisumu East Sub-County

The establishment of private secondary schools in Kenya is associated with Christian missionary activities in the 19th century. Private secondary schools in Kenya are established, owned and operated by private individuals, entrepreneurs and institutions.

They are registered under Act of parliament. Their management provide teaching and learning materials and statistics on pupils undertaking education in these schools. The Private Secondary schools are require by the ministry of education to provide evidence that students are making educational progress for their age and grade level based upon results of nationally recognised standardized achievement tests.

Human resources include: teachers and non – teaching staff and students who are constantly assessed by the County Education Boards in consultation with Teachers Service Commission. The Secondary Schools also have functioning Parent Association consisting of every parent with a student. Parents Associations functions include: maintaining good relationship between teachers and explore better ways to motivate the teacher and students to improve their performance in academics and co-curricular activities and also improve the welfare of staff (Basic Education Act).

There are over fifteen (15) private secondary schools in Kisumu East sub county which can be classified into two groups; those that offer the Kenya eight four (8.4.4) education system, that is four years in secondary schools and those that offer the British system of education that is four years in ordinary secondary level and two years in advanced secondary level. These schools compete favorably with the public secondary school for the same pool of students (Karmokolias, et al. 1996). Most of these schools are concentrated in Kisumu City, which largely lies in Kisumu East Sub County. The private secondary schools' enrollments are lower compared to public secondary schools, their competitors (Maoulidi, 2008). These schools being private business entities do not submit their staff statistics returns to the TSC like their public secondary schools which do this on a monthly basis. Private secondary schools in Kisumu East Sub County are run by the board of trustees (BOT), Board of Management (BOM),

religious, the community based groups and non-governmental organizations. The school principals are the boards' secretaries.

1.2 Research Problem

Human resource is a key contributor to corporate performance. It interprets and operationalizes strategic business plans of an organization and enhances the firm's competitive advantage (Dessler, 2008). According to Derrick and Stephen (2007), a given set of human resource management practices and policies will not constantly help business organization realise sustained competitive advantage. A firm that adopts best human resource management practices has three advantages namely: quick adoption to change, meeting customer needs and improved financial performance. Huselid (1996) concurs that human resource management best practices contribute to improved performance. Human resource management best practices among many private secondary schools in Kenya are becoming essential now for improving performance and gaining competitive advantage (Hugoholin, 2013). However, Private secondary schools in Kenya like any other firms operating in a competitive business environment face a myriad of challenges in the industry with respect to human resource practice such as poor selection and recruitment procedures, inadequate training, poor compensation and insecure employment security with consequence of employing the wrong people, leading to high turnover, low motivation and performance (Cole, 2000).

Private secondary schools in Kisumu East Sub County have a number of human resource grievances such as job dissatisfaction due to poor compensation. It is also a challenge to get the best fit staff for various positions because of poor recruitment and selection procedures used; balancing teamwork and individual performance and responsibility. This in turn leads to high staff turnover, some moving to competitor schools and others changing their line of profession altogether from working in a school

setting. Investigating the causes of staff turnover in private secondary schools in Kisumu, Otieno (2010) found the rate of turnover was higher than expected and some of the contributing factors were: job security, lower compensation, lack of representation in trade unions and poor working conditions. Therefore, adoption of human resource best practices may create conducive environment making it easier for the private secondary schools in Kisumu East Sub County to attract, retain and motivate employees to offer good quality services to their clients.

Studies in best human resource management practices have mainly narrowed on the content of human resource practices; there are those who focus on single or bundles of human resource management practices and examine their results on various performance measures (Bernadine, 2007). In Kenya, relevant studies in best practices in human resource management have concentrated on other sectors. For instance, Njenga, (2007) focused on the inter-relationship between human resource management practices, organizational commitment, job satisfaction and performance in public secondary schools in Dagoretti division of Nairobi County; Omoro (2008) and Nguku (2008) studied strategic human resource management practices and firm performance in the financial institutions and hotel industries respectively. Baraza (2008) dwelt on adoption of best practices in human resource management among hotels in Kenya. Whereas findings of these studies are valid on their own right, the context in which they were carried out and approaches were very different. There is no known study that has been done on the adoption of best human resource management practices by private secondary schools in Kisumu East Sub County, hence the knowledge gap. This study aims to answer the question; to what extent have private secondary schools in Kisumu East Sub-County adopted best human resource management practices?

1.3 Research Objective

To determine the extent of adoption of best human resource management practices by private secondary schools in Kisumu East Sub County.

1.4 Value of the Study

This study will enable human resource practitioners to investigate human resource management practices commonly used by private secondary schools in Kisumu East Sub- County and compare them to the perceived best practices and give those in private academies a chance to adopt what is best suitable for them.

The study will assist in enhancing awareness of best human resource management practices among private schools and make them employers of choice and increase demand for their services.

It will enable researchers to comprehend the nature of human resource management practices used in private secondary schools.

The study is important to researchers and academicians in that, it will provide information on how human resource management best practices have been adopted and give them grounds to study how this adoption could be better improved and implemented and how it could result to better performance of schools into the long-term.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter covers theories underpinning the study and best human resource management practices.

2.2 Theories Underpinning the Study

The theories underpinning the study included contingency theory, universalistic theory and resource-based theory.

2.2.1 Contingency Theory

Contingency theory that state the inter-relationship between the certain human resource management practices and policies and performance will differ according to the influence such as company age, size, technology adopted, capital invested, the role of trade unions, ownership, location and industry. The theory is closely related to the concept of 'fit'- the need to match the Organization's human resource practices and strategies and its business strategies within the confines of its business environment (Armstrong, 2009).

2.2.2 Universalistic Theory

Universalistic theory is grounded on the pioneer studies of Pfeffer (1994; 1995; 1998). He observed that organisation performance relies on similar human resource management practices, and that is correct, no matter the strategies or industry. Such human resource management practices are; selective hiring, extensive training and development, compensation contingent to work-related performance, self-managed teams, employment security, employee empowerment, reduction of status differences and barriers between employees as well as information sharing and workers voice

(Pfeffer, 1998). An organisation adopting these best human resource management practices, performance will be the resultant. In this approach the employees are viewed as valuable assets to the organisation and therefore needs to be developed, and the employer and employee needs to agree that employee skills and contribution benefits the organisation and that an exchange between the employer and employees will be achieved.

2.2.3 Resource-Based Theory

According to Resource-base theory, human resource management practices can contribute to add worth through strategic development of the organization's unique, unimitateable and substitutable human resources (Barney 1995). It focuses not only on the behaviour of human resources but on the skills, competency and accuracy of individuals associated with the firm and these resources and capabilities makes the firm to have the ability in the creation of long term lasting competitive advantage (Armstrong, 2009). The specific areas of best human resource management practices covered are; training and development, employee security, recruitment and selection, self-managed teams, employee involvement, information sharing and workers' voice, compensation and reduction of status differences among employees.

2.3 Best Human Resource Management Practices

Human resource management is an all inclusive approach concerned with the aggregate benefit of the members of the business organization; the involvement of the members of the business organization is not only acknowledged but secondary to those of the business. Employees are respected and valued. Major emphasis is linked to management of culture and realisation of employees' commitment (Armstrong, 2009). Human resource management is aimed at selecting employees with competencies to

ensure that the work place is conducive to increase employees' performance. Other best human resource practices are identified and discussed such as training and development by (Torrington et al, 2005) argues that to get a skilful and inspired worker, it is important that training and development be an integral part of the action plan of the organization. This will ensure that employee technical know-how are improved, refined and are current with specific employment changes for enhanced outcomes. Firms have alternatives either to depend on the pool of available skilled labour in the macro environment or encourage training and development of their own employees. Other best human resource management practices include employment security, selective hiring and recruitment, compensation contingents to performance, self-managed teams, information sharing and involvement and status difference reduction. This study is going to focus on seven best human resource management practices summarised by Pfeffer (1998).

2.3.1 Training and Development

Beardwell and Claydon (2007) stated that employees long to remain relevant and competitive in the job market always. Employees can be able to attain this through relevant training and development. Employees at all times will aim to improve their career by building their skills which result to employees satisfaction and commitment hence gives them an opportunity to improve their performance in caring out their responsibility. Well trained and developed employees will be beneficial to the organisation and will be characterised by superior performance. Training is the process of teaching new or existing employees skills to perform their current jobs focusing on deficiencies while development are efforts that provide employees with capabilities that organisation needs in future. Organisations have human resources that have diverse knowledge and skills but Hatch and Dyer (2004) noted that organisation that does not

invest in human resources will not compete favourably with other organisations that have developed and trained their employees. Njenga (2008) argued that providing workers with capabilities that employers will need in future have a positive result in the organisation leading to improved customer relations, quick conflict resolution and change with the current market trends.

Price (2007) noted that in large organisations, training and development has become a formal business activity, linked up with business strategy, and a department with clear strategies, policies and procedures. Many large organisations with a well established training and development have adopted continual learning and various training and development programmes as a way of enhancing employee growth and overall enrichment of the organisations human resources. Training and development leads to highly qualified employees with reduced skill deficiencies and high performance, has been regarded as an important factor towards achieving long-term goals and profitability of business organisations, alongside creating an organisation that promote a culture of change and continual improvement. Baker (1999) argues that adoption of training and development programmes a number of benefits to superior employee performance in most business organizations. First training creates pools of qualified employees who will replace employees intending to exit or take higher position with more roles. Secondly it helps organisations to be provided with relevant human resources that emphasize to meet and exceed customers' expectations. Thirdly, training make organisations make use of modern technology and accordingly respond to rapid changing business environment. Lastly, training improves employee's job satisfaction and retention, influencing the survival of business organisation hence increases sales and customer loyalty. Beardwell and Claydon (2007) argued that training and development in an organization can be carried out from within and outside the

organisation. Within the organisation, popular techniques such as the use of on-the-job training, which is coaching or understudying in which an experienced member of staff or supervisor trains the employees on the job or simply acquire skills by observing the superior step by step . Outside the organisation, the human resource department staffs facilitates training and development programmes such as seminars and conferences outside the organisation's premises involving professional experts and bodies who can influence career aspirations of employees. Regardless of the training, it is important for all employees and helps them add value in their career in preparedness to handling greater challenges. De Cenzo and Robbins (1998) agree that for the employee to maintain high standards of performance well there is need for regular training and development programmes. The training and development programmes has higher rewards for the employer since it increase productivity, loyalty, knowledge, skills and accelerate the expansion of the organisation.

2.3.2 Employment Security

Workers need long term tenure in the business organisation for them to work and demonstrate their commitment. Employees should be guaranteed of their job security such as terminating their service without giving prior notice. It is paramount that the workers get fair recognition when getting employed and exiting the organisation mainly after attaining the mandatory age of retirement or when laid off (Dessler, 2008). Pfeffer (1998) highly regards employment security as it makes employees to offer their ideas, work hard and commitment. Organisations in which the employees are assured of long term tenure security, improved teamwork and good working relations among employees is established (Pfeffer, 1994). Employment security can be improved through a well-devised system of human resource planning on the ground that organisations may be structured to adapt emerging changes. It is best summarised that

workers are viewed as critical and valuable assets in the long run for success of the organisation. There is a business argument for employment security, as Pfeffer(1998) warns organisations against laying off their employees after incurring huge expenses in job selection, training and developing their capabilities, making such qualified employees available to their competitors.

Employment security strategies should be well formulated through human resource planning and structured to achieve flexibility that would guarantee employees long term tenure. Employment security is underpinning the other best human resource practices since it makes the employees to offer their ideas, handwork and commitment without job threats. It implies that employees are protected against short term notice and dismissal from their jobs for unjustified reasons or macro-economic shocks. Employers need to provide the employees with a stable employment in order for them to be organised based on regular money they obtain as salaries from their jobs since involuntary turnover or firing has negative effects in all aspects of their lives and their dependants. (Deal & Kennedy, 2000).

2.3.3 Recruitment and Selection

Recruitment is the process of procuring the most suitable applicant for the employment position. The significance of hiring employees who meet the criteria wanted in the job design which includes job description and specification that must best fit with prevailing internal environment such as values and culture. Errors committed while hiring employees may have adverse effects in business organisation which may be counter-productive to other employees and detrimental to the business organisation resulting to poor performance. Employees with inadequate skills may be a liability to the organisation resulting into increased accidents, work perils, mismanagement of financial resources, high cost of training and development, poor public relations and

poor organisation image (Tyson & York, 1996). Kariuki (2012) stated that it was very important to select and recruit people with the rightful skills that fit the job available. Qualified workers will perform to meet the expectations of the organisation hence improve the profitability of the organisation. It implies that selection and recruitment policies should emphasize on competencies such as flexibility, trainability, initiative and persistence are key to best practices. It should also be integrated and systematic, making use of various advertisement methods, structured interviews and short listing methods. Boohene & Asuinura (2011) in their study found that good selection and recruitment practices had improved corporate performance and that organisation should employ that the best candidates whenever such position remains vacant, thus reduce employee burn-out and its implied expenses. Huselid (1995) notes that creating the right applicant is the main aim, though a large number of potential employees may be interested and the most preferred recruitment methods were harnessed around which refers to recruitment by employers directly from universities and colleges, newspaper and magazine advertisements, recruitment agencies and sponsorship along other methods such as recruitment brochures, recruitment fairs and direct directories.

Marchington & Wilkinson (2005) argued that attracting a large number of applicants for a position indicate poor recruitment human resource procedures as a result of failing to clarify the job descriptions and specifications before advertising. Selective hiring is possible when it narrows down on how well new recruits may adjust in the current organisational culture, although this may lead to under-represented groups being excluded from employment. In certain situations it may difficult to attract adequate applicants with relevant skills – as with regard to some professional jobs in the health and education sectors - where the focus shifts to generating a large number of recruits rather than using the most appropriate methods in selecting them. In private secondary

schools like other business organisations, committed staff is viewed as important element to human resource management best practices, where the use of, structured interviews, psychometric tests and work sampling may be used as a basis of selection decisions.

2.3.4 Employee Involvement, Information Sharing and Workers Voice

Marchington and Wilkinson (2005) suggested various reasons why employee participation, sharing information and employees' voice are fundamental elements of human resource management best practices. Firstly, open communications on financial performance, strategy and a general operational activity not only make employees more aware about organisational issues, but also relays a message being trustworthy and treated humanely and valued manner. Secondly, shared information encourages teamwork to be successful and suggestions offered contribute to improvements in organisational performance. Thirdly, employee participation can legitimise the actions of management since on that basis their ideas were incorporated before decisions are made. Although the management has more authority to hire and fire, the work relationship is incomplete and legally not defined in details and may be open to interpretation and disagreement on its enforcement. Therefore the employees have an argument case that they have a moral right to participation and involvement in organisation activities. Employee involvement and information sharing generally have been appearing in most description of human resource management best practices. Just like in other organisations, private secondary schools have adopted vertical communications, upward problem-solving groups and departmental and staff meetings, which invites the involvement of individual employees in their work situation. Most studies focus on downward communications from management to employees (Patterson *et al* 1997), the regularity of team briefings (Wood and Albanese 1995) or

the degree of which workers are briefed or informed or consulted about business operations or performance (Guest *et al* 2003). The main aim of these approaches such as team briefing is to support the supervisor as an information provider who regulates information to suit a given operational requirements. It is a unilateral of disseminating information instead of being seen as informative, empowering and liberating (Marchington and Wilkinson 2005). Other authors (Huselid 1995; Batt *et al* 2002; Dundon *et al* 2004) embrace workers' voice as an element of high commitment human resource management, and that it gives employees an opportunity to express their complaints openly and independently, hence contribute to management decision-making systems on job related activities. Direct participation and union representation (Batt *et al* (2002) as complementary mechanism for employees' voice at work. In Private secondary schools, employee grievances may be felt through trade unions representation and collective bargaining, formally established grievance and dispute procedures and speak-up schemes, all provide employees with protection even if their grievances may have been in bad faith to managers (Marchington *et al* 2001).

2.3.5 Self-Managed Teams

Self managed teams is defined as employees working in groups (MacDuffie 1995; West *et al* 2002; Guest *et al* 2003), the use of self regulating job groups (Patterson *et al* 1997; Guest *et al* 2000) or the deliberate job design that make use of employees' abilities (Hoque 1999).

Teamwork is essential among employees in terms of target setting and evaluating if the targets have been achieved. This is critical as making of decision may be devolved so as not to overwork the managers. Teamwork enables the employees to pool ideas, skills and improve the work processes which is a key attribute when employers look for new employees, which leads to better decision making and coordination (Pfeffer, 1994).

Teamwork gives workers an alternative to replace the vertical top-bottom type of management which drains the managers. Teamwork is better than bureaucratic control since the employees are responsible and accountable to themselves with regards to improving the business organisation in a competitive environment (Pfeffer, 1994). Studies show that employees who work in teams report higher degree of satisfaction than their fellow workers in the previous counter-productive systems in spite of the fact that they also work hard (Wilkinson *et al* 1997; Edwards and Wright 1998; Geary and Dobbins 2001).

Teamwork enables cooperation among the employees who interact freely, share ideas which promote maximum participation in the work place. Less supervision is required as workers control themselves and are more committed, uncompelled and self-driven towards the common purpose for mutual accountability, performance and goals of the business organisation. In any one organization that have adopted self-managed teams, employees often use a shared leadership style, where team members take turn acting as the team leader, depending on the team work context, and it is common among teams of knowledge workers in executing the strategic objectives and goals (Gomez-Mejia *et al*, 2010). The major challenge of teamwork is whether the employees can work together even if they are in different places of the business organisation, where individual team effort contributes to the common goal of the organisation. This teamwork is what makes the success and efficiency of the organisation (Adair, 1986 & Cole, 1996). Self managed teams are intrusive and challenging to put into practice, and that they help to strengthen management control. Self-managing teams (Barker, 1993) suggests that it produced a form of control more powerful, less ambiguous and straight forward than that of the previous bureaucracy since it transfers the locus of

control from management to employees. However, Bacon and Blyton (2003) argued that team working may be challenging for lower skilled employees.

2.3.6 Compensation

Cole (2002) argued that workers who are unique and talented, who also achieve their targets, employers should retain them with monetary incentives. Compensation focuses on how employees are rewarded in regard to their contribution to the organization. Compensation comprise of both monetary and non-monetary rewards. Armstrong (2009) asserts that the main objective of compensation is to help organization achieve its' strategy and short term objectives by ensuring that it has competent, skilled, committed, and well-enumerated work force it requires. Similarly, Torrington et al (2005) also indicate aims and objectives for reward and remuneration system that an organization may to adopt are many including, enabling the organization to attract and retain competent and talent staff; to motivate employees thus improve their performance; enhance employees' satisfaction by maintaining sufficient pay that exceed the current level of inflation and ensure fair pay for the job in order to avoid conventional symptoms of withdrawal, looking for another job, carelessness, disgruntlement, lateness, absenteeism, resentment, organisation to minimise redundancy, short-term layoff and unfair dismissals that are more expensive. Compensation is clearly central to employment creations, for this reason, to a greater extent, than is the case in other areas of human resource practice.

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). Compensation 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).

Compensation based on performance attracts and retains high quality of employees. Employees deserve higher compensation for their great contribution to the success of business organisation, hence motivate them. Compensation not only includes performance related salary, but also regular bonus, stock schemes, profit sharing options, promotions on merit and training (Pfeffer, 1994). Promotion to the employees should be based on the technical know-how and performance appraisal but not on age or rank in the organisation. When workers treated as owners of the business organisation, they bring out the concerns of the business organisation forward before individuals interest. Along ownership schemes, other best practices on compensation such as training, delegation of responsibilities and sharing of information will add to motivation of the employees to have influence in the activities in the business organisation.

Compensation 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), compensation should be directly be related to the importance of the position and the skills required in performing tasks.

2.3.7 Reduction of Status Differences

Common symbols of equality in human resource management practices of various organisations are there to relay information to unskilled and semi-skilled employees that they are considered valuable assets who need to be treated in a similar manner to their more senior fellow employees. It is an avenue through which employees provides suggestions within an open and liberal organisational culture (Marchington and Wilkinson, 2005). The main aim towards common status and harmonisation is that it seeks to reduce discriminatory practices between different groups of employees, hence supporting and encouraging flexibility and team working. Providing share ownership to the entire employees in an organisation is one approach in which artificial barriers and differences can be broken down, through which employees are allocated shares according to a predetermined formula. Pfeffer (1998) argues that employee ownership, if properly adopted by employers, can match the interests of staff with those of shareholders by making employees part of ownership too. Organisation with high returns on shares usually offers various form of employee ownership. Wood and de Menezes (1998) inquired if there existed employees share schemes and welfare facilities in organisations. Guest *et al* (2000, 2003) cross-examined the difference between the specified harmonised holidays given to all staff through to whether or not the organisation has a formal commitment to attaining unified status. Most studies have shown that employees would prefer to have more information about their organisation and an opportunity to contribute to and influence decisions that affect their working lives, and remove status barriers between different groups of employees (Rubery *et al* 2003).

In some organisation like private secondary schools, the provision of employment security is attractive to the employees, the opportunity to earn above average salaries and to be rewarded for performance may be encouraging, and the chance to gain more training can be highly desirable. In organisations, egalitarian symbols may be diverse and include; staff uniforms, transport, shared canteen and car-parking facilities, though it can be underpinned by the harmonisation of other terms and conditions of employment such as holidays, medical and pensions schemes and working hours (IRS Employment Review 2003).

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 the 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 Sub County. (Provisional Director of Education, Nyanza Office, 2012)

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 the 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 (2004) 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, 1994). It is for the above reasons that the questionnaire was 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 and percentages.

CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

This chapter covers the response rate, demographic characteristics and best human resource management practices.

4.2 Response Rate

The response rate was 121 out of 160 respondents that accepted to participate in the study, this forms 75.6% response rate.

4.3 Demographic Characteristics of the Respondents

The demographic information of the respondents considered in the study included gender of the respondents, age, marital status, highest level of education, departments, current positions held in the school, length in service in the school and terms of service of the respondents.

Table 4.1: Gender of the Respondents

	Frequency
Male	78
Female	43
Total	121

From the findings there were more males than females. From the figures, we can conclude that private secondary schools in Kisumu East Sub-County have employed more men than female. Male constitute 64.5% while females were 35.5%.

Table 4.2: Age of the Respondents

	Frequency
19 - 25 years	47
26 – 40 years	52
41 – 60 years	18
Above 60 years	4
Total	121

The majority of the respondents were 26 – 40 years. The findings indicate that 61.2% are in the age bracket of 26 years and above, with only 38.8% falling below the age of 26 years. This means that private secondary schools mostly employed adults who were in their productive age.

Table 4.3: Marital Status of Respondents

	Frequency
Single	43
Married	75
Divorced	1
Widowed	2
Total	121

61.9% are married with families to take care of and therefore are responsible people. This shows level of discipline of the profession needed by parents and other stakeholders.

Table 4.4: Highest Level of Education of the Respondents

	Frequency
Certificate	2
Diploma	25
Degree	91
Others	3
Total	121

The majority of 75.2% were professional graduates with degree holders, with 20.6% and 1.6% are holding diploma and certificate qualification respectively. The highest percentage of respondents shows that the private secondary schools have employed teachers who are qualified.

Table 4.5: Departments in the School

	Frequency
Humanities	25
Sciences	32
Languages	31
Technical	20
Administration	13
Total	121

The majority of 52.2% were in the languages and sciences department. This may be attributed to the fact that respondents handled were core subjects which require more staff, attention and sensitivity in the learning and teaching process. 37.2% are in the

humanities and technical departments while the remaining 10.7% are in the administration since it involves the principals and deputy principals.

Table 4.6: Current Position Held in the School

	Frequency
Principal	9
Deputy principal	14
Human resource director	2
Teachers and others	96
Total	121

The majority of 79.4% hold positions as teachers with a few who are principals 7.4% and deputy principals 11.6% who serve as administrators, while it is clear that the schools have fewer human resource directors 1.6% .

Table 4.7: Length in Service in the School

	Frequency
Less than one year	26
1 -3 years	46
4 -6 years	29
Above 6 years	20
Total	121

38.0% had served the school for 1 - 3 years, 24.0% had served the school for 4-6 years, while 16% had served the school for over 6 years. It was clear that majority of the respondents had served the school for more than 1 year (78.8%), which means that they

have the experience of their work and therefore are aware of the human resource practices in their schools.

Table 4.8: Terms of Service of the Respondents

	Frequency
Permanent	26
Temporary	95
Total	121

The majority of the respondents (79.3%) are temporary employees while 21.5% are permanent employees. This means that it can be concluded that private secondary schools in the sub-county do not provide majority of their employees with permanent contract

4.4 Extent of Adoption of Best Human Resource Management Practices

The best human resource management practices were training and development, employment security, recruitment and selection, employment involvement, information sharing and workers’ voice, self-managed teams, Compensation and reduction of status differences.

4.4.1 Training and Development

72.7% agreed that employees were sponsored by their schools to undertake training and development opportunities. This is in line with Njenga (2008), who agreed that providing workers with capabilities that employers will need in future have a positive result in the organisation. 73.5% agreed that on job training is the most common method of training, which conform to Beardwell and Claydon (2007) argument that training

and development can be carried out within the organisation, and the most popular technique is on-job-training. 74.5% agreed that training needs assessments is done on regular basis. 82.6% of the respondents agreed that schools provide orientation and induction programs for new employees. 83.4% agreed that their schools prioritize their internal appointments and promotions for staffs that have completed further studies. 76.0% agreed that school organizes forums such as conferences, seminars and workshops for its academic staff. The mean scores of all the items regarding training and development practices in schools showed that majority to a large extent of the schools have adopted them. These include; staff sponsored by school to undertake training and development opportunities, had a mean score of 3.79, on job training as the most common method of training used in schools (3.75), schools provide orientation and induction programs for new employees (3.87), school prioritizes internal appointment and promotion of staff that have completed further studies (3.67), school organizes forums such as conferences, workshops and seminars for its academic staff. The high mean scores of the items means that schools have trained personnel and emphasize training and development of staff as an aspect of promoting employees growth in order to provide quality services for their clients, in addition to imparting the employees with the general information they need about their organisation policies, procedures, practices and rules.

4.4.2 Employment Security

Only 14.0% of the respondents agreed that staff have long term contracts. This finding contradicts Pfeffer (1994) who argued that employee with long term tenure have improved teamwork and good relations. 73.3% agreed that staff have benefits that safeguard their security while at work. 76.8% agreed that schools fill vacancies from within. 80.2% agreed that schools give sufficient notice to staff before terminating their

contracts. The finding is in line with Deal and Kennedy (2000), who implied that employees are protected against short term notice and dismissal from their jobs for unjustified reasons or macro-economic shocks. The mean scores for the items were; staff have long term contracts (1.88), staff have benefits to safeguard their security (3.54), schools fills vacancies of staff from within (3.94) and school give notice to staff before terminating their contract (4.09). The mean scores were high because the respondents agreed that there were good employment security practices to a large extent adopted in their schools. However there was a small extent of adoption of long term contract in private secondary schools in Kisumu East Sub-County. Lack of long term contracts adoption in schools means that employees are not happy and motivated to be more productive if they know that they have no secure long term career with the schools they work for and that they can be put on the streets for competitors to employ them.

4.4.3 Recruitment and Selection

86.6% of the respondents agreed that schools obtained new employees through recruitment firms or interviews. 75.2% agreed that vacant positions in the schools are advertised externally. 86.8% agreed that schools fill vacancies from within and create opportunities for internal promotions. This conforms to the findings of Kariuki (2012) who argued for an integrated, systematic recruitment and selection of diverse methods. 82.3% of respondents agreed that schools recruit qualified staff for vacant jobs. This finding is in line with Boohene & Asuinura (2011) who stated that organisation should employ the best candidates with the rightful skills whenever such vacancies become available. The mean scores for the items were; schools obtained new employees through recruitment firms or interviews (4.09), vacant positions in the schools are advertised externally (3.69), schools fill vacancies from within and create opportunities for internal promotions (3.94), schools recruit qualified staff for vacant jobs (3.87). The mean

scores were high because the respondents agreed that to a large extent that their schools have adopted good recruitment and selection practices for obtaining and employing qualified staff that best fit them.

4.4.4 Employee Involvement, Information Sharing and Workers' Voice

72.8% of the respondents agreed that staff in school are encouraged take initiatives and do things on their own without waiting for the principal. 66.2% of schools encourage information sharing. 34.7% agreed that decision making involved all employees. This conforms to Huselid (1995); Batt *et al* (2002); Dundon *et al* (2004) that organisation embrace workers voice and that give employees the opportunity to express their complaints openly and independently. 11.6% agreed that staff have procedures for handling grievances. This finding contradicts Marchington *et al* (2001) who favoured formally established grievances and dispute procedures in organisations. The mean scores of the items were; teachers in school are encouraged take initiatives and do things on their own without waiting for the principal (3.69), schools encourage information sharing (3.32), decision making involved all employees (2.58), and staff has procedures for handling grievances (1.85). The mean scores were high (3.69 and 3.32) because the respondents had agreed that to a large extent they were adopted in schools. However, there was lack of participation in decision making and procedures in handling grievances since majority of them are not involve in decision making and to formulate employee handling grievance system in schools.

4.4.5 Self-Managed Teams

86.7%. of the respondents agreed that staff work in teams. 74.4% agreed that decisions are made at team levels. This finding is in line with Pfeffer (1994) who argued that teamwork enables the employees to pool ideas, skills and improve the work processes

which leads to better decision making and coordination. 83.4% agreed that teams have targets set and are well coordinated. The finding conforms to Gomez-Mejia *et al*, (2010) argument that self-managed teams are common among teams of knowledge workers in executing strategic objectives and goals. 69.5% agreed that there are team based activities incentives in schools. Staff working in teams had a mean score of (4.12), decisions are made at team levels (3.74), teams have targets set and are well coordinated (3.9), there are team based activities incentives in schools (3.33). Majority of the schools to a large extent have adopted self-managed teams as an aspect of good human resource management practice. This means that team efforts activities incentives are not greatly adopted in private secondary schools in Kisumu East Sub-County.

4.4.6 Compensation

84.3% of the respondents agreed that performance in the job is the determinant for earnings. The finding is in line with Cole (2002) argument that compensation should be rewarded to employees in regard to their contributions to the organisation. 30.6% agreed that staff were motivated to work by their compensation. 19.0% agreed that there are other benefits in addition to salary to staff. This finding contradicts with Pfeffer (1994) who argued that compensation not only includes performance related salary, but also regular bonus, stock schemes, profit sharing options, promotions on merit and training. 18.1 % agreed that salary is the same in other private secondary schools, while. Performance in the job is the determinant for earnings, had a mean score of (3.82), staff were motivated to work by their compensation (2.43), there are other benefits in addition to salary to staff (2.16) ,and salary is the same as that of staff in other private schools (2.07). Majority of the schools did not have a good compensatory and reward practices because the respondents were not motivated to work by their compensation to the staff. There were no other benefits in addition to salary to staff. Salaries were not

the same as that of staff in other private schools. This means that to a large extent have not adopted best compensatory and reward practices.

4.4.7 Reduction of Status Differences

84.1% of the respondents agreed that staff share school canteen and car parks. 89.3% agreed that staff have harmonized holidays and leaves. 17.3% agreed that school provide staff uniform terms and condition of service. This finding affirms IRS Employment Review (2003) that there diverse egalitarian symbols though can be underpinned by the harmonization of other terms and conditions of employment such as medical pension schemes and working hours. The mean score for the items were; staff share school canteen and car parks (3.82), staff have harmonized holidays and leaves (3.69), and that school provide staff uniform terms and condition of service (2.15). The high mean scores means that to a large extent, private secondary schools in Kisumu East Sub County have adopted best human resource management practice that tend to reduce status differences in employees. However, a few private secondary schools have adopted uniform terms and conditions of service as a way of reducing status differences among their employees.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

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

5.2 Summary

The respondents consisted of 121 employees from Private Secondary Schools in Kisumu East Sub-County, Kisumu County. The response rate was 75.6%. Majority of the respondents were male, who comprise of 64.5% and therefore private secondary schools employed more men than female. Majority of the employees were professional graduates. The schools had majority of the respondents who were in the languages and sciences departments with a few in administration mainly Directors, Principals, and Deputy Principals. Findings indicated that majority of the respondents were adults who were 26 years and above and had served the schools for more than three year, and were aware of best human resource management practices.

Regarding best human resource management practices, majority of private secondary schools in Kisumu East Sub-County, have adopted to large extent training and development practices of staff as an aspect of promoting employees growth in order to provide quality services for their clients. On employment security, most schools provide staff with benefits to safeguard them at work, gave sufficient notice before terminating their contracts and majority of employees did not have long term contracts. Schools obtain new employees through recruitment firms or interviews, vacant positions are advertised externally, staffs fills vacancies from within and creating opportunities for internal promotion and recruit qualified staff.

Staff are encouraged to take initiative and do things on their own without having to wait for the supervisor and encouraged to share information. There is minimal staff involvement in decision making and may have contributed to failure by schools to formulate an employee grievance handling procedure system. Staff work in teams, decision making are made at all levels. Teams have targets set and are well coordinate but team based activities incentives was not highly appreciated. Performance in the job is the determinant for earning. Majority of the respondents were not motivated by their compensation. Salary is not the same as that of staff in other private schools. Staffs have harmonized holiday and leaves and share school car parks and canteen.

5.3 Conclusion

The objective of the study was to determine the extent to which best human resource management practices have been adopted in private secondary schools in Kisumu East Sub-County. From the findings, it can be concluded that majority of the best practices have significantly been asserted in the schools, implying that their employees are recognised as key contributors to organisation performance and achieving competitive advantage. Very few schools are employers of choice since majority of them have not realise that employment security is fundamental to the implementation of most other human resource management best practices. Employees are happy and motivated to be more productive if they know they have a secure long term contract career with organisation they work for which is expressed in employees being issued with long term contracts. Competitive compensation and benefits is contingent on performance and highlights the needs to motivate staff. Private schools need to motivate their employees by adoption of good compensation system of which salary and benefits top the list, in order to cope up with rapid changing and competitive environment. However,

non- financial rewards such as personal growth, employment security and impact of work on family life are also among the concerns of the employee.

5.4 Recommendations

Private schools are operating in an environment characterised by competition and rapid changes and compelled towards effective management of their human resources. Such environment require the schools to adopt best human resource management best practices to successfully recruit, select, develop, retain and motivate their employees.

Some of the key best human resource management practices the study recommend for implementation include involving employees in decision making so that they co-formulate procedures of handling their grievances at their place of work. Compensation should be made fair, adequate and pay that exceeds the current level of inflation to help schools retain employees. Other fringe benefits and incentives should be provided by the school to motivate the employees and to enhance their performance. Employment security should be guaranteed by issuing them with permanent contracts because their lives revolve around the continuous income which they obtain from the employment. The government and the proprietors of schools should work together to harmonise salaries and other terms and conditions of service in this sub-sector of education.

5.5 Limitation of the Study

Some respondents were not willing to fill the questionnaires due to fear of victimization and exigencies of duty. The study was restricted to private secondary schools in Kisumu East Sub-County and the conclusions may not hold for private secondary schools in sub-counties in other parts of the country.

The researcher used questionnaires with closed ended questions to collect data. Such questions have the disadvantage of restricting responses where the respondents have less scope to supply answers which reflect their feelings and views on the study.

5.6 Suggestions for Further Research

Further study can be carried out in private early childhood and development centres, private primary schools, and private tertiary institutions to give a general view of the adoption of best human resource management practices in the sub-county. A study can also be carried out to determine the effects of adoption of best human resource management practices in public secondary schools in the sub-county.

REFERENCES

- Armstrong, M (2009). *Armstrong's Handbook of Human Resource of Management Practice*, 11th ed, Kogan Page, London, UK.
- Bacon, N. and Blyton, P. (2003). 'Impact of Teamwork on Skills: Employee Perceptions of Who Gains and Who Losses?' *Human Resource Journal Management Journal*, 13(20), pp.13-29.
- Baker T. (1999). *Strategic Human Resource Management, performance, alignment Management*, Vol.7 No. 5, 1999.
- Baraza, A. (2008), Adoption of best practices in human resource management among Hotels in Kenya, *Unpublished MBA Project, University of Nairobi*.
- Barney, J. (1995), Looking inside for Competitive Advantage. *Academy of Management Executive*, 9(4), 49-61.
- Batt, R. (2000), Strategic Segmentation in Front-line Services, Matching Customers, Employees and Human Resource Systems, *International Journal of Human Resource Management*, 11(3), 116-135.
- Beardwell J. and Claydon T. (2007). *Human Resource Management: A Contemporary Approach* 5th Edition, Prentice-Hall.
- Becker, B and Gerhart, B. (1996). The Impact of Human Resource Management on Organizational Performance: Progress and prospects. *Academy of Management Journal*, 39(4), 779 – 801.
- Bernadine H. J (2007) *Human Resource Management, An experimental approach*, 4th Edition, New Delhi, McGraw – Hill.
- Boohene, R. and Asuinura, E. F., (2011). The Effects of Human Resource Management Practices on Corporate Performance: A Study of Graphic Communication Group Limited, *International Business Research*, Vol. 4, 'No. 1, January.
- Churchill, G. A. J. (1994). *Marketing Research: Methodological Foundations*, New York, Dryden Press.
- Clarke, K.F. (2001). 'What business is doing to attract and retain employee- Becoming an employer of choice.' *In the Employee Benefit Journal*, March, pp. 34-37.
- Cole G. A. (2000). *Management Theory and Practice*. DP Publications.
- Deal, T. E. & Kennedy, A. A (2000). *Corporate Culture: The Rites and rituals of Corporate Culture Life*, Harmondsworth, Reissue Perseus.
- De Cenzo D.A. and Robbins, S.P. (2002). *Human resource management*, John & Sons, Inc, the seventh edition, America

- Delery, J.E. & Doty, D.H. (2000). Modes of Theorizing in Strategic Human Resource Management: Tests of Universalistic, Contingency, and Configurational Performance Predictions. *Academy of Management Journal*, 39(4), 802-835
- Dessler G. (2008) *Human Resource management*, eighth edition, Prentice Hall inc., Mason.
- Dundon, T., Wilkinson, M., & Ackers, P. (2004), the Meaning and Purpose of Employee Voice; *International Journal of Human Resource Management*, Vol. 15(6), pp. 1150-1171.
- Edwards, P. and Wright, M. (1998) Do Teamwork Work, and if so, Why? *A Case Study in the Aluminium Industry; Economic and Industrial Democracy*, 19: 59-90.
- Geary, J. and Dobbins, T. (2001) Team working. 'A New Dynamic in the pursuit of Management control.' *Human Resource Management Journal*, 11(1); 3- 23,
- Gomez-Mejia, L. R., Balkin, D. B., and Cardy, R. L. (2010), *Managing Human Resources*, 6th Edition, Pearson, Upper Saddle River, NJ.
- Guest, D. E. (2001). *Industrial Relations and Human Resource Management: a Critical text*, ed. J. Storey. Thomson Learning, London
- Guest, D., Conway, N., & Dewe, P. (2004). Using Sequential Tree Analysis to Search For 'Bundles' of HR practices. *Human Resource Management Journal*, 14(1), 79-96.
- Harrison, B., (1997), 'Discussion.' *British Journal of Industrial Relations*, 35(3):363-366.
- Hatch, C.N. & Dyer, J. H (2004). *Human Capital and Learning as a Source of Sustainable Competitive Advantage*, John Wiley and Sons.
- Hoque, K., (1999), '*Human Resource Management and Performance in the UK Hotel Industry*, 37(3): 419-443.
- Huselid, M. A. (1995). The impact of Human Resource Management practices on turnover, productivity and corporate financial performance. *The Academy of management journal*, Volume 38, Number 3, p635- 672. Volume 8, Issue 32, p5-6.
- Huselid D. (1996) the Strategic Impact of High Performance Work Systems, *Academic of Management Journal*, Vol. 14, Pp. 16-1
- Jackson, E.S, Schuler, R.S and Werner, S (2009) *Managing Human Resources*, 10thed, South-Western Cengage Learning, Mason, U.S.A.
- Kariuki, M. (2012). Employee under performance: who is the culprit? Employer or Employee? *Human Resource Management journal*, January-February,

- Kothari, C. R., (2014). *Research Methodology: Methods and Techniques*, 3rd edition New Age International publisher, New Delhi, India.
- MacDuffie, J. (2005). Human Resource Bundles and the Manufacturing Performance: Organisational Logic and flexible production in the world auto industry, *Industrial and Labour Relations Review*, 48(2), 197-221.
- Maoulidi, M. (2008). *MCI Social Sector Working Paper Series No.01/2008:Education Needs Assessment for Kisumu City, Kenya*.
- Marchington, M., & Wilkinson, A. (2008). *Human Resource Management at Work; People Management and Development*. 4th edition. Harrow; Pearson Education.
- Njenga, F. N. (2008). Employees State of Psychological Contract Following Implementation of Performance Contracts: A case Study of municipal Council of Thika Mangers, *Unpublished MBA Project, University of Nairobi*.
- Njenga, I. K. (2007). Relationship between human resource management practices, Job satisfaction, organizational commitment and performance: A survey of public secondary schools in Dagoretti, Nairobi. *Unpublished MBA Thesis. University of Nairobi*.
- Nguku, C. M. (2008). Strategic Human Resource Management Practices among Classified Hotels in Kenya, *Unpublished MBA Project, University of Nairobi*.
- Okumbe, J. A. (2001). *Human Resource Management, an educational perspective; educational development and research bureau, Nairobi*.
- Omor, A. (2007), Strategic Human Resource Management Practices and firm performance. *A survey of the banking sector in Nairobi, Unpublished MBA Project, University of Nairobi*.
- Osterman, P. (1994). How Common is Workplace Transformation and Who Adopts It? *Industrial & Labour Relations Review*, 47(2), 173 - 188.
- Otieno, O. J. (2010). Causes of Staff Turnover in Private Secondary Schools in Kisumu City, *Unpublished MBA Thesis. University of Nairobi*.
- Patterson., West, M.,Lawthom, R & Nickell, S. (1997), *Impact of People Management Practices on Business Management*, London: Institute of Personnel Management.
- Pfeffer, J. (1994). *Competitive Advantage through People*, Harvard Business School Press. Boston.
- Pfeffer, J. (1998). *The human equation: Building profits by putting people first Boston, MA: Harvard Business School Press*.
- Price, A (2007). *Human Resource Management, in a business context*, 3rd edition, southwestern, centage learning.

- Porter, M. S., (2001). *'The bottom line in employee compensation.'* In Association Management, April, No.4, pp. 562-78.
- Robert, M. & Whitfield, K., (2001), ' Job Evaluation and High-Performance Work Practices: Compatible or Conflictual?' *Journal of Management Studies*, 38, No. 2 p.294.
- Saxena, K., & Tiwari, P. (2009), A Study of Human Resource Management Practices in Selected IT Companies of India. *AIMS Journal of Management*, Vol.1, 3.pp.29-44.
- Susan, E. J & Shuler, R.S (2007), Strategic Human Resource Management, 2nd edition, Wiley, Florida, U.S.A.
- Torrington, D.S. Hall, L. and Taylor, S. (2005). *Human Resource Management: 6th Edition*, Prentice Hall, Financial times. London, UK.
- Tyson, S. & York, A. (1996). Human Resource Management. Butterworth Heinemann
- Waiganjo, E. W & Awino, Z. B. (2012). Strategic Human Resource Management and Corporate Performance: A Critical Review of Literature, *Africa Management Review*, DBA, Vol.2 No.2, Pp78-93.
- West, M., et al, (2002), The Link between management of employees and patient Mortality in acute hospitals. *International Journal of Human Resource Management* 13(8), 1299-1310.
- Wood, S., & Albanese, M.T. (1995). Can We Speak of a High commitment Management on the Shop Floor? *Journal of Management Studies*, 32(2), 215 - 247.
- Wood, S., & de Menezes, L. (1998). High Commitment Management in the U.K. Evidence from the Workplace. *Human Relations*, 51(4), 485 - 515.
- Zikmund, W. G (2003). *Essentials of Marketing Research*, Orlando: The Dryden Press.

APPENDICES

Appendix I: Letter of Introduction



UNIVERSITY OF NAIROBI
SCHOOL OF BUSINESS
KISUMU CAMPUS

Telephone: 732160 Ext. 208
Telegrams: "Varsity", Nairobi
Telex: 22095 Varsity

P.O. Box 19134-40123
Kisumu, Kenya
0202659307 / 0720348080

Ref: CHSS-SOB D61/61931/2010

October 14, 2016

TO WHOM IT MAY CONCERN

The bearer of this letter **Stephen Oyugi ogutu**

REGISTRATION NO: D61/61931/2010

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 "**The extent of adoption of best human resource management practices in private secondary schools in Kisumu East Sub-County, Kenya**". He has identified your organization for that purpose. This is to kindly 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,

13 OCT 2016

DR. NIXON OMORO
ASST. COORDINATOR, SOB, KISUMU CAMPUS

Cc. File Copy

ISO 9001:2008
The Fountain of Knowledge
Providing leadership in academic excellence

Appendix II: Questionnaire

PART A: Demographic Data

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 ()

Current position in the school:

Principal () Deputy Principal () Human Resource Director () other.....

What are your terms of services?

Permanent () Temporary ()

PART B: Best Human Resource Management Practices

Put a tick () in the appropriate column

	Statement	Strongly Agree	Agree	Never Agree or Disagree	Disagree	Strongly Disagree
1	Staff are sponsored by school to undertake training and development opportunities					
2	On job training is the most common method of training and development used in my school					
3	Training needs assessment is frequently done in my school					
4	School provide orientation and induction programs for the new employees					
5	My school prioritises internal appointment for staff that have successful completed further studies					
6	School organises forums such as conferences, seminars and workshops for its academic staff					

7	Staff have long term contracts					
8	Staff have benefits to safeguard their security at work and after such as pension medical scheme and life insurance					
9	Staff fill vacancies from within and create opportunities for internal promotion					
10	Staff given notice before terminating their Contract					
11	School obtain new employees through recruitment firms or interview					
12	Vacant positions are advertised externally					
13	Staff share school canteen, car parks					
14	School provide staff uniform terms and condition of service					
15	Staff work in teams					
16	Decision making are made at team levels					
17	Decision making involve all employees					
18	Teams have targets set and are Coordinated					
19	There are team based activities incentives					

20	Teachers are encouraged to take initiative and do things on their own without having to wait for the principal					
21	School encourages information Sharing					
22	Staff have procedure of handling Grievances					
23	Staff have a harmonised holiday and Leaves					
24	School recruit qualified staff					
25	Staff motivated to work by their Compensation					
26	There are other free benefits in addition To salary to staff					
27	Staff salary is the same as that of staff in other private schools					

Appendix III: List of Private Secondary Schools in Kisumu East Sub-County

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.	BRAEBURN SCHOOL
13.	SHADY GARDENS ACADEMY
14.	KISUMU SENIOR ACADEMY
15.	JALARAM ACADEMY
TOTAL	

Source: Provisional Director of Education, Nyanza Office (2014)