

**CHALLENGES FACED BY HEADTEACHERS IN MANAGEMENT OF HUMAN
RESOURCE IN PUBLIC PRIMARY SCHOOLS IN CHANGAMWE DISTRICT,
MOMBASA COUNTY, KENYA**

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**A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE AWARD OF MASTER OF ARTS DEGREE IN
PROJECT PLANNING AND MANAGEMENT OF THE UNIVERSITY OF NAIROBI**

2012

DECLARATION

I declare that this is my original work and has not been submitted to any other institution or University therein for the purpose of examination or otherwise.


SIGNATURE.....

Date.....15-8-2012

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This research report has been submitted for examination with my approval as University supervisor.

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DEDICATION

Dedicated to my daughters Leah, Betsheba, Lornah, Shirley and Magret Omware.

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I acknowledge the university of Nairobi for providing for me the opportunity to do the study and present this work. I also owe immense gratitude to Mr. Johnbosco Kisimbi, Dr. Moses M.M Otieno and Dr. Anna Asey who took their time to appreciate this work and contribute to its improvement and eventual outcome. Their guidance has enabled me to grow academically not only in knowledge but also in skills and attitude. My heartfelt gratitude goes to my best friend Millicent Zawadi Mbaye for her moral support. I thank my sister Rose Akoth Amollo for the continuous moral and spiritual support they have given. I also acknowledge the help and constant encouragement I received from my professional colleagues, friends and respondents who willingly agreed to be interviewed and also share their thoughts and experiences on the subject matter of this study. Sincere gratitude also goes to Francisca Mwendwa for her technical assistance in editing the project report and assisting in administering the questionnaire.

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ABBREVIATIONS AND ACRONYMS

DEO	-	District Education Officer
EACE	-	East Africa Certificate of Education
EAACE	-	East Africa Advanced Certificate of Education
H.R	-	Human Resource
K.C.S.E	-	Kenya Certificate Of Secondary Education
HRM	-	Human Resource Management
IR	-	Industrial Relations
KESI	-	Kenya Education Staff Institute
KNUT	-	Kenya National Union of Teachers
N.G.O	-	Non Governmental Organization
PTA	-	Parents Teachers Association
PM	-	Personnel Management
SHRM	-	Strategic Human Resource Management
TSC	-	Teachers Service Commission

ABSTRACT

This project report is about the challenges faced by headteachers in the management of human resource in Public Primary schools in Changamwe District, Mombasa County, Kenya. It was undertaken because management of human resources in public primary schools by headteachers in Changamwe District has raised serious concerns, leading to some of the headteachers being rejected, redeployed and penalized yet human resource management is critical to schools ability to achieve their goals. In Changamwe District an average of 2 teachers (9%) have been penalized annually because of disputes related to staff management over the last three years. The challenge for headteachers in human resource management and how to effectively cope with them in Changamwe District are yet to be established. The methods used to prepare the information was descriptive survey. The study population consisted of ten headteacher and ten deputy headteachers. Questionnaires and interview schedules were used to collect data. Quantitative data from questionnaires were analyzed using descriptive statistics in form of percentages, frequency counts and means. Qualitative data from interview was organized into themes and subthemes. The results obtained are discussed. The conclusion made are; that challenges for headteachers were remuneration, motivation and inadequate funds. The recommendations are the Ministry of Education take over full payment of support staff. The Teachers service commission should reduce the work load for headteachers to have enough time to attend to human resource management matters. The ministry of Education should clearly define the interferences and the Teachers Service Commission should be represented in disciplinary panels at the school level. It is therefore suggested that further research should be conducted on a larger sample to identify if really teacher trainers have an impact on human resource management in public primary schools in Changamwe District in Mombasa County, Kenya.

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INTRODUCTION

1.1 Background of the study

This study is about human resource management in public primary schools in Changamwe District, Mombasa County in Kenya.

Human resource management is the basis of management activity (Derek Topping et al). The question of human resource management in Education has posed a great challenge to the whole world. In the United Kingdom, according to Lingdale (2007) succession planning is embedded in the local authority overall approach to the training and development of all staff in schools. This is because as at September 2007 there were 57 head teachers (40%) aged between 50 and 60. Twenty two of these head teachers were aged between 55 and 60 and 35 of them were aged between 50 and 54. These figures confirm the need for short and long term action to support recruitment and retention of head teachers.

The United Kingdom local authority's strategy is to secure ongoing professional development of excusing the head teachers, who due to restructuring may need to apply for alternative posts within (or outside) the local authority: develop future leaders in the short and long term identifying potential and providing relevant leadership training based on needs analysis: sustain the current high quality of leadership as a realistic sustainable and satisfying career choice and maintaining a balance of leaders that reflect the diversity of the school workforce. This is the strategy of retention and research in school leadership and staff development.

Lingdale (2007) it emphasized that leadership development should be a series of well connected activities both in school and off site: leadership development combines a common core of personal competencies of leadership with customization according to the role and context; and that leadership development is clearly focused upon developing the characteristics of exceptional leaders Lingdale (2007) gives four stages of the journey to leadership: developing exceptional leadership, developing skills of exceptional leadership

and finally, embedded exceptional leadership within institutions and across networks in Minnesota, USA. Feritz Gerald (2007) described the Growing Gap Minnesota's Teacher Recruitment and Retention crises.

Minnesotans expect an excellent public education system comprising of top flight teachers, administrators and staff, outstanding curriculum and high graduation rates. It is an expectation as old as Minnesota: rooted in the immigrant tradition of hard work, sacrifice and the drive to get ahead. Here mentoring in school leadership is highly emphasized. The Kenya Education Management Capacity Assessment, 2008 reported that the problem of leadership in education in Kenya is that it currently suffers from an extreme lack of commitment. Since mid-level ranks are relatively unable to transfer top level vision into clear plans and strategies, the top level leadership has to over-invest time in restarting, re-confirming and communicating the vision written statement of the vision and mission of the strategy, lack the clarity that is evident in verbal expression of the top leadership.

Kenya Education Management Capacity Assessment (Republic of Kenya, 2008) also reported that the functional area of teacher development, or as it used to be called "In-Service Training" is an example of suboptimal district of labour in the education sector. Four agencies are currently delivering service to teachers in this area: the ministry of Education Science and Technology, through its quality Standards Directorate, the Kenya Education Staff institute, the Kenya Institute of Education and the Teachers Service Commission. Although some of the training differs from organization to organization, there also significant overlaps. The target population is always the same. Each organization is responding to emerging issues with relatively little coordination, simultaneously with these overlaps. While "everybody in the ministry and beyond is training" there is a functional gap: there is no single organizational home for teacher development in the education system and there is no leadership in this area. Government of Kenya (KESI 2011)

The student academic outcome is generally influence by leadership in the school. Wekesa (1993) notes that what is required for Head teachers is to set a clear vision for their schools, communicate the vision to the students and staff, support it by giving

instructional leadership, resources and being visible in every part of the institution that account for students' performance. The foundation and communication of the vision should involve the students, all staff members and stake holders to avoid conflicts and make them own it. The Teachers Service Commission is mandated to perform teacher management functions, promotion and development, remuneration, promotion, and discipline of teachers. It is also the duty of the commission to maintain professionalism, integrity, and quality teaching standards in the teaching service (Teachers Service Commission, (2005).

According to the Teachers Service Commission (2007) policy on human resource, high quality in the management of educational institutions in the country were ensured by identifying, selecting and training the right people to head institutions. This is expected to enhance good performance in education institutions and minimize incidents of discontent and unrest. Failure to provide adequate and relevant training for institutional administrators, in the past, has led to under- performance; and this has resulted to declining education standards.

Succession management is concerned identification of critical roles and ensuring that there is current and future capacity for these to be filled through a system of openness, fairness and transparency. If these roles are unfilled or filled with or without the required level of capability as is the current situation, institution may not be able to perform to the expected standards. This means effective succession management ensures flow of candidates who have the skills, knowledge and attributes to compete for vacancies in critical roles when they arise. The policy aims at providing clear and transparent criteria for identifying selecting, appointing, developing and training of head of primary institutions and provide for succession management.

The criteria include: qualifications for potential heads of institution; procedure for appointment and development of heads of institutions training requirements and career progression for heads of institutions standards for guiding prospective candidate to prepare and compete for institutional management positions with increased involvement of major stakeholders; modalities for successions management. When the recommended policy on identification, selection, appointment, deployment and training of heads of

institutions is effectively implemented, it is expected that heads of institutions be more effective in the performance of the following duties; and in particular, the following was expected. The organization, management and implementation of the approved institution curriculum supervising specific teaching and learning activities in the institution as specified in the time table, the management and control of institution resources, the management and motivation of the human resource in the institution, the management and maintenance of the institution facilities, plant and equipment, materials and textbooks serving effectively as the secretary to the institution management committee.

The top job of head of institution is extremely challenging and there is need for the ministry of Education and the Teachers Service Commission to develop viable strategies and mechanisms on teacher motivation and morale which would cater for the following: induction of new teachers, continuous in-servicing of teachers to update their competence, commitment and capability, specialized in service to cope with curriculum changes and reforms, retirement preparation as part of succession management plan, status recognition, personal and security in the work environment, protection against losses and risks at the work place.

Institution management system should enhance and support the work of the teacher and support the work of the teacher in the class, the system should have structures and resources which ensures the following dynamic and progressive aspects: bring about humanization of the teachers work and environment, democratize the decision making process, effective implementation of approved conditions of service and addressing of grievances, provide socio-economic emancipation of the teaching profession through systematic and continuous teacher education and staff development programmes and empowerment of women teachers. (Short PM, Greer JT 1997)

1.2 Statement of the Problem

As a nation, Kenya hopes to achieve Education for all (EFA) by the year 2015. This is an uphill task given the various challenges in the education sector. The year 2015 is also significant globally because it is the target year for the eight – millennium goals. Kenya

looks forwards to have her people achieve the millennium goals together with other people world wide.

The pivotal hinge for these important target goals is education levels of the people involved and look forward to benefit from the fruits of EFA, Millennium goals and industrialization. For such matters therefore, proper resource management in education institutions is paramount. Kenya's education sector has undergone major transformation since introduction of free primary Education. The sudden change of the system caught the Headteachers unprepared to face the challenges. Headteachers in Changamwe District, Mombasa County in Kenya are required to use the same resource management approaches as their counter in other institutions of learning. While less taxing management approaches like recruitment, training remuneration and motivation are effective in some primary schools in Mombasa County, the same may be ineffective in Changamwe Public primary schools.

According to the annual staff returns obtained from the Mombasa City, Education staffing offices, in the last three years, six headteacher were rejected by the parents of the schools for alleged mismanagement of the resources one headteacher was interdicted for the same. (city Ed. Staffing office)

1.3 Purpose of the study

To investigate into the challenges faced by headteachers in recruitment, training, remuneration, motivation and maintenance of staff discipline in public primary Schools in Changamwe District Mombasa County, Kenya.

1.4 Objectives of the study

This study had the following objectives

1. Identify the challenges facing headteachers in recruitment of teaching and support staff in public primary schools.
2. To establish challenges faced by headteachers in motivation of teaching and support staff in public primary schools.

3. To identify challenges faced by headteachers training/education of the staff in public primary schools.
4. To investigate into challenges facing the headteachers in maintenance of teaching and support staff discipline in public primary schools.

1.5.1 Research questions

This study had the following questions:-

1. What approaches do headteachers use in recruitment and selection of staff?
2. What challenges do headteachers face in motivation of staff?
3. What challenges do headteachers face in training of the staff?
4. What challenges do headteachers face in maintenance of teaching and support staff discipline?

1.5.2 Research hypothesis

This study had the following hypothesis:-

H1: H₀: There is no relationship between recruitment of teachers and management of human resource in public primary schools.

H₁: There is relationship between recruitment of teachers and management of human resource in public primary schools.

H2: H₀: There is no relationship between education level of teachers and management of human resource in public primary schools.

H₁: There is relationship between education level of teachers and management of human resource in public primary schools

1.6 Significance of the study

The finding of this study may be of significance to the officials of the Ministry of Education especially the inspectorate section, the Teacher Training Colleges and the

headteachers and deputy headteachers who are aspiring to be headteachers. Contribute towards framework for further research and fill the existing gaps in the field of human resource management in Public primary schools in Changamwe and NGO, like World Vision “Who” are concerned with monitoring of service delivery in public Primary school. Scholars who may use it as a source of reference. In addition, it may increase the literature on the subject which is vital.

7 Delimitations of the study

The study was confined to public Primary schools in Changamwe District and not other primary schools in Mombasa District although they may have the same challenges/ the questionnaire was administered to the public primary school headteachers and deputy headteachers or senior teachers only and not other stake holders. Areas covered were, selection and recruitment challenges, training/ education, maintenance of staff discipline and motivation challenges.

8 Limitations of the study

1. The study confined to schools in Changamwe District Coast Province. This therefore did not allow for wider generalization of the findings to cover the province or the Kenyan Primary schools as a whole.
2. Time factor might be another limitation. The time allocated for this research project was too short for detailed study. Hence a questionnaire was used as the sole research instrument. There was no use of triangulation in data collection.
3. It was not possible to control the attitudes of the respondents. This affected the research findings since the respondents at times gave acceptable answers in order to avoid offending the researcher. This in turn affected the validity and reliability of the responses by giving responses that are low in validity and reliability.

1.9 Basic Assumptions

The following were the major assumptions taken by the researcher. Human resource management challenges exists in any normal public primary school.

1. The headteachers are capable of identifying the causes of human resource mismanagement in their schools. Hence they would give truthful and honest responses.
2. That headteachers have developed some standard methods of dealing with human resource mismanagement. That headteachers are aware that they are responsible for resource management in their schools.

1.10 Definition of significant terms

Resource - Supply support or aid, especially one that can be drawn upon when needed and utilized to achieve specified goal.

Management- A process which involves utilization of the school resources to achieve school expected goals.

Challenges - These are constraints which headteachers face when dealing with resource management of the schools or learning institutions

Education manager- Refers to the education personnel endorsed with the management and administrative responsibilities of educational institutions for instance the headteacher, the District Education Officer (DEO) and the Director of Education.

1.11 Organisation of the study

The study was organized in five chapters. Chapter one covered the background to the study statement of the problem purpose of the study, objectives of the study, the research questions, the significance of the study, the limitations of the study, the delimitations of the study, the basic assumptions and the definition of significant terms.

Chapter two contains the literature review. This chapter was organized systematically into themes. The themes include definitions, purpose, views and causes of resource mismanagement, appropriate methods, challenges and alternative approaches.

Chapter three entails research methodology. This includes the research design target population, the sample and sampling procedures, research instruments, validity and reliability of the instruments, the process of data collection and the data analysis techniques used.

Chapter four comprises of the data analysis and discussions of the research findings while chapter five contains summary, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter highlights related literature written by different authors on the challenges of human resource management in Public schools.

2.2 The Genesis of Human Resource Management

Jacoby (1997) and Foulkes (1980) link the beginning of Human Resource Management to employment practices of the 1930s. In the United States in which Welfare capitalism gained favour to trade unionism and collective bargaining. Through regular employee opinion surveys Welfare Capitalists achieved employee commitment and other corporate advantages like pay lay off. This climate was fuelled by Roosevelt.

2.3 Perspectives in Human Resource Management.

Human Resource Management is increasingly considered a contemporary development that continues to reshape employment relationships (Beardwell, Hidden and Clydon, 2004). An attempt is made to consider it a tool that may have effectively replaced other management traditions like personnel Management (PM) and Industrial Relations. (IR) Sission (1993). Another driver is to analyze a bundle of best practices (Purcell, 1999). Such a high commitment Management and their impact on employment relationship.

Whatever the direction HRM remains contemporary but evolving science dealing with complex beings in complex organizations and environments Cusworth and Franks, (2003). Its attachment to business strategy and performance has given credibility to the descriptive of strategic Human Resource management (Analovi 1999) and also facilitated broad thematic divide as to which practices are tailored from the traditional methods like personnel management (P.M) and HRM itself. Strategic Human Resource Management is represented by four perspectives; universalistic, contingency, configurational and contextual. The universalistic perspective, or the best practice, asserts that some HR practices are superior to others (Colbert, 2004; Delery & Duty, 1996;

Martin Alcazar, et al (2005). On the other hand, the contingency perspective argues that there are no best HR practices per se. Instead, strategic HR practices depends on contingency variables such as the internal and external environments that must be taken into account when developing HR policies (Colbert, (2004). Delery & Doty, (1996); Martin Alcazar, et al, (2005).

According to Colbert, the concern is to align HR practice to mere internal alignment. For example, while a training program might reflect best practice within the Universalistic perspective, it may or may not be the best option given an organization's strategic goals or external demands. Delery & Doty (1996) explain that the configurational perspective differs from the contingency perspective by focusing concern on the " pattern of multiple independent variables" and how these patterns relate to the dependent variable, as opposed to the contingency perspective concern with the relationship between different independent variables and the dependent variable (p.804) in essence, the configurational perspective acknowledged system interaction effects that the whole may be more or less the sum of the parts - Colbert. (2004), p. 345

The configurational perspective opens up the black box of the universalistic and contingency perspectives – perspectives which rely on linear relationship – to allow an examination of the complex and interactive system that is HR functions - Martin – Alcazar, et al, (2005)

Furthermore, the configurational perspective incorporates the idea of equifinality- achieving the same goals with different combinations of policies that could be equally efficient – while at the same goals with different combinations of policies that could be equally efficient – while at the same time rejecting the idea of funding best practices assumed by the universalistic perspective -Delery Duty, (1996); Martin- Alcazar, et al. (2005). Finally the newest SHRM perspective emanating from the European model of HRM is the contextual perspective.

This perspective offers a shift towards a more global view point applicable to a multitude of environments. SHRM becomes something more than managerial decisions but instead considered a part of a greater social system that is both influenced by and places its own

influences upon HRM strategy. Strategies are not just explained through their contribution to organizational performance, but also through their influence on other internal aspects of the organization as well as their effects on the external environment (Martin – Alcazar, et al (2005)

The concepts of fit and flexibility are integral to each SHRM perspective. Fit refers to the extent to which HRM practices form internal consistency or congruency – the argument being that the greater the fit, the more effective the organization will be - Delery, (1998), Smylie, Miretsky, & Konkol, (2004). Fit operates vertically and horizontally. Vertical fit refers to the degree of alignment of HR practices with organizations strategy, objectives and external environment. Where fit leads to coordinated support of organizational goals, the vertical misalignment of HR practices, strategy and goals make it difficult to achieve the organizational goals and meet external demands from the environment (Green, Wu, Whitten & Medlin, 2006; Smylie, Miretsky & Konkol, (2004)

Horizontal fit refers to the internal consistency of HR practices or how well these practices mesh into a coherent system – the assumption being that any one HR practice is more effective as part of a system of practices than it is individually - Delery (1998) while the concepts of vertical and horizontal fit are straight forward, achieving them is made difficult by the state of flux organizations often face. Flexibility refers to the ability to adopt to the diverse and ever – changing demands coming from both international and external forces (Smylie, Miretsky, & Konkol, (2004) Wright & Snell, (1998).

Flexibility leads to quick effective HR responses that help organizations address new challenges more fluidly and in ways that enhance performance, further, the concept of flexibility is cyclical in nature and help to link SHRM and organizational learning discussed below. For example as schools adapt to external accountability demands, they might orient their human resources to recruit, select and train teachers differently to meet these new demands because the teachers themselves are a dynamic resource the district must be flexible in its practices to meet their changing needs and varying capacities to enact district strategies. Flexibility, like a constant adaptation within the life of an organization.

2.4 **The need for training in Human Resource Management in Public schools**

Education is a systematic instruction for the development of character or mental power. Rao (2001) noted that there is an immediate and urgent need for giving education to the people in order to build up our future. Education is synonymous to learning, instruction, teaching, acquiring knowledge and guidance system depends on the quality and quantity of its factors or production- human and material resources appears to be the most important because without human efforts, all other factors are inept. This is why it is necessary to train and re-train the staff of any organization for better production.

According to Peretomode and Peretomode (2001), training is a planned organizational effort concerned with helping an employee (teacher) acquires specific skills, knowledge, concepts, aptitudes, and behaviours to enable him / her perform more efficiently on his present job, that is, to improve on the performance. The success of our education depends on trained staff. We cannot replace trained staff with any other type of instructional material -Hanif and Saba (2002). The importance of staff in any educational system cannot be over- emphasized. This is because the quality of staff in any educational system determines to a great extent the quality of the system itself, and professional staff in particular are crucial to the formulation and successful implementation of education policies and programmes in any country.

However, teaching is a high valued social service in every country of the world. Staff are indispensable in the effort to develop the nation. The business of the school is to educate, and the most important resource in the school is the teacher. Teaching is indeed a challenging profession and the teacher is the main factor in the learning environment of the child - Peretomode (2007). This has explained why Federal Republic of Nigeria (2004) stressed the need to accord Teacher Education a prominent place in Educational Planning.

The Policy further maintains that among other things, the goals of administration should be; to produce highly motivated, conscientious and efficient classroom staff with intellectual and professional backgrounds, adequate for their assignment and to make

them adaptable to any challenging situations, not only in life of their country but in the wider world.

2.5 Effectiveness of (in-service training) individual teacher development

There is an abundance of literature on the effectiveness (or lack thereof) of individual teacher development and management practices (e.g Smylie & Miretzky, 2004)

Peretomode (2001) explains that employees may become obsolete and rustic if they do not update themselves with new work, methods, skills and knowledge about their work; organization and environment. The entire organization may also become rustic and obsolete if it lacks a systematic means of continually developing and reviewing organization capabilities. Peretomode (2001) highlights the determinants of training as acquiring more conceptual knowledge, skills and competencies both in teaching areas and non – teaching areas, obtain a high academic or professional qualifications in school/ organization hierarchy, to meet up with the new changes in the educational system, the new methods, techniques and technological developments, to keep the staff in the system, procure job security.

The government comes with different policies at different times. Those who improved themselves on the job have greater on the job and also the presence of aging staff and explosion of knowledge has been noted that with age, human beings suffer from diminished validity, creativity and flexibility, staff can be assisted to remain. Or once again become vibrant, vital, productive and pertinent through staff renewal activity the declining rate of mobility and high density coupled with less hiring new blood, the increasing heterogeneity of staff in the system.

Whawo (2003) explains that irrespective of the method of training that staff engaged in, the importance of their teaching skills and use of teaching aids, evolve modern methods of evaluating students and above all, make them have deeper knowledge of their teaching subjects. Equally important is the team work among staff, development of self-confidence in school leadership and effective classroom control. Also, that the training activities equip the trainees to contribute more meaningfully to the realization of education objectives in the school and in the understanding of how the socio-economic

and cultural values of the society influence school work. Okoye (1998) in her study endorsed the concept of in-service training for administrative staff of all levels. She stressed that there is need to upgrade quality of leadership, school system and institutions offering education in order to achieve effective programmes of selecting and preparations.

However, university of East Anglia (2000) under the university policy for staff development and training, holds that an organizational committed to the support of staff development and training which is geared towards development of knowledge skills and awareness of staff improved the effectiveness and efficiency of individual. The efficient functioning of the organizational institutions depends on its support for the provision of staff development and provision for academic relatedness.

Nevertheless, the Southern Education and Library Board on staff Training and Development (2001) says that it values its employees and as a result encourages life – long learning so that individuals can develop their potential and enrich their lives.

Also, that in an environment of constant change and increasing demands, staff training and development plays a crucial role in equipping staff with the necessary skills, knowledge and abilities which they need to deliver quality services in their areas.

Furthermore, the National Institute on Educational Governance, Finance, Policy Making and Management of the office of educational research and improvement (OERI) in their today forum on educational Leadership in Washington DC in 1998 arrived at the following conclusions: that the staff should have management skills and that many aspects of our educational systems are almost toxic to teaching and learning as a result staff should be under continuous training.

2.6 Types of training for serving teaching staff.

The training programmes for serving staff may take the form of part time, full-time, sandwich and weekend programmes and available in various in some tertiary institutions. Thus, a diligent teacher has ample opportunity for professional development because there is need to expose their staff to training in Modern technique of performing their job

to raise the quality of their input - Whawo (2003) However, the training approach of human resources are different and the certificates obtained are equally different. The scientific management principle of school administration of Frederick Taylor believe that performance should be part of each job so that each workman knows his job well- Egwunyenga (2000). Thus in the training of trained staff, their courses comprise of their main area and education course in which they are introduced to teaching techniques, methods, presentation of lessons, art of classroom management and other factors affecting teaching and learning -Kpangban (1992). This class of teaching is called trained of professional staff because of the nature of their training.

Pointing to example of systematic – wide reform initiatives in places such as San Diego and New York’s District 2, Fullan (2007) argues for coherence in building collective human capacity around district – wide instructional goals and frameworks. Drago – Severson (2007) explores four “ pillars” of principal practice that purport to promote teacher learning and development effectively including:

- 1) Teaching and partnering with colleagues within and outside of school
- 2) Providing opportunities for teacher leadership
- 3) Engaging in collective inquiry and
- 4) Monitoring

In another example, Heneman and Millanowski (2004) go father than most in examining how, different human resource management policies and practices might be aligned with each other and with an overarching framework for teaching and learning. If HRM policy and practices are aligned with and promote the framework. It should be instrumental in promoting students learning. (Jay Peredes, S et al (2008).According to Heneman and Milanowski (2004), Cincinnati has develop a system of HRM around a model of trainer performance Competency – Charlotte Danidson’s Framework for Teaching. This system contains policies and practices that they found to be more or less aligned with the framework. The district paid particular attention to aligning teacher recruitment, selection, orientation and mentoring, evaluation and remediation with the framework. Less alignment was apparent with regard to teacher professional development and compensation policies - Henneman and Milanowski (2004)

2.7 Challenges of motivation of employees

Motivation is a state of mind. High motivation leads to high morale and greater productions. A motivated employee gives his best to the organization. He stays loyal and committed to the organization.

Motivation seems to be a simple function of management in books, but in practice it is more challenging.

Reasons for motivation being challenging job are as follows:

One of the main reasons of motivation being a challenging job is due to the changing workforce.

The employees become a part of their organization with various needs and expectations. Different employees have different benefits, attitudes, values, background and thinking. But all the organizations are not aware of the diversity in their workforce and clear about different ways of monitoring their diverse workforce.

Employees motives cannot be seen, they can only be presumed. Suppose, there are two employees in a team showing varying performance despite being of same age group, having same educational qualification and same work experience. The reason being what motivates one employer may not seem motivating to the other.

Motivation of employees become challenging especially when the organizations have considerably changed the job role of the employees or have lessened the hierarchy levels of hierarchy, or have chucked out a significant number of employees in the same of down- sizing or right- sizing. Certain firms have chosen to hire and fire and paying for performance strategies nearly giving up motivational effects. These strategies are unsuccessful in making an individual overreach him / herself.

The vigorous nature of needs also pose challenges to a manager/ headteacher in motivating his subordinates. This is because an employee at a certain point of time has diverse needs and expectations. Also, these needs and expectations keep on changing and might also class with each other. For instance the employees who spend extra time at

work for meeting their needs for accomplishment might discover that the extra time by their class with their social needs and with the need for affiliation.

2.8 **Employee discipline and features of sound disciplinary system.**

Discipline means systematically conducting the business by the organizational members who strictly adhere to the essential rules and regulations. These employees/organizational members work together as a team so as to achieve organizational mission as well as vision and they truly understand that the individual and group aims and desires must be matched so as to ensure organizational success.

A disciplined employee will be organized and an organized employee will be disciplined always. Employee behavior is the base of discipline in an organization. Discipline implies conforming with the code of conduct established by the organization. Discipline in an organization ensures productivity and efficiency. It encourages harmony and co-operation among employees as well as acts as a morale booster for the employees. In absence of discipline, there will be chaos, confusion and disobedience in an organization.

In short discipline implies, orderliness and maintenance of proper subordinating among employees, work recognition, fair and equitable treatment of employees appropriate salary structure, effective grievance handling and job security all contribute to organizational discipline.

Discipline is viewed from two angles / dimensions

1. **Positive discipline:** positive discipline implies to discipline without punishment. The main aim is to ensure and encourage self- discipline among the employees. The employees in this case identify the group objectives as their own objectives and strive hard to achieve them. The employees follow and adhere to the rules and regulations not due to the inherent desire to harmonize in achieving organizational goals. Employees exercise self-control to meet these goals.

2. **Negative discipline:** employees adhere to rules and regulations in fear of punishment which may be in form of fines, penalties, demotions or transfers. In this case the employers do not perceive organizational goals as their own goals. The action taken by the management to ensure desired standard of behavior / code of conduct from employees in an organization is called negative discipline. The fear of punishment prevents the employees from going off – track.

Maintenance of harmonious human relations in an organization depends upon the promotion and maintenance of employee discipline. No organization can prosper without employee discipline. Discipline has been a matter of utmost concern for all organizations. Maintenance of effective discipline in an organization ensure that most economical and optimum utilization of various resources including human resources. Thus the objectives of discipline in an organization is to increase and maintain business efficiency. Effective discipline is a sign of sound human and industrial relations and organizational health.

Independent variables

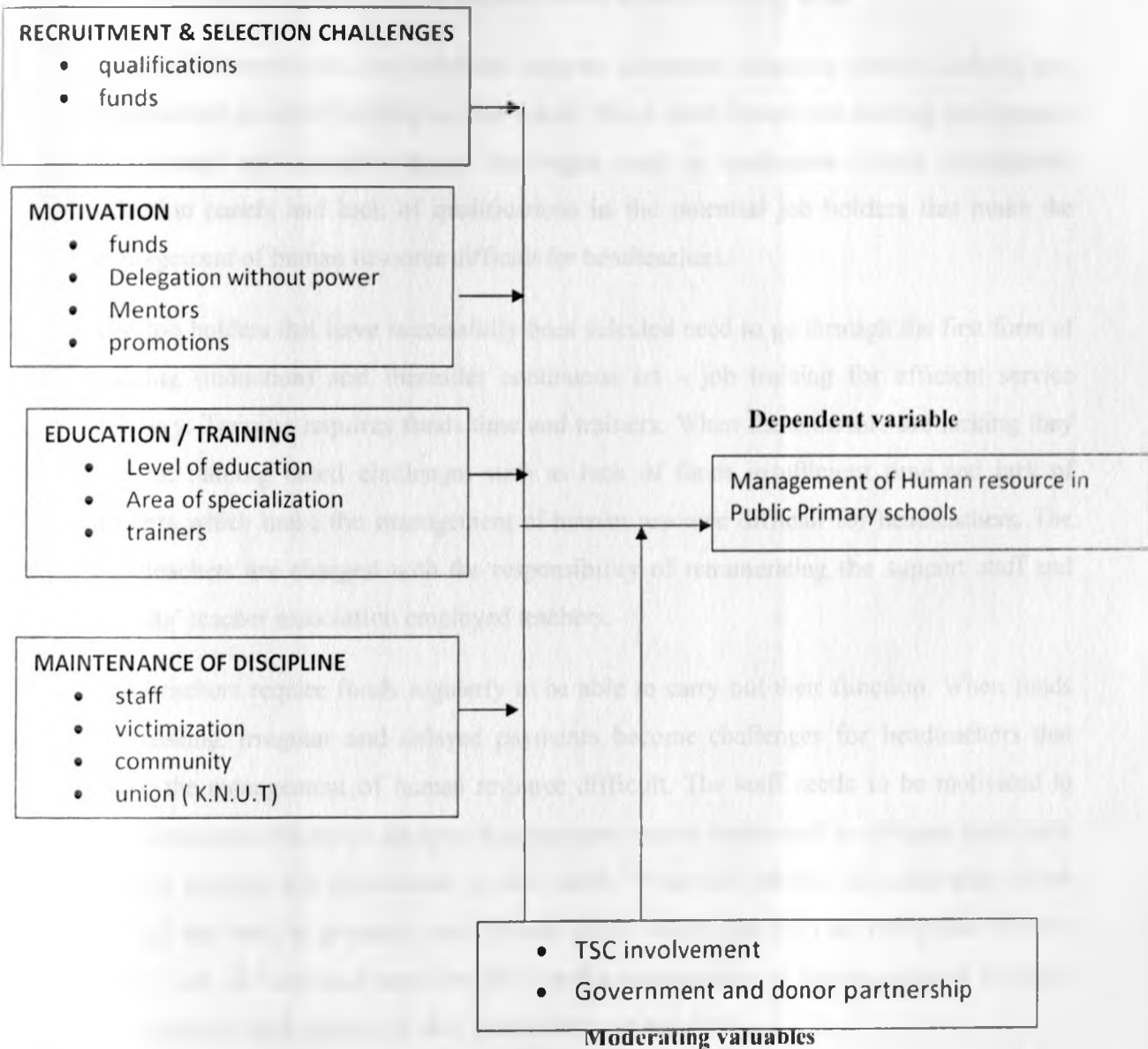


figure 1 A conceptual framework showing challenges faced by headteachers in Public Primary schools.

The conceptual framework postulates that the headteacher while trying to manage human resource they recruit and select remunerate, train motivate discipline and appraise their staff. While performing these functions, recruitment and selection based challenges remunerating based challenges, training based challenges, motivations based challenges, discipline based challenges and appraisal based challenges may arise.

Successful recruitment and selection requires competent selection panels qualified and experienced potential employees and funds. When these factors are lacking they present recruitment and selection based challenges such as inadequate funds, incompetent selection panels and lack of qualifications in the potential job holders that make the management of human resource difficult for headteachers.

The job holders that have successfully been selected need to go through the first form of training (induction) and thereafter continuous on – job training for efficient service delivery. Training requires funds time and trainers. When these factors are lacking they present training based challenges such as lack of funds insufficient time and lack of trainers which make the management of human resource difficult for headteachers. The headteachers are charged with the responsibility of remunerating the support staff and parents' teacher association employed teachers.

Headteachers require funds regularly to be able to carry out their function. When funds are lacking, irregular and delayed payments become challenges for headteachers that make the management of human resource difficult. The staff needs to be motivated to work hard and efficiently always. Headteachers require funds need to delegate duty, need to give rewards and promotions to their staffs. When the function of motivation is not carried out well, it presents motivational based challenges such as delegation without power lack of funds and nepotism which make management of human resource difficult. A disciplined staff reports on duty punctually and regularly.

Headteachers need time, funds and competent disciplinary panels in order to discipline their staffs. When these factors are lacking, discipline based challenges disciplinary panels, lack of adequate investigations and victimization which make human resource management difficult for headteachers.

Evaluation of employee performance needs to be done continuously by headteachers for the purpose of identifying strengths and weaknesses and building on the strengths while minimizing the weakness. In order to successfully carry out staff appraisal, headteachers need funds, competence, openness and objectivity.

When these factors are lacking they present appraisal based challenges such as incompetence, low level of training subjectivity and lack of funds which make the management of human resource difficult for headteachers. When applied to this study the conceptual framework shows “ how the headteachers in their attempt to cope with the challenges in human resource that is recruitment and selection, training, remuneration, motivation discipline and appraisal related challenges, influence the aspect of human resource in public primary schools.

2.10 Summary of Literature Review

Headteacher while trying to manage human resource they recruit and select non-teaching staff, remunerate and train them. But they also have the teaching staff – whom they also induct. In the process of doing this they are faced with the challenges of motivation, training and remunerating the staff. They are also faced by recruitment remuneration challenges for the non-teaching staff. While research and evaluation helped clarify what constitutes influence of human resource management in Public Primary schools, utilizing the existing knowledge of headteachers' experiences can help move towards developing a more substantial body of knowledge and eventually evidence and how this relates to learners' academic performance in school.

This literature review found detailed account of the extent to which lack of individual teacher development and management practices are required. This review appreciated the determinants of training as acquiring more conceptual knowledge, skills and competencies both in teaching areas and non-teaching areas, obtain a high academic or professional qualifications in school hierarchy to meet up with the new changes in the educational system, the new methods, techniques and technological developments, to keep the staff in the system and procure job security.

The literature review found out that the concept of in-service training for administrative staff of all levels is a requirement. There is need to upgrade quality of leadership in schools. The staff need to be motivated to work hard and efficiently always. Headteachers require funds to delegate duty, need to give rewards and promotions to the PTA teachers, TSC Teachers and non-teaching staff. When this is not well done it presents motivational challenge.

Evaluation of employee performance needs to be done continuously by headteachers for the purpose of identifying strengths and weaknesses and building on strengths while minimizing the weaknesses. In order to do this successfully headteachers need funds, competence, openness and objectivity. In the absence of these, challenges such as incompetence, low level of training, subjectivity and lack of funds which make the management of human resource difficult for headteachers.

RESEARCH METHODOLOGY

3.1 Introduction

The research methodology for this study was under the sub headings research design, target population, sample and sampling procedure, research instruments validation of instruments, reliability of instruments process of data collection and data analysis techniques.

3.2 Research design

The research design used was descriptive survey. According to Kerlinger (1986), this method involves a systematic empirical inquiry in which the researcher does not have direct control of independent variables because their manifestations had already occurred. This method was chosen since it is not possible to manipulate variables of the study such as the age, sex, academic qualifications, administrative experience, size and location of the primary schools.

3.3 Target population

The target population for this study were ten headteachers and ten deputy headteachers within Changamwe District in Mombasa County. The total number of respondents was therefore twenty educational managers.

3.4 Sample size and sampling procedure

Changamwe district has been curbed from Changamwe constituency which has twenty four public primary schools but this study has focused on the administrative boundary and not political boundary thus Changamwe district.

Changamwe District has a total of twenty Public Primary schools. In order to get a sample of ten from the twenty schools the researcher did simple random sampling.

The researcher wrote the names of each public school on a slip of paper, put the slips of papers so prepared into a basket and mixed them thoroughly, then drew (without looking) the required number of slips (ten slips) for the sample one after the other without replacement making sure that in the successive drawing, each of the remaining population school had the same chance of being selected. The names of the public primary schools within Changamwe District was drawn from the office of the Changamwe District advisor. The subjects/ respondents of the study was (ten headteachers ten deputy head teachers). In the sampled schools, the headteacher and the deputy headteacher were the respondents. Where a school had more than one deputy one of them was sampled using simple random sampling (basket method). Each deputy had equal chance of being selected to the sample. If a school has no deputy, purposive sampling was done by the researcher whereby the school's head teacher was asked to identify the senior teacher or any teacher who assists in administrative matters to be respondent. This helped to ensure uniformity in all the sampled schools since only two teachers are education managers were sampled from each school.

3.5 Research instruments

A research questionnaire / interview were the sole data – gathering instruments for this study. Similar questionnaire was used for both headteachers and deputy headteachers. All the items in the questionnaire were close ended. It was divided in part A and part B. Part A consisted of ten items requiring the respondents to give general information about themselves and their schools, for instance age, sex, academic qualification, leadership experience, location and size of their schools. Part B consisted of thirty items, containing statements about challenges for headteacher in recruiting teaching and non teaching staff, challenges facing headteacher in motivation of teaching and support staff, challenges of headteachers in maintenance of teaching staff discipline, motivational related challenges for headteachers, recruitment procedure, basic salary for support staff

and P1 employed by PTA. The respondents were required to respond against each item using a tick (✓) to those items which were applicable to his or her school.

3.6.1 Validation of Instrument

According to Kothari (2004) validity refers to the extent to which a test measures what the researchers actually wishes to measure. It is critical and indicates the degree to which an instrument measures what is supposed to measure. A pilot study was conducted on a sample population in order to measure the clarity of the items and the language used in the questionnaire. Three schools were selected for the pilot study using a systematic list of sampling from a list all public and private schools in Changamwe District. At least three headteachers and three deputy head teachers participated. After the six respondents had filled the questionnaire, each item was discussed with them to determine if they were correctly worded being free from misinterpretation. In addition, the questionnaire items were discussed with experienced researchers in the faculty of business on the instruments.

3.6.2 Reliability of instruments

Reliability refers to the accuracy and precision of a measurement procedure. A measuring instrument is reliable if it provides consistent results (Kothari 2004) Reliability of the instruments were tested using the sample population selected for the pilot study. Three days after collection of the questionnaire from the three schools in the pilot study, similar questionnaire were repeated to the pilot sample population. The results of the two tests were then defined using Pearson product moment correlation co- efficient method. This is expected to show if the items are reliable.

3.7 Data collection procedure

The questionnaire was personally administered for both the pilot and the main study. This was done after getting the research permit and clearance from the

Ministry of Education, Science and Technology and the County Director of Education, Mombasa. The ten public Primary schools were given to the respondents. The completed questionnaires were then personally collected by the researcher after two weeks in order to avoid loss which could be encountered through mailing. In case the respondents had not completed filling or lost the questionnaire, they were given an extra copy and added one week, a subsequent visit was made to the said respondents to pick the questionnaire. During the study visits, the researcher that strict confidentiality was maintained in dealing with their responses.

3.8 Ethical consideration

Ethics has been defined as that branch of philosophy which deals with one's conduct and serves as a guide to one's behaviour (Mugenda and Mugenda, 1999). In doing research, the researcher followed ethical guidelines to ensure that there was no physical or emotional harm to the participants of the research. The researcher avoided plagiarism and falsification of findings while conducting a research. Plagiarism refers to situations where a researcher refers to another person's work as theirs without their consent. In addition, plagiarism is a crime which is punishable by law and it erodes the integrity of the researcher plus the research paper (Sharp and Howard, 1996).

Last but not least, the researcher was honest in gathering and analysing data and interpreting the findings; data integrity was of priority. The findings will not be publicized or examined by other qualified researcher by reviewing the original data. Further, all the techniques applied in doing the research were current and appropriate to the current problems. Therefore, by considering the above legal guidelines the researcher avoided legal penalties that compromise the integrity of their work (Mugenda and Mugenda, 1999).

3.9 Operational definition of variables

Table 3.1. Operation definition of variables

Variables	Instrument used	Indicator	Tools analysis	Scale
<u>Independent variable</u>				
Recruitment and selection <ul style="list-style-type: none"> • Funds • qualification 	Questionnaire	<ul style="list-style-type: none"> • Academic qualification • Professional qualification 	Tables and percentage	Nominal
Education <ul style="list-style-type: none"> • Level of education • Area of specialization • Trainers 	Questionnaire	<ul style="list-style-type: none"> • Improved academic performance 		
<u>Moderating variable</u> Government/ Donor partnership	Questionnaire	<ul style="list-style-type: none"> • Support from donor • Frequency of donations 		
<u>Dependent variable</u> Management of human resource in public primary schools	Questionnaire	Good relationship between administration and staff	Tables and percentage	Nominal

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents the findings of the study and the analysis from the data collected from the two zones in Changamwe District. The operational definitions of the variables found in chapter three guided the formulation of the questionnaires items which subsequently addressed the study objectives. The major themes addressing the challenges faced by headteachers in human resource management in public primary schools. The analysis and discussion in this chapter focuses on these themes that emerged from the study included; relationship between provision of adequate funds by the government and influence of school management committee and donor partnership. After validation questionnaires were used for gathering data analysis. These findings are presented in tabulations that clearly show the varying percentages.

4.2 Respondents' rate

The researcher conducted a survey of 10 headteachers and 10 deputy headteachers in Changamwe District, Mombasa County, Kenya. The questionnaire were completed and reformed by all the respondents (100%)

Table: 4.1 Respondents rate

Age	Frequency	percentage
35 – 40	2	10%
40 - 45	7	35%
45 – 50	8	40%
50 – 55	3	15%
Total	20	100

Two of the respondents were aged between 35 and 40 years. Seven were aged between 40 and 45 years, eight were aged between 45 and 50 while 3 were aged between 50 and 55.

The respondents ages ranged between 35 years and 55 years (thirty five and fifty) as shown in Table 4.1

4.3 Demographic characteristics of respondents.

Table 4.2 Respondents sex

Sex	Frequency	percentage
Male	12	60%
Female	8	40%
Total	20	100

The respondents were twenty in number twelve (12) males and eight (8) females. As shown in table 4.2

Table 4.3 Level f education

Academic	Frequency	percentage
EACE	6	30%
EAACE	3	15%
KCSE	10	50%
KACE	1	5%
Total	20	100

Six respondents were of East African Certificate of Education, one respondents had done KACE. Three respondents had done EAACE and nine of them had done KCSE. Eight had done KCSE as shown in table 4.3 above.

Table 4.4 Experience of the respondents

Years of service	Frequency	percentage
3 -6	8	40%
7 -9	4	20%
10 – 12	4	20%
13- 16	4	20%
Total	20	100

Eight of the respondents had served for between 3-6 years, four of them had served for between 7-9 years, four had served for between 10 – 12 years as shown in table 4.4 above.

Table 4.5: Professional qualification

Qualification	Frequency	percentage
P1	7	35%
Dip	10	50%
Bed Arts	3	15%
Total	20	100

Professional qualifications were as follows three P1, seven of the respondents were holders of Bed Arts and ten of them were holders of ordinary Diploma as shown in table 4.5.

Table 4.6 Recruitment of teaching and support staff

Challenges	Agreed		Disagreed	
	Frequency	percentage	Frequency	percentage
Qualifications	10	50%	10	50
funds	19	95%	1	5

Respondents were asked if they agreed, disagreed or undecided that lack of qualification and lack of funds were challenges for headteacher in recruitment of teaching and non

teaching staff, fifty (50%) agreed that qualification was a challenge, ten (10%) were undecided and forty (40%) disagreed. Ninety five (95%) agreed that lack of funds was a challenge for headteachers in recruitment of teaching and support staff in public primary schools in Changamwe District.

4.4 The relationship among the variables

There was only one type of test used to determine the relationship between independent and dependent variable. The test conducted was chi-square test.

The relationship between the process of recruitment of teachers, education level of head teachers and human resource management in public primary school was tested using chi-square. The reason for using chi-square was that it helps to determine the significance of the relationship between variables as shown in tables 4.7, 4.8, 4.9 and 4.10.

4.4.1: Hypothesis testing (one)

H₀: There is no relationship between recruitment of teachers and management of human resource in public primary schools.

H₁: There is relationship between recruitment of teachers and management of human resource in public primary schools.

4.4.1.1 H1: The recruitment and selection challenges

This section tests the hypothesis that there is a significant relationship between recruitment process of teachers and challenges with regard to their management of human resource in public primary schools in Changamwe District, Mombasa County.

a) Qualification

The p of 0.005, which is less than 0.05 (Table 4.4), implies that the chi-square is significant and indicates there is a relationship between teachers qualifications and human resource management in public primary schools in Changamwe District, Mombasa County, Kenya. To

selection of the same teachers has an impact on management of human resource in public primary schools in Changamwe District , Mombasa County. The results therefore point to the acceptance of the alternative hypothesis.

Table 4.7: Chi-square Test-Relationship between qualification of teachers and management of human resource in public primary schools in Mombasa, Kenya

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.476 ^a	2	.005
Likelihood Ratio	11.301	2	.004
Linear-by-Linear Association	7.230	1	.007
N of Valid Cases	20		

a. 0 cells (0%) have expected count less than 5. The minimum expected count is 7.13.

b) Availability of Funds

The chi-square is significant ($p = 0.000$) is less than the critical value of 0.05 (Table 4.8) indicating that there is a significant relationship between availability of funds during recruitment process of teachers and human resource management in public primary schools in Mombasa County. This finding shows that funds have an influence on the management of human resource in Public primary schools. As a result of the test, the alternative hypothesis is accepted leading to the rejection of the null hypothesis.

Table 4.8: Chi-square Test-Relationship between funds and human resource management in public primary schools in Mombasa County, Kenya

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	16.238 ^a	2	.000
Likelihood Ratio	15.121	2	.001
Linear-by-Linear Association	12.187	1	.000
N of Valid Cases	20		

a. 0 cells (0%) have expected count less than 5. The minimum expected count is 5.25.

4.4.2: Hypothesis testing (two)

H_0 : There is no relationship between education level of teachers and management of human resource in public primary schools.

H_1 : There is relationship between education level of teachers and management of human resource in public primary schools.

4.4.2.1 H2: Education of Teachers

This section tests the hypothesis that there is a significant relationship between teachers' education and human resource management in public primary schools in Mombasa County.

a) Teachers' areas of academic specialization

A Pearson chi-square test was conducted to examine whether there was a relationship between teachers' areas of academic specialization and human resource management in public primary schools in Mombasa County. The results revealed that there is significant relationship between the two variables (Chi square value =16.143^a, df =2, $p = .000$) since the p value $< \alpha=0.05$ (Table 4.9), we therefore accept H_1 .

Table 4.9: Chi-square Test-Relationship between teachers' academic specialization and human resource management in public primary schools in Mombasa County, Kenya

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	16.143 ^a	2	.000
Likelihood Ratio	12.990	2	.000
Linear-by-Linear Association	10.119	1	.000
N of Valid Cases	20		

a. cells (0%) have expected count less than 5. The minimum expected count is 2.70.

b) Teachers' level of education

P value in Table 4.10 is less than 0.05 ($p = .027$) means there is significant relationship between teachers' level of education and management of human resource in public primary schools in Mombasa County. This therefore points to the acceptance of alternative hypothesis. To sum up the analysis reveals that teachers' education level has an influence management of human resource in public primary schools in Mombasa County.

Table 4.10 Chi-square Test-Relationship between teachers' level of education and management of human resource in public primary schools in Mombasa County, Kenya.

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	4.889 ^a	1	.027		
Continuity Correction ^b	2.750	1	.097		
Likelihood Ratio	6.442	1	.011		
Fisher's Exact Test				.090	.045
Linear-by-Linear Association	4.667	1	.031		
N of Valid Cases	20				

a. 0 cells (0%) have expected count less than 5. The minimum expected count is 5.00.

c) The teachers' trainers

A Pearson chi-square test was conducted to examine whether there was a relationship between teachers trainers and management of human resource in public primary schools in Changamwe District, Mombasa County, Kenya. The results revealed that there is no significant relationship between the two variables (Chi square value = 3.275, $df=2$, $p = .194$) since the p value $> \alpha=0.05$ (Table 4.11). we accept the H_0 . This therefore points out for the need of further research to be conducted on a larger sample to identify if really teachers trainers have an impact on human resource management in public primary schools in Changamwe District, Mombasa County, Kenya.

Table 4.11: Chi-square Test-Relationship between teachers' trainers and management of human resource in public primary schools in Mombasa County, Kenya.

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.275 ^a	2	.194
Likelihood Ratio	4.766	2	.092
Linear-by-Linear Association	2.892	1	.089
N of Valid Cases	20		

a. 0 cells (0%) have expected count less than 5. The minimum expected count is 15.67.

Table 4.12:Challenges of Headteachers in motivating teaching and support staff as indicated by respondents.

Challenges	Agreed		Disagreed	
	Frequency	percentage	Frequency	percentage
Funds	19	95	1	5
Lack of mentors	11	55	9	45
Mistrust hindering delegation	12	60	8	40
Lack of recognition	12	60	8	40
Lack of teamwork	7	35	13	65
Failure to secure promotion	15	75	5	25

Respondents were asked if funds, mistrust hindering delegation, mentors, recognition, teamwork and failure to secure promotion were challenges for headteachers in motivation of teaching and support staff. They responded as shown on the table. Therefore it is evident that funds are the greatest challenge followed by mistrust and lack of recognition then lack of mentors as shown on the table 4.12.

Table 4.13 Challenges faced by Headteacher in maintenance of discipline of teaching staff as stated by the respondents.

Challenges	Agreed		Disagreed	
	Frequency	percentage	Frequency	percentage
Inadequate staff	15	75	5	25
Interference from union (KNUT)	14	70	5	25
Fear of victimization	12	60	5	25
Inadequate Investigation	18	90	3	15

The respondents were asked if the challenges for the headteacher in maintenance of discipline of the teaching staff. They responded as shown on the table 4.13 above.

It was evident that inadequate investigation was the greatest challenge followed by inadequate staff, then interference from union followed by fear of victimization.

Table 4.14 Payment of house and medical allowances to the PTA teachers and support staff.

Responses	Frequency	percentage
YES	0	0
NO	19	95%
No answer	1	5%
Total	20	100

Table 4.14 shows that ninety five percent (95%) revealed that the PTA teachers and support staff employed in Public primary school in Changamwe District are neither paid house allowances nor medical allowances.

The main reason given by the ninety five percent of the respondents for non payment of the allowances was lack of funds in the schools.

Table 4.15: Salary rates for support staff

Age	Frequency	percentage
4,000 – 5,000	16	80%
5,500 – 6,000	2	10%
6,500 – 7,000	1	5%
7,500 – 8,000	1	5%
Total	20	100

The respondents were asked to indicate salary rates for the support staff in their schools and responses were as shown above in table 4.15

**SUMMARY OF FINDINGS, DISCUSSIONS CONCLUSIONS AND
RECOMMENDATIONS.**

5.1 Introduction

In this chapter the researcher presents and discusses briefly the summary of the findings of the study and further gives recommendations and makes suggestions of the future research. A brief conclusion is also given in this chapter.

5.2 Summary of findings

The study has set out to assess the recruitment and selection, and motivation challenges facing headteachers in the management of human resource management in public primary schools in Changamwe District in Mombasa County. The findings showed that there is significant relationship between recruitment process of teachers and challenges with regard to their management of human resource in Public primary schools in Changamwe District in Mombasa County. Data analysis suggests that teachers qualification during recruitment and selection of the same has an impact on management of human resource in public schools in the district.

Tested hypothesis indicated that there is significant relationship between availability of funds during recruitment process of teachers and human resource management in public primary schools in Changamwe District, Mombasa County, Kenya. This findings shows that funds have an influence on the management of human resource in public primary schools.

This findings shows that funds have an influence on the management of human resource in public primary schools.

A pearson chi-square test was conducted to examine whether there was a relation between teachers areas of academic specialization and human resource management in public management in public primary schools in Changamwe District, Mombasa County.

Kenya. The results revealed that there is significant relationship between the two variables.

The analysis revealed that the teachers education level had an influence on management of human resource in public primary schools in Changamwe District, Mombasa County, Kenya.

The study also revealed that there is significant relationship between teachers education and human resource management in public primary schools in Changamwe District.

The analysis revealed that teachers education level has influence on management of human resource in public primary schools in Changamwe.

A pearson chi-square test was conducted to examine whether there was a relationship between teachers trainers and management of human resource in public management in public primary schools in Changamwe District, Mombasa County, Kenya. The results revealed that there is no significant relationship between the two variables. (Chi-square Value = 3.275, df=2, p=194) since the p value $> \alpha = 0.05$ we accept the H_0 . This therefore points out for the need of further research to be conducted on a large sample to identify if really teachers trainers have an impact on human resource management in public primary schools in Changamwe District, Mombasa County, Kenya

5.3 Discussions

Recruitment and selection challenges were found to be qualifications of the potential employees and funds. Hypothesis testing was done to test the hypothesis that stated that there is a significant relationship between recruitment process of teachers and challenges with regard to their management of human resource in public primary schools in Changamwe District, Mombasa County. The data analysis suggests that teachers' qualifications during recruitment and selection of the same teachers has an impact on management of human resource in public primary schools in Changamwe District, Mombasa County. The results of the hypothesis testing points out that there is relationship between recruitment of teachers and management of human resource in public primary schools.

The hypothesis was tested on the relationship between availability of funds and management of human resource in public primary schools. The findings showed that funds have an influence on the management of human resource in public primary schools.

In regard to teachers areas of specialization the results of the pearson chi-square testing revealed that there is significant relationship between the management of human resource and teachers areas of academic specialization.

The analysis also revealed that teachers' level of education has an influence on management of human resource in public primary schools in Changamwe District, Mombasa County. It is therefore evident that teachers' level of education is a challenge.

The study also revealed that teachers' level of education has an influence on management of human resource in public primary schools in Changamwe District Mombasa County.

Limited training opportunities were found to be a major challenges for headteachers in motivation of support staff according to headteachers. This is because the headteachers. This is because the headteachers did not have funds to organize continuous training for the skilled and non skilled support staff. The finding disagree with the views of Harsey,Blanchard and Johnson (1996) that managers have to know their people to understand what motivates them, they cannot just make an assumption if they really want to increase their effectiveness. As a result, the support staffs had nothing new to bring to the school. The support were likely to resist change since they were not able to gain new knowledge.

Inadequate funds were found to be a challenge for headteachers in motivation of support staff according to the teachers. The headteachers were not able to pay support staff regularly leading to engaging in other businesses by the support staff at the expense of the school programmes.

Inadequate teaching staff was found to be a challenge for headteachers in maintenance of teaching staff discipline according to the headteachers. Some disciplinary actions taken against the teaching staff required absence from duty. Most of the schools were understaffed meaning that absence of a teacher interfered with service delivery. It is for

this reason that headteachers struggled to retain indiscipline teaching staff in their schools. Most headteachers viewed suspension or transfer of a teacher from their schools as introducing another conflict between the headteachers and the students hence would rather avoid it. The teaching staff members therefore, become used to the headteachers leadership style which made human resource management ineffective. Therefore, the major challenges for headteachers in maintenance of teaching staff discipline as indicated by headteachers were: inadequate teaching staff, and interference from politicians.

Inadequate investigation of allegations was found to be a challenge for headteachers in maintenance of teaching staff discipline according to headteachers. Headteachers had not been trained to carry out investigations in most cases, headteachers relied on hearsay which if used as evidence worked against the headteacher. When headteachers failed to prove some cases, they ended up being victimized. This is why headteachers and deputy headteachers indicated that fear of victimization was a challenge for headteachers in maintenance of staff discipline. Fear makes it difficult for the headteachers to effectively manage the teaching staff.

Inadequate staff was found to be a challenge for headteachers in maintenance of teaching staff discipline according to headteachers and the deputy headteachers. This is because most of schools in Changamwe District had one teacher per class. Headteachers struggled to retain these teachers since loss of any one would interfere with service delivery in public primary schools as replacement was not guaranteed. Headteachers tolerated some of the indiscipline teaching staff because of inadequate staff.

According to the respondents the major challenges for headteachers in maintenance of teaching staff discipline were interference from the union, inadequate investigation of allegations, fear of victimization, interference from politicians and inadequate staff. This study agrees with that of Kiganya (1993) which found out that harmonious relations between the headteacher and teachers enhanced discipline among students hence the possibility of better performance. However the current study went further to establish challenges for headteachers in maintenance of staff discipline which had not been addressed by Kiganya's study.

The challenges for headteachers in recruitment and selection of staff are qualifications of the potential employees, availability of funds, teachers' areas of academic specialization, teachers' level of education and the teacher's trainers.

Motivation challenges to the headteacher in management of human resource were revealed to be inadequate funds and delegation without power.

Maintenance of the teaching and support staff discipline challenges were: inadequate investigation of allegations, inadequate staff, fear of victimization and limited opportunities for career progression.

Recommendations

With regard to challenges in recruitment and selection of teaching and support staff.

The ministry of Education should provide adequate funds for training and recruitment of adequate staff. The Teachers service commission should avail funds for use during the selection of the staff after advertisement of the job vacancies.

With regard to challenges in motivation of teaching and support staff: the Teachers service commission should reduce the work load for headteachers to have enough time to attend to human resource management matters; and the headteachers should use alternative methods to motivate their staff when funds are inadequate. The Ministry of Education should take over full payment of the support staff.

With regard to the challenges in maintenance of teaching and support staff discipline.

The Ministry of Education should clearly define the roles of the stakeholders to avoid interferences; and the teachers Service Commission should be represented in disciplinary panels at the school level by independent commissioners other than the headteachers to avoid discrepancies that lead to victimization. With regard to challenges in appraisal of

the teaching and support staff: The Ministry of Education should provide clear guidelines on how appraisal of performance should be done at the school level.

The teachers Service Commission should consider using other strategies in appraising the teachers to enable them to be promoted; and the headteachers should make performance appraisal an open and negotiated process between them and their staffs to avoid disagreement.

5.6 **Suggestion for further research**

Further research should be conducted on a larger sample to identify if really teacher trainers have an impact on human resource management in Public Primary Schools in Changamwe District, Mombasa County, Kenya.

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Appendix 1

LETTER OF TRANSMITAL OF DATA COLLECTION INSTRUMENTS

GOME PRIMARY
SCHOOL,
P.O BOX 92233,
MOMBASA

23/3/2012

THE M.E.O.
MOMBASA MUNICIPALITY
P.O BOX
MOMBASA

Dear Sir,

RE: PERMISSION TO CONDUCT RESEARCH IN PUBLIC PRIMARY SCHOOLS IN
CHANGAMWE DIVISION

I wish to request for the above named subject from your office.

I am **JANE A. OMWARE** the headteacher of Gome Primary school.

I am a student at the University of Nairobi taking masters in Project Planning and Management.

Thank you in anticipation.

Yours faithfully,

JANE A. OMWARE

INTERVIEW GUIDE

Please give the following information

PART A

1. Name of school _____
2. Enrolment _____
3. Zone _____
4. District _____
5. District _____

Answer the following by ticking as appropriate

6. Age
30 - 35 ()
35 - 40 ()
40 - 45 ()
45 - 50 ()
50 - 55 ()
55 - 60 ()
7. Sex
Male ()
Female ()
8. Academic qualification
EACE ()
EAACE ()
K.C.S.E ()

9. Professional qualification

B.ed Art ()

P. 1 ()

P2 ()

M.Arts ()

Dip ()

Designation

Headteacher ()

Senior teacher ()

Deputy headteacher ()

10. How long have you been in leadership (position)

3 – 6 years ()

7 – 9 years ()

10 – 12 years ()

13 + (specify) _____

PART B

Tick as appropriate

1. Challenges for Headteachers in recruitment of teaching and non- teaching staff are:

A. Incompetent selection panels

(i) Agree ()

(ii) Disagree ()

(iii) Undecided ()

B. Inadequate funds

(i) Agree ()

(ii) Disagree ()

(iii) Undecided ()

C. Lack of qualifications

(i) Agree ()

(ii) Disagree ()

(iii) Undecided ()

D. Inadequate training

(i) Agree ()

(ii) Disagree ()

(iii) Undecided ()

E. Interference from sponsors

(i) Agree ()

(ii) Disagree ()

(iii) Undecided ()

F. Interference from community

(i) Agree ()

(ii) Disagree ()

(iii) Undecided ()

G. Interference from the politicians

- (i) Agree ()
- (ii) Disagree ()
- (iii) Undecided ()

2. Challenges faced by headteachers in motivation of teaching staff are:

A. Inadequate funds

- (i) Agree ()
- (ii) Disagree ()
- (iii) Undecided ()

B. Mistrust hindering delegation

- (i) Agree ()
- (ii) Disagree ()
- (iii) Undecided ()

C. Lack of mentors

- (i) Agree ()
- (ii) Disagree ()
- (iii) Undecided ()

D. Lack of recognition

- (i) Agree ()
- (ii) Disagree ()
- (iii) Undecided ()

E. Lack of team work

- (i) Agree ()
- (ii) Disagree ()
- (iii) Undecided ()

F. Failure to secure promotion

- (i) Agree ()
- (ii) Disagree ()
- (iii) Undecided ()

3. Challenges of headteacher in maintenance of teaching staff discipline are:

A. Inadequate staff

- (i) Agree ()
- (ii) Disagree ()
- (iii) Undecided ()

B. Interference from the union (KNUT)

- (i) Agree ()
- (ii) Disagree ()
- (iii) Undecided ()

C. Fear of victimization

- (i) Agree ()
- (ii) Disagree ()
- (iii) Undecided ()

D. Inadequate investigations

- (i) Agree ()
- (ii) Disagree ()
- (iii) Undecided ()

E. Incompetent disciplinary panel

- (i) Agree ()
- (ii) Disagree ()
- (iii) Undecided ()

4. Challenges for headteachers in remuneration of teaching and non- teaching staff are:

A. Minimal funds

- (i) Agree ()
- (ii) Disagree ()
- (iii) Undecided ()

B. Late disbursement of funds by the Government

- (i) Agree ()
- (ii) Disagree ()
- (iii) Undecided ()

C. Mismanagement of funds

- (i) Agree ()
- (ii) Disagree ()
- (iii) Undecided ()

5. Motivational related challenges for headteacher are mainly caused by

A. Ignorance

- (i) Agree ()
- (ii) Disagree ()
- (iii) Undecided ()

B. Incompetence

- (i) Agree ()
- (ii) Disagree ()
- (iii) Undecided ()

C. Lack of funds

- (i) Agree ()
- (ii) Disagree ()
- (iii) Undecided ()

D. Poor service delivery

- (i) Agree ()
- (ii) Disagree ()
- (iii) Undecided ()

6. How do you recruit the PTA teachers and support staff?

- (a) Advertise the vacancy, shortlist applicants, interview the shortlisted applicants, prepare merit list, communicate results to all interviewees, and give letter of offer to the successful candidate. ()

(b) Advertise the vacant post. give a letter of offer to the first applicant with the best qualification. ()

(c) Advertise the vacant post, shortlist the applicants and give a letter of offer to the one that will accept any offer as salary because of minimal resources available in the school. ()

7. Does the school pay house allowance and medical allowances to the PTA teachers and support?

(a) Yes ()

(b) NO ()

(c) If no, explain _____

8. What is the basic salary of the support staff in your school

4,000 – 5,000 ()

5,500 – 6,000 ()

6,500 – 7,000 ()

7,500 – 8,000 ()

9. Basic salary for P1 employed by P.T.A in your school is _____

(a) 5,000 – 6,000 ()

7,000 – 8,000 ()

8,000 – 8,500 ()

8,600 – Explain _____
