

EFFECT OF HUMAN RESOURCE PRACTICES ON THE QUALITY OF TEACHING STAFF AT UNIVERSITIES IN KENYA

^{1*} **Dr. Joseph Obwogi**

Jomo Kenyatta University of Technology and Agriculture, Kenya
jobwogi5@gmail.com

Abstract: *Quality in higher education has been important for decades. In Kenya, quality in universities was embraced some years back by facilitating the vigorous vetting of programmes; matching the programmes with the existing capacity and competent sourcing of human resources to run the programmes. The study sought to determine the effect of human resource (HR) practices on quality of teaching staff at universities in Kenya. The research found out that some of the HR activities like feedback on performance and recommendation for training/coaching are poor. The applicability of HR tools in driving university activities such as use of performance based management, reward and motivation is minimal. The staff capacity constraints in both the universities continue to be felt. Also, contribution of university staff to society in terms of research and technology transfer is also demeaning. The university teaching staffs are not adequately facilitated in research and publications. The need to address human resource gaps as well encourage continuous professional development of the teaching staff is therefore urgent. Universities need to set aside proportional amount of funds for staff development, so as to encourage staff to continuously undertake research and publications. A review of remuneration and work environment will also discourage brain drain and motivate teaching staff.*

Keywords: *Quality, Human Resource Practices, Continuous Professional Development*

1.0 INTRODUCTION

1.1 Background

Recognition of quality in achieving customer satisfaction and competing in the global marketplace began in the late 1980s and into the 1990s. Quality refers to “fitness for purpose” meeting or conforming to generally accepted standards as defined by quality assurance bodies and appropriate academic and professional communities. In the diverse arena of higher education, fitness for purpose varies tremendously by field and program (Hayward, 2006).

While researchers are not always so pessimistic, it has been very difficult to find a common definition of quality teaching that all agree on. However a number of traits have been fronted that flow well across many national lines on quality teaching. These traits of quality teachers include: A capacity to respond appropriately to students, individually and collectively, and to the context, through their teaching practice; a refusal to let anything get in the way of their own or their students’ learning, and what they perceive as needing to be addressed. A capacity to engender a high level of respect and even affection from their students and colleagues, a by-product of their hard work and professionalism; a great capacity for engagement in professional learning

through self-initiated involvement in various combinations of professional development activities, some provided by the employing authority while others are sought out by the individual and a great capacity to contribute to the professional learning of others, and a willingness to do so (Akiba & LeTendre, 2009).

In Africa, during the period immediately following independence, most ministries and departments of education gained legal authority and oversight over higher education, though the level of authority varied widely from one country to another. Some Governments established highly centralized authority over higher education (as in Cameroon, Nigeria, and Madagascar) while others provided for high levels of autonomy for public and/or private education by law (Hayward, 2006).

National Governments had their own interests and priorities which were not always in accord with those of the universities. They included increased access, expectations of university contributions to the development of the nation, and in some cases, the desire to control political dissent which was often seen as originating from universities (Hayward, 2006).

The rapid growth in student enrollments at most higher education institutions in Africa during the 1980s and 1990s posed additional problems. Higher education enrollments in Ghana, for example, grew from 11,857 in 1991/92 to 63,576 in 2003/2004 an increase of over 400%. Nigeria too saw a tremendous expansion in the number of universities from six in 1970 to 55 universities in 2003 with an estimated student enrollment of 700,000. While the enrollment in Nigeria represented only about 8% of the university age population, that growth had profound negative effects on the quality of teaching and training of university students (Hayward, 2006).

Yet, in spite of the increases in student numbers over the last several decades, Africa remains far behind the rest of the world in terms of access and enrollments with an average gross enrollment rate of only 5% in 2002/2003. That added to public and Government pressure to increase access. While the annual enrollment growth rate was increasing, the average public expenditures per student in higher education fell tremendously during this period with detrimental effects on quality (Hayward, 2006).

The Government of Kenya introduced free primary education immediately after the December 2002 elections. The elimination of school fees, an obstacle to education for impoverished families in many African Countries, has, at a stroke, put the Country “on track” to reach the high enrolment and low parity objectives, at least in primary education. In 2004 the UN Children’s Fund (UNICEF) estimated that the Country’s total primary school enrolment was nearly 7.4 million, compared to less than 6 million in the Millennium year of 2000. Equally impressive has been Kenya’s success in reducing dropout rates from 4.9 per cent in 1999 to just 2 per cent in 2003, despite the difficulties that followed the introduction of free education (MOEST, 2006).

With the increase in demand for higher education in Kenya by both the locals and foreign students, the Government of Kenya, through the Universities Act, 2012, also converted a number of middle level colleges into universities

Kenya also has still remained with middle level colleges that offer diplomas in certain fields including engineering, education, and computer science. A number of these institutions were among those recently elevated to university college status. Notwithstanding the expansion in the past several years, the capacity of the higher education sector in Kenya is still limited and only three percent of the university aged cohort are enrolled in university education. In 2007, for example, of the 82,000 students who officially qualified for university admission on the basis of their KCSE results (out of the 276,000 students who took the examination),

only 10,000 were selected for Government sponsorship, 10,000 entered university on a self-paying basis and 5,000 entered the private sector, leaving 57,000 qualified students unable to enter higher education.

1.2 Statement of the Problem

Universities exist to fulfill certain mandates. These mandates include: training, research and innovation, technology transfer, maximizing the stakeholders' interest, social responsibility, ethics, and market leadership. However, the achievement of this mandate has not been easier due to increased demand for university education in Kenya while the resources are still minimal. The Government, as the chief financier of university education in Kenya, has reduced its contribution to universities over the years, while at the same time pushing the same institutions to admit more students. This has led to universities resorting to other income generating activities to subsidize Government sources, thus overstressing the internal resources that in turn affect quality (Chacha, 2004).

Most institutions have developed quality assurance units whose core responsibilities include maintaining the quality and standards of the universities that are commensurate with other international universities. The development of these offices has been re-emphasized by the Commission for University Education (CUE), the inter-university council of East Africa (IUCEA) and other regional and international quality assurance bodies so as to ensure academic quality among the teaching staff in the member universities. The effectiveness of these bodies in ensuring that the right staff are teaching at various levels at universities needs to be established. This research sought to ascertain the driving factors of quality of the teaching staff at universities in Kenya.

Notable also, issues of educational quality, rather than mass production, need to move to the forefront of the educational agenda of policy makers at this level of education in Kenya. Considering this huge public and private investment in university education, there is an urgent need to evaluate the effectiveness of this investment by examining the quality of tutors at universities. This is necessary in order to determine how universities in Kenya translate the resources at their disposal into learning outcomes (Unesco, 2003). The study sought to establish the effect of human resource practices on quality of teaching staff at universities in Kenya.

1.3 Objectives

The general objective of this study was to establish the effect of human resource management practices on quality of teaching staff at universities in Kenya.

The specific objectives of this study include:

1. To establish the effect of human resource management (HRM) practices on quality of teaching staff at universities in Kenya.
2. To examine the effect of continuing professional development on quality of teaching staff at universities in Kenya.

2.0 LITERATURE REVIEW

2.1 Theoretical Review

A number of different quality models exist. A quality evaluation models developed by the Higher Education Quality Council (HEQC) and the Quality Assurance Agency (QAA) for Higher Education in the UK (1996) are very relevant for programme review, research projects and community services, that is applicable for the teaching resources at universities (Vroeijenstijn, 2001).

Specific adaptations to this model would be necessary within the Kenyan university context, incorporating the vision, mission, goals and objectives and expected outcomes of the institution. The adapted model takes cognizance of the factors affecting quality of teaching staff at universities in Kenya. The model takes account of the inputs in terms of resources required; the processes in terms of what the inputs have to go through and outputs in terms of graduates, scientific production (innovations) and service impact to the community. These interactions are as presented in Figure 2.1.

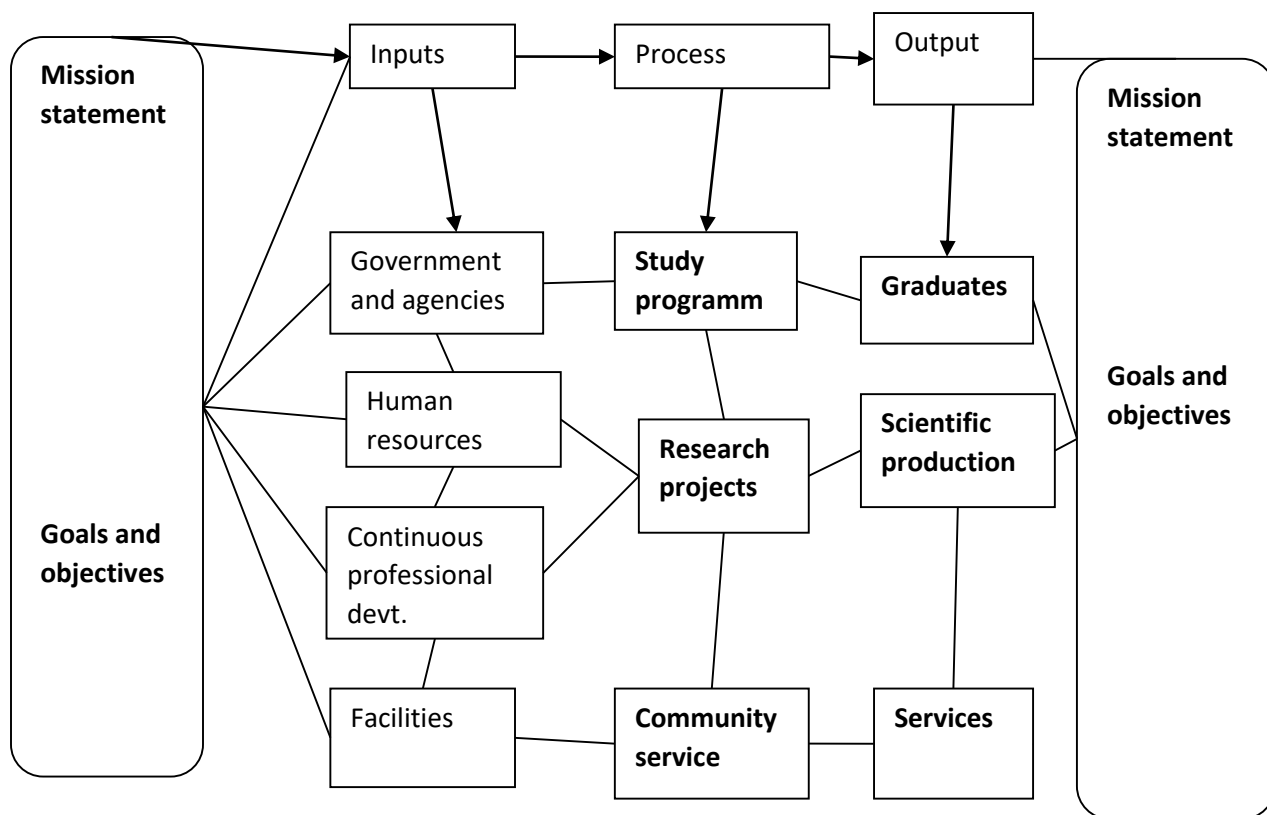


Figure 2.1 Quality Model

2.2 Empirical Literature

2.2.1 Human Resource Management (HRM) practices and Quality

Human Resource Management (HRM) practices such as recruitment and selection, training, promotion, career development, feedback on performance, motivation and compensation can potentially affect quality along three parallel channels. The first one is a control based channel, which refers to all practices taken by the organization in order to sustain productivity and efficiency in the service process. The second way in which HRM might affect quality is through a knowledge based channel, in which HRM practices are adjusted to the service delivery process. By shaping practices in a service oriented manner employees will be more aware of the service delivery process and quality (Tzafir & Gur 2007). The third way is via a motivational based channel, in which the organisation promotes practices that are focused on employees' well being.

Research by Tzafir & Gur (2007) has shown that adopting HRM practices that employees perceive as positive and considerate, such as employment security or a compensation system that acknowledges employee efforts

and contributions, results in more service committed employees. The current research is focused on the knowledge and motivational based channels because such practices are directed toward employees' well being as well as quality.

Promotion and career development could be related to quality in knowledge as well as motivational aspects. From the knowledge based view, caring for career development and promoting service employees who are already service minded and customer oriented will strengthen the perceptions of employees as well as customers that the organization is service oriented. From the motivational view, the promoted employees feel valued by the organization, and understand that the organization is willing to invest in them in the long term. In this way they are motivated to reciprocate to the organization by investing efforts to provide quality service to customers (Tzafrir & Gur 2007).

Training is also a recognized essential component of high performance work systems. From the knowledge perspective, such service workers should be trained to identify and resolve problems, to promote changes in work methods and to take responsibility for quality. Adequate training enables the generation of a work force that is multi skilled, adaptable to rapid changes and has wide conceptual knowledge of the production system. From the motivational perspective, it is reasonable that employees would feel valued by the organization that chooses to invest in their professional development. Positive perceptions of training are associated with employees' perceptions of the organization as having a strong service orientation (Tzafrir & Gur 2007).

Compensation is another important facet of organizational success. First, it is a concern of equity and fairness. Employees whom expend more efforts and creativity in doing their job and see that their results benefit the employer will expect remuneration in exchange for their efforts. If employees do not receive any appreciable return, it is reasonable to expect that they will stop trying. Second, contingent compensation serves as a motivational tool, because employees know that they will share in the results of their work. Therefore, a compensation system based on excellence will result in increased employee performance. Internal equity of compensation was found to be related to employees' perceptions of the organization as having a strong service orientation (Tzafrir & Gur 2007).

In Kenya however, Universities, especially public, have almost exclusively depended on the Government for remunerating their staff. The little income generated internally goes to subsidize staff salaries as the Government funding is not enough to sustain the payroll as well as provide for operation and maintenance of university facilities. The salaries of teaching staff are standard across universities, save for compensation from other extra activities such as consultancy and part-time teaching. This has led to a situation where staff are not paid as well as their counterparts in the more developed societies. In the private universities, the teaching staff are loaded with more teaching units without providing for opportunities for research and development.

Feedback is a basic requirement for enhancing employee performance. From the knowledge aspect, employees need to know whether they are performing their job satisfactorily, and if not, how they might improve their job activities. Providing employees with structured and accurate information about their performance together with suggestions for improvement is an acceptable strategy that is likely to help them to focus on the evaluation of problematic areas, and hence, lead to better levels of performance.

From the motivational aspect, employees who make an effort to improve their service performance will be more motivated to do so if they feel that the organization and their managers recognize their efforts. A comprehensive and accepted evaluation system can provide valuable feedback to employees and assist managers in making decisions regarding the individual employee (Tzafrir & Gur 2007).

2.2.2 The Effect of Continuing Professional Development on Quality

In differentiating faculty or staff development, Menges (1997) identified three perspectives on faculty development, which, according to his argument, differ significantly depending on whether one takes the perspective of the organization, the perspective of professional development of programme or the perspective of the faculty. From organization's perspective, Menges (1997) views faculty or staff development as human resource management. This 'people side of the organization' as a term began to appear in the 1950s. The 'human element' in organization has been acknowledged somewhere else as including 'people as individuals and groups, their recruitment, selection, assignment, motivation, compensation, and retirement' (Tracey, 1991).

Universities, like other educational organizations, should be seen as providers of services rather than as producers of goods, when considering human resource management. The current tendency to adopt the phrase "human resource" from the business world as an alternative to staff development is objected on the grounds that it signifies a management attitude of manipulation. The question raised is whether staff can be developed? In a sense, if we are humans blessed with free will, we can only develop ourselves, choosing to accept or reject the attempts of politicians, managers and trainers to alter our knowledge, skills, values, and performance (Oldroyd, 1995). Instead, Oldroyd calls for a replacement of the term "staff development" by the phrase "continuing professional development (CPD)" to signify the notion of career long learning as an entitlement and necessity in rapidly changing modern societies.

Oldroyd explained that as individual staff and their groups strive to cope with new curriculum, increasing school autonomy and changing social norms and expectations, the imperative for continuous learning grows. In this consideration, the tension between the needs of the individual and of the team and school remains a central challenge to the managers and providers of continuing professional development (Oldroyd, 1995). It was gathered from this perspective that the task of faculty development is to manage human resources in ways that create and maintain a climate consistent with the organization's mission, that is, a climate that emphasizes the quality of teaching and learning.

The second perspective on faculty development is the teacher-centred development, also referred to as professional development. It was proposed that those who work in college and university centers for faculty development and teaching improvement commonly refer to their work as "professional development, defined as 'maintaining and improving the professional competence of the individual faculty member within the context of the many roles the faculty member has in fulfilling his or her obligation to specific institution'" (Menges, 1997).

Menges (1997) offers three-dimensional approaches intended for planning and assessing faculty development. The first dimension is temporal, referring to career stage or amount of experience, ranging from trainees (Graduate students) to Professors. The second dimension delineates the roles that faculty fulfills; namely, instructional, scholarly / creative, service and personal, since faculty development activities should specify which role or roles they are addressing. The third dimension deals with organizational level at which faculty development is targeted, ranging from the individual faculty member through particular units in the organization, to the academic and profession and non-academic community (Menges, 1997).

Members of staff at universities can retain their credibility and claim to professionalism if their declarations, whether by word or action, stands up to scrutiny. The more their services contribute to society's welfare, the more they are likely to gain appreciation and prestige. Once their occupational practice proves consistently

trustworthy, through internal and external quality audit, society and its political forces would be more inclined to accord them higher degrees of autonomy and self-control. The combined factors eventually lead to higher social status often accompanied by material rewards. The combined attributes constitute the characteristics of professional bodies (Farrugia, 1996).

The above description of the processes that enhance a group's professional standing has several implications. First, the development towards professional standing involves progression, often a long and tortuous one to ensure that professional knowledge and practice are enhanced. Second, individuals in the group are to be engaged in continuous vocational development and training that is maintained beyond academic graduation and acceptance into the profession. Third, an individual's "professing", manifested by one's words and actions, form only one part of a two-way communication process since professing in the wilderness is a futile exercise. An audience or a clientele has to receive, understand, appreciate and accept the professional's services (Farrugia, 1996).

The traditional approach to distinguish between professional and non-professional occupations relied on the identification of specific qualities which professional occupations were reputed to possess, and which non-professional occupations lacked. Professional people, show central occupational characteristics. According to the traditional professions attributes model, these characteristics were identified with medicine, law, theology and university teaching. This model is far too rigid and fails to acknowledge the evolutionary, sometimes revolutionary, progress that contributes to the development of many occupations (Farrugia, 1996).

The continuous professional development model retains the idea central to the traditional professions attributes model; namely, that certain occupations can develop to a very high degree specialized characteristics or attributes. In the case of university lecturers, the model evaluates professionalism through the acquisition of knowledge and understanding of educational theory applied to adult learners; application and refinement of validated pedagogy for tertiary-level teaching and learning; practice of instructional and managerial autonomy coupled with accountability; exercising of organizational authority governed by internalized control to fulfill educational objectives and growth of a professional ethos within a university environment (Farrugia, 1996).

The continuous professional development model provides five education-related activities uses to evaluate the degree of professionalism. These are the educational theory; Application and the refinement of validated pedagogy; Instructional and managerial autonomy; Lecturers' development Professional ethics. The rate of progress in lecturers' professional ethos can be evaluated by their commitment to the service ideal; contribution to the community's welfare; collegiality; degree of self-control and regulation; the level of appreciation of their work by the community; and their esteem and prestige in the community.

The continuous development model created provisions for institution to undertake determined training and promotional efforts to persuade staff and students to adopt modern and effective teaching/learning methods. The model illustrate that, within the constraints of increased student numbers, quality assurance and academic audit measures can guarantee high standards, that restructured schedules ensure personal contacts with students, and that the university's ethos and high reputation are preserved. At the same time, the university will aim to prove to the community, and the politicians, that greater student numbers make higher demands on the institution, that substantial growth requires changes in attitudes and processes, and that these take time to take root and bear fruit (Farrugia, 1996).

Continuous education, as a form of staff development is important because it will prevent knowledge obsolescence. Continuous education of staff plays a key role of advancing knowledge and skills of staff for

them to play new roles. It prepares staff for development needs as well as for better teaching and research. In addition, continuous education is seen as a way in which staff are empowered to perform well in teaching and research roles. As universities are faced with accelerating changes in their environment, teachers need to improve their skills in the acquisition and management of new knowledge. The aim here is that staff working in the university will acquire the skills and knowledge needed for pedagogic purposes and for teachers to have teaching skills (Anyamele, 2007).

3.0 RESEARCH METHODOLOGY

The design this study adopted is a quantitative research approach. The quantitative research approach was in form of a survey describing a phenomenon associated with subject population or estimating proportions of the populations with certain characteristics (Kothari, 2009; Mugenda & Mugenda, 1999).

The target population was university teaching staff from all the public and private universities in Kenya. The respondents were differentiated in terms of gender and designation in the private and public universities. Stratified random sampling method was adopted. Five public universities and three private universities formed the stratum for this study. These are: Kenyatta University, Jomo Kenyatta University of Agriculture and Technology, University of Nairobi, Egerton University, Maasai Mara University, United States International University (USIU), Kabarak University and KCA University. The criteria used for stratification across the strata were gender, age and designation.

The sampling frame of the study was lecturers distributed based on the weighted percentage in the stratum, targeting at least 120 respondents, derived as per Table 3.1 This is based on optimal allocation with fixed sample size (Neyman allocation). Under this method, considering the high number of lecturers in public universities as opposed to private universities, the sample for stratum h (n_h) was computed as shown on Table 3.1.

Table 3.1 Sampling Frame

S/no	Stratum	Size	Percentage	Standard Deviation	Weighted population	Percentage	Sample
1	Public universities Staff	3,480	87	1	3,480	77	92
2	Private universities Staff	520	13	2	1,040	23	28
	Total	4,000	100		4,520	100	120

3.1 Data Analysis

Primary data was collected for analysis using four point Likert scale questionnaire. The Likert’s four point scale and summated scale was used for measuring attitudes (Kothari, 2009). All the questionnaires received were referenced and items in the questionnaires coded to facilitate data entry and ensure uniqueness. The reliability of the data collected was judged through tests. During analysis, reliability tests were undertaken to check on any unusual cases, using Cronbach’s Alpha. For all cases, reliability test using Cronbach’s Alpha gave very high values (high of 0.918 and low of 0.856) with an average index of 0.9, signifying the reliability of the data collected. Face and content validity was proved through internal checkups. The positive correlation matrix between the different items was also prove of the convergent validity. Descriptive statistics reports, representing the various research items were developed during the analysis. The tables generated gave absolute means and percentage responses to all the items in questionnaire using the four point likert scales. Factor

analysis was also done, using principal component analysis method. Through this, it was possible to reduce data from all the original measures, while still maintaining all the information contained.

4.0 RESEARCH FINDINGS AND DISCUSSIONS

4.1 Effect of Human Resource Management practices on Quality of teaching staff

To ascertain the role of human resource management in improving quality, a descriptive analysis was done on a number of items as given in Table 4.1. The analysis found that managers understand the university goals and objectives (89.5%); are responsive to employees’ questions and concerns (60%); enhance quality of service given by employees (59.6%) and regularly appraise their employees (55%). However usage of other human resource management tools for improving quality were rated below average including caring for career development (43.1%); promoting staff on merit (48.6%); hiring only competent staff (44.5%); investing in professional development (47.1%) and having attractive compensation as compared to other institutions (42.7%).

The biggest challenge in human resource development however rests in recommending low performer for training/couching (22.4%), providing prompt feedback (24.8%), ensuring that compensation is equitable and fair (31.3%) and enhancing performance based pay (29%). This therefore creates a complete disconnect on the role of human resource management is supposed to play in improving the quality of teaching at universities. The results negate the HRM practices that managers must implement to strengthen the perceptions of employees as well as customers that the organization is service oriented and is above board.

Table 4.1: HRM practices and Quality

		1	2	3	4
		%	%	%	%
1	The university managers clearly understand university goals and objectives	5.3	5.3	66.3	23.2
2	The university managers provide employees with the information necessary to promote high quality service	6.1	46.9	35.7	11.2
3	The university managers are responsive to employees' questions and concerns	5.0	35.0	42.0	18.0
4	The university leaders enhance the quality of service given by employees	2.0	38.4	47.5	12.1
5	The managers care for career development for employees	15.8	35.6	44.6	4.0
6	Promotions are based on merit at the university	22.5	34.3	40.2	2.9
7	Only qualified and competent staff are hired	22.8	32.7	38.6	5.9
8	The university invests in professional development for staff	15.7	37.3	36.3	10.8
9	Training needs assessment is clear and unbiased	17.2	53.5	25.3	4.0
10	Compensation is attractive compared to other training institutions	15.3	41.8	35.7	7.1
11	Compensation is performance based	14.0	57.0	27.0	2.0
12	Compensation is equitable and fair	16.2	52.5	30.3	1.0
13	Employees are regularly appraised/evaluated	10.0	35.0	51.0	4.0
14	Employees receive feedback on their performance	21.4	33.7	34.7	10.2

15	Feedback is prompt	25.7	49.5	24.8	
16	There is recognition/reward for high performers	18.6	43.1	35.3	2.9
17	Low performers are recommended for training/couching	26.5	51.0	20.4	2.0

From the motivational view, the promoted employees feel valued by the organization, and understand that the organization is willing to invest in them in the long term. In this way they are motivated to reciprocate to the organization by investing efforts to provide quality service to customers (Tzafrir & Gur 2007). From the results of the research therefore, management is poorly applying the human resource tools for promoting quality as little emphasis is given to training, pay packages for staff, merit based promotions and feedback on performance.

Generally, the bureaucratic red-tape that tends to surround promotion and appointment processes was realized. This is supported by the 22.5% strongly disagreeing and 34.3% % of the respondents disagreeing that promotion are based on merit. For the teaching staff, the minimum benchmark for promotion from one level to another may not be standard from one institution to the other. The 40.2 % of respondents supporting the promotion criteria in use may have been the beneficiaries of these new universities.

On feedback, 25.7% of the respondents strongly disagreed that it is prompt while 49.5% disagreed. Only 24.8% are happy with the timeliness of feedback on their performance. This therefore means that the lecturers are not able to quickly detect areas of weakness or poor performance so as to improve. This means that little emphasis is given on feedback as a mechanism for communicating performance of the teaching staff.

Factor analysis was run on the human resource management practices contribution in improving quality of teaching staff at universities, using the principal component analysis, rotation method, varimax with Kaiser Normalization (Table 4.2).

Table 4.2 Factors Analysis on HRM practices

	Component		
	1	2	3
B15	.853		
B14	.809		
B13	.694		
B17	.655		
B4	.614		
B8	.553	.447	
B16	.527		
B3	.472	.426	.464
B12		.843	
B10		.793	
B11	.489	.710	
B7		.443	
B2			.871
B1			.761
B6			.557
B9		.461	.532
B5		.444	.458

The rotation converged in 5 iterations, resulting into three factors relating to reward/sanctions; compensation; and university management style (Figure 4.1).

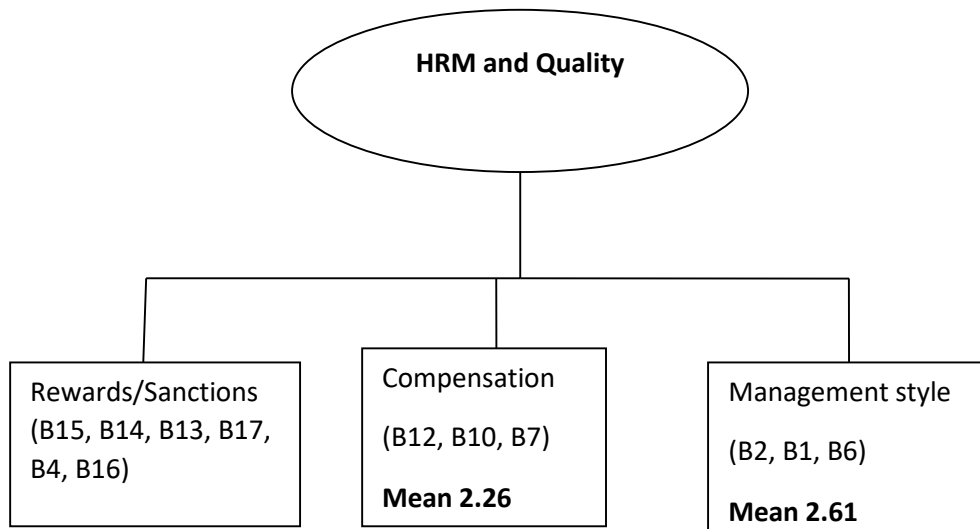


Figure 4.1 Factor Analysis on HRM Practices

From the results of factors analysis, the compensation factor is the least rated with a mean of 2.26 followed by reward/sanctions with mean of 2.29 and management with mean of 2.61. The two factors of compensation and reward/sanctions are rated below the average of at least 2.50. The biggest challenge on compensation is that it is never equitable and fair. Also compensation received is not very attractive as compared to earnings in other places. As also earlier researched by Tetey (2006), academic staff are also affected by the internal brain drain where the teaching staff move from institutions of higher education to other sectors within the same country. The reasons for these outflows from academia are varied, but are largely economic.

From the reward/sanctions factor, items on the university systems for recognizing low performers for training and coaching, reward systems, feedback and appraisal were all scored very low. Of interest here is failure to give feedback on performance on time and also failure to recommend the low level performers for further training. The resulting impact is that these same teaching staff continues to teach even though they may be weak therefore compromising on quality as good quality at universities is an important avenue towards nurturing the teachers needed for universal primary education, the experienced doctors, nurses and community workers needed for better water and health facilities, the accountants, economists, and journalists required for better private business and better governance.

From the study, it came clear that management should avoid the frustration and tardiness of appointment and promotion processes and foster transparency, by ensuring that they are devolved to faculties, and anchored in a representative committee system at every level. University management should also give cognizance to the weighting of teaching against research, in promotions and permanent appointment decisions.

4.2 Continuing Professional Development and Quality

From the analysis results, the university lecturers actively participate in the development of departmental and faculty policies with 39.2% strongly agreeing and 45.1 % agreeing. As also suggested by Griffiths (1993), a

comprehensive and positive staff development policy is essential in helping staff deal with a changing demands and circumstances.

Positive responses were also seen in the selection of syllabus and the teaching methods with 15% strongly agreeing and 55% agreeing; in curriculum/programme development with 23.5% strongly in agreement and 65.7% in agreement and in the formulation of national curricula and examinations with 49.2% agreeing and 22.2 strongly agreeing (Table 4.3).

The commitment to continuous professional development and the belief in the performance appraisal and planning process is the integral part of individual and institutional development. This process is designed to improve job understanding on the part of the staff and the promotion of more effective job performance, and establish future goals for career growth. Staff development programmes also assist staff in understanding their job responsibilities and leaders’ performance expectations (Anyamele, 2007). The good responses on staff development as well as provision for continuous growth of the lecturers are a strong commitment to job performance by the universities.

Indeed, only 8% of the respondents feel that there is no policy providing for growth of teaching staff. the high ratings on policy for growth of teaching staff also supplements the earlier continuous professional development model by Farrugia(1996), that provided that for teaching staff, professionalism is measured through the acquisition of knowledge and understanding of educational theory ; application and refinement of validated pedagogy for tertiary-level teaching and learning; practice of instructional and managerial autonomy coupled with accountability and exercising organizational authority governed by internalized control.

While staff development satisfies individual learning needs as well as the enhancement of institutional capacity to manage and thrive in a new environment, many staff are never given opportunities to develop. The learning and change that are required must take place within individuals but as a result, the university develops. From the results however, rarely are teaching staff, other than heads of departments and other staff assigned administrative duties involved in management decision making, with only 46.1% of the respondents agreeing that the degree of collective decision-making and peer group selection is good.

Table 4.3: Effect of Staff Development on Quality

Item	1	2	3	4
	%	%	%	%
There exists a policy for staff development	8.0	18.0	64.0	10.0
The university provides for continuous growth for lecturers	7.8	25.5	52.0	14.7
Lecturer are involved in curriculum/programme development	3.9	6.9	65.7	23.5
Lecturer participate in departmental and faculty policies	1.0	14.7	45.1	39.2
Lecturer participate in formulation of national curricula and examinations	9.1	19.2	49.5	22.2
Lecturer participation in the selection of syllabuses and teaching methods	6.0	24.0	55.0	15.0
The teaching and working environment is good	14.7	32.4	48.0	4.9
lecturers' conditions of work are reasonable	11.8	39.2	44.1	4.9

Remuneration is reasonable and commensurate with qualifications	15.3	42.9	38.8	3.1
The degree of dialogue of staff with the institution's administration is cordial	9.2	37.8	51.0	2.0
The degree of collective decision making and peer-group selection is good	9.8	44.1	42.2	3.9
Lecturers contribution to the community's welfare	8.4	29.5	57.9	4.2
The degree of self-control and regulation is high	11.2	24.5	57.1	7.1
Level of appreciation of lecturers work by the community is modest	14.4	24.7	55.7	5.2

Generally, academics are likely to leave an institution where they feel that their autonomy is compromised, their desire for innovation is not supported, and collegiality a mirage. In effect, the nature of the institutional climate within which these academics work will strongly influence the extent to which they are willing to remain at an institution (Tetty, 2006). As found in this research, the work environment for teaching staff at universities is still a challenge.

As also found in the research, university teaching staff actively participates in the development of departmental and faculty policies, in curriculum development, in the review of syllabus and also in examinations. This constitutes the Continuous Professional Development for a professional teaching staff, a person exercising institutional authority governed by internalized control to fulfill educational objectives and growth of a professional ethics in an institution of higher learning. The positive performance on continuous professional development supports an earlier study by Farrugia in 1996, which provided for enhancement of professionalism through the educational theory, application and the refinement of validated pedagogy, instructional and managerial autonomy, lecturers' development and professional ethics.

Factor analysis was done on the effect of continuing professional development on quality of teaching staff, using principal component analysis, rotation method, varimax with Kaiser Normalization (Table 4.4).

Table 4.4 Factor Analysis, Continuous professional development

	Component			
	1	2	3	4
C8	.854			
C9	.848			
C7	.847			
C11	.601			
C3		.818		
C2		.768		
C1		.706		
C4		.588		
C6		.533	.491	
C12			.797	
C5			.726	
C13			.643	
C14				.761
C10				.736

Using the principal component method, one of the items (C6) was excluded as it was cutting across two factors. The factor analysis resulted into four factors that contain items relating to policy, terms and conditions of work, contribution to society and relationship with the stakeholders as shown in Figure 4.2.3 below. From the factor analysis on the relationship of continuous professional development to quality, policy factor, terms and conditions of work, contribution to society and relationship with stakeholders had mean scores of 2.95, 2.39, 2.68 and 2.49 respectively.

The mean for terms and conditions of work is the least (2.39). Under this factor, the subject considered included the teaching and working environment, lecturers’ conditions of work, remuneration and the degree of collective decision making and peer group selection. Contemporary theory on human resource management agitates for the exploitation of existing synergies among employees as opposed to individualism. In this case, the lecturers were asked to shed the light on degree of collective decision making and peer group selection.

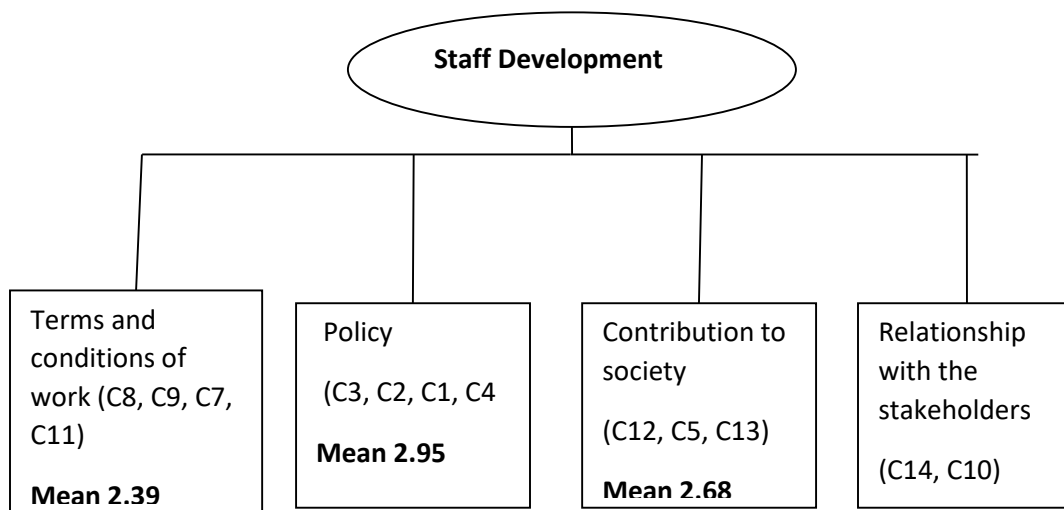


Figure 4.2 Factor Analysis on Staff Development

Good remuneration increases job satisfaction among the staff and enhances the quality of service expected from them (Chimanikire et al, 2007). With the high percentage of respondents indicating that remuneration is not reasonable and is not commensurate with qualifications, there is need for universities to address this subject.

Another factor that received low rating was interaction with community and stakeholders. The interpersonal relations within the universities are low with most of the respondents negative on the degree of dialogue of staff with the universities administration.

5.0 CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

From the results of this study, human resource (HR) practices, as a major factor that contributes to quality of teaching staff at universities in Kenya, remains least addressed. As a key resource, the human resource practices such as recruitment and selection, training, promotion, career development, performance, motivation and compensation requires more focus.

The motivational perspective that will encourage teaching staff to invest much of their time in faculty activities as well as deliver quality services to their customers needs to be strengthened. Also adopting HR practices that employees will perceive as positive and considerate, such as employment security, better remuneration or compensation system that acknowledges employee efforts and contributions, rewarding/recognizing the high performing staff and creating opportunities for continuous learning will result in more service committed employees.

Career development and acquisition of new knowledge and skills is one of the key responses to the imperatives of surviving, adapting and evolving. Investment in training, career/professional development at universities needs to be enhanced so as to improve quality. Universities also need to have clear and unbiased training policy to provide equal opportunities for qualifying and deserving staff. Career development and training prepares faculty for better teaching and research that will allow staff to grow and be judged in the context of organizational learning and development. This is in agreement to the hypothesis that effective continuing professional development practices contribute to quality of teaching staff.

To strengthen quality at universities in Kenya, the university management must be committed to staff development and have to acknowledge the crucial role it will play in assisting the delivery of the academic plan; for staff development is among a clutch of institutional innovations thrust upon the universities in managing the professional competencies of their academic staff. The resulting output of such commitment are high student completion rates, quality graduates, high academic standards, low cost of running programmes, high research outputs and greater impact on society.

Based on the results of this study, effective quality and quality teaching by faculty is fully dependent on human resource practices and continuous professional development of the staff. Although the level of significance differs, the two have a considerable influence on quality of teaching staff at Universities in Kenya.

5.2 Recommendations

5.2.1 Areas for Improvement

From this research, quality of teaching staff is still a challenge that must be addressed by all the players, and in particular, ensuring that proper human resource (HR) practices are in place as well encouraging continuous professional development of the teaching staff. The need to recognize staff as important resource in the university set-up is also important. In this study, most of the HRM issues including ways of hiring of staff, professional development, performance management, compensation, recognition and reward were lowly rated. For instance, staff appraisal system came out uniquely low. Universities must therefore improve their HRM practices and recognize the performers as well as ensure that the approaches used for attracting and retaining staff are above board. Motivation of staff will reduce levels of brain drain. It is also recommended to review the appraisal system to enhance objectivity and enrich acceptability by the staff.

The Commission for University Education (CUE) needs to come out strongly in regulation of programmes at private universities and enhancing quality of programmes across all universities. The commission should also ensure that only competent and qualified staff are allowed to teach. The diverse entry levels into university programmes in the region are still a challenge and many are the times that Kenyan students cross borders to access the same programmes that they did not qualify for in the country. This needs to be discouraged by all universities since the quality of graduates remains differentiated.

5.2.2 Areas for Further Research

In this research, human resource management practices remained below the minimum standard. There existed a big vacuum on the appraisal system for staff, especially on recognition, reward and identification of training needs. While universities have adopted retention strategies for teaching staff, mobility of staff has grown over the last few years. A relationship between staff development and job mobility requires further consideration.

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