

Effects of Human Resource Audit on Employee Performance in Secondary Schools in Kenya; A case of Non Teaching Staff in Secondary Schools in Nyamache Sub County.

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Abstract

Human Resources Audit measures human resource outputs and effectiveness under the given circumstances and the degree of utilization of human resource skills. The purpose of the study was to assess the effect of Human resource Audit on employee performance in secondary schools in Nyamache Sub County. The specific objectives for the study included establishing the skills of non-teaching employees working in secondary schools in Nyamache Sub County, to find out whether Human resources comply with the managerial policies, procedures and legal provisions and to establish whether Human Resource competence affects performance. The study was carried in selected secondary schools in Nyamache Sub County. The study involved selected non-teaching Staff working in secondary schools to assess the effect of Human resource Audit on employee performance in secondary schools in Nyamache Sub County. The study used descriptive research design because it assessed the nature of prevailing conditions. The target population for the study was 500 employees working in secondary schools in Nyamache Sub County. The study sampled 150 respondents; simple random, stratified and purposive sampling technique was used to select a sample for this study. Data was analyzed using descriptive statistics specifically frequencies, percentages; and likert scale analysis. The data was presented using frequency tables and then findings were interpreted. The study will be significant to policy makers, the Ministry of Education, school managers of secondary schools and other researchers. The study observed that secondary schools in Nyamache Sub County embraced Human resource Audit since when respondents were asked if they have a Human resource Audit program in school a bigger percentage said they do. The study also established that employees were compliant with managerial policies, procedures and legal provision provided by the government. The study found out that employee competence affects the performance of employees. The study recommended that there should be training programs in schools to ensure that all the employees in the organization are trained on new skills and competence increased in order to perform better.

1.1 Problem statement

Human Resource audit of measuring employees as part of the balanced score card may be done by assessing what employees do, how they feel, and what they know. These measures relate to the response of employees within an organization to the policies and practices of the organization. Turnover, or retention, may be used to indicate employee commitment. More subtle insights on turnover focus on retention of the right talent, on managing the replacement process so that critical jobs are filled quickly, on identifying the causes of turnover through exit interviews, and on tracking the impact of turnover on continuity of schools goals. Research has shown that high turnover of critical employees is costly to the schools not only

in terms of replacement, but in terms of shared values and continuity (Barney, J & Clark D.N 2007). Every business has multiple stakeholders or groups of individuals with whom a business must interact to carry on business. Human resource audit is not new. It has been used in strategic thinking literature for many years (Abouzar, Z, Asghar, M. 2009). In recent years, however, the human resource audit has been translated into what has been called an evaluation of an employee (Kaplan & Norton, 2010). The human resource audit is built on the logic that for a business to be considered successful, it must satisfy the requirements of three stakeholders; investors, customers, and employees. Schools like all other institutions need to perform in order to remain competitive. Non teaching employees, like teachers, need to perform their duties effectively in order to attain overall school performance. This is the main reason why this research seeks to find out whether carrying out an HR Audit can affect employee performance in secondary schools of Nyamache Sub County

1.2 Objectives of the study

The general objective of the study was to assess the effect of Human resource Audit on employee performance with special emphasis on the non-teaching staff in secondary schools in Nyamache Sub County. The specific objectives for the study were;

1. To establish the skills of non-teaching employees working in secondary schools and their effect on employee performance.
2. To find out how compliance with the managerial policies, procedures and legal provisions of non-teaching employees affect their job performance.
3. To establish how employee competence affects performance in secondary schools.

1.3 Significance of the study.

The study will be significant since it will benefit the non-teaching staff in school to understand the contribution of human resource audit on the employee performance. School managers will also be the greatest consumers of the research findings as they will stand to introduce or amend current existing policies on human resource management. The government of Kenya will stand to benefit as well from this study as it will come up with various policies and guidelines on Human Resource Management. Last but not least, the study will come up with findings and recommendations for other researchers to refer to and get to do more research on Human Resource Audit.

2.0 Methodology

The study used a descriptive research design because it assessed the nature of prevailing conditions. It involved the collection of data in order to answer research questions on the effect of human resource audit of non-teaching Staff working in secondary schools. (Orodho A.J, 2003).

2.1 Instrumentation

A questionnaire is a set of questions or statements that assesses attitudes, opinions, beliefs, and biographical information of the respondent on the study. In order to collect data that precisely meets

the objectives of the study, both open-ended and closed-ended questions were included in the questionnaire (Sekaran, U. 2010)The open-ended questions gave respondents room to give more information and express themselves to their satisfaction while the close-ended questions produced the kind of answers expected by the researcher. In addition Mugenda and Mugenda (2003:71) note that close-ended questions enable a researcher to form an opinion and make a valuable conclusion. These authors contend that structured or close-ended questions are easier to analyze, administer and are more economical in terms of time and finances. On the other hand, unstructured questions are simple to formulate, they encourage in-depth response and they permit the respondents to respond in their own words. This instrument sought information on the workers age, gender, professional and academic qualifications, length of stay in their various stations and the length of stay in their positions. Simple random, stratified and purposive sampling technique was used to select a sample for this study. This was necessary since there are sub-groups (schools) in the target population whose responses were important in achieving the objectives of this study. The respondents in this study were derived from selected schools. The study sampled 150 respondents. Secondary data was obtained from Nyamache District Education Office 2015.

2.2 Validity and Reliability

Krishnaswamy et al. (2009) contends that validity is the degree to which the sample of test items represents the content the test is designed to measure. Content validity, which was employed by this study, is a measure of the degree to which data collected using an instrument such as a questionnaire represents a specific domain or content of a particular concept. Krishnaswamy et al. (2009), argue that the usual procedure in assessing the content validity of a measure is to use a professional or an expert in a particular field. To establish the validity of the research instrument, opinions of experts in the field of study, especially the research supervisor was sought. This led to the revision and modification of the research instrument thereby enhancing the overall validity of this study. Reliability refers to the consistency and stability with which an instrument measures and supplies consistent results (Krishnaswamy *et al.* 2009). These authors note that this aspect can be assessed using the test-retest reliability method. Hence reliability is increased by including many similar items on a measure, by testing a diverse sample of individuals and by using uniform testing procedures. This was taken into consideration in the preparation and presentation of the questionnaires. In an effort to test the reliability of the research instrument, a pilot group of two schools from Kenya Sub County was chosen for pilot study. The pilot study gave a chance for pre-testing of the research instrument so as to establish the clarity of the instrument's items to the respondents and thereby enhance the instrument's reliability. The pilot study provided a chance to become familiar with the research and its administration procedures as well as the chance to identify items that will require modification.

2.3 Data Analysis and Presentation

Data was cleaned in order to detect errors and omissions that might interfere with the accuracy of the data. The data gathered was captured into computer statistical software, (Statistical Package for Social Sciences) for analysis. The data was then transformed into quantitative form through coding making it easy for analysis. SPSS was used to generate measures of central tendencies; relationship between variables and to what extent independent variable affects the dependent variable. The transcripts of the interviews were used to analyze the qualitative data of the discussions. Data was analyzed using descriptive statistics specifically frequencies, percentages; and likert scale analysis. The data was presented using frequency tables and then findings were interpreted.

3.0 RESULTS AND DISCUSSIONS

One hundred and fifty questionnaires were given out to various respondents and all the respondents filled the questionnaires translating into a response rate of 100% as summarized in table 4.1.

Table1.0 Response Rate

Strata	Frequency	Percentage
D.E.O	1	0.670
DQASO	1	0.670
H.O.D	25	16.70
Non-Teaching staff	98	65.33
Principals	25	16.70
Total	150	100

Table 4.1 showed a total response rate of 100%. A response rate of 50% is always adequate for analysis and reporting while response rate of 70% and above is very good, Mugenda and Mugenda (2003) and therefore, the response rate of 100 % for this study is considered to be very good.

3.1 Gender

The Kenyan constitution requires that in any public sector there should not be more than two thirds of either gender. The analysis sought to establish the above constitutional requirement and the response obtained are in table 4.2

Table1.2: Analysis of the Respondents' Gender

Gender	Frequency	Percentage
Female	50	34
Male	100	66
Total	150	100

From table 1.2 the study found out that 66% of respondents were male while 34% were female. This shows that schools are compliant to the policies stipulated.

3.2 Age of Respondents

The study sought to find out the ages of the respondents. Table 4.3 shows the response obtained from the field.

Table 1.3: Respondents' Age Groups.

Age bracket	Frequency	Percentage
20-29 yrs	15	10
30-39 yrs	60	40
40-49yrs	70	46.66
50 yrs and above	5	3.34
Total	150	100.0

The result in table 1.3 indicated that 46.66 % of the respondents were between ages of 40-49 years, 40 % were between 30-39 years, 10 % were between 20-29 years while 3.34 % were 50 years and above. This implies that most people who work in the non-teaching section were in age bracket 40-49, the age bracket that is active in life.

3.3 Respondents Level of Education

The study sought to establish the level of education of the respondents. Table 4.4 indicates the responses obtained from the field

Table 1.4: The Level of Education for Respondents

Level of Education	Frequency	Percentage
Certificate course	25	16.60
Diploma	10	6.60
First degree	10	6.60
Form four and below	90	60
Form 6(Advanced level)	10	6.60
Post-graduate	5	3.60
Total	150	100

Table 1.4 indicates that 60 % of respondents were form four leavers and below, 16.6% were certificate course holders, 6.6 % were graduates, 6.6 % had education level of diploma, and 3.6 % were post graduates while 6.6 % had form 6 level of education. The study revealed that 60% and above of the respondents were above form four level of education therefore the right employee with information on Human Resource Audit in the secondary schools.

3.4 Tenure in the school

The Study sought to find out the duration of time that respondents had worked in the school. Table 4.5 shows the response obtained from the field.

Table 1.5: Duration That Respondents have worked in the school

Duration (years)	Frequency	Percentage
Above 6 years	30	20
Below 1 year	45	30
1-3 years	30	20
4-6 years	45	30
Total	150	100

Table 1.5 shows that 30% of the respondents had worked in the school for less than 1 year, 20% had worked for more than 6 years while 30% had worked for 6-10 years. The study found out that majority of the employees have worked in the schools in less than six years represented by 80% hence able to understand the employee performance influenced by Human Resource Audit conducted in schools.

3.5 Respondent's Department

Table 1. 6 Respondents Department

Non teaching Department	Frequency	Percentage
Accounts Department	40	26.7
Catering Department	40	26.7
Cleaning& Laundry Department	30	20
Laboratory& Library Department	10	6.7
Office Assistant Department	10	6.7
Security Department	20	13.2
Total	150	100

From the above table, 80 (53.4 %) of the respondents indicated that they work in the accounts and catering department, while other respondents work in the cleaning and laundry department, security, library and laboratory respectively. From this table it can be concluded that majority of

3.6 Respondent's job

The respondents were requested to indicate their job specification in the school and they indicated as follows;

Table 1.7 Respondents job

Non Teaching Department	Frequency	Percentage
Bursars/Accounts clerk	40	26.7
Cleaners/ Messengers	30	20
Cooks	40	26.7
Drivers	5	3.35
Laboratory assistants	10	6.7
Library assistants	5	3.35
Watchmen	20	13.2
Total	150	100

From table 1.7, 40 (26.7%) of the respondents work as bursars and accounts clerk while at the same time 40(26.7%) also work as school cooks, 30(20 %) cleaners/ messengers, 5(3.35 %) work as drivers 10(6.7 %). This representation indicates that accounts clerk/bursars and cooks carry most of the workers and library assistants and laboratory staffs have smaller proportions of the respondents respectively. This implies that with the introduction of a program such as human resource Audit is needed in the school to ascertain whether the employees have the necessary skills to work in the occupations they are working in.

3.7 Duration of working in the current position

The table 4.8 indicates the duration the respondents had worked in the current position in their respected schools.

Table 1.8 Duration of work in the current position

Item	Frequency	Percentage
Below 5 years	56	37.5
6-10 years	60	40
11 and over years	34	22.5
Total	150	100.0

From table 1.8, 56 (37.5%) of the sampled employees have worked in the organization for less than five years, 60 (40%) have worked for between 6 and 10 years and 34(22.5%) have worked for over 11 years. This indicates that most of the respondents have been working in the current position for a long time. However the greatest percentage have been in the current position for between 5 and ten years, which is long enough for them to understand what is required of them and may have been audited. It can therefore be concluded that most employees are capable of understanding the effect of human resource Audit on employee performance, given the adequate duration they have been in the current position.

3.8 Whether schools in Nyamache Sub County have a Human resource Audit program?

The study sought to find out whether secondary schools in Nyamache Sub County have a Human resource Audit program

Table 1.9 Have a Human Resource Audit program

Item	Frequency	Percentage
No	49	32.5
Not aware	3	2.5
Yes	98	65
Total	150	100.0

When respondents were asked if they have a Human resource Audit in their school, 98 (65 %) of the respondents stated that they have a Human resource Audit Program in their school while 49 (32.5%) indicated that they do not have a Human resource Audit program in their school, while 2.5 % of the respondents are not aware of the human resource Audit program. The implication from the study is that most of the employees are knowledgeable on the contribution of human resource Audit one employee performance. However 49 (32.5%) employees who indicated that they do not have Human Resource Audit in their school can impact negatively on the implementation of human resource Audit program.

3.9 Effect of Human Resource Audit on employee performance

The study sought to find out the effect of Human Resource audit on the performance of non teaching employees in secondary schools in Nyamache sub county, the following table 4.10 presents the findings,

Table 1.10 Effect of Human Resource Audit on employee performance

Item	Frequency	Percentage
No	60	40
Yes	90	60
Total	150	100.0

The respondents were requested to indicate whether Human resource Audit affects the performance of non teaching employees and from table 4.10, 90 (60%) of the respondents indicated that the Human resource Audit affect the employee performance 60 (40%) of the respondents indicated that the Human resource Audit did not affect the employee performance.

3.10 Extent to which Human Resource Audit contributes school academic performance

Secondary Schools are set up for academic acquisition and knowledge transmission, the study sought to establish the extent to which Human Resource audit contribute to the school academic performance in the respective schools, the study found out as presented in table 4.11 bellow

Table 1.11The extent Human Resource Audit contributes to academic performance

Item	Frequency	Percentage
High extent	23	15
Low extent	11	7.5
Moderate extent	108	72.5
Very low extent	8	5
Total	150	100.0

From table 1.11, 8(5%) of the respondents felt that the Human Resource Audit had a very low contribution on school academic performance, other 11(7.5%) responded that the Human resource Audit had a low influence on school academic performance, 108 (72.5%) indicated that the contribution of Human resource Audit was moderate to school academic performance, while 23 (15%) indicated that has a high contribution on school academic performance. From the table, it is clear that most of the respondents had a moderate rating on the contribution of human resource Audit on school academic performance.

3.11 Skills of non-teaching employees

The study sought to establish the skills of non teaching employees working in secondary schools in Nyamache Sub County as presented in the table bellow,

Table 1.14 The skills of non-teaching employees

Skill	Frequency	Percentage
Conceptual skills	20	13.3
Operational Skills	90	60
Technical skills	40	26.7
Total	150	100

The respondents were asked to indicate the skills that they have to work in the current position they are occupying 90 (60 %) of the respondents stated that they have operational skills while 40 (26.7%) indicated that they do have technical skills which they use in performing their tasks in school, while 20 (13.3%) of the respondents have conceptual skills. The implication from the study is that most of the respondents have operational and technical skills making them perform better in their work and majority do not have conceptual skills hence cannot make major decisions in their school and this can impact negatively on the implementation of human resource Audit program.

3.12 HR Audit compliance with the managerial policies, procedures and legal provisions

Table 1.15 HR Compliance with the managerial policies, procedures and legal provisions

Whether Complaint	Frequency	Percentage
NO	40	26.7
Not aware	30	20
Yes	80	53.3
Total	150	100

The respondents were requested to indicate whether employee comply with the managerial policies, procedures and legal provisions and from table 4.15, 80 (53.3%) of the respondents indicated that the employees comply with the managerial policies 40 (26.7 %) of the respondents indicated that the employees do not comply with the managerial policies, procedures and legal provisions while 30 (20 %) are not aware of the whether employees comply with the managerial policies and legal provision, therefore employees are compliant with managerial policies, procedures and legal provision provided by the government.

3.13 Effect of employee competence on performance

The study sought to find out whether employee competence affected the employee job performance and the responses are presented bellow in table 4.16

Table1.16 Effect of employee competence on performance

Effects of competence on employee performance	Frequency	percentage
No	45	30
Not aware	15	10
Yes	90	60
Total	150	100

The study found out that employee competence affects the performance of employees in secondary schools in Nyamache Sub county as indicated by 90 (60%) respondents were, 45 (30%) of the respondents indicated that employee competence does not affect the performance of employee while 15 (10 %) of the respondents indicated that they were not aware of the effect of employee competence on employee performance, therefore employees competence affect performance in secondary schools in Nyamache Sub County

4.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

4.1 Summary of the findings

The purpose of this study was to find the effect of Human resource Audit on employee performance in secondary schools in Kenya; a case of non-teaching staff in secondary schools in Nyamache Sub County. The research questions and discussions were conducted in relation to the objectives

4.2 To establish the skills of non-teaching employee working in secondary schools

The study observed that in secondary schools in Nyamache sub county embraced Human resource Audit since when respondents were asked if they have a Human resource Audit program in Secondary school, 26(65 %) of the respondents stated that they have a Human resource Audit on employee performance Program in secondary schools in Nyamache sub County. The respondents were asked to indicate the skills that they have to work in the current position they are occupying 90 (60 %) of the respondents stated that they have operational skills while 40 (26.7%) indicated that they do have technical skills which they use in performing their tasks in school, while 20 (13.3%) of the respondents have conceptual skills. The implication from the study is that most of the respondents have operational and technical skills making them perform better in their work and majority do not have conceptual skills hence cannot make major decisions in their school and this can impact negatively on the implementation of human resource Audit program.

4.3 To find out the compliance with the managerial policies, procedures and legal provisions of non-teaching employee working in secondary schools

The study indicated that 80 (53.3%) of the employees comply with the managerial policies 40 (26.7 %) of the respondents indicated that the employees do not comply with the managerial policies, procedures and legal provisions while 30 (20 %) are not aware of the whether employees comply with

the managerial policies and legal provision, therefore employees are compliant with managerial policies, procedures and legal provision provided by the government

4.4 To establish whether employee competence affects performance in secondary schools.

The study found out that employee competence affects the performance of employees in secondary schools in Nyamache Sub county as indicated by 90 (60%) respondents were, 45 (30%) of the respondents indicated that employee competence does not affect the performance of employee while 15 (10 %) of the respondents indicated that they were not aware of the effect of employee competence on employee performance, therefore employees competence affect performance in secondary schools in Nyamache Sub County

4.5 Recommendations

There should be training programs in schools to ensure that all the employees in the organization are trained on new skills and competence increased in order to perform better.

Training should be conducted to all non teaching employees on the importance of Human Resource Audit and the effect it has on employee performance.

4.6 Suggestions for further study

Comparative Research should be conducted to determine whether there are changes in performance in the public schools in comparison to the situation before the implementation of human resource Audit and after implantation to check on employee performance.

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