

**EFFECTS OF QUOTA SYSTEM IN THE DEVELOPMENT OF
HUMAN RESOURCE MANAGEMENT: A CASE STUDY OF
SIGOWET PRIMARY SCHOOLS IN SUGOI ZONE,
UASIN GISHU COUNTY**

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DECLARATION

Declaration by the Candidate

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DEDICATION

To my husband Mr Otieno Jacob to my two daughters Mercy, Joy, to my son Davy and my parent Mr and Mrs Ngetich not forgetting my brothers and sisters

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I hereby acknowledge the Almighty God for granting me the opportunity and good health to successfully commence this course. I am grateful to my classmates for their unending support and guidance in the undertaking of this research.

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ABSTRACT

Kenya inherited a number of British colonial legacies such as those vested in its legal frameworks, its power elites and in its civil and military administrative structures, all of which have profoundly informed its national character and in turn, management practices in government organizations; the quota system and Human Resource Development in educational institutions. The specific objectives of the study were: To identify factors that contributes to the development of quota system in the development of human resource in educational institutions in Sugoi zone, Uasin Gishu County, to examine the quota system in the development of human resource in educational institutions, to identify challenges encountered in the implementation of quota system in the development of human resource in educational institutions in Sugoi zone, Uasin Gishu County and to suggest measures to curb the negative effects of quota system in human resource development. This study was guided by human capital theory; It underlines that people possess innate abilities, behavior and personal energy and these elements make up the human capital they bring to their work,. It is indeed the knowledge, skills and abilities of individuals that create value. That is why the focus has to be on the means of attracting, retaining and developing the human capital. This study was a case study research design. The study targeted a population of 251 which included Head Teachers, teachers, the school management (B.O.G), members of Parents Teachers Association (P.T.A) and Educational Officers from the County. During the research study, a sample of 90 respondents was chosen from Head Teachers, Teachers, the School Management, Members of PTA and Educational Officers from the County to form the research sample. This represented 30% of the target population. Data collection procedures used included interview and questionnaire and the data was analyzed through the use both quantitative and quantitative analysis and presented in form of tables and graphs. The study conclusions were derived from the major findings as follows: The factors that contributed to the development of the quota system on human resource were found to greatly depend on teachers' exposure to different environments in the course of training and work. The quota system in the development of human resource teacher posting, infrastructure and culture shock are some of the challenges affecting the implementation of the quota system in Kenya. The challenges encountered in the implementation of the quota system of education can be overcome by allowing schools to select at least 50% of the teachers to come from three different counties to enable teachers to be well exposed. From the findings, the influence of the quota system of education can be fully understood through the behavior of the products of such a system and the impact of such behavior on national culture and unity. After a thorough analysis of the findings, the following recommendation was made that the teacher selection process needs to be structured such that there is a deliberate reflection of diversity in all learning institutions which can be implemented during the teacher selection process.

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ACRONYMS AND ABBREVIATIONS

GIDD	Gender in Development Division
HRD	Human Resources Development
ILO	International Labour Organization
PSEs	Public Sector Enterprises
UNICEF	United Nations Children's Education Funds
USA	United States of America

OPERATION DEFINITION OF TERMS

Quota System: A policy of limiting the number of group members. In this research a school, or any hiring or admissions policy requiring that a specified number or percentage of minority group members be hired or admitted.

Human Resource Management: HRM or simply **HR** is a function in organizations designed to maximize employee performance in service of their employer's strategic objectives. HR is primarily concerned with how people are managed within organizations, focusing on policies and systems.

Development of Human Resource: Human Resource Development (HRD) is the framework for helping employees develop their personal and organizational skills, knowledge, and abilities. Human Resource Development includes such opportunities as employee training, employee career development, performance management and development, coaching, mentoring, succession planning, key employee identification, tuition assistance, and organization development.

Affirmative Action: An action or policy favoring those who tend to suffer from discrimination, especially in relation to employment or education; positive discrimination. It is also defined as an active effort to improve the employment or educational opportunities of members of minority groups and women; also a similar effort to promote the rights or progress of other disadvantaged persons.

CHAPTER ONE INTRODUCTION

1.0. Overview

This chapter contains the background of the study, the statement of the problem, research objectives, significance of the study and finally conceptual framework. This chapter provides a basis for the study. It provides the background setting required to put the research problem in proper perspective.

1.1 Background of the Study

The years following Kenya's independence, have been central to the development of now prevailing HRM practices in Public Sector Enterprises (PSEs) and private (local) organizations. Kenyan labour market candidates with the skills and quality of education demanded by the all sectors are it private or public. The sectors are being steered towards increasing the proportion of nationals in the various national development plans. How the government and private sector willingly cooperate to achieve the national goal of increased employment will be the litmus test for the success of the quota system or other measures, such as the proposed introduction of a minimum wage level for both the private and public sectors. Established in 1963, Kenya inherited a number of British colonial legacies such as those vested in its legal frameworks, its power elites, and in its civil and military administrative structures, all of which have profoundly informed its national character and in turn, management practices in government organizations (Alavi, 1972, 1990; Khilji, 2002). In the years following its independence, have been central to the development of now prevailing HRM practices in Public Sector Enterprises (PSEs) and private (local) organizations (Alavi, 1972; Islam, 2004; Khilji, 2003).

The study by the European Industrial Relations Observatory is also important to this research. The study was conducted in Europe in 2001 and established that many

governments throughout the European community had acted positively to promote equality in all sectors of society with varying degrees of success by introducing quota systems or “temporary corrective measures seeking to increase the communities’ representation in educational development processes. It, on the other hand, observed that the use of the quota system was controversial in that it was viewed as discriminatory, interventionist and essentially undemocratic (Eerg, 2001). The implication of introducing the quota system is still not clear, but as will be argued in this thesis, the process of employment whether voluntary or quota imposed, should not take place at the expense of efficiency and productivity in the national economy and that a parallel policy of improved education and training is necessary to provide Kenyan labour market entrants with the skills and quality of education demanded by all sectors be it private or public (Al Gosaibi, 2008). The sectors being steered towards increasing the share of nationals in the various national development plans.

It also observed that many countries had rejected quotas at the national level, arguing that they were at odds with the principle of equality and discriminated against other under-represented groups and that they were tokenistic and that in institutions it created a hierarchy in some sectors of society whereby those that are developed without the assistance of quotas are somehow superior to those who are helped by them. The study sought to establish that quotas should be used in conjunction with other measures including encouraging more skilled teachers both from the local area and from afar to apply for teaching jobs, and introducing more family-friendly work practices in the education systems (Al Gosaibi, 2008)..

Institutional Structures

Institution structures play a significant role in the effective implementation of any policy. The Institutional framework of TSC for addressing employment of teachers entails a huge responsibility that requires adequate resources (sector-specific gender expertise, financial, human, material). It is supposed to prioritize and coordinate programs and activities of all teachers and stakeholders and to evaluate their performance and implementation. It is involved in planning, advocacy, publications of materials, monitoring and evaluation programmes, resource mobilization and training (John, 2005).

A close examination in the organization structures that were in the lead in enhancing local teachers' representation in public institutions revealed several weaknesses. The first one is there were no separate budget lines for employment programmes in respective ministries and departments and public institutions, which was a major inhibiting factor to the implementation of quota system.

Human Resource Development

Human Resources Development (HRD) is critical and a first step towards achievement of sustainable national development and public services provision. It starts with education, which is recognized as a key human development indicator and springboard to all professional and training with strong connections to other human development indicators such as improved earnings, poverty reduction, improved health and participation in decision making (Judai, 2008).

Most locals are, therefore, not able to compete on the labour market for jobs because most jobs are taken up by people from other areas that have been posted by TSC, thus depicting a wide local teachers gap in Human Resource Development.

Available literature revealed that there are three policy documents, which provide guidance on training, recruitment and placement and general procedures for

employment in the public service. These are the Public Service training Policy; Procedures for Recruitment and Placement in the Civil Service and Policies and Procedures for Employment in the Public Service. GRZ (2003)

The conclusion arrived at would be vital to the current study in that it demonstrated how the quota system could be used with other measures of affirmative action to significantly contribute to enhancing equity in local representation at schools or educational institutions. It also gave a contrary view, on how the quota system, if not handled properly, could be discriminatory and undemocratic hence why the study aimed to determine the effects of the quota system in the development of Human Resource Management.

1.2 Statement of the Problem

The quota system can represent a substantial cost of doing business in any institution that implements it. This is because of the long-term implications of government labour laws, in the principles of natural character and quota system which more often than not makes Human Resource Development a costly undertaking. Since appointments to academic institutions and other important positions are made strictly across merit lines. This has the tendency to have infested prestigious institutions as well resulting to marginalization of some categories of the employable individuals irrespective of their contingencies in human capital. A comprehensive study to identify the critical factors causing quota system in an organization has not been done in the recent past. This study was an earnest attempt to make an analysis of the quota system and Human Resource Management in education institutions Kenya.

1.3 Purpose

The purpose of this study was to explore the effects of quota system on the development of human resource development in Uasin County using A Case Study of Primary Schools in Sugoi Zone, with the view of improving the human resource development in educational institutions.

1.4 Specific Objectives of the Study

The objective of the study was to establish the effects of quota system on development of human resource in educational institutions. The specific objectives of the study were:

- i. To examine the quota system and Human Resource Management in education institutions in Sugoi zone, Uasin Gishu County.
- ii. To identify factors that contributes to the development of quota system in the development of human resource in educational institution in Sugoi zone, Uasin Gishu County.
- iii. To identify challenges encountered in the implementation of quota system in the development of human resource in educational institutions in Sugoi zone,, Uasin Gishu County.
- iv. To suggest measures to curb the negative effects of quota system in the development of human resource in Sugoi zone, Uasin Gishu County.

1.5 Research Hypothesis

The research hypothesis answered by this study was:

1. Quota system contributes to the development of Human Resource in educational

1.6 Significance of the Study

It is hoped that the study would be useful to the National government, County government and all stakeholders in the educational sector. The quota system would be effective and efficient for most institutions including organization to ensure that the right procedures and policies are in place so that employees can work towards achieving organization goals.

The researcher hoped that the study would form a basis for further research on the effects of quota system on the development of human resource development in organizations in general. This should lead to generation of new ideas on its effects on the development of human resource in organizations in Kenya and the rest of the world.

1.7 Limitation of the Study

The study being a Case Study was restricted only to Sugoi zone which was taken as representative of the whole Uasin Gishu County. This was likely to affect the study since the response in the questionnaires and interviews was likely to be based on personal perception of the respondent based on their zone only.

1.8 Scope of the Study

The study on effects of quota systems on the development of human resource development in Sugoi zone, Uasin County was carried out between October and November 2011. The study population included head teachers, teachers, and educational officers who were chosen within the Sugoi zone. This study area was chosen because the researcher has the preliminary knowledge of the geographical as well as accessibility of this area.

1.9 Conceptual Framework

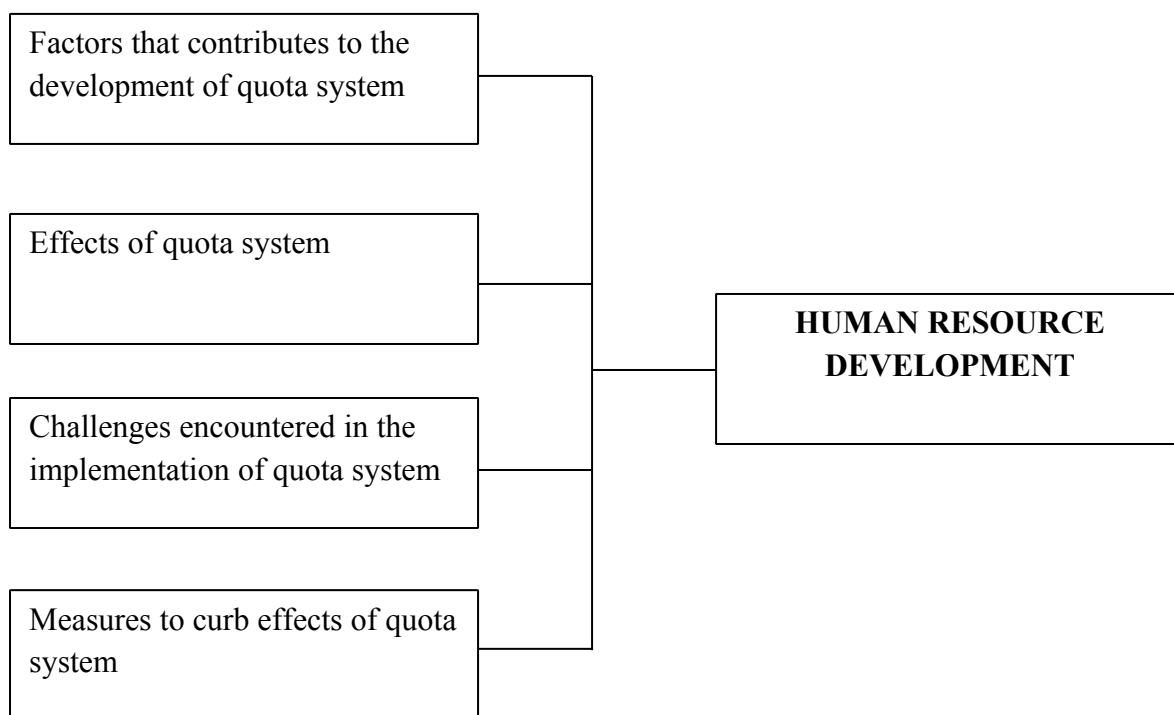


Figure 1.1: Conceptual Framework

The recruitment of teachers is affected by different factors. These include government institutional structures and Human Resource Development (GIDD, 2000).

This study was guided by The Human Capital Theory “People and their collective skills, abilities and experience, coupled with their ability to deploy these in the interests of the employing organization, are now recognized as making a significant contribution to organizational success and also constituting a significant source of competitive advantage” (Armstrong & Baron 2002; cf. Armstrong, 2006:14).

This is the premise in the human capital theory. It underlines that people possess innate abilities, behavior and personal energy and these elements make up the human capital they bring to their work, (Davenport 1999; cf. Armstrong, 2006). It is indeed the knowledge, skills and abilities of individuals that create value. That is why the focus has to be on the means of attracting, retaining and developing the human capital. Armstrong (2009) explains that, individuals generate, retain and use

knowledge and skill (human capital) and create intellectual capital. Their knowledge is further enhanced by the interactions between them (social capital) and generates the institutionalized knowledge which organizations possess (organizational capital). Davenport (1999) comments that: People possess innate abilities, behaviors' and personal energy and these elements make up the human capital they bring to their work. And it is they, not their employers, who own this capital and decide when, how and where they will contribute it. In other words, they can make choices. Work is a two-way exchange of value, not a one-way exploitation of an asset by its owner. It is indeed the knowledge, skills and abilities of individuals that create value, which is why the focus has to be on means of attracting, retaining, developing and maintaining the human capital they represent, (Armstrong, 2009). The human capital theory considers people as assets and stresses that the investment in people by organizations will bring worthwhile returns. Armstrong points out clearly that the human capital theory closely linked to the Resource Based View (RBV) of firms by Barney (1991).

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviewed the literature and theories on the effects of quota system in the development of human resource management. The study focused on four variables that the researcher greatly attributes to have a bearing on the research topic. These variables are: factors contributing to development of quota system, effects of quota system in educational institutions, challenges encountered in implementing the quota system and measures taken to curb the negative effects of the quota system in human resource development. This chapter will review various pieces of information on quota system on human resource development as discussed by various scholars in books, journals, and websites and research reports. In addition, this chapter will comprise literature and theories from different scholars who have critically analyzed the effects of the quota system in human resource development from different perspectives and have up with varying ideas.

2.1 History Employment

After almost 40 years of independence, issues like quality education for all, skills development, affirmative action and human resource development strategies are still high on our national agenda. Independence promised a better life for the majority and education and training were seen as vehicles to escape the cycle of poverty and unemployment. However, despite a continuous high allocation of our national budget to education, Kenya is still confronted by a lack of skills, high unemployment, and inequalities in access to education in the workplace. These are burning issues for the Kenyan labour movement. Members will not be able to achieve a life in human

dignity unless Kenya can break out of the present state of high unemployment coupled with low skill – low wage jobs for most of the workers (Ogula,1998). Although issues like job creation, skills development and quality of jobs are closely linked to the question of economic policy, this project focused on the questions of education, training and affirmative action as a means to overcome some of Kenya's colonial legacies (Wedgwood, 2005).

Against this background it is hardly surprising that independent Kenya faced a tremendous lack of skills. The small pool of the privileged few could not provide the human resource base needed for sustainable economic development after independence.

2.2 Empirical Studies

According to Symaco, (2010:266), education is a great influence to mental magnitude. Mental magnitude is the position that the mental aspect of man is superior to the physical element of a person and should take control over the emotions, desires, and actions of man (human)". This implies that education (in this case, the quota system of education) plays a fundamental role in shaping up the behavior and control of a person and enabling learners or people in general to take control over their emotions, desires, and actions.

Symaco defines mental magnitude as freedom from: (1) Negative emotions of anger, hate, fear, envy or jealousy, selfishness or greed; (2) Indulgence in the wrong types of food and drink, and in ostentatious consumption; (3) Excessive or immoral craving for sex. Mental magnitude is therefore a state of intellectual greatness - a state of conquering what Kant calls "the tyranny of the flesh", thereby becoming free. Symaco (2010) insists that the goal of education should be mental magnitude, and that social democracy is a necessary condition for facilitating the approximation of this ideal. In doing so he tends to point out that the way learners are exposed has a direct impact on

their behavior and in consequence on the outlook of the society in this case national unity being the consequence. This is in a way to attest that education plays a great role in national cohesion and integration since it shapes a person's thinking and behavior.

2.3. Theoretical Framework

The theory of social choice considers the problem of aggregating the preferences of the members of a given society in order to derive a social preference that represents this society or community. The social preference is to express the general will, the common good as it were. The general will can be viewed as the basis for the very existence of any society (Gaertner, 2009). Economists argue that the common good finds its expression in a so-called social welfare function which, described more mundanely, represents a compromise among divergent interests of those who belong to society. The market mechanism cannot be taken as a social welfare function since it is not guided by moral or ethical principles in any deeper sense. A market allocation heavily depends on the initial endowments of the individuals. These possessions determine the power or weakness of the individual agents (Gaertner *et al.*, 1992).

2.3.1 Impossibilities

If a social welfare function is an expression of the general will of the populace, it should be able to deal with whatever kind of preferences the individual members of a given society have. More technically speaking, and this is Arrow's (1951, 1963) definition, a social welfare function is a mapping from the set of all logically possible combinations of individual preference relations over a given set of social states or alternatives to the set of all logically possible orderings over these states. This is the requirement of "unrestricted domain". In other words, it should not be admissible that any individual ranking be a priori excluded, for whatever reason, from the set of preferences of the members of society. Arrow calls this condition the requirement of "independence of irrelevant alternatives". Lastly, we do not want that there exist a

particular person in society such that whenever this person has a strict preference for some alternative over another, society “automatically” has the same strict preference, for any two alternatives and any preference profile of the members of society. This is called the “non-dictatorship” condition. For Arrow, these four conditions are necessary requirements for a democratic decision procedure, perhaps not sufficient since there may be other demands as well. Unfortunately, in the case of at least three alternatives, these four conditions cannot be simultaneously fulfilled by any social welfare function. In other words, there does not exist a social welfare function satisfying these four requirements. This is Arrow’s famous “impossibility theorem”.

Clearly, almost everyone will agree that there should not exist a dictator in society who via his or her own strict preference over any pair of social alternatives automatically determines the social preference over these alternatives. Arrow defined social alternatives as very complex social states which can include, among other things, the issue of waging a war against another nation or introducing the death penalty for certain crimes. On the other hand, democracies should allow individuals a certain amount of freedom over purely private matters (Gaertner *et al.*, 1992).

Sen (1970) was the first to integrate this idea into Arrowian social choice. He formulated that each and every individual be permitted to exercise local decisiveness over at least one pair of social states which differ only with respect to some private matters of that particular person. He then proved another important impossibility result, “the impossibility of a Paretian liberal”. He showed that the requirements of unrestricted domain and the weak Pareto principle are incompatible with the exercise of local dictatorship or individual autonomy over purely private matters. In other words, there does not exist a social welfare function fulfilling these three conditions.

A third important impossibility theorem in social choice theory refers to the fact that it can be advantageous for individuals to misrepresent their preferences and, by doing so, to achieve an outcome that is more favourable for them than the one that would have come about if they had announced their true or honest preferences. This phenomenon is well known from the allocation of public goods where individuals may want to hide their true willingness to pay in order to achieve a lower contribution fee for themselves. In social choice theory, Gibbard, (1973) a philosopher, and Satterthwaite, (1975) an economist, were the first to independently provide a deeper analysis of this phenomenon. Of course, there are social choice or aggregation rules that are not manipulable, but these are highly unsatisfactory in the sense that they do not respond at all or only very faintly to changes in individual preferences. Gibbard and Satterthwaite proved that if individual rank orderings are unrestricted, if furthermore the aggregation method is “monotonic” or responsive to changes in the individuals’ preference rankings and Pareto-efficient, and if there are at least three social alternatives, the only non-manipulable or “strategy-proof” aggregation method is dictatorial. Though there are lots of other negative results in social choice theory, there is wide agreement among researchers in this area that Arrow’s, Sen’s and the last result about strategy-proofness are the most important.

2.3.2 Possibilities

The Welsh economist and political scientist Black (1948) has shown that if the individual preference rankings are “single-peaked” over each triple of alternatives, the simple majority rule yields a Condorcet winner, i.e., a candidate who is majority-wise at least as good as every other candidate. If the number of voters is odd, the method of majority decision generates a social ordering (so that the rule becomes an Arrow social welfare function). Single-peakedness as a qualitative property on preference profiles can be taken literally. Each and every voter has a most preferred alternative

(in terms of ordinal preferences) and on either side of this most preferred object, the person's preference decreases. Black himself thought in terms of the political spectrum (left-right). Of course, the far left and the far right voters show declining preferences only on one side of their respective peaks.

Sen (1970) generalized Black's condition to what he called "value restriction". For each triple of alternatives, there exist one alternative such that all voters agree that it is never worst (case of single-peakedness), or agree that it is never best (case of single-troughed preferences"), or agree that it is never in the middle between the other two. Again, a Condorcet winner exists under the simple majority rule and this rule once more becomes an Arrow social welfare function for an odd number of voters.

Young (1974) showed that the Borda rule can be uniquely characterized by being neutral, consistent, faithful and having the cancellation property. Neutrality has already been explained in connection with the majority rule. Consistency makes the following requirement.

Imagine that the preference profile of society is split up into two disjoint subprofiles representing two disjoint sets of voters. If the intersection of the set of elements picked by the choice rule from the first subprofile and the set of elements chosen from the second subprofile is non-empty, consistency requires that all elements in this intersection are identical to those that would have been picked by the choice rule if there had only been one profile, viz. the union of the two subprofiles. A scoring function is faithful if "socially most preferred" and "individually most preferred" have the same meaning when society comprises just one person. Note that if a scoring function is consistent and faithful, it satisfies the weak Pareto principle. Finally, the cancellation property requires that given any set of alternatives, if for all pairs of alternatives from this set, the number of voters preferring a to b, let's say, equals the

number of voters with the opposite preference, then all elements from this set are equally chosen (Smith, 1999).

2.4 The Quota System and Human Resource in Academic Institutions

The Commission of Inquiry into the Education System of Kenya (The Koech Report, 1999) was mandated to recommend ways and means of enabling the education system to facilitate national unity, mutual social responsibility, accelerated industrial and technological development, life-long learning, and adaptation in response to changing circumstances. The Koech Report recommended Totally Integrated Quality Education and Training (TIQET).

While the Government did not adopt the Report due to cost implications some recommendations, such as curriculum rationalization have been adopted and implemented. Section 82 of the Laws of Kenya, rejects any form of discrimination, and tries to embrace the concept of a just and fair system. Hence by critically analyzing the quota system, it in a way violates the ideals of unity, justice and fairness, although these are essential components of the national educational goals (Constitution of Kenya, 2010).

Dwyer (2004) view on the education situation in Malawi was that education should be embedded in a person's behavior (being). The real solution in Malawi's debates over higher education access may reside in re-designing access for creation of a cosmopolitan person. Such a focus demands that access principles fully recognize that people's identities and responsibilities (to the nation and humanity) are intertwined; that the obligations people have to others go beyond the framework of friends and relatives, and that language, culture or district of origin no longer act as reference points for different activities that people carry out and the demands they make (Dwyer, 2004). A system of access that considers individual capabilities as well as the communal goals of a nation may be a just access system.

The Commission has consistently engaged with the Ministry of Education on the need to cease the use of the quota system of admission into Form one. This is meant to give young people a chance to join schools outside their ethnic communities, if they choose to, and interact widely. This would enhance the appreciation of ethnic diversity from early years and reduce negative perception of other ethnic groups based on ignorance (NCIC, 2013). This implies that quota system indirectly denies learners the freedom of association and exposure by limiting where and to what extent they can be selected in a higher institution of learning from the one they were in.

2.5 Effects of Quota System

Another critical aspect in addressing quota system and the history of discrimination is affirmative action. The term 'affirmative action' was first used in the civil rights movement in the USA. In that country, affirmative action was a policy of giving groups that were discriminated in the past (like black Americans or women) special opportunities to make up for the discrimination they suffered. This was done, for example, by reserving some jobs or bursaries for women, African - Americans and other minority groups. In other words, affirmative action was an attempt to compensate (to some extent) for past discrimination (Brock & Brighthouse, 2005).

In Sri Lanka and Malaysia, for example, affirmative action was introduced after independence to benefit ethnic majorities who had suffered from discrimination before. In India special policies were introduced in favour of the most disadvantaged groups, the so-called 'backward classes'. In all these cases, affirmative action was a policy to address some of the inequalities that existed because of past discrimination. Affirmative action was introduced as a measure to achieve a more balanced and just society. However, affirmative action should be seen as a temporary measure, otherwise it runs the risk of becoming a form of reverse discrimination. In Sri Lanka

for example, people belonging to the ethnic Tamil minority felt that affirmative action was just a new form of unfair discrimination against them (Jauch 1998).

Affirmative action can be implemented in different ways. In education, for example, it can be implemented by providing schools, equipment and qualified teachers to neglected areas. In employment, it can be implemented by providing training and jobs for people who were kept out in the past. Likewise, in politics it can be implemented by giving quotas to groups who were under-represented in political institutions.

Affirmative action can also be implemented during a process of land reform, for example by redistributing land in favour of the most disadvantaged people.

Affirmative action can help to make institutions like the civil service or companies' management more representative of the country's population. The policy can open doors for people who were left out in the past. Affirmative action measures should include training programmes for disadvantaged Kenyans to enable them to obtain the skills needed to get better paid jobs. Affirmative action programmes should also change the way these institutions are run, for example by doing away with all forms of open and 'hidden' discrimination. Affirmative action can also help to redistribute resources like land or bursaries in favour of the poor. However, affirmative action is not a revolutionary policy and it must be kept in mind that affirmative action alone cannot overcome the huge inequalities that a country like Kenya is facing. Alongside affirmative action we need other policies to address the problems of inequality, unemployment and poverty (World Bank 1999).

In general, Kenya is facing class inequalities (perpetuated through unemployment and a huge income gap) and gender inequalities. Women continue to form the majority of the poor, they are concentrated in the lowest paid jobs and they are under-represented in positions of responsibility. Although Kenya's constitution makes racial and gender discrimination a criminal offence, inequalities still persist in all areas mentioned

above. This points to the need for affirmative action as a policy to speed up the process of change.

2.5.1 Quotas: Pros and Cons

Pande and Ford (2011) list the pros and cons of quotas from an efficiency perspective on the one hand and an equity perspective on the other. These will be presented here. On the positive side from an efficiency perspective the authors claim that given that talented people are excluded from high business positions by structural factors of the private sector, or because of other discriminatory factors, quotas can be effective in allocating talent in an advantageous way in the labor market. Further, quotas can lead to improved selection methods of board members. Moreover, quotas can change attitudes in regard to leadership by having an impact on discrimination and by correcting biased beliefs about talent in leadership positions. Further, quotas can have a role model effect for women who wish to pursue board positions and may improve their aspirations. Finally, the effect of quotas can encourage people to invest more in their education and career if they see leadership positions as available (Pande and Ford, 2011).

On the negative side of the efficiency perspective, the authors argue that if women and men are different in terms of leadership abilities quotas may have a negative effect on allocation of board members. For instance, if experience has a positive effect on performance and quotas lead to the appointment of less experienced board members this may result in worse performing boards. Moreover, quotas can have negative effects on potential board members in two ways. Firstly, if a person thinks that a quota has made one advancement path easier one may be less likely to invest. Secondly, quotas can also have a negative effect on attitudes if owners and shareholders are restrained in their choice of board members and are forced to choose women on a board against their will (Pande and Ford, 2011).

From an equity perspective the positive sides of quotas are that they can directly increase the number of experienced people on boards. Moreover, when and if experienced people face structural barriers on their path towards advancement, quotas can provide a more reasonable representation of people by sidestepping discrimination and reserving a certain number for people on boards. Furthermore, if women and men have different policy preferences quotas can help giving women's policy interests a stronger voice. On the negative side of the equity perspective on quotas, the authors point out that a crowd-out is a possible development, meaning that if a certain proportion of board seats are reserved for women it can negatively affect other socioeconomic groups in the way that there are fewer positions available for these groups who may also be underrepresented (Pande and Ford, 2011).

2.5.2 Quota systems and Quota Discourses

Quota systems in organizations are mechanisms by which a system reserves a number of seats in representative organs to a particular group of people. In some organizations quotas apply to minorities based on their regional, ethnic, linguistic, religious or indigenous identities and differences. According to International IDEA (2006), quotas for minorities may be constitutional, legislative or take the form of a political party quota in case of politics. It may apply to the number of candidates proposed by organization, or may take the form of reserved seats in the legislature. Quotas for minorities entail that they must constitute a certain number or percentage of the members of a body, whether it is a board members list, a parliamentary assembly, a committee, or an appointed government body. According to the National Constitution of Kenya of 2010, the political quota system in Kenya is constitutional and reserves at least 30% of the seats for women. This is found in Article 27 (8) of the 2010 Constitution which states that the 'State shall take legislative and other measures to implement the principle that not more than two-thirds of the members of elective or

appointive bodies shall be of the same gender.’ Furthermore, Article 81 (b) stipulates that the electoral system shall comply with the principle that ‘not more than two-thirds of the members of elective public bodies shall be of the same gender’. The constitution reserves 47 seats in the National Assembly for women deputies elected from 47 counties, with each county constituting a single-mandate constituency. These seats are to be contested only by women candidates nominated by political parties in these counties. In addition, the National Assembly will have 290 elected members, each elected by voters of single-mandate constituencies, and 12 members nominated by political parties to represent special interests including the youth, persons with disabilities and workers, with the relevant list to be composed of alternating male and female candidates (Article 97 of the constitution of Kenya, adopted August, 2010).

The core idea behind the quota systems is to increase minorities’ entry into management positions and decision-making, so as to ensure that they are not only tokenistic in the organization, or remain in a tiny minority. In other words, the quota has been taken as an efficient mechanism in terms of enhancing the number of minorities in decision-making positions (parliaments, local government, private and public organizations, etc.) to provide the space for minorities entry into organizations and a potential for their issues to be entered more forcefully into the political agenda for change (Ballington and Karam, 2005). This means that the quota is a way for minorities’ entry directly into the decision and policy making process, from a stronger position than through ‘influencing’ this process from outside. The idea is that those who are appointed or elected will form a critical mass, which will both represent other women, and bring minorities’ issues into the political spaces they inhabit. In this way, the hope is that agendas will reflect their interests better, and their situation will change through policy reform, as their problems are known, and ultimately resolved.

2.6 The Status of Women and Racial/ethnic Minorities

Currently, the gender gap between men and women in the workforce, if taken to represent the success or failure of current policy, has been steadily improving. An article in the Economist attributes this shift to a transformation in the type of jobs on offer in the U.S. A decline in manufacturing work, “a traditional male preserve”, has preempted an expansion in service jobs, which are more open to female employment. (Economist 2006) Whatever the reasons, the real fact of the matter is that women are finding employment in virtually equal numbers to their male counterparts (see graph 1 attached). And considering that “well over half of all university degrees are now being awarded to women”, there seems to be a reduced urgency for encouraging affirmative action policies in the workplace and in schools with regard to gender concerns. (Economist, 2006)

On the other hand, proportionally higher percentages of minority groups such as blacks, Hispanics, and Native Americans live in poverty than their counterparts. Historical Poverty Tables from the U.S. Census Bureau show that in the past decade the percentage of whites and Asians in poverty linger around 10%, while the percentage of blacks and Hispanics living in poverty far exceeds 20% (U.S. Census Bureau 1-6). As of 2004, Texas A&M reports that the rate of unemployment for African Americans is 10.3% and 7.4% for Hispanics, whereas unemployment for whites is 4.0% (Texas A&M). In addition the high school drop out rate for whites is 7.9%, almost double at 13.6 percent for blacks, and almost three-fold for Hispanics at 27.5% (U.S Dept. of Education). There continues to be a substantial discrepancy between educational and employment achievement between whites and blacks, Hispanics and Native Americans.

To understand why, we must recognize that there exists an important distinction between problems faced by women and racial/ethnic minorities. The difference lies in what family, members of these two groups are born into. Since women are born into a wide range of economic classes, they are not burdened with the task of changing their socio-economic position in society; changing attitudes towards women has been the main concern.

On the other hand, even if society's attitudes towards disadvantaged ethnic/racial groups change, the relationship of these groups with class is a complicating factor. As statistics show, blacks, Hispanics and Native Americans are more likely to be born into poorer families, and poor communities, usually comprised of people of color, suffer disproportionately. Being poor limits higher education opportunities, connections with the right people, and can even force people to live polluted, unsafe communities (Montague). It's difficult for a person or family to change his/their economic status or position, which limits the strides and achievements that can be made by subsequent generations.

2.6.1 International Comparison

Gender and race inequality are not limited to the US. Analyzing how other nations dealt with the problem and whether their solutions were effective or not can give us clues to what might work in the US and what probably will not work. In the dilemma over choosing between competing social inequities, the cases of India and France play an interesting contrast. Both countries have what would be considered, vibrant democracies and a free press, but tellingly, they have chosen to tackle the issues of settling gender and ethnic/racial inequality in markedly different ways. In India, after independence in 1947, "ethnic and racial minorities quickly received guaranteed seats in all political assemblies" (Krook, 2005:2), as this was seen as the largest source for

potential unrest and inequity for the nascent nation. However, the bold move to preferentially incorporate ethnic and racial minorities into the political, educational and economic spheres of India society had led to a relative disregard for gender inequality. The main reason has been primarily due to lingering questions about how to resolve caste and tribal quotas with reserved seats for women. After the 1971 census revealed that only a small number of women had occupied positions of political power over the previous twenty years, however, the government began to view women's under-representation as a problem. (Krook, 2005). Both the focus and idea of affirmative action has been quite distinct in India, with ethnic and racial rights being the focus of the program and its choice for preferential policy, including the extensive use of quotas, as the means.

In contrast, in France, gender has been recognized as an issue deserving greater representation in politics, to the exclusion of other groups, because advocates have framed gender as a characteristic that crosses all other groups making it the universal and primary source of inequity. (Krook, 2005) And in a sense, it could be argued that the idea of men and women, transcend any human inequalities; through its solution, there may be a gradual resolution of other outstanding concerns. This view allows for a quasi-preferential outlook towards gender inequality but not with racial and ethnic inequality. This may have to do with the fact that women of the dominant ethnic and racial groups in France suffer from gender-based exclusion while racial and ethnic inequality only affects French minorities. The views in France reflect a general European outlook towards racial and gender inequality. That outlook rests upon the idea that racial and ethnic inequality, if officially unrecognized, would disappear.

2.6.2 Alternatives to Affirmative Action

Some, who favor affirmative action but worry that it might not survive the current public attack that is going on, propose alternative to the policy. Out of this group, some suggest programs that would help people from disadvantaged backgrounds regardless of their race or sex. For example, since blacks suffer high rates of poverty, they would be a fair candidate for the help offered by such programs, which could be economic in nature. A drawback of this proposition is that it would be difficult to determine which individuals are truly disadvantaged. A second drawback of this alternative is that although it would treat the symptoms of inequality, it would not tackle the source (Bergman, 1996).

A second alternative to affirmative action is enforcing laws against discrimination. The Equal Employment Opportunity Commission (EEOC) receives about 63,000 complaints of employment discrimination every year, yet it only brings about 500 cases to trial. Although this alternative might work to reduce discrimination if it were to work effectively, it also would not address the source (Bergman, 1996).

2.6.3 Policy Recommendation

Though affirmative action may cause feelings of race-consciousness, convey a sense of contradictory aims, allow for expansive governmental power, challenge our values on merit and individualism, and establishes a quota system, its continuation seems to be a practically sound path. The reasons in favor of affirmative action are clear. In a broad sense, historical, psychological and social discrimination exists alongside structural problems leading to unintentional exclusionary policies. Specifically, affirmative action has been seen, positively, to help frame minority progress and achievement in context of obstacles faced by these groups, increase diversity within institutions and organizations, improve the relationship between socio-economic

position and opportunity, and institute a dynamic system that is not “quota-based” as opponents would argue.

Alternatives to affirmative action can arguably reduce racial tension and provide some economic relief to disadvantaged people. It is strongly suggest staying away from these alternatives since they don't address the source of discrimination and it is also suggested that the implementation of complementary programs to affirmative actions. These would include testing programs, whereby carefully matched pairs of individuals of different races or genders apply to the same job. This would serve as an indication of where unequal treatment might be taking place, proving to be useful if it were used in conjunction with affirmative action. (Bergmann, 1996).

The current status and near-term trends show that women are increasingly better off than they were in the past, and that a change in attitudes has catalyzed this societal transformation. Additionally, international perspectives show us that the French model of viewing inequality through the prism of gender, as the overarching determinant of humankind, would not work in a nation such as the U.S., which is far more open to accepting the identities of minorities as important contributors of the overall diversity of the country. On the contrary, racial/ethnic groups face a far more challenging prospect for their futures. The current status of blacks, Latinos and Native Americas is considerably worse than their white and Asian counterparts, economically and education-wise. There seems to be little prospect of this situation changing with out external intervention, as class is intimately linked to race and ethnicity in the U.S. Additionally, the model of India, which shares some of the U.S focus on unity with diversity, as opposed to unity at the expense of diversity, seem to be more relevant to the U.S situation, in that affirmative action policies aimed at

ethnic/racial minorities are a more pressing issue than women's rights, especially with the current trends in women's education and employment.

Finally, based on the above presented evidence and public opinion, we conclude that affirmative action is both politically viable and justified by public opinion the government should actively reduce inequality. Educating the public and providing an accurate description of the program will serve to clarify misconceptions about the policy and thus reduce the number who oppose it based on these wrong assumptions.

2.7 Management and Human Resource Development

Every academic institution/organizational setup should have an administrative wing, which is otherwise called the 'managerial aspect of education'. Management implies tactful administration of men, material and money (Desimone *et al.*, 2002). It is a social process, which is designed to ensure the co-operation, participation, intervention and innovative involvement of others in the effective achievement of predetermined objectives. It includes all executives, supervisory and administrative personnel in various fields of activities. If management is in the process of achieving their objectives through the work of others, then it requires a systematic allocation of work to people, to realize the objectives smoothly and efficiently (Edward, 2007).

An appraisal of the basic principles of organization and management will therefore be helpful in understanding the concept of management. A more popular classification of managerial function includes planning, organizing, coordinating, directing, staffing, communicating and budgeting the activities (Desimone *et al.*, 2002).

2.7.1 Human Resource Development

Nadler (2004) defines Human Resource Development (HRD) as organized learning activities conducted within a period of time to increase the possibility of improving job performance and enhancing individual and organizational growth. Employees must be seen as people who have their own needs, desires and values and their self worth must be maintained.

According to Kamwengo in Msango (2000: 174), the unprecedented growth of HRD during the last three decades has demonstrated the need for effective and efficient management. After all, the success of developmental human resource depends a great deal upon management. As earlier alluded to, management is there to control, coerce, motivate and encourage. If management is weak, it is inadequate and ineffective and this will be seen in the way workers carry out their activities which will bear little fruit. It will actually be difficult to achieve institutional goals.

Teachers play a significant role in the education sector. They are important stakeholders who must be well looked after in order for them to deliver quality education. Denying teachers their basic conditions of service is tantamount to human rights violation. It is therefore important that teachers are well motivated and have good leadership in their schools if high performance in the delivery of the educational system is to be achieved.

2.7.2 Teachers and Human Resource Development

With all the economies of the world slowly going global it becomes essential that our most precious national resource - the human resource should be properly geared for this globalization. Globalization can be discussed in various perspectives such as socio-cultural political and economics. Economists define it as the free movement of

goods, services, labor and capital across borders. World Bank defines globalization as freedom and ability of individuals and firms to initiate voluntary economic transactions with residents of other countries (Raja, 2005). If our nation is to compete successfully in this competitive environment, our human resources must be developed, trained and become experts in all the necessary areas (Azhar and Batool, 2004). In order to increase the productivity of the nation, we have to increase the productivity of each individual. A deep analysis of all the basic productivity factors like input, output, labour, capital and technology, etc., reveals that more than half of these factors are related to the quality of the work force.

According to Joshi (1994) to improve the quality of human input and to bring about the desired productive behavior in the work force, we have to improve the following personal and organizational characteristics: Work attitudes and aptitude, knowledge and skill and opportunities. These characteristics need to be inculcated in the individual from the moment that he begins his work. Instead of simply speaking of changing attitudes and skills, it would be more economical that they were taught the right attitude and ways from the very beginning (pre-job training). The responsibility, therefore, lies on the shoulders of the teachers today (Noorjehan, 2007). The main input for a prosperous, happy and healthy nation is good education. Education is basically designed to fulfill the basic human needs and as an activity that sustains and accelerates economic development.

Educational activities provoke and facilitate change in prevailing sociopolitical conditions and suggest alternatives by generating a clearer understanding of political and social rights which is an explosive force in its own way. It looked upon education as a tool to be a feeder into the economic stream rather than as a reservoir of knowledge, in terms of earning potentials rather than learning potentials.

Universally it is acknowledged that there can be no economic growth without a trained labour force. The power in manpower comes from education. One of the functions of education is to determine, even to forecast, the skills required in an economy, to design the best processes of transmitting those skills and to ensure that, once acquired, those skills are properly deployed and used. The percentage of unemployment in a country is, therefore, a reflection not only of its industrial system but also of its education. If this input does not meet the required quality, how can output be of the desired quality standard?

For the liberalization of the Pakistani economy, a trained and skilled work force is a prerequisite. Japan had made primary education compulsory over a hundred years ago, establishing another example of the relationship between education and productivity. This example applies to many developed countries as well, because the development never takes place by a push button. It is a long growing process starting from a little original footing that grows up (gradually) to be a system. The increased expenditure should not be allowed to be wasted. This will only be possible if the total education system is managed properly and a systematic growth is incorporated into it. In this age of super quality control, in the production and marketing areas, we need to first direct our attention towards quality control, in the human resource area. Human resource development refers to learning at the individual, group and organizational levels to enhance the effectiveness of human resources with the purpose of achieving the objectives of the organization (John, 2005).

2.7.3 The Effects of Quotas on HRM and Productivity

As Syversson (2010) notes in discussing management as a driver of productivity “no potential driving factor of productivity has seen a higher ratio of speculation to empirical study”. Many studies look at other outcomes such as worker turnover, absenteeism, worker perceptions, etc.

These are useful, but if they have no effect on productivity then in our view they are second order – generally studies use them because they have no direct evidence on productivity (e.g. Blasi *et al*, 2009:4). Lazear and Shaw (2008) suggest that some of the dramatic increase in wage inequality in the US, UK and other country since the late 1970s is due to HRM practices. Lemieux *et al* (2009) and Guadalupe and Cunat (2009) also take this position, although the current state of the evidence is still limited. These are interesting outcomes in their own right, and may also feed through into productivity.

Akerberg *et al* (2007) have surveyed such methods in a recent Handbook chapter, and this is a lively (but still unsettled) area of research. Many of the issues on econometric identification of the parameters of conventional factors of production (such as labor or capital). There is also a growing literature on examining the impact of worker characteristics (or “human resources” such as skills, gender, race, seniority and age) on productivity through direct estimation in production functions rather than the traditional approach of looking at these indirectly through including them in wage equations (Moretti, 2004).

An important rejoinder to this is that firms maximize discounted profits, not productivity. It may increase productivity to introduce a given HRM practice, but this may still reduce profits, which is why firms have chosen not to adopt. One example is Freeman and Kleiner, (2005), who found that the abolition of piece rates reduced productivity but increased profits as quality rose in the absence of piece rates. This is analogous to any factor input such as capital – increasing capital per hour will increase output per hour, but the firm already takes this into account in its maximization program.

Thus, just as we are interested in estimating the parameters of a conventional production function for capital and labor, we may be interested in the parameters

associated with an HRM augmented production function even if all management practices are chosen optimally. A second reason for studying the effect of HRM on productivity is that if we do see any effect, we are interested in the mechanisms through which this effect is working. For example, the introduction of incentive pay to affect the type of workers who want to join and leave the firm.

Theory suggests that changing HRM will have heterogeneous effects in this way, so this places some more testable restrictions on the data.

Finally, theories that regard some management practices partially as a technology. In this case the investigation of the productivity effects of HRM is analogous to examining the effects of the diffusion of any “hard” technology such as computers or hybrid corn. With a new technology we generally expect to see slow and staggered diffusion across firms. Some of this is due to firms optimizing given heterogeneous costs and benefits in a full information world. But slow diffusion may also be due to the differential arrival rate of information about the new technology. More subtly, the optimal HRM type may have changed over time. For example, performance pay may now be optimal in many sectors where previously it was unprofitable due to rapid falls in the cost of Electronic Resource Planning systems (such as SAP) that measure worker output (but not effort) more accurately and rapidly. If the “management as technology” perspective is correct, expecting to see positive productivity effects from the adoption of these new HRM.

2.8. Challenges in Implementing the Quota System

2.8.1. Economic and Social Factors

From previous studies conducted by Psacharopoulos (1994), he was able to conclude that, “returns of education in Africa are higher than other regions”. Returns on education have been measured in a number of ways; economically, it is viewed as an investment in human capital and seen to have a strong link to employment.

Education provides the necessary skills and competencies that will allow individuals to perform productive roles; a more literate and skilled labor force is likely to yield more returns on investment. Education promotes social equality and has a strong link to reduction of poverty; proper education produces a more informed citizenry, it empowers individuals and enables them to become more proactive, gain control over their lives and broaden the range of available options (UNESCO, 1997).

According to Bujra, and Keriga, (2009), education is not just about knowledge and skills, it imparts values, attitudes as well as fostering creative and emotional development, it improves physical quality of life; this it achieves through creating healthier families, lowers child mortality, fertility and improves the environmental health of communities. This hence leads to a socially empowered population able to meet most of the basic needs. The heralding of the 'knowledge society' due to rapid economic and technologically developing society characteristic of a globalizing world, means that education will continue to play a central role in the production of individuals who are equipped with the intellectual capacities needed for national and regional advancement (Mama, 2003). The study reveals that education plays a vital role in shaping the society, its way of behaving and its economy. Therefore this implies that the education system plays a vital role on the unity of a nation.

2.8.2. Geographical/ Cultural Factors

The fundamental assumption underlying the imposition of the quota system is that, minorities are able to gain from employment into the selective programs they would otherwise not have access to. Any such gains generate social returns which exceed the social costs which arise from the displacement of an equal number of majority students into less selective colleges (Kochar, 2009).

However, this overlooks the costs of the system in terms of the social aspect levels of learning or human capital accumulation. Depending on conditions in the economy in question, the implementation of a quota system could reduce average levels of schooling achievement, and hence human capital, in the economy (Kochar, 2009).

Since most districts or counties in Kenya are comprised majorly of people of the same ethnic or cultural background. The implementation of quotas denies learners the opportunity of understanding and relating to other cultures. This in effect creates social and cultural barriers within the country due to lack of understanding of how to relate, which may lead to cultural stigmas, lack of understanding and disharmony .

Since the quota system was created to enable learners from minority or disadvantaged groups and communities to have access to education. Learners from majority groups who may be better qualified may end up losing out on selection chances. This may eventually lead to high dropouts and in effect increasing the poverty index. This population may end up being alienated and eventually without formal or non-formal employment. In effect, such products end up demotivated and aggressive or angry towards those who successfully went through the system or the education system itself (Mama, 2003).

2.8.3. Teacher Posting or Staffing

In the Kenya quota system, teachers go back to their home districts or counties to search for employment. Thus in essence, a teacher may end up schooling in the same district from primary to university and even work there till retirement. Such a person may not have the capacity to impart on learners the knowledge they may need to think broadly, tackle societal challenges and have a tolerant attitude towards others. The teacher posting process also denies the teacher a chance to work and interact in a different environment other than where one grew up. In this case the teacher may end up with a closed mind (Rena, 2006).

2.8.4. Selection Process

The Kenya quota system of education is designed such that 85 percent of students joining secondary schools are selected from their home districts or counties (previously provinces). This systems aim was to enable students from disadvantaged districts and communities have access to education. Though the introduction of quotas was a noble process, it may in effect deny qualified students from other districts a chance to access education, to be exposed and experience different environments and also to socialize and understand how to live harmoniously with different cultures (Rena, 2006).

2.9 Challenges Ahead

Despite the improvements made since independence, Kenya continues to be one of the most unequal societies in the world. Affirmative action is unlikely to be the solution to our broader socio-economic problems, but it can be one of the instruments of change. There is a great need to expand affirmative action beyond the workplace although the new law limits the policy to ‘employment equity’. It is therefore essential to implement policies aimed at eradicating socio-economic inequalities alongside affirmative action. Such policies should include a systematic programme of land reform, support for small-scale businesses of disadvantaged Kenyans, minimum wages for vulnerable workers and policies to narrow the income gap (Weber, 2009).

In the area of human resources development, affirmative action will have a crucial role to play. It is important to ensure that the policy does not centre around the appointment and promotion of black managers only. We do not doubt that this has to be done to eliminate the legacies of past practices, but we believe that affirmative action must be a more fundamental process of change. In the first instance, it has to eradicate the indirect forms of discrimination and barriers to further education that are

still widespread. To give a concrete example: a company might offer a training course in the evening. Workers without cars and workers with domestic responsibilities, especially women, might not be able to attend such courses unless the company offers transport and child-care facilities (Divala, 2009).

These are steps that are essential to take if we want to ensure that disadvantaged people can utilise new opportunities. Affirmative action should also be implemented when bursaries and scholarships are awarded. In such cases it will not be enough to choose candidates who are black or female, but economic circumstances also have to be taken into account. Given the scarcity of resources and the dire poverty in many Kenyan households, it cannot be justified that children whose parents are high-income earners - for example in the management of the civil service - are awarded government bursaries. In our view, the private sector has to play a much stronger and more pro-active role in the area of human resource development. Instead of lamenting about the lack of skills, it is high time that companies use the human potential at their disposal and develop it systematically through certifiable courses and training programmes. Companies must be prepared to plough some of their profits into training programmes as a future-oriented investment (Dwyer, 2010).

Finally, affirmative action must change the institutional culture that prevails in most workplaces. Classical examples are Kenyan companies that are dominated by one group of managers (e.g. white German-speaking males) that operate their 'old boys network', convinced that they are the only ones capable of doing the job. Such people often do not realize the need to change and through their attitudes they keep everyone else an outsider. Affirmative action programmes must address such attitudes and change the way in which such institutions are run. Kenyan companies must be open

and tolerant to the various influences that make up the Kenyan nation. It is only then that they will be able to fully utilize our human resource potential.

2.10 Summary

These literature review showed that the effects of quota system in the development of human resource management has not been fully explored in most developing countries including Kenya, and therefore demonstrated the need for a the study will provide organizations with basic skills and procedures on how to develop the human resource from the grass root level thus utilize the resources available. After a careful review of other studies conducted in relation to the human or the education of a person, we can therefore observe and conclude that the way a learner is exposed and the environment unto which they are exposed to has a great influence on how they view, accommodate, approach and deal with situations and live with and associate with other people and the environment at large.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter gives a description of the data sources, data collection methods, and an overview of the study area in terms of its location and associated socio-economic parameters and livelihoods. It also gives an account of data collection procedures, data analysis and organization.

3.1 Research Design

This study was conducted through a case study research design. A case study is an in-depth study of a particular research problem rather than a sweeping statistical survey or comprehensive comparative inquiry. It is often used to narrow down a very broad field of research into one or a few easily researchable examples. The case study research design is also useful for testing whether a specific theory and model actually applies to phenomena in the real world. It is a useful design when not much is known about an issue or phenomenon (Anastas, 1999). The study was concerned with the effects of quota system in the development of human resource management in organizations. The design enabled the researcher to involve smaller samples, in depth, concrete and contextual analysis. A case study is a very powerful form of qualitative analysis since it is a method of describing single entity holistic and its purpose is in depth to gain the insight of large cases, thus describe and explain rather than to predict. Case studies allow a lot of detail to be collected that would not normally be easily obtained by other research designs. The data collected is normally a lot richer and of greater depth than can be found through other experimental designs.

Case studies tend to be conducted on rare cases where large samples of similar participants are not available. Case study can accomplish many of the same goals as other methods. The case study can also use either a primary (the researcher collects

the data) or secondary (the researcher uses someone else's data) approach. In the view of Yin (1994:23), “the case study represents an empirical research that investigates a contemporary phenomenon within its real-life context, and includes a method comprehensive, with the logic of planning, gathering and data analysis.” It can include both single case studies as multiple, as well as quantitative approaches and qualitative research. He says, to understand and distinguish the case study method to other research strategies such as the historical method and in-depth interview, the experimental method and survey. The design was appropriate since the researcher concentrated in Uasin Gishu County to represent the rest of the country.

3.2 Study area

The study was conducted in Primary Schools in Sugoi Zone in Uasin Gishu County. This is because the area is cosmopolitan and is an agricultural region popularly known for producing maize. Other crops produced in the area include wheat, beans, vegetables, and potatoes. Livestock especially cattle are reared in the area. Data was collected from the Head Teachers, teachers, the school management, members of Parents Teachers Association (P.T.A) and Educational Officers drawn from Sugoi Zone.

3.3 Target Population

The study targeted a population of 251. During the research study, a sample of 90 was chosen from Head Teachers, teachers, the school management, members of Parents Teachers Association (P.T.A) and Educational Officers from the County to form the research sample. This represents 30% of the target population and according to Mugenda and Mugenda (1999) any percent which is 30 percent and over is ideal to carry out a research. The head teacher, teachers and educational officers were purposefully selected to participate in the research. The reason for purposefully selecting respondents was so to avoid ending up with all respondents being from one

department. The teachers were chosen to participate in the research because they engage in the actual training of learners in an effort to make them all rounded. The teachers were critical because they offer us a deeper understanding of how the quota system is implemented since they are direct players, products and beneficiaries of the system. The target population was expected to provide reliable information to help in understanding the influence of the Kenya quota system of education on Human Resource Development.

3.4 Description of Sample and Sampling Procedures

Sampling instruments comprised of methods/procedures that the researcher employed in collecting data. In quantitative research, the general rule is to use the largest sample possible (Gall *et, al*, 2003). According to Ogula (1998), the larger the sample, the more likely it is representative of the target population. In this study, the researcher collected data from a representative sample composed of Head Teachers, teachers, the school management (B.O.G), members of Parents Teachers Association (P.T.A) and Educational Officers from the County using purposive simple random sampling from a target population of 251 from Primary Schools in Sugoi zone.

Purposive sampling relies on the judgement of the researcher when it comes to selecting the units (people, cases/organisations, events, pieces of data) that are to be studied. Unlike the various sampling techniques that can be used under probability sampling (simple random sampling, stratified random sampling, etc.), the goal of purposive sampling is not to randomly select units from a population to create a sample with the intention of making generalisations (i.e., statistical inferences) from that sample to the population of interest. The main goal was to focus on particular characteristics of a population that are of interest, which best enabled the researcher to answer the research questions.

3.4.1 Sample

In order to choose the sample to represent the entire population under study, sampling was done. The researcher employed a combination of the random and purposeful sampling procedures to select a representative number of respondents Head Teachers, teachers, the school management (B.O.G), members of Parents Teachers Association (P.T.A) and Educational Officers from the County in Sugoi zone.

To select a representative sample of teachers from Primary Schools in Sugoi Zone, the researcher employed purposive simple random sampling. The researcher purposefully ensured that the teachers were selected since they would help in providing an insight into the challenges facing the implementation of the quota system. This is because they are active participants in the system either as teachers. Hence the researcher sampled 24 teachers from a target population of 80 and 30 P.T.A and School management (B.O.G) members from a target population of 100 this being 30% of the target population.

Table 3.1: Sample Size

	Target population	Percentage of target population	Sample size
Head teacher	24	100%	24
Educational officer	12	100%	12
Teachers	80	30%	24
P.T.A members and School management (B.O.G)	100	30%	30
Total	251		90

Source: Author, 2014

3.5 Data Collection Instruments

Data collection procedures used included interview, and questionnaire. The researcher personally distributed and collected the questionnaires from respondents. Further, the researcher undertook interviews in person.

3.5.1 Interviews

Interview guide was used to source for information from the educational officers and Head Teacher. This instrument was appropriate in assisting the researcher to obtain relevant and first hand information pertaining to the research questions on the topic being investigated. The researcher used both structured and semi structured interview approaches to gather the data from the head teachers. This is because since the Head Teachers are the custodians and managers in their schools they would be able to give a lot of insight into the effects of the quota system in relation to human resource.

3.5.2 Questionnaire

Questionnaire is a research tool that gathers data over a large sample (Kombo 2006). The researcher used questionnaires for the purpose of obtaining relevant data for the study. The questionnaire designed for the teachers was divided into two parts. The first part dealing with bio data information such as age, gender, class academic achievements, year of study, work experience. The second part comprised of questions aiming at getting information as far as the research questions were concerned. The questionnaire had both open and close ended questions.

3.5.3 Documentary analysis

The two methods above provided primary data. However, equally important secondary data was obtained through review of existing literature. Existing literatures that were examined included; news paper documentaries, publications, journals and research papers.

This method was good due to its ability to collect much detailed data that could otherwise not be obtained from respondents. However, its main challenge was that it was time consuming and required one to be patient.

3.6 Validity of the Research Instruments

According to Mugenda and Mugenda (1999) validity refers to the accuracy and meaningfulness of inferences, which are based on the research results. It is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. Validity therefore, has to do with how accurately the data obtained in the study represents the variables of the study. If such data is a true reflection of the variables, inferences based on such data is accurate and meaningful. The content validity of the instrument to be determined by the researcher through discussing the items in the instrument with the supervisors, lecturers from the department and colleagues who were expected to indicate by 'tick' for every item in the questionnaire if it measures what it is supposed to measure or not.

3.7 Reliability of the Research Instruments

Kothari (1992) defines reliability of the research tools as the ability of that test to consistently yield the same results when repeated measurements are taken of the same individual under the same conditions. According to the study reliability therefore, implies the extent to which consistent results can be achieved through the use of the same instruments with the same respondents at different intervals. A coefficient of reliability was computed. A coefficient of above 0.5 was sufficient for the instrument to be reliable. Advice given by the supervisors helped the researcher determine the reliability of the research instruments. The advice included suggestions, clarifications and other inputs. These suggestions were used in making necessary changes.

3.8 Data Analysis

Data was analyzed through the use of quantitative analysis and presented in form of tables. Collected data was organized, presented and interpreted using descriptive and inferential statistics. Descriptive statistics included frequencies, percentages and was presented in tables and bar graphs. Data analysis was facilitated by use of Statistical Package for Social Scientist (SPSS) 20.0 Computer package. Descriptive methods that were employed in analyzing qualitative data are frequencies and proportions were used in interpreting the responses from the respondent on issues raised in the questionnaires and interview schedule so as to answer the research questions.

3.9 Ethical Consideration

Permission to carry out the study was sought from the School of Human Resource Development, Moi University, National Commission for Science, Technology and Innovation (NACOSTI) and from the respondents who participated in the study. The nature and the rationale for the study was explained to the respondents by the researcher. The researcher also respected the individuals' rights and safeguarded their personal integrity. The participants were not expected to write their names on the questionnaire, but each questionnaire had a code number for reference. Hence the anonymity of the respondents was maintained. The participants were assured that the information given would be treated confidentially and for the purpose intended only.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION OF FINDINGS AND INTERPRETATION

4.0 Introduction

This chapter presents the findings of the study. The purpose of the study was to explore the effects of quota system on the development of human resource in Primary Schools in Sugoi zone in Uasin Gishu County. The objectives of the study was to identify factors that contributes to the development of quota system in the development of human resource in an institution, examine the effects of quota system in the development of human resource development, and identify challenges encountered in the implementation of quota system in the development of human resource. The findings of the study were as presented in the following sub-sections.

4.1 Demographic information

Demographic characteristics of the respondents was sought in order to identify demographic related gaps within the study and how they determine the realization of the objectives of the study. The results regarding the demographic characteristics were summarized and presented in the frequency figures. Some of the demographic information sought from the respondents included; gender, age bracket and highest level of education.

4.1.1 Gender

The study sought to find out the gender of the respondents and most 50 (55.5%) representing male while 40 (45.5%) were female.

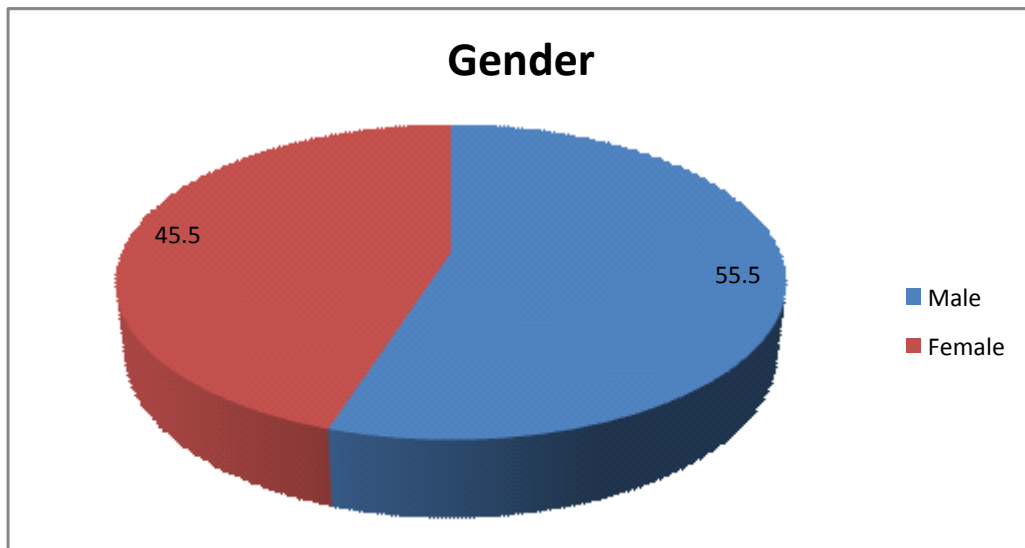


Figure 4.1 Gender

The results imply that the majority of the respondents were male.

4.1.2 Age of the respondents

The study showed that majority of the respondents 32 (35.5%) were in the age bracket of 30-40years, 24 (26.7%) were in the age bracket between 20-30 years, 17 (18.9%) were between 40-50 years while 10 (11.1%) were over 50 years and 7 (8.9%) were less than 20 years.

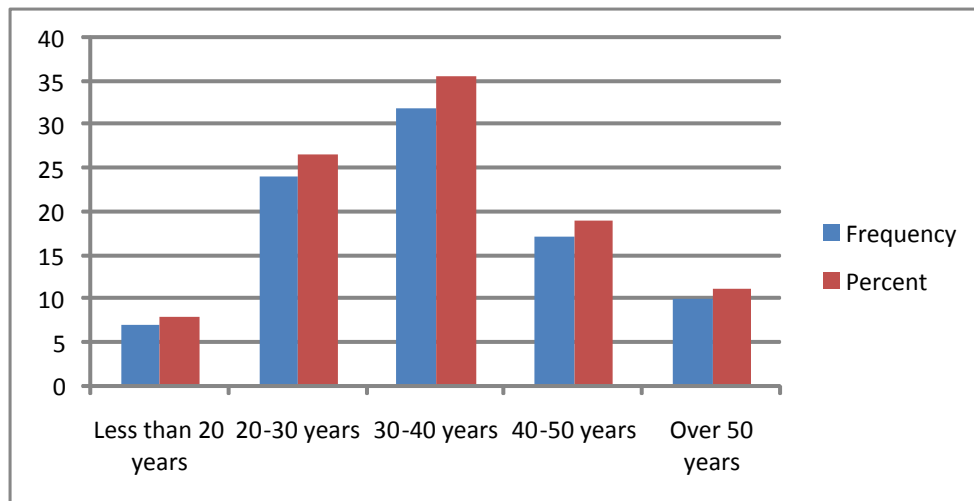


Figure 4.2: Age of the respondents

This means that most of the respondents were between the ages of 30 to 40 years.

4.1.3 Marital Status

The study sought to know the marital status of the respondents and most 44 (48.9%) indicated that they were married, 18 (20.0%) they were widow/widower, 20 (22.2%) indicated that they were single and 8 (8.9%) stated that they were divorced/separated.

Table 4.1: Marital Status

	Frequency	Percent
Married	44	48.9
Single	20	22.2
Widow/widower	18	20.0
Separated/divorced	8	8.9
Total	90	100.0

This implies that most of the respondents were married.

4.1.4 Highest Level of Education

The study sought to find out the highest level of education of the respondents and most 44(48.9%) indicated University, 34(37.8%) indicated they reached college/polytechnic and 12(13.3%) stated they reached high school.

Table 4.2: Highest Education Level

	Frequency	Percent
Primary	0	0.0
High school	12	13.3
College /polytechnic	34	37.8
University	44	48.9
Total	90	100.0

This implies that most of the respondents were educated having reached university and college level in education.

4.2 Factors that Contributes to the Development of Quota System

In this section, respondents were asked to indicate the level to which you agree with the following statements concerning factors that contributes to the Development of Quota System on Human Resource. Most 52 (57.8%) disagreeing that there is no institutional recruitment and promotion structures, 78 (86.7%) disagree that there is normally tendency to favour other people from other areas, 59 (65.6%) of the respondents disagree that there is low levels of education among the locals while 67 (74.5%) disagree that cultural issues cause locals to turn down positions.

The study also found out that most 50 (55.5%) of the respondents agree that there is no employment awareness and sensitization, 62 (68.9%) agree that there is no institutional policies to encourage locals with 52 (57.8%) disagreeing that there is

poor qualifications among locals, 80 (88.9%) agreeing that there is poor responses from locals to job adverts, 52 (57.8%) of the respondents agreeing that there is lack of deliberate policy to encourage locals to go for further studies and 48 (53.3%) of the respondents agreeing that there is lack of self confidence among locals

Table 4.3: Factors Contributing to Development of Quota System

Factors	Yes		No	
	Frequency	Percent	Frequency	Percent
No Institutional recruitment and Promotion structures	38	42.2	52	57.8
There is normally tendency to favour other people from other areas	12	13.3	78	86.7
Low levels of education among the locals	31	34.4	59	65.6
Cultural issues cause locals to turn down positions	23	25.5	67	74.5
No employment awareness and sensitization	50	55.5	40	44.5
No Institutional policies to encourage locals	62	68.9	28	31.1
Poor qualifications among locals	38	42.2	52	57.8
Poor responses from locals to job adverts	10	11.1	80	88.9
Lack of deliberate policy to encourage locals to go for further studies	52	57.8	38	42.2
Lack of self confidence among locals	48	53.3	42	46.7
Awareness of quota system in recruitment of teachers	75	83.3	15	16.7

This implies that there are several factors that contribute to the development of the quota system in human resource; these are, there are no institutional policies to encourage locals, lack of self confidence among locals, awareness of quota system in recruitment of teachers, lack of deliberate policy to encourage locals to go for further studies and no employment awareness and sensitization.

4.2.1 Factors that Have Contributed to Development

The researcher also found out other factors that contributed to the development of the quota system and most 23 (25.6%) of the respondents indicated affirmative action, 18 (20.0%) indicated the constitution while both political factor and nepotism/tribalism

accounted for 16(17.8%) respectively, 12(13.3%) of the respondents indicated gender equality with 4(4.4%) indicating elections and 1(1.1%) stating the media.

Table 4.4 Factors that Have Contributed to Development of Quota System

	Frequency	Percent
Gender equality	12	13.3
Affirmative action	23	25.6
Political factor	16	17.8
Media	1	1.1
Nepotism/Tribalism	16	17.8
Elections	4	4.4
Constitution	18	20.0
Total	90	100.0

This implies that most of the respondents feel that affirmative action and the constitution greatly contributes to the development of the quota system. It is a fact that quota system, and its new concomitant, have affected our economy. Employment and promotion are now on the basis of quota, in the pursuit of the constitution. This is understandably predominant in the public sector, where eminently qualified persons are often rejected in order to take on those from other areas.

4.3 Effects of Quota System in Development of Human Resource

The study found out that on effects of the quota system in the development of human resource majority 36(40.0%) of the respondents agree that it has improved gender equality in the school, 30(33.3%) strongly disagree that the quota system has greatly reduced corruption, 40(44.4%) agree that the quota system enhances and promotes cohesion of different cultures while 34(37.9%) disagree that the quota system reduces brain drain from the County.

The researcher also found out that majority of the respondents 42(46.7%) strongly agree that important positions are filled up by the locals, 40(44.4%) disagree that differences between locals and outsiders are hardening, 36(40.0%) agree that the

quota system inhibits national unity with 51(56.7%) agreeing that quota system balances the interests of the locals and others from outside the locality and 45(50.0%) of the respondents strongly agree that the quota system has been increasing grumblings from other sectors of the public who believe it is a form of favoritism.

Table 4.5: Effects of Quota System in Development of Human Resource

Statement	SA-5 (Strongly Agree)	A-4 (Agree)	N-3 (Neutral)	D-2 (Disagree)	SD-1 (Strongly Disagree)
Improved gender equality	24(26.7%)	36(40.0%)	10(11.1%)	14(15.5%)	6(6.7%)
Greatly reduced corruption.	10(11.1%)	12(13.3%)	16(17.8%)	22(24.5%)	30(33.3%)
Enhances and promotes cohesion of different cultures	21(23.3%)	40(44.4%)	16(17.8%)	8(8.9%)	5(5.6%)
Reduces brain drain from the County.	14(15.5%)	10(11.1%)	12(13.3%)	34(37.9%)	20(22.2%)
Important positions are filled up by the locals	42(46.7%)	30(33.3%)	8(8.9%)	6(6.7%)	4(4.4%)
Differences between locals and outsiders are hardening	0(0.0%)	4(4.4%)	10(11.1%)	40(44.4%)	36(40.0%)
Inhibits national unity	30(33.3%)	36(40.0%)	12(13.3%)	6(6.7%)	6(6.7%)
Balances the interests of the locals and others from outside the locality	10(11.1%)	51(56.7%)	9(10.0%)	11(12.2%)	9(10.0%)
Increasing grumblings from other sectors of the public who believe it is a form of favoritism.	45(50.0%)	24(26.7%)	8(8.9%)	7(7.8%)	6(6.7%)

This implies that the quota system has diverse effect on the development of human resource.

4.3.1 Satisfied with Effects of Quota System

The study asked the respondents if they were satisfied with the effects of the quota system and most 69(76.7%) stated yes and 21(23.3%) said no

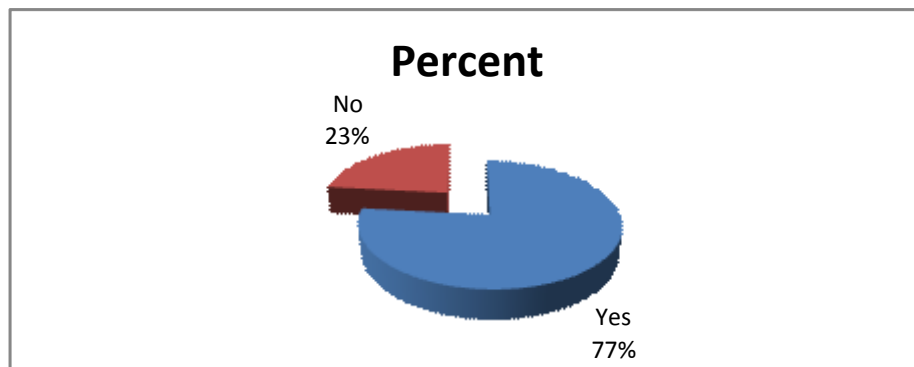


Figure 4.3: Satisfied with Effects of Quota System

This implies that most of the respondents are satisfied with the effects of the quota system. This can be due to the fact that the majority of teachers are feeling the positive effects of the quota system in their lives through being employed in a fair and balanced manner.

4.4 Quota System Improved Gender Quality in Your School

The researcher enquired from the respondents if the quota system has improved gender equality at their school. From figure 4.4 56(62.2%) of the respondents denied that quota system has improved gender equality at their school while only 34(37.8%) of the respondents agreed that it has improved gender equality.

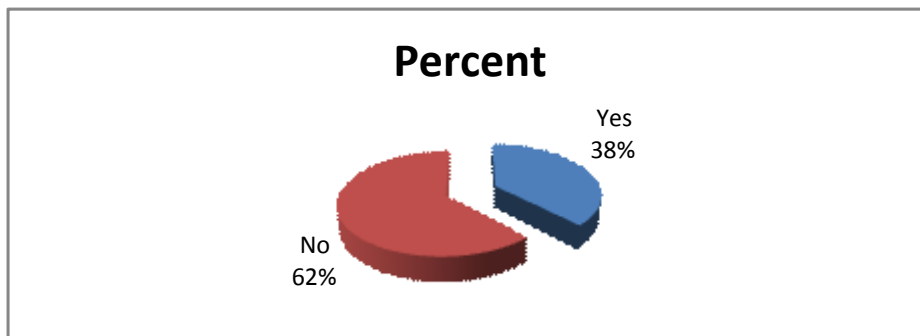


Figure 4.4: Quota System Improved Gender Equality

This implies that gender equality has not greatly improved due to the quota system.

Women who have been privileged to join employment through quotas have not been respected since they are viewed as joining not through merit but favouritism

4.5 Challenges in Implementation of Quota System in Development of Human Resource.

The study asked the respondents if they were aware of some effects of the quota system on national cohesion and most 64(71.1%) stated yes and 26(28.9%).

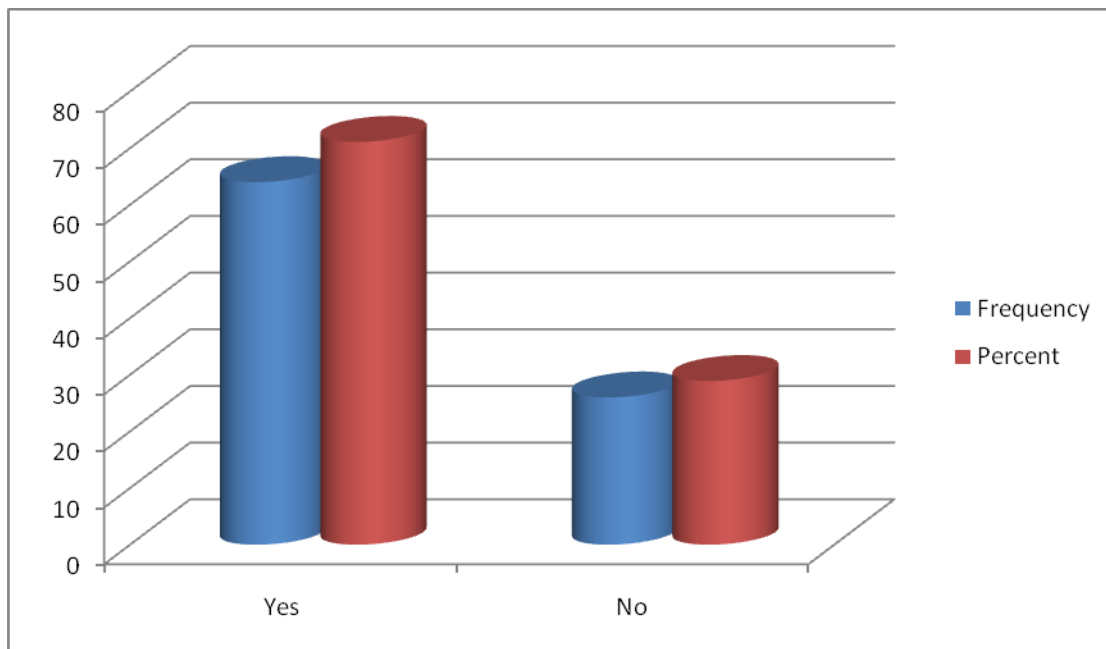


Figure 4.5: Quota System in Development of Human Resource.

This implies that most respondents were aware of some of the factors that affect the implementation of the quota system in Kenya.

4.6 Factors Affecting Implementation of Quota System

The study asked the respondents to list factors they think affect implementation of the quota system in Kenya and poverty/low income was listed as the major reason as supported by 70(77.8%) of the respondents this was followed by 71(78.9%) who indicated travel expenses incurred, 64(71.1%) indicated feeling safer and secure working in home area also another 64(71.1%) stated settling down in new environments with new cultures, food diet and climatic conditions takes time.

Another 63(70.0%) believe qualified teachers may end up missing out on chances of employment, 55(61.1%) say that locals are deprived of a chance to socialize broadly, 52(57.8%) said high population, 40(44.4%) indicated less qualified teachers may end up being selected in learning institutions while 32(35.6%) indicated lack of resources and poor infrastructure and 22(24.4%) believe it produces less exposed locals

Table 4.6: Factors Affecting Implementation of Quota System

	Frequency	Percent
Poverty or low income	70	77.8%
High population	52	57.8%
Produces less exposed locals	22	24.4%
Feels safer and secure working in home area	64	71.1%
Locals are deprived of a chance to socialize broadly	55	61.1%
Lack of resources and poor infrastructure	32	35.6%
Qualified teachers may end up missing out on chances of employment	63	70.0%
Less qualified teachers may end up being selected in learning institutions.	40	44.4%
Travel expenses incurred	71	78.9%
Settling down in new environments with new cultures, food diet and climatic conditions takes time	64	71.1%

This implies that challenges associated with implementing the quota system include: Poverty and low income, Lack of resources and poor infrastructure and teachers feel safer and secure working in home area.

4.6.1 Quota System Enhances Human Resource Development

The study sought to find out ways of ensuring the quota system enhances Human Resource Development and most 62(68.9%) indicated it is true that it ensures that teachers are first posted to work in areas other than their home districts or districts of birth, 71(78.9%) stated that teachers to work in different districts other than their home district at least in their first seven years, 54(60.0%) that it is true all schools to have at least two thirds (2/3) of teachers from other Counties and a third (1/3) from a different cultural background.

Another 58(64.4%) indicated it is true that encouraging schools to have nationwide visiting trips and having cross cultural exchange programs in schools while 66(73.3%) indicated that it is true since most Counties in Kenya are comprised of one ethnic group. The curriculum should be deliberately designed to focus more on the learner

understanding the cultures and diversity of all regions within the country and 57(63.3%) indicated that it is true ensuring teachers teach in different Counties.

Table 4.7: Quota System Enhances Human Resource Development

Quota System Enhances Human Resource Development	True	False
To ensure that Teachers are first posted to work in areas other than their home districts or districts of birth.	62(68.9%)	28(31.1%)
The teachers to work in different districts other than their home district at least in their first seven years.	71(78.9%)	19(21.1%)
All schools to have at least two thirds (2/3) of teachers from other Counties and a third (1/3) from a different cultural background.	54(60.0%)	36(40.0%)
Encouraging schools to have nationwide visiting trips and having cross cultural exchange programs in schools.	58(64.4%)	32(35.6%)
Since most Counties in Kenya are comprised of one ethnic group. The curriculum should be deliberately designed to focus more on the learner understanding the cultures and diversity of all regions within the country	66(73.3%)	24(26.7%)
Ensuring teachers teach in different Counties.	57(63.3%)	33(36.7%)

4.6.2 Quota System has Improved Affirmative Action in your School

From the findings, 63(70.0%) of the respondents disagreed that the quota system has not improved affirmative action whereas 27(30.0%) of the respondents affirmed that the quota system has improved affirmative action at their school.

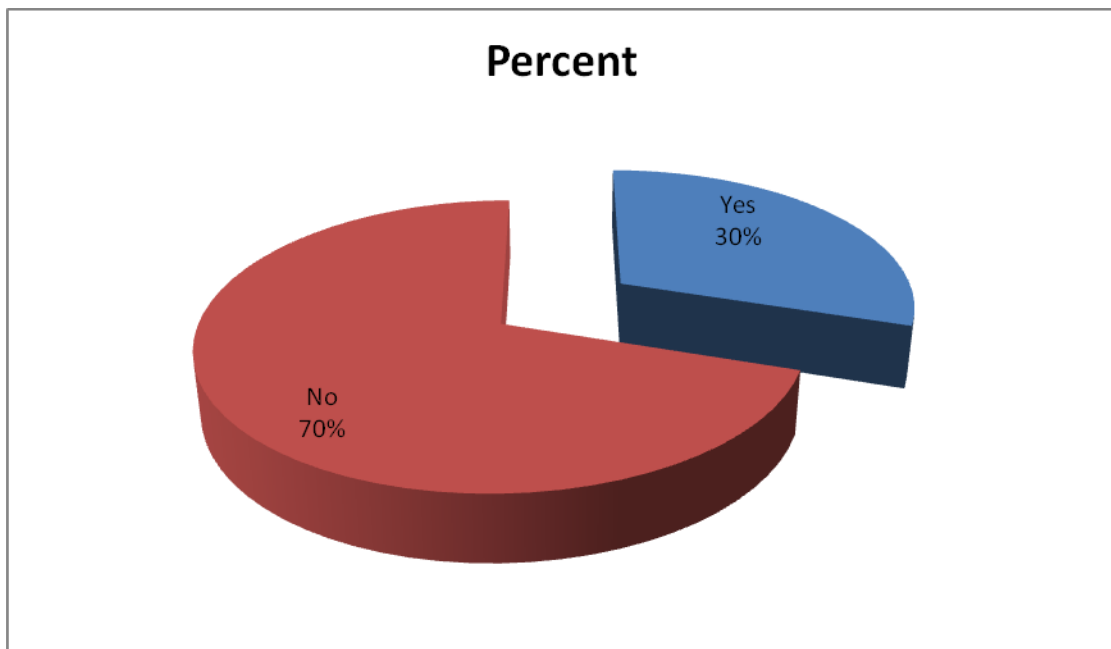


Figure 4.6: Quota System has Improved Affirmative Action in your School

This implies that affirmative action has not improved with the quota system. In this the researcher found that the affirmative action did and does not help in anyway the quota system in relation to Human Resource Development.

Process used to ensure the local teachers representation in recruitment and promotions

According to the interview schedules by school heads qualifications sought for local representation in recruitment and promotions were; academic, qualifications,

experience, participation in co-curricular activities and students performance in the subject taught by the teacher. Degrees and masters qualifications are prioritized. Teachers' performance in school work is also highly valued and is obtained from certificates of co-curricular activities and performance of learners in the teacher's subject in KCSE examination. Those who had no examination classes were required to go with the results of the last examination class they had taught.

Factors inhibiting attainment of locals' representation in employment

When asked to factors that inhibit attainment of locals representation in employment most of heads teachers suggested that recruitment of locals' should be pegged on value addition and not just good performance or top grades by classes taught by teachers to avoid biasness on those teachers teaching schools with students with poor entry scores. The heads teachers noted lack of fairness, corruption, few slots for promotion, low funding for promotion, unqualified teachers being promoted, lack of proper information on promotion opportunities and lack option for those who are left out as some of the problems associated with recruitment and promotions. County educational officers noted that few vacancies and a large number of qualified teachers as a disadvantage to effective promotions making many qualified teachers not to attend interviews. Also, the high number of qualified teachers compared to few promotion vacancies available due to low funding by the treasury, compels the TSC to increase the years required for promotion beyond the minimum required three years during the actual exercise.

To sustainably attain the locals' representation in teachers' recruitment

The head teachers and the county educational officers said that all teachers should be treated equally and gender factor should not be considered during promotions. Besides the teachers' annual appraisals, performance on the job should also be accessed through a confidential report written by school heads teachers.

There is also a need to increase the 'stairs' in the job group ladder vertically and laterally. The job title of HOD (head of department) needs to be reviewed since in some schools, the teachers in this job group are more than the departments.

In addition, most schools have other fully functional department like examination departments and career guidance and counseling separate from guidance and counseling, clubs and societies patrons which are not formally recognized by the

employer (TSC). There is a need for the employer (TSC) to recognize and formalize such departments which are created by necessity to broaden promotion avenues and reward overall effort to achieving school goals.

The respondents (heads teachers and County educational officers) are of the opinion that the interviews venue should be moved from TSC headquarters in Nairobi and provincial headquarters to County headquarters so as to increase attendance, reduce expenditures and also cater for diversity of school environments. Interviewers should involve officials from the Counties besides those from TSC headquarters so as to involve individuals from the locality with firsthand experience of teachers' working conditions. Interview questions on teachers' areas of specialization should also be part of the interview besides general questions.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0. Introduction

This chapter presents the discussions, conclusions and recommendations on the study Quota System and Human Resource Management in Education Institutions in Kenya: A Study of Primary Schools in Sugoi Zone, Uasin Gishu County.

5.1 Summary

The main purpose of this study was to determine the Quota System and Human Resource Management in Education Institutions in Kenya: A Study of Primary Schools in Sugoi zone, Uasin Gishu County. The study was guided by the following research questions. What are the factors that contribute to the development of quota system in the development of human resource in educational institution in Sugoi zone, Uasin Gishu County? What are the effects of quota system in the development of human resource in educational institutions in Sugoi zone, Uasin Gishu County? What are the challenges encountered in the implementation of quota system in the development of human resource in educational institutions in Sugoi zone, Uasin Gishu County? And lastly, what are the measures taken to curb the negative effects of quota system in Human Resource Development?

Thus the gender of most of the respondents (55.5%) was representing male and it showed that majority (35.5%) were in the age bracket of 30-40 years while most (48.9%) were married with the highest level of education of most (48.9%) indicated that they have completed University. This goes on to show that most of the respondents in this research were well educated with family responsibility.

The study found out that most (57.8%) respondents disagreed that there are no institutional recruitment and promotion structures in that these were done within the

institutions, (86.7%) disagreed that there is normal tendency to favour other people from other areas with (65.6%) of the respondents who disagreed that there was low level of education among the locals, (74.5%) disagreed that cultural issues cause locals to turn down positions.

The study also found out that most (55.5%) of the respondents agreed that there is no employment awareness and sensitization; these means that, (68.9%) agree that there is no institutional policies to encourage locals with (57.8%) disagreeing that there is poor qualifications among locals, (88.9%) agreeing that there is poor responses from locals to job adverts, (57.8%) of the respondents agreeing that there is lack of deliberate policy to encourage locals to go for further studies and 48(53.3%) of the respondents agreeing that there is lack of self confidence among locals.

The research also found out other factors that contributed to the development of the quota system and most (25.6%) of the respondents indicated affirmative action, (20.0%) indicated the constitution while both political factor and nepotism/tribalism accounted for (17.8%) respectively, (13.3%) of the respondents indicated gender equality with (4.4%) indicating elections and (1.1%) stating the media.

The research found out that on effects of the quota system in the development of human resource majority (40.0%) of the respondents agree that it has improved gender equality in the school, (33.3%) strongly disagree that the quota system has greatly reduced corruption, (44.4%) agree that the quota system enhances and promotes cohesion of different cultures while (37.9%) disagree that the quota system reduces brain drain from the County. The researcher also found out that majority of the respondents (46.7%) strongly agree that important positions are filled up by the locals, (44.4%) disagree that differences between locals and outsiders are hardening, (40.0%) agree that the quota system inhibits national unity with (56.6%) agreeing that quota system balances the interests of the locals and others from outside the locality

and (50.0%) of the respondents strongly agree that the quota system has been increasing grumblings from other sectors of the public who believe it is a form of favoritism. It also found that they were satisfied with the effects of the quota system as most (76.7%) stated yes and (23.3%) said no

The research found that quota system has not improved gender equality at their school as (62.2%) of the respondents denied that quota system has improved gender equality at their school

The study found out that most (71.1%) stated yes they were aware of some effects of the quota system on national cohesion.

The study found the factors that affect implementation of the quota system in Kenya and poverty/low income was listed as the major reason as supported by (77.8%) of the respondents this was followed by (78.9%) who indicated travel expenses incurred, (71.1%) indicated feeling safer and secure working in home area also another (71.1%) stated settling down in new environments with new cultures, food diet and climatic conditions takes time, 63(70.0%) believe qualified teachers may end up missing out on chances of employment, (61.1%) say that locals are deprived of a chance to socialize broadly, (57.8%) said high population, (44.4%) indicated less qualified teachers may end up being selected in learning institutions while (35.6%) indicated lack of resources and poor infrastructure and (24.4%) believe it produces less exposed locals

The study found ways of ensuring the quota system to enhancing national unity and most (68.9%) indicated true that ensure that teachers are first posted to work in areas other than their home districts or districts of birth, (78.9%) stated that teachers to work in different districts other than their home district at least in their first seven years, (60.0%) that it is true all schools to have at least two thirds (2/3) of teachers from other Counties and a third (1/3) from a different cultural background, (64.4%)

indicated true that encouraging schools to have nationwide visiting trips and having cross cultural exchange programs in schools while (73.3%) indicated that it is true since most Counties in Kenya are comprised of one ethnic group. The curriculum should be deliberately designed to focus more on the learner understanding the cultures and diversity of all regions within the country and (63.3%) indicated that it is true ensuring teachers teach in different Counties.

From the findings, (70.0%) of the respondents disagreed that the quota system has not improved affirmative action.

5.2. Conclusion

The study's conclusions were derived from the major findings as follows: The factors that contribute to the development of the quota system on human resource were found to greatly depend on teachers' exposure to different environments in the course of training and work. Also, one of the challenges affecting the implementation of the quota system in Kenya. In the development of human resource teacher posting is infrastructure.

The challenges encountered in the implementation of the quota system of education can be overcome by allowing schools to select at least 50% of the teachers to come from three different counties to enable teachers to be well exposed.

The study also concludes that the quota system in relation to manpower planning is concerned with the acquisition and retention of the right mix of right number of workers at the right time. This is mediated and enhanced by strategic objectives of the schools. The personnel i.e. the teachers working provided information about human resources to top management (head teachers) such information include: The cost involved in funding and hiring of labour force with rare skills or higher but relevant qualifications from the area.

5.3 Recommendations

After a thorough analysis of the findings, the following recommendations can be made concerning the effects of Quota System in the Development of Human Resource with reference to Kenya.

Teacher selection: The teacher selection process needs to be structured such that there is a deliberate reflection of diversity in all learning institutions which can be implemented during the teacher selection process.

Teachers: Teachers should have at least eight (8) years' experience working in different counties other than their home county and preferably where the culture and language are different. This may result in having an all rounded teacher.

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APPENDICES

Appendix I: Questionnaire

Dear respondent,

My name is Irene Chelimo. I am a student at Moi University undertaking studies leading to the attainment of a **Masters of Arts Degree in Human Resource Development**. I am undertaking a study on “**Effects of Quota System in the Development of Human Resource Management: A Case Study of Sigowet Primary Schools in Sugoi Zone, Uasin Gishu County**” This questionnaire has been prepared for purposes of collecting information vital for the study. Kindly fill the questionnaire as required and note that any information given will be treated as confidential and used for the purpose of this research only. Please do not write your name anywhere in the questionnaire. I thank you in advance.

SECTION A: THE BACKGROUND INFORMATION OF THE RESPONDENTS

1. Gender: Male () Female ()
2. Your age:
Below 20 years () 20-30 years () 30- 40 years () 40-50 years () 50 and above ()
3. Marital Status:
Married () Single ()
Widow/Widower () Separated/divorced ()
4. Highest level of education
Primary () High school () College /polytechnic () University ()
Others.....

SECTION B: To identify factors that contributes to the Development of Quota System on Human Resource.

4. Indicate the level to which you agree with the following statements concerning factors that contributes to the Development of Quota System on Human Resource.

Factors	Yes	No
No Institutional recruitment and Promotion structures		
There is normally tendency to favour other people from other areas		
Low levels of education among the locals		
Cultural issues cause locals to turn down positions		
No employment awareness and sensitization		
No Institutional policies to encourage locals		
Lack of information on operationalizing gender		
Poor qualifications among locals		
Poor responses from locals to job adverts		
Lack of deliberate policy to encourage locals to go for further studies		
Lack of self confidence among locals		

5. Please list other factors that you think has contributed to development of quota system in Kenya.

SECTION C: To examine the effects of the quota system in development of Human Resource

6. Indicate the level to which you agree with the following statements concerning the effects of the quota system in development of Human Resource

Statement	SA-5 (Strongly Agree)	A-4 (Agree)	N-3 (Neutral)	D-2 (Disagree)	SD-1 (Strongly Disagree)
It has improved gender equality in the school					
Quota system has greatly reduced corruption.					
Quota system enhances and promotes cohesion of different cultures					
Quota system reduces brain drain from the County.					
Important positions are filled up by the locals					
Differences between locals and outsiders are hardening					
Quota system inhibits national unity					
Quota system balances the interests of the locals and others from outside the locality					
Quota system has been increasing grumblings from other sectors of the public who believe it is a form of favoritism.					

7. Are you satisfied with the effects of the quota system on human resource development?

Yes [] No []

8. Has the quota system improved the gender equality in the school?

Yes [] No []

SECTION D: To Identify the Challenges Encountered in the Implementation of the Quota System in Development of Human Resource

9. Are you aware of some effects of the quota system on national cohesion?

Yes No

10. If yes in question 9, list the factors that affect the implementation of the quota system

11. Ways of ensuring the quota system enhances national unity

	True	False
To ensure that Teachers are first posted to work in areas other than their home districts or districts of birth.		
The teachers to work in different districts other than their home district at least in their first seven years.		
All schools to have at least two thirds (2/3) of teachers from other Counties and a third (1/3) from a different cultural background.		
Encouraging schools to have nationwide visiting trips and having cross cultural exchange programs in schools.		
Since most Counties in Kenya are comprised of one ethnic group. The curriculum should be deliberately designed to focus more on the learner understanding the cultures and diversity of all regions within the country		
Ensuring teachers teach in different Counties.		

12. Has the quota system improved affirmative action in your school?

Yes No

Appendix II: Interview Schedule

Dear respondent,

My name is Irene Chelimo. I am a student at Moi University undertaking studies leading to the attainment of a **Masters of Arts Degree in Human Resource Development**. I am undertaking a study on “**Effects of Quota System in the Development of Human Resource Management: A Case Study of Sigowet Primary Schools in Sugoi Zone, Uasin Gishu County.**” This questionnaire has been prepared for purposes of collecting information vital for the study. Kindly answer the questions as required and note that any information given will be treated as confidential and used for the purpose of this research only. Please do not write your name anywhere in the questionnaire. I thank you in advance.

Question 1:

What process is used to ensure the local teachers representation in recruitment and promotions?

.....

Question 2:

What factors do you think have been inhibiting attainment of locals representation in employment?

.....

Question 3:

What should be done in order to sustainably attain the locals’ representation in teachers’ recruitment?

.....

THANK YOU FOR YOUR RESPONSES

Appendix III: Work plan

The following work schedule will guide implementation of this study


	ACTIVITY	DURATION	PERIOD
1	Proposal writing and development	3 months	February - May 2014
2	Presentation and defense	1 month	July- 20 14
3	Piloting of research instruments	1 month	Oct- 2014
4	Data collection	1 1/2 months	Oct- 2014
5	Data coding and analysis	1 month	Oct-2014
6	Research Report Writing	1 1/2 months	Oct-2014
7	Submission of 1 st draft report to supervisor	1 month	Nov-2014
8	Correction and submission of report for examination	1 1/2 months	Nov-2014
9	Collection and submission of final research report		

Appendix IV: Budget

The following is the estimate costs for the study

	ACTIVITY	COST IN KSHS
1	Proposal Writing and development	32000
2	Research license and piloting	10000
3	Data Collection	15000
4	Data analysis and report writing	42000
5	Research Report	20000
	TOTAL	119000

Appendix V: Research Authorization



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

<p>Telephone: +254-20-2213471, 2241349, 310571, 2219420 Fax: +254-20-318245, 318249 Email: secretary@nacosti.go.ke Website: www.nacosti.go.ke When replying please quote</p>	<p>9th Floor, Utalii House Uhuru Highway P.O. Box 30623-00100 NAIROBI-KENYA</p>
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Ref. No. _____ Date: _____

6th March, 2015

NACOSTI/P/15/4726/4880


Irene Chelimo Ngetich
Moi University
P.O. Box 3900-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Effects of quota system in the development of Human Resource Management: A case study of Sigowet Primary School, Sugoi Zone, Uasin Gishu County,”* I am pleased to inform you that you have been authorized to undertake research in **Uasin Gishu County** for a period ending **29th May, 2015**.

You are advised to report to **the County Commissioner and the County Director of Education, Uasin Gishu County** before embarking on the research project.


On completion of the research, you are required to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


SAID HUSSEIN
FOR: DIRECTOR GENERAL/CEO

Copy to:

The County Commissioner
Uasin Gishu County.

The County Director of Education
Uasin Gishu County.



National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified

Appendix VI: Research Clearance Permit

CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**

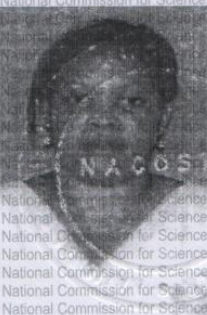
REPUBLIC OF KENYA
NACOSTI
National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 4358

CONDITIONS: see back page

THIS IS TO CERTIFY THAT: **Permit No : NACOSTI/P/15/4726/4880**
MR. IRENE CHELIMO NGETICH **Date Of Issue : 6th March,2015**
of MOI UNIVERSITY, 370-30100 **Fee Received :Ksh 1,000**
ELDORET, has been permitted to conduct
research in Uasin-Gishu County
on the topic: EFFECTS OF QUOTA
SYSTEM IN THE DEVELOPMENT OF
HUMAN RESOURCE MANAGEMENT: A
CASE STUDY OF SIGOWET PRIMARY
SCHOOL, SUGOI ZONE, UASIN GISHU
COUNTY.
for the period ending:
29th May,2015



.....
Applicant's **NACOSTI** **Secretary**
Signature **National Commission for Science**
Technology & Innovation