



FACTORS INFLUENCING RECRUITMENT OF TEACHING STAFF IN TECHNICAL VOCATIONAL AND EDUCATIONAL TRAINING CENTRES IN KENYA: A SURVEY OF VOCATIONAL TRAINING CENTRES IN KIAMBU COUNTY

WEBALA OSCAR SISENDA

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ABSTRACT

Human resource management is a significant organizational component as provides for viewpoints, ideals and characteristic of an organization's life, and when appropriately managed, these human characteristics can be considerably advantageous to an organization. As such, effective recruitment becomes a crucial component underpinning human resource management's foundational operations, which encompass acquisition, development and rewarding employees. This study sought to establish the factors affecting staff recruitment in Vocational Training Centres within Kiambu County in Kenya, with human resource planning and job analysis being the variables under investigation. The theories anchoring this study are; institutional theory and the resource-based view theory. Descriptive survey approach was employed and a census was carried out involving the top management and heads of departments of the institutions. Standardised questionnaires were employed for data collection and thereafter analysis was conducted both quantitatively and qualitatively. Descriptive and inferential analysis statistics was done through Statistical Package for Social Sciences. The findings of the study show that human resource planning was crucial in achieving the laid-out goals and objectives through integration with the recruitment process while enabling the centres to anticipate possible labour shortages, so that they prepared necessary measures. Job analysis was found to communicate the purpose, level of responsibility and range of the job to potential applicants. There were elaborate plans regarding nurturing the gifts of the employees, developing and even retaining them once these had been identified. There existed opportunities for staff to enhance their knowledge and skills through reskilling courses, workshops and seminars. With many of them transitioning from craftwork to the classroom, along with the upscaling of credentials to encompass Competence-Based Education, the centres, along with the goodwill of TVETA has created an enabling environment for employees to advance in knowledge and diversify their skillset. The calculated *p*-value ANOVA score was 0.000 for both human resource planning and job analysis. With the critical scores being less than 0.005, it can therefore be concluded that the two variables

were significant in determining recruitment decisions by vocational training centres. This study recommends politico-social issues, competition and product type as areas significantly affecting staff recruitment in vocational training centres, hence need for further research in these areas.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Human resource management is a key organizational component as it provides perceptions, ideals and features to the life of an organization; and when well harnessed, these human qualities are potentially beneficial to the organization. Proper recruitment is a key component of the core functionalities fundamental to human resource management, that is, the acquisition, development and reward of employees. Technical, Industrial, Vocational Education and Training (TVET), according to Atchoarena (2002) is defined as the instruction which enables learners to cultivate hands-on skills, knowledge and understanding which are key aspects for employment in a certain occupational group, trade, or field. TVET has received increasing emphasis and recognition through adequate funding and support from developed and developing nations alike, including Japan, Brazil, Sweden, Italy, China, and Kenya. This has made it possible for more trainees to experience industrial, vocational and technical training pertaining typically scientific application and inquiry in the formal life stages. (Kabare, 2013). TVET's primary function is to provide the skills required to increase productivity, expand employment possibilities, and boost universally accepted income levels. The function of TVET has become increasingly pivotal through the strides made in a span of three decades, giving rise to trade liberalization requirements, technological change, the globalization trends and improved accomplishments. This has been necessitated by higher skill requirements and enhanced output amongst employees in both modern and micro and small enterprises (Bennell, 2008).

The goal of Technical and Vocational Education and Training (TVET) is to prepare students with the necessary knowledge and abilities for the workplace. In due course, several terminologies have been used to define components of this field currently making up TVET (www.unevoc.unesco.org). These are such as: Vocational Education, Technical Education, Apprenticeship Training, Career and Technical Education (CTE), Technical-Vocational Education (TVE), Professional and Vocational Education (PVE), Occupational Education (OE), Workforce Education (WE), Vocational Education and Training (VET), Workplace Education (WE), and so on. A number of these terminologies are regularly utilized in defined geographic zones. For the Kenyan scenario, TVET is regulated by the Technical and Vocational Education and Training Authority (TVETA).

The Technical and Vocational Education and Training Authority (TVETA) is a Kenyan State Corporation that was established under the Technical and Vocational Education and Training (TVET) Act, 2013 which was made public in a Special Issue of the Kenya Gazette Supplement No. 44 (Acts No. 29) on the 25th of January, 2013 and took effect on the 24th of June 2013. The mandate of TVETA has the mandate of coordinating and regulating TVET in Kenya by way of Registration, Licensing, Accreditation of institutions, programmes and trainers, and the TVET National Quality Assurance System implementation for the development of a competent work force. To this end, the TVET Authority works alongside the Public Service Commission (PSC) to provide for hiring a competent workforce for TVET institutions in order to drive the national mandate.

Efforts towards addressing an existing gap to ensure that the institutions offer standard and quality programmes to benefit youth across the country.

Oviawe (2018) studied the need for Public-Private Partnership (PPP) in TVET, strategic matters for TVET in Africa, TVET reforms, PPP models for development of skill and modes of overhauling TVET through PPP. Occasioned by high unemployment rates and technological advancements forays, economic expansion and industrialization, there is a great demand for technical vocational education and training (TVET) on a global scale. It was suggested that public-private partnerships (PPPs) must be supported for TVET to realize its goals of empowering learners to close the gap on the continually shifting standards of living in a rapidly evolving technological environment and job creation for bearable living because government could not undertake this mission alone. The study makes a case for supporting PPPs. The paper makes the case for supporting PPPs. It is also advised that TVET institutions and businesses share resources and equipment to keep learners up to date with changes in the workplace.

Bogonko (2018) evaluated the performance determining strategies of TVET institutions in Nyamira County, Kenya and established that the current curriculum required to be reviewed soonest possible, and the management team needed to take more initiative in motivating employees and conducting frequent staff evaluations while also providing clear strategic plans. According to the study's findings, Technical Vocational Education Authority (TVETA) oversaw TVET institutions in an effort to provide superior and pertinent skills that are in line with the dynamics of the labour market. Increased financial allocations, consistent trainer training, the purchase of new technologies, and the development of innovative skills were all suggested by the study. It also suggested connecting institutions with potential employers in the labour market, current curriculum required to be reviewed soonest possible, and the management team needed to take more initiative in motivating employees and conducting frequent staff evaluations while also providing clear strategic plans.

The Kenya educational system is transiting from 8-4-4 to the Competency Based Curriculum (CBC) 2-6-6-3. Whereas 8-4-4 focussed on memorization and reproduction through summative examinations, CBC aims at building and applying knowledge and skills through problem-solving, creativity, and innovation through exposure to diverse situations and experiences. To this end, once learners complete secondary education, they are expected to enrol for a course that will prepare them for the labour market. This is geared towards building up a workforce force to meet the industries' workforce demands. This is against a backdrop of recruitment drives by the Technical and Vocational and Educational Training Authority (TVETA) to address a seeming shortage of competent training personnel for the institutions. With the increase in TVET offering institutions, it is vital that the supply of adequate and competent trainers matches the every-increasing demand, and the Kenyan government has made deliberate efforts to address this looming shortage. The training level of the trainers is considered to be a key challenge for the institutions, especially with pedagogical training making a key requisite hence embracing of competence-based education and training. Only TVETA-approved trainers are recruited and efforts have gone into reskilling those already within the workforce.

Kiambu County, which represents one of Kenya's 47 counties in Kenya, comprises of 36 public and 3 private Vocational Training Centres that are duly registered. These institutions are spread around the County's 6 sub-counties. Boards of Management which are headed by a Chair, as well as the principal who leads the institution. The Education Act (Cap. 211) grants the Board the mandate to operate.

1.2 Statement of the Problem

TVET (Technical and Vocational Education and Training) is crucial for the economic growth of a nation by encouraging the development of the workforce and raising the employment rate (Huedenu, 2018; Anyim, 2012). The advancement of Kenya's human resource skill base is a key component of its development goal, with the responsibility falling on technical education and training institutions. Technical expertise is being sought to feed into the nation's industrialization demands, and with skill formation being at its core, the availability and amplitude of technical trainers is fundamental. With the increase in TVET offering institutions, it is vital that the supply of adequate and competent trainers matches the every-increasing demand, and the Kenyan government has made deliberate efforts to address this looming shortage. The training level of the trainers is a key challenge for the institutions, especially with pedagogical training being a key requisite hence the promotion of competence-based education and training for the teachers. Only TVETA-approved trainers are recruited and efforts have gone into reskilling the current and prospective workforce. Besides on-the-job training, consideration into the prevailing recruitment determinants in order to design far-reaching and effective interventions has become inevitable and the government through these institutions need to enhance their proactive role. This is against a backdrop of recruitment drives by the National and county governments to address a seeming shortage of training personnel for the institutions. This study, therefore, seeks to establish the determinant factors for the recruitment of teaching staff in vocational training centres in Kiambu County.

1.3 Purpose of the Study

The purpose of this study was to investigate the factors influencing recruitment of teaching staff in vocational training centres within Kiambu County.

1.3.1 Specific Objectives of the Study

- i. To determine the influence of human resource planning on recruitment of teaching staff in vocational training centres within Kiambu County.
- ii. To establish the effect of job analysis on recruitment of teaching staff in vocational training centres within Kiambu County.

1.4 Research Questions

- i. What is the influence of human resource planning on recruitment of teaching staff in vocational training centres within Kiambu County?
- ii. What is the effect of job analysis on recruitment of teaching staff in vocational training centres within Kiambu County?

1.5 The Significance of the Study

This finding of this study will be useful to policy makers, such as the national and county governments as well as regulatory authorities such as TVET Authority in enhancing recruitment practices within organizations. This

study will also benefit different specialists and academicians who will utilize the findings in progressive research and advising on matters recruitment. The results of this investigation will significantly empower Vocational Training Centres (VTCs) that are keen to enhance their recruitment strategies, along with provoking them to gauge their incumbent recruitment strategies with the aim of establishing how effective they are. This study will also help VTCs to appreciate the importance of hiring employees with the appropriate skills sets, as well as the right numbers so as to accord these institutions the necessary to give their institutions the competitive advantage necessary within the prevailing stiff and prevailing business environment.

1.6 Scope of the Study

The scope of this study will be limited to examining the factors affecting recruitment of teaching staff in VTCs in Kiambu County. As such, with the County being part of the larger Kenyan nation and among the 47 counties, its deliberations therefore, may not necessarily be generalizable to represent findings of the entire nation due to the unique characteristics of Kiambu. The study population will consist of the senior level staff of the VTCs. The study was conducted within the period January 2021 to November 2021 and examined the effect of human resource planning and job analysis on recruitment of teaching staff, also known as trainers, or instructors.

1.7 Assumptions of the Study

The study is founded on the assumption that the employed methodology is suitable to the problem and purpose under study. The results herein are generalizable beyond the population being studied, and measurability of variables is assured. It is also assumed, that the questionnaire being employed for data collection is valid and reliable and that the study population and data analysis method will be adequate to distinguish significant differences/relationships in case they are found.

1.8 Limitations of the Study

Over the 2019-2021 period, the globe was facing the COVID-19 pandemic, necessitating restricted human contact through the health protocols as established by the Kenyan National Government's Ministry of Health. To this end, administration of the data collection questionnaire was also administered through phone calls and emails to supplement the drop and pick method within Kiambu County.

It was anticipated that with discretion guaranteed, the responses to the queries by the respondents were truthful. Prior authority was sought through the PUEA School of Business and Management as well as the National Commission of Science and Technology Institute (NACOSTI).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction to Literature Review

This section encompasses previous studies' literature as carried out in the problem area and the review of pertinent matters drawn from the literature in relation to the study topic. A number of literature sources has been interrogated to gain insight into the issues pertinent to recruitment.

2.2 Theoretical Review of Literature

The following theoretical frameworks formed the foundation empirical data analysis; the institutional theory and resource based view theory.

2.2.1 Institutional Theory

Established by Meyer and Rowan (1977), this theory's authors made a distinction that; institutional myths stand in contrast to a really accepted and ingrained institutional norm or standard. The development of formal structures within an organization could be meaningfully impacted, according to institutional theorists, by the institutional environment, usually a lot more intensely than market pressures. Environmental legitimacy is usually given to organizations that adopt early with innovative structures; undertakings that boost efficiency. In the long run, such innovations get to a legitimization threshold where even if they flop, the adoption is considered "irrational and negligent" (or else they are converted into legal mandates). Once it gets to this point, any organization – new or old – is inevitably bound to assuming that structural form, regardless of whether it enhances efficiency or not. The theory makes assumptions that an organization and its workers are beings that are irrational. From this theory, an association between the management policies and employees background in terms of affiliations with professional networks, job experience and educational background was developed. It is connected to institutionalization, which is frequently understood as the cooperative effort of members of an occupation to define circumstances and their working method, to control producers' output, and to establish an intellectual foundation and legitimacy for their independence with regard to their professional obligations (Ologbo & Sofian, 2012).

This theory backs flexible training and development because the correlation between employee background and management policies with regard to job experience and

educational level may inspire management to tutor their staffs to attain a calibre of employee competence, and this would subsequently influence how organizations' control systems and handle employee retention. Teach

2.2.2 The Resource Based View of Firms

The Resource-Based View theory (RBV) contends that organizations have assets, a subset of which gives them competitive advantage, and a subset of those which grant them superior long-term performance. Significant resources which are also scarce can also bolster competitive advantage. This advantage can be supported over long periods to the degree that the firm is secured from resource imitation, transfer or substitution. Generally, empirical studies that utilize this theory support the resource-based view, which. The Resource Based View theory implies that companies can achieve a lasting competitive advantage when their human resource pool is inaccessible and is devoid of replication or replacement by competitors. It contends that businesses should frequently evaluate their staff to ascertain availability of the right individuals in the befitting positions along with requisite abilities in order to foster perpetual competitive advantage (Barney, 2001).

The quality of the workforce and the nature of their working relationships plays a significant role in determining a company's success or weakness. Resource-based thinking is centred on determining what is most important and shielding it through "barriers to imitation". Employers, according to Catanov, et. al. (2010), should endeavour to select candidates who have the knowledge, skills, abilities, or other characteristics (KSAOs) necessary to successfully execute the job in the most efficient manner. They believed that, in the framework of established equality programs, hiring, screening, and selection processes ought to result in the most qualified applicants possible.

2.3 Empirical Review of Related Literature

2.3.1 Human Resource Planning and Staff Recruitment

Characteristically, businesses make plans for how much funding, capacity for new construction, and supplies they will need in the future. For purposes of retaining staff numbers at the desired levels, human resource planning entails evaluating staffing requirements, forecasting available workers, and establishing what changes or upgrades are required. The job analysis, demand and supply prediction, and authorised

implications make up the essential components of the human resource planning function. Handling strategic HR, transformation and change, employee contribution, and HR infrastructures to back line managers are the four functions Ulrich and Brockbank (2005) advocated for HR planners. In their investigation, Guest and King (2004) discovered that the first three positions were ignored, instead, infrastructure management seemed to be the main focus. Ulrich and Brockbank (2005), however, underscored the requirement for HR professionals to be administrative connoisseurs, employee champions, and agents of change in an updated model. If the functions they represent are incapable of giving their internal line clients the necessary transactional facilities, Syrett (2006) believes that any strategic goals senior HR parishioners may have may be for naught.

Odoom, et al. (2018) looked at the difficulties with recruiting and selection that higher education institutions in Ghana confront with Takoradi Technical University (TTU) as a case and noted that the institution's poor pay and inadequate incentive programs, lack of autonomy, rivalry from other tertiary institutions, partiality, and lack of autonomy were problems for recruitment and selection. The authors noted that the institution's poor pay and inadequate incentive programs, lack of autonomy, rivalry from other tertiary institutions, favouritism and personal contact, and lack of autonomy were problems for recruitment and selection. Other issues identified included an excessive dependence on internal hiring, a delay in declaring posts vacant, and political influence. These difficulties made the institution's recruitment and selection process less successful. Additionally, male professors had the same difficulties with recruiting and selection as their female counterparts. It was suggested that the government should eliminate restrictions and grant the appropriate permission to enable the institution to fill its human resource capacity deficiencies in order to facilitate the employment of trainers for the institution.

Huedenu's (2018) study on manpower planning divisions in selected educational directorates in the western Ghana regions and found that the district's educational staff was well aware of the value of personnel planning as a crucial management task. Furthermore, Anyim, et. al. (2012) investigation on the role of HRP in recruitment found that organizations used HRP to ensure they have sufficient numbers and, appropriate kind of individuals, in the suitable location at the right time. In scenarios

where this exercise was executed appropriately, it promoted maximum long-term benefits to both the organization and to individual employees.

Anyim, et al. (2012) assessed the impact HRP had in the recruitment and selection of employees and discovered that firms used HRP to guarantee adequate numbers and appropriate employees at the right place and time. When this process was properly carried out, it encouraged the greatest possible long-term benefits for the company as well as for individual staff. However, given that recruitment and selection procedures have been rendered more complex lately, factors such as technological advancements, growing environmental instability, increased international or global competition and changing demographics, have given human resource planners prominence. In conclusion, the writers make suggestions towards improving HR planning in connection with the organisation's recruitment and selection procedures to produce better results.

Edu (2016) studied the part that manpower planning and development occupied in technical vocational education and identified inherent challenges; to enable preparation and sufficient funding of the technical institutes to be outfitted for the delivery of more practical than theoretical subject matter than they currently do, more technical educators must be empowered. Edu's (2016) and Moyo's (2015) findings show that improper HR planning negatively impacted an organization's performance, which was attributed to a lack of proper HRP consideration. There were many problems with the HRP process, including a lack of support from the top administration, insufficient resources, and a shortage of expertise. The author assumed that a particular institution's performance was directly tied to human resource planning. Therefore, it is clear that effective HRP led to good performance, and vice versa. According to Moyo's (2015) study, central government and ministries should improve the assistance they provide, develop and advance measures pertaining to employee issues, and increase top-level district management commitment to all HRP-related issues. These sentiments are concurrent with Stako's (2018) observations that for sure human asset practices, for example, training and development, policies on compensation, and HR planning, have an optimistic connection with execution in VETA institutions.

Nkondola and Deuren (2017) studied HRM shortcomings in technical and vocational education in technical institutions in Tanzania where they singled out disorganized HR departments, lack of proper funding, unskilled human resource staff, and absence of

relevant human resource policies. The study suggests that in order to overcome the difficulties, human resource budgets should be increased, TVET-specific human resource policies should be established, human resource departments should be given more authority, and TVET institutions should have access to qualified human resource managers.

2.3.2 Job Analysis and Staff Recruitment

Kshatriya (2016) studied job analysis and the benefits it provides for important recruiting and selection endeavours, and the results demonstrate that an efficient direct connectivity could possibly be derived between knowledge, skills, abilities and other attributes inferred from a performance management system, along with a recruitment action plan, and job analysis, allowing vital integration resulting in effective recruitment and selection decision-making, reward and recognition decisions, together with additional vital Human Resource associated decisions on the basis of unbiased criteria that is job-related.

Okoye and Arimonu (2016) critically assessed some of the problems, obstacles, and future directions of technical and vocational education and training (TVET) in Nigeria in order to propose ways of refining the teaching and learning conducted through TVET. They proposed that all technicians and those who complete technical-oriented colleges should receive fair compensation. The division between those with "General Studies" credentials and those with technical qualifications in the civil service needed to be eliminated not only as a policy matter but also in how government employees thought and behaved. Technologists and technicians were equal to other professionals. It was out of choice and children needed to be informed so right from primary school. Nigeria's educational system has to be completely redesigned immediately. Investment in technical and vocational education and skill development must receive top priority since no nation could successfully compete in the developing global market with low-quality, unskilled labor. In order to adapt to the ever-changing needs of Nigerians for our technological growth, Nigerian legislators and other players in the education sector must learn from the experiences of other countries.

Anindo, Mugambi and Matula (2016) studied TVET trainees' use of training tools and their capability to acquire practical skills in institutions in Nairobi, Kenya and found that insufficient provision of training equipment, inadequate modern equipment in the

institutions that was comparable to the ones used by the industries, ill-equipped workshops, and it was also determined that the training equipment's relevance affected the attainment of employable skills. Due to large classes and scarce training equipment, tutors primarily used work-based learning, lectures, and discussion teaching methods for teaching purposes. TVETs encountered difficulties such as a rigorous curriculum that was exam-focused, a lack of current training equipment, a lack of industrial attachment for trainees, and little industry backing. The study concluded that students' development of employable abilities was significantly influenced by the availability of training resources. It was suggested that government support TVET institutions by providing cutting-edge equipment for usage by trainees in order to accomplish the envisioned result of developing employable skills amongst trainees which was essential for the work environment.

Asharaf (2017) examined job analysis in relation to recruiting and selection methods in Pakistan's public sector and whether or not job analysis procedures were followed. Through questionnaires and a few brief interviews, the study collected data from 144 respondents. The primary and secondary data gathered from the survey concluded that the public sector's hiring procedure was defective mostly due to subpar job analysis. The functioning of Pakistan's public sector organizations is eventually impacted by their failure to provide adequate job descriptions and their workers' failure to accomplish duties that correspond to the descriptions.

Daniels, et. al., (2017) in a thorough evaluation of intervention trials investigated employment procedures, job design, and employee welfare, and established inconsistent data to support the idea that purposeful efforts to enhance job design led to wellbeing gains. Other employment practices were examined on their potential as tools for job redesign or tools to support job redesign. 33 intervention studies were assessed and it became established that well-being and performance could be enhanced by: training employees to better themselves at work; training combined with job redesign; and methodical initiatives that concurrently improve job design together with a mix of other employment procedures can all improve well-being and performance. There was inconsistent data to support the idea that purposeful efforts to enhance job design led to wellbeing gains.

In order to ascertain the extent to which the trainers' credentials in the Competence Based Education and Training (CBET) implementation affected the way visually impaired students at Kenyan TVET colleges acquired employable skills in Machakos County, Mutua, Nduku, and Kimiti (2019) conducted a study.

According to the survey, there was a scarcity of trainers in the majority of the institutes' departments due to the steady rise in the number of students with special needs and various disabilities as well as the demand for one trainer per student at a time for students with visual impairments. Additionally, it was determined that a sizable portion of the TVET teachers lacked the necessary skills to adopt the CBET strategy, with a focus on the visually impaired students (VILs). The study also found that trainers' qualifications in CBET implementation had a favourable and significant impact on VILs' development of employable abilities.

Muhamad et al. (2020) sought to identify the key factors that caused a disconnect between TVET and industry needs in Indonesia despite the Government introducing TVET institutions to meet the demand for skilled labour for the job market and industry needs. Notably, several graduates remained unemployed due to deficiency in skills. The findings indicated that there were nine elements that were crucial in determining how well TVET aligned with industry demands. The study concludes that there was need to raise the calibre of graduates, increase the TVET's industry relevance and appropriateness.

WanFadzilah, Kahirol, Nor Lisa, (2022) investigated the importance of skills for employment among the experienced and apprentice instructors in the TVET instructor training program following concerns by some employers that TVET graduates' deficiency of employability skills and inherent challenges to accomplish the existing employment requirements and professional standards pertinent to industries. 25 skills/items were ranked in this study based on the eight key employability skill components. Findings revealed that interpersonal skills, self-discipline, teamwork, and communication abilities were viewed as being of great importance, whereas both experienced trainers and novice trainers were in agreement that learning skills, conceptual skills and leadership skills were considered equally to have lower importance level. The study proposes that to help graduates develop employable skills, educational institutions must be transformed into centers for lifelong learning. Measures

must also be taken to ensure that the employability skills are constructively aligned with the curriculum, teaching, learning, and assessment procedures.

2.4 Critical Review of Literature

Edus (2016) and Moyo's (2015) findings show that improper HR planning negatively impacted an organization's performance, which was attributed to a lack of proper HRP consideration. There were many problems with the HRP process, including a lack of support from the top administration, insufficient resources, and a shortage of expertise. The author assumed that a particular institution's performance was directly tied to human resource planning. Therefore, it is clear that effective HRP led to good performance, and vice versa. According to Moyo's (2015) study, central government and ministries should improve the assistance they provide, develop and advance measures pertaining to employee issues, and increase top-level district management commitment to all HRP-related issues. These sentiments are concurrent with Stako's (2018) observations that for sure human asset practices, for example, training and development, policies on compensation, and HR planning, have an optimistic connection with execution in VETA institutions.

2.5 Conceptual Framework

The conceptual framework illustrates the relationship between the variables that influence the recruitment of teaching staff in VTCs. Human resource planning and job analysis are the factors under investigation on how they affect staff recruitment.

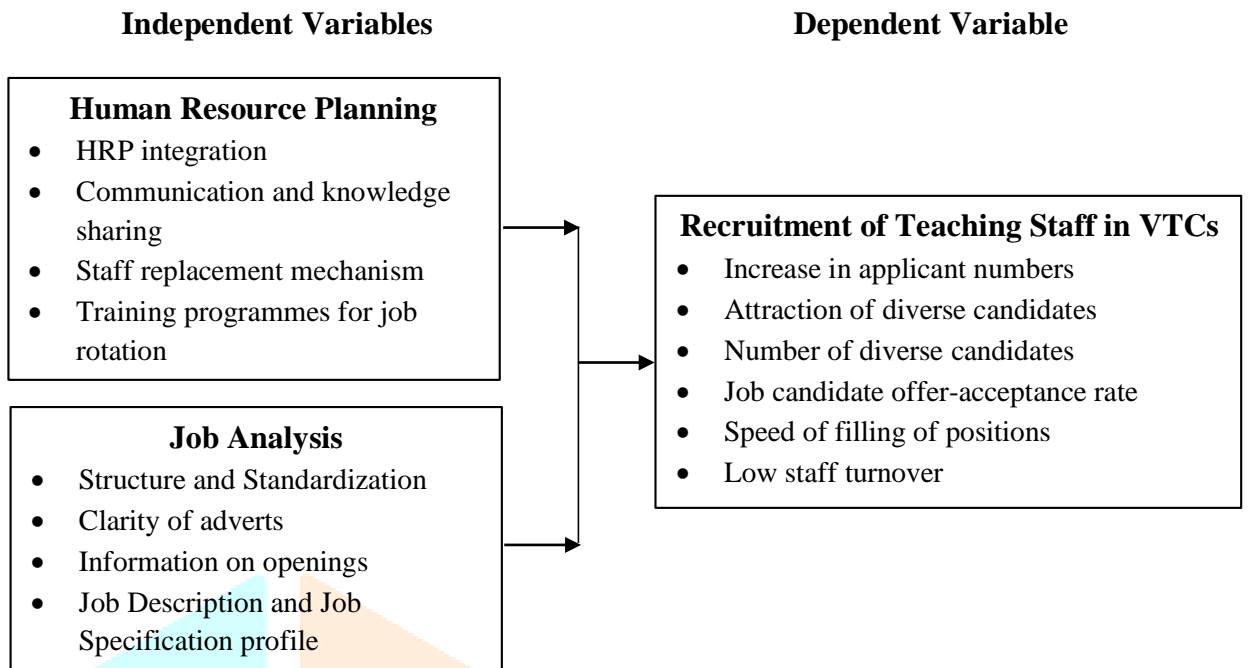


Figure 2. 1: Conceptual Framework
Source: Researcher (2021)

2.5.1 HR Planning and Staff Recruitment

A good HR plan facilitates recruitment because it enables organization to anticipate possible labour shortages, so that they can prepare by taking necessary measures. It is prudent upon the recruiter to consider integrating human resource plans, communication and knowledge sharing, staff replacement programmes as well as training programmes.

2.5.2 Job Analysis and Staff Recruitment

Proper job analysis takes place when a recruiter establishes the needs of a vacant position. Amongst the aspects for consideration include the environment and context where the job will be carried out along with the human characteristics. Elaboration is made regarding the manner of materials, or equipment the position entails.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the methodologies and tools that were used to conduct the study are discussed. It includes the research design, procedure of the study, population study, sampling technique and size, sources of data, data gathering technique, its analysis and subsequent presentation as engaged in this study.

3.2 Research Design

A descriptive survey was employed as the research design for this research exercise. Descriptive research defines the traits of the target population and allows respondents to respond to specific issues of the study and allow the researcher to draw meaningful conclusion (Trochim, 2005). Survey research was considered sufficient because it affords the researcher to generalize findings of a target population. Mugenda (2003) defines survey research as methodical information gathering from respondents in order to appreciate and forecast some characteristics of population's behaviour.

3.3 Target Population

The target population is made up of the whole of components, or the entire region of interest of the researcher (Oso, 2011). The population of this study comprised the top and middle level managers of the 32 Vocational Training Centres (VTCs) in Kiambu County that are duly registered and licenced by the Technical and Vocational Education and Training Authority (TVETA). These are the respective principals, deputy principals and heads of departments of the institutions. The reason for targeting this group is because they are instrumental and actively participate in the recruitment process of teaching staff.

Table 3. 1: Target Population

Category	Target Population	Percentage
Management	32	33.3
Heads of Departments	64	66.7
Totals	96	100

Source: Field Data (2021)

3.4 Data Collection

Since the population under study had few subjects, census was deemed the most appropriate method to collect data for the survey. In a census, the population of interest is fully counted, and information is gathered from every segment of the population (Kulshrethta, 2013).

3.4.1 Instrumentation

For this study, a structured questionnaire using a 1–5 scale to rate levels of agreement from strongly disagree to strongly agree was used. The questionnaires were delivered in person and the filled questionnaires were later collected in person to increase the response rate as well as target the required respondents (Ahadzie, 2007). Secondary data from books, journals, past research work and online sources were employed to reinforce the primary data.

3.4.2 Validity of Data

The questionnaire was aimed at addressing the study purpose, with emphasis on the specific objectives to ensure content validity. Validity is defined by Kothari (2007) and Saunders et al. (2009) as the degree of accuracy of a data gathering technique with the objective of gauging the breadth of study findings and its claims. Validity was assured by research experts who were the researcher's supervisors.

3.4.3 Reliability of Data

Reliability is the degree to which similar outcomes and consistent data is gathered from a test or procedure under the same circumstances (Kothari, 2007). Essentially, reliability is aimed at minimizing errors and biases in the study. A pilot study was carried out to ensure reliability of the research instrument in order to detect any ambiguities, as well as identify questions that are irrelevant, poorly constructed or not be easily understood. The test re-test method was employed to ascertain the questionnaire's reliability. Respondents from the targeted VTCs were identified for the exercise. The results of the pilot test results were analysed using Cronbach alpha with a set lower limit of acceptability of 0.7. To enhance objectivity for the respondents as well as the researcher, the anonymity of the participants was guaranteed.

3.5 Data Analysis and Presentation

Data analysis entails organizing, interpreting, and presenting gathered data (Oso, 2011). Mugenda (2011) defines data analysis as the conveying sharing of specific measures as

well as deducing relationship patterns among data groups. Data analysis is ostensibly carried out to summarize data while organising it to correspond with the research questions. The data collected for this study was both qualitative and quantitative, and upon collection was coded and computed on the statistical package for social sciences (SPSS) software to draw out descriptive and inferential statistics. Descriptive statistics entails the use of absolute and relative (percentages) frequencies, measures of central tendency and dispersion (mean and standard deviation respectively). To find answers to the study questions, analysis was carried out within the theoretical and conceptual framework elaborated in the literature review. Additionally, the researcher performed regression analysis to identify the relationship of the variables affecting the hiring of academic staff in vocational training facilities.

The specific model adopted by the study was:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \varepsilon$$

Where: Y = Recruitment at VTCs

β_0 = Constant Term;

$\beta_1, \beta_2, \beta_3$ and β_4 =

Beta coefficients;

X_1 = Human resource planning

X_2 = Job analysis

ε = Error term

Results of regression were generated with a 95% degree of confidence to identify the level of significance of the p values, which must be less than 5% for the variable to be statistically significant. The ANOVA model was used to see whether a statistical model could be fitted to the study's data set. While the coefficient of determination (R^2) was employed to display the percentage of staff recruitment, correlation coefficient (R) values were utilized to demonstrate the relationship between independent and dependent variables. Pie charts, bar charts, and frequency distribution tables were used to display the data analysis findings. In order to respond to the research questions, the analysis was done within the theoretical and conceptual framework developed in the literature review.

3.6 Ethical Issues

The researcher sought clearance to conduct the study from the PUEA School of Business and Management and further approval from the National Commission for Science, Technology and Innovation (NACOSTI). Once the necessary approvals were granted, data was collected whilst observing ethical issues indicated in the permits. This study was carried out with the full consent of the respondents, whose utmost confidentiality and anonymity, with minimal personal information required was assured. Since the exercise was a 'drop and pick' and voluntary, the respondents were informed that their returning of the questionnaire was an indication of their consent for use of the provided details for the study. (See Questionnaire; Appendix II).



CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents findings of the study. The study was designed to assess the factors influencing recruitment of teaching staff in Vocational Training Centres within Kiambu County. The study sought to address how human resource planning and job analysis influenced recruitment of teaching staff in VTCs in Kiambu County.

4.2 Response Rate

Table 4.1's data shows that 67.19% (n=43) of the administered questionnaires were correctly filled out and returned by the respondents, whereas 32.18% (n=21) of the questionnaires were not returned.

Table 4. 1: Responses Rate

Category	Frequency	Percentage
Response	55	67
No Response	41	33
Total	96	100

Source: Field Data (2021)

4.3 Demographic Information of the Respondents

In order to establish the respondents' eligibility for participation in the study and their capacity to contribute positively, the study collected demographic data about them. The data gathered included the respondents' level of education, designation, and tenure engagement at the respective centres.

Table 4. 2: Respondents' Demographic Data

	Category	% Respondents	Cumulative %
Gender	Male	66.7	66.7
	Female	33.3	100.0
Highest Education attained	Masters Degree	18.0	18.0
	Higher Diploma	23.0	41.0
	Bachelors Degree	51.0	92.0
	Diploma	8.0	100.0
Designation	Management	34.5	34.5
	Head of Department	65.5	100.0
Length of Service	1-5 years	58.0	58.0
	6-10 years	33.0	91.0
	11-15 years	9.0	100.0

Source: Field Data (2021)

It is clear from table 4.2 that males and females differed by a small margin. This could point to gender parity considerations during teaching staff recruitment for VTCs. This could be attributed to the technical nature of course offerings at the centres. The highest level of education attained was also sought. From table 4.2 findings, it can be seen that majority of the respondents had attained at least a Bachelors degree, with 18% of these being Masters degree holders implying academic ability of respondents to perform their duties. Table 4.2 also shows that 65.5% of the respondents headed a department while 34.5% served as senior management, either as principals, or directors. It is also clear that the bulk of the respondents had spent a significant amount of time at the centres, indicating that they were probably familiar with how those centres operated, particularly with regard to human resource issues.

4.4 The Influence of Human Resource Planning on Recruitment of Teaching Staff

Respondents' opinion was sought on whether they thought human resource planning affected the recruitment of teaching staff.

4.4.1 Extent of Human Resource Planning Influence on Teaching Staff Recruitment

This study endeavoured to establish to what extent human resource planning influenced recruitment of teaching staff in VTCs.

Table 4. 3: Extent of Human Resource Planning Influence on Teaching Staff Recruitment

	Category	% Respondents	Cumulative %
Does HRP affect Staff Recruitment?	Yes	96.4	96.4
	No	3.6	100.0
To what extent does HRP affect Staff Recruitment?	Great Extent	69.2	69.2
	Moderate Extent	25.4	94.6
	Low Extent	5.4	100.0

Source: Field Data (2021)

Table 4.3 above shows that 96.4% of respondents believed that human resource planning has an impact on employee recruitment, while 3.6% of respondents held a contrary belief. In this case, majority of respondents consider HR planning to be of significance in recruitment. Table 4.6 also shows that 69.2% (n=38) thought that human resource planning affects recruitment of teaching staff to a great extent, 25.4% (n=14) to a moderate extent and 5.4% (n=3) to a low extent. This shows that majority of the respondents (94.6%) agree that organization policy affects recruitment is a key factor to consider in recruitment.

4.4.2 The Influence of Human Resource Planning on Recruitment of Teaching Staff

Human resource planning's influence on teaching staff recruitment was sought by this study using a likert scale with a score range of 1 – 5 to determine level of agreement from strongly disagree to strongly agree respectively as portrayed in table 4.4.

Table 4. 4: The Influence of Human Resource Planning on Recruitment of Teaching Staff

Statement	Mean	SD
At the centre there are opportunities to easily share knowledge and communicate	4.2	2.1
There is an elaborate way of replacing staff that leave or retire	3.5	1.8
The management considers changes in the industry and hires the right candidates to the Centre	3.7	2.0
There are opportunities for job rotation and training programmes in the Centre	4.1	1.9
There are limited chances for employees to make career plans due to frequent disruptions in the programmes and duties	4.5	2.1

Source: Field Data (2021)

According to table 4.4 the findings, respondents agreed that the centres offered opportunities to easily share knowledge and communicate (Mean=4.2, SD=2.1); there were offerings for job rotation and training programmes in the Centre (Mean=4.1, SD=1.9); management considered changes in the industry and hired the right candidates for the centres (Mean=3.7, SD=2.0); and there existed an elaborate way of replacing staff that leave or retire. The above findings are in tandem with (Mondyet et al, 2003) who found that HRP empowers centres to hold staff recruitment by methodically defining the forthcoming management requirements of the centres and empowering staff to meet those needs.

4.5 The Influence of Job Analysis on Recruitment of Teaching Staff

This study explored whether respondents believed that staff recruitment was impacted by human resource planning.

4.5.1 Extent of Job Analysis Influence on Teaching Staff Recruitment

This study endeavoured to establish to what extent job analysis influenced recruitment of teaching staff in VTCs.

Table 4. 5: Extent of Job Analysis Influence on Teaching staff Recruitment

	Category	% Respondents	Cumulative %
Does JA affect Staff Recruitment?	Yes	96.3	96.3
	No	3.7	100.0
To what extent does JA affect Staff Recruitment?	Great Extent	70.9	70.9
	Moderate Extent	27.3	98.2
	Low Extent	1.8	100.0

Source: Field Data (2021)

From figure 4.5 above, indications are that 96.3% thought job analysis affects teaching staff recruitment while 3.7% of the respondents indicated to the contrary, pointing to majority of respondents considering job analysis of significance in recruitment. It can also be seen that 70.9% (n=39) thought job analysis affects teaching staff recruitment to a great extent, 27.3% (n=15) to a moderate extent and 1.8% (n=1) to a low extent. This shows that majority of the respondents (98.2%) agree that job analysis affects recruitment and is a key factor to consider in recruitment.

4.5.2 The Influence of Job Analysis on Recruitment of Teaching Staff

This study explored whether respondents believed that staff recruitment was impacted by job analysis.

Table 4. 6 The Influence of Job Analysis on Recruitment of Teaching Staff

Statement	Mean	SD
Job descriptions and specifications are available in this center.	4.2	1.9
The job description and specification is organized, consistent, and up to date.	3.8	1.7
When posting job openings, the center provides a detailed description and person requirements.	2.9	2.5
Tasks, abilities, requirements, and remuneration information are all fully disclosed in the advertisements.	3.3	1.8
By monitoring and offering feedback, one can keep track of employee recruiting.	3.7	2.0
In the hiring process, the job description and person specification profile are crucial.	3.4	2.1

Source: Field Data (2021)

The findings from table 4.6 portray the majority of responders reported that their centres had a job description and specification available (Mean=4.2, SD=1.9); the job specification is effectively organized, standardized, and maintained (Mean=3.8, SD=1.7); centres advertised opportunities with detailed job descriptions and person specifications, (Mean=2.9, SD=2.5); even though all of the information provided in the adverts regarding the jobs, skills, qualifications, and pay was complete (Mean=3.3, SD=1.8). The study also depicts monitoring to be closely done and staff recruitment measures and feedback mechanism were in place to achieve desirable objectives by a mean of 3.8 and a standard deviation of 1.7.

4.6 Staff Recruitment

Further underpinnings with regard to recruitment of teaching staff at the VTCs were also considered using a likert scale with a score range of 1 – 5 to determine level of agreement from strongly disagree to strongly agree respectively as depicted in table 4.7.

Table 4. 7 Staff Recruitment

Statement	Mean	SD
The centre attracts a diverse range of candidates	2.8	1.2
The number of staff at this centre is steadily rising	3.5	1.9
Whenever vacancies occur, they are readily filled up	3.8	1.5
The rate of staff turnover at this centre is low	4.2	2.2
The centre has a conducive environment and its staff feel motivated to perform their duties	2.9	1.6
Other centres offering similar courses to ours pay us benchmarking visits on staff recruitment	3.3	2.1

Source: Field Data (2021)

The findings, as shown in Table 4.7 indicate that the rate of staff turnover at the centres was low (Mean=4.2, SD=2.2); whenever vacancies occurred, they are readily filled up (Mean=3.8, SD=1.5); the number of staff at this centre is steadily rising (Mean=3.5, SD=1.9); other centres offering similar courses to ours pay us benchmarking visits on staff recruitment (Mean=3.3, SD=2.1); and the centres attracted a diverse range of candidates (Mean=2.8, SD=1.2). The findings are in tandem with findings by Edler and Uyarra (2012) which elaborate that adequate planning, defining and communicating needs and user engagement early in the staff recruitment process are crucial to spur staff recruitment of VTCs within Kiambu County.

4.7 Inferential Statistics

4.7.1 Correlations

The study sought to find out how the dependent and the independent variables correlate with a correlation value of 0.7 indicating a strong positive correlation. Testing at 5% significance level, the findings, as shown in table 4.8 indicate a solid positive relationship between the dependent and independent variables with the Pearson correlation values all above 0.7 and the significance values were all 0.000.

Table 4. 8 Correlation analysis

	JA	HRP
Pearson Correlation	1	
JA Sig. (1-tailed)		
N	55	
Pearson Correlation	.735**	1
HRP Sig. (1-tailed)	.000	
N	55	55

Source: Field Data (2021)

4.7.2 Regression Analysis

A summary of the multiple regression model was generated by the multiple regression analysis. The model overview is shown in Table 4.9 below.

Table 4. 9 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.777 ^a	.603	.594	.07182

a. Predictors: (Constant), Job Analysis, Human Resource Planning

Source: Field Data (2021)

The percentage of the dependent variable's variance that is jointly or solely explained by the independent variables is represented by the R^2 number, also known as the coefficient of multiple determinations. The value of the R^2 coefficient of determination, as depicted in table 4.9, was determined to be 0.603. This communicates the fact that 60.3% of the factors determining the recruitment of teaching staff in the VTCs. This conveys 60.3% of the variables affecting the hiring of instructors at VTCs are explained by the two variables under consideration in this study (human resource planning and job analysis, while the remaining 39.7% point at factors beyond this model. The correlation between the predicted value and the observed values is explained by the value "R" in the summary model. The analysis revealed that the value of "R" was .777, indicating a correlation of 0.0777 between the predicted and observed values.

Table 4. 10 Regression Variance (ANOVA)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.450	2	.362	70.270	.000 ^b
	Residual	.954	185	.005		
	Total	2.404	189			

a. Dependent Variable: Staff recruitment

b. Predictors: (Constant), Human Resource Planning, Job Analysis

Source: Field Data (2021)

The results in table 4.10 above demonstrate a significance value in the model's dependability when examining the correlation between hiring new employees and the independent factors [F (2, 189) = 70.270, p = 0.000]; which is less than 0.005,

consequently and significant statistically, the model successfully predicts the relationship between the study's variables.

Table 4. 11: Regression coefficients for the overall model

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.163	.191		11.329	.000
Job Analysis	.080	.016	.266	4.959	.000
Human Resource Planning	.920	.064	.695	14.389	.000

a. Dependent Variable: Staff recruitment

Source: Field Data (2021)

Based on the linear regression model, $Y = \alpha + \beta_1X^1 + \beta_2X^2 + u$, the model therefore becomes; $Y = 2.163 + 0.08X^1 + 0.92X^2 + u$

Where Y = dependent variable (recruitment of teaching staff)

α = constant

β^1 , and β^2 are coefficients of independent variables

X^1 and X^2 = are independent variables (human resource planning and job analysis)

The regression analysis in table 4.11 is significant at the 5% level of significance since all of the p-values (Sig. $p < 0.025$) are tested using two tail tests. Staff recruitment remained at 2.163 when all other variables were held constant at zero. The results show that every unit increase of human resource planning by 0.92 (92%) and a unit increase of job analysis by 0.80 (8%) would upscale staff recruitment by 100%, while considering the other variables to have a constant value and as well as the standard error value.

4.8 Summary of Data Findings

This study's findings indicate that with regard to the influence of human resource planning recruitment, majority of the respondents considered the availability of an organization policy and a clear structured/defined/specified recruitment policy significantly affecting the recruitment process to a great extent. Meeting affirmative action goals and the labour legislation policy playing an important role in recruitment were considered to moderately affect the process while a well-defined labour policy

was considered least significant. The study also found that the respondents consider the HR plan as of utmost importance during staff recruitment in their institutions. All the other HR planning factors, that is including, a comprehensive plan, the plan achieving its objectives and goals, the college attracting and keeping employees, and integrating HR planning with the recruitment process, were considered to affect the recruitment process to a moderate extent. The respondents of this study conveyed that the job analysis profiles played a key role in the recruitment process. Information on the adverts about the tasks, skills, requirements and salary completeness were considered to affect the recruitment process to a low extent, while the clarity of the job description and specification as well as their being well structured, standardized and maintained affecting the recruitment process to a moderate extent.



CHAPTER FIVE

SUMMARY CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter presents a summary of the study findings, conclusions, recommendations and suggestion for further research. The purpose of the study was to investigate the factors influencing recruitment of teaching staff in Vocational Training Centres within Kiambu County, with human resource planning and job analysis being the determining factors. The study conclusions and recommendations for further areas for research are also made.

5.2 Summary

5.2.1 The Influence of Human Resource Planning on recruitment of Teaching Staff

This study found that human resource planning affected recruitment of staff in vocational training centre within Kiambu County. According to the findings, it is evident that HR planning was considered to be of key importance during the recruitment of staff in the institutions, and the institutions also attracted and retained employees. Upto 94.6% of the respondents indicated that human resource planning had influence on recruitment decisions regarding teaching staff. It was also established that the laid-out HR goals and objectives were achieved, with HR planning being integrated with the recruitment process. The VTCs also indicated having a comprehensive HR plan with job-related characteristics were identified for future needs. Since the determined p-value from the ANOVA (0.000) was less than the threshold value of 0.005, it was concluded that human resource planning has an impact on TVET institutions' performance.

According to Huedenu's (2018) research on the manpower planning divisions in a few selected educational directorates in Ghana's western regions, the district's educational staff members are well aware of the importance of manpower planning as a key management task. Furthermore, Anyim, et. al. (2012) investigation on the role of HRP in recruitment found that organizations used HRP to ensure that they have the right number and the right kind of people at the right place and at the right time. Where this exercise was executed appropriately, it promoted maximum long-term benefits to both the organization and to individual employees.

5.2.2 The Influence of Job Analysis on Recruitment of Teaching Staff

This study found that job analysis affected recruitment of staff in VTCs in Kiambu County. In most cases, it was established that the centres had aspects of job analysis – right from job description to specification and this factor played a pivotal role in determining the kind of employee they had in mind. More than 70% of the respondents were of the affirmative that this job analysis affected their recruitment decisions to a great extent. The fact that the computed p-value from the ANOVA, which was 0.000, was less than the threshold value of 0.005, suggests that job analysis had an impact on the hiring of teaching personnel in TVET institutions. These findings corroborate the findings by Crowel, et. al (2011), which show that in scenarios where job analysis tools were incorporated, an organization stood to be more effective and socially valid in improving organizational strategy.

5.3 Conclusions

The study has examined factors affecting recruitment in institutions of vocational training centres and it has been observed that recruitment policy and legislation, such as the Employment Act played a great role in promoting equal opportunities and strived to eliminate employment malpractices.

From the finding of the study, HR planning played a very important role in facilitating recruitment because it enabled organization to anticipate possible labour shortages, so that they prepared necessary measures. From the findings of the study; good recruitment policy and legislation ensured a proper recruitment of staff. It also discouraged discrimination in employment in terms of gender, religion, sex and tribe. All the participants in the process were able to focus their efforts on attaining the organization's goals and knew they were behaving in accordance with the organization's intentions thanks to good policy and regulation.

The study showed that job analysis communicated the purpose, level of responsibility and range of the job to potential applicants. Considering that the centre has in place strategies to identify the gaps in their centres, this made it easier to determine what kind of employees the institutions required. This could also be attributed to the revision of the Kenyan education curriculum, transitioning from 8-4-4, which was largely deemed as academic-centred, to the recently introduced Competency Based Curriculum (CBC), which is more hands-on. It therefore means that the centres now have a ready market

for their product – education. With CBC candidates being released into the market post-secondary education and go ahead to seek tertiary or higher education, the VTCs provide an opportunity for them to explore further education, especially with the tremendous support and environment the institutions have at their disposal, courtesy of the National and County governments.

5.4 Recommendations

Based on this study's findings, the vocational training centres seem to be a fairly conducive environment to carry out their mandate. The centres need not settle in the state they are in, but also seek to mitigate the identified gaps. With the prevailing dynamic technological space, they operate in as well as the lively market conditions, the centres could also revise, or enhance their course offerings to mirror the diverse and fresh demands of the job market. With new course frontiers, it will also be important to forecast future HR recruitment requirements in order to handle the number of potential trainees being churned out beyond the classroom but also from the jobless space. It therefore means that as demand for courses grows, along with new centres being licensed train, the anticipated staff turnover through new employment opportunities, staff turnover, promotions, expansions and retirement are investable. The centres need not fail in anticipating this and therefore very crucial to create stable plans.

5.5 Areas for Further Study

The study established that factors such as politico-social issues, competition and type of course (product) offering also significantly contribute to staff recruitment decisions. Further research is consequently recommended for these aspects. The researcher therefore recommends further research in these areas.

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APPENDICES

Appendix I: Letter of Introduction

Dear Respondent,

RE: REQUEST TO FILL QUESTIONNAIRE

I am a postgraduate student of the Presbyterian University of East Africa pursuing Master of Business Administration. As part of the requirement for my studies, I am required to conduct research in my area of study.

The purpose of this study is to assess the factors affecting recruitment of teaching staff in Vocational Technical Centres (VTCs) in within Kiambu County, Kenya. This study also seeks to establish how human resource planning and job analysis affect recruitment of teaching staff in the centres.

The required information shall be used for purely academic purposes. You are not required to provide personal details and your responses shall be treated in confidence. A copy of the research project will be available to you upon request.

Thanks in advance for your cooperation.

Yours faithfully,

Oscar S. Webala

Appendix II: Research Questionnaire

This questionnaire is intended to gather general information about yourself and the college. The questionnaire has two sections – Demographic characteristics and internal factors affecting staff recruitment. Thank you.

Section I: Demographic Information

Tick in the appropriate box to fill the space provided as the case may be.

1. Gender: Male Female
2. Terms of employment: Temporary Permanent Contract
3. Level of Education:

Certificate Diploma Degree Masters Dr PhD

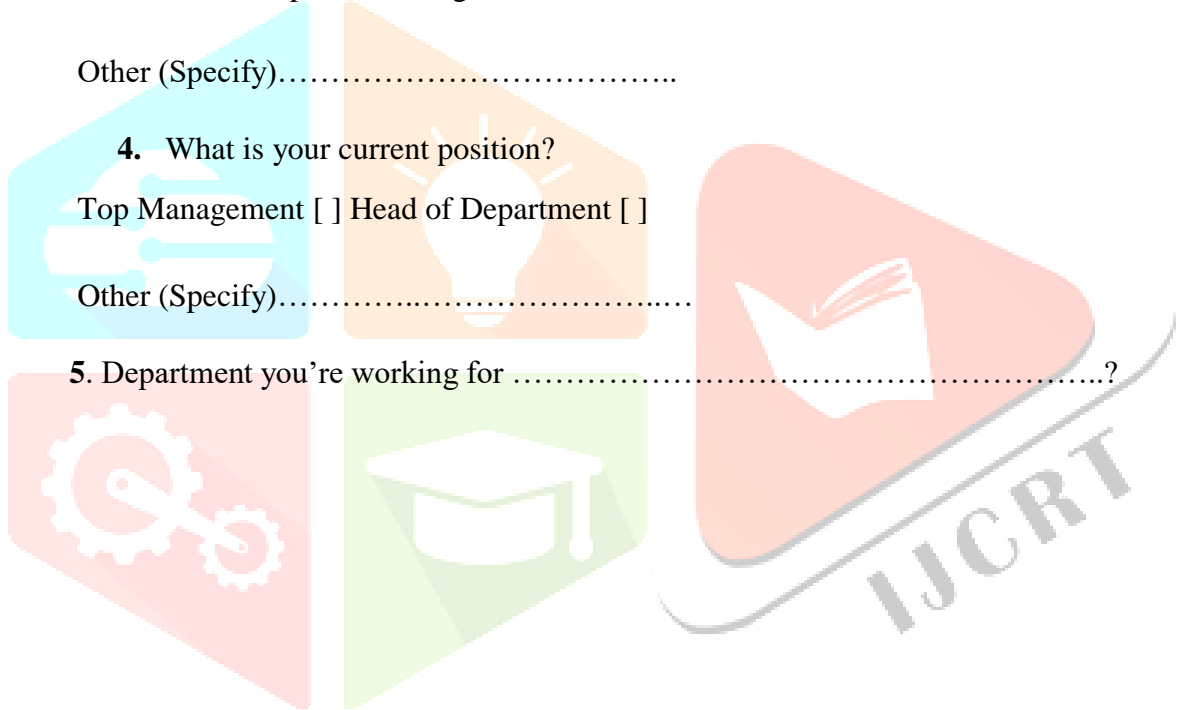
Other (Specify).....

4. What is your current position?

Top Management Head of Department

Other (Specify).....

5. Department you're working for



Section II

6. Human Resource Planning and Staff Recruitment

a. In your opinion, does human resource planning affect staff recruitment in this centre?

Yes [] No []

Explain.....
.....
.....
.....

b. To what extent does human resource planning affect staff recruitment in this centre?

Great extent [] Moderate extent [] Low extent [] No extent []

Explain.....
.....
.....

c. What is your level of agreement with the following statements that relate to the influence of Human resource planning on recruitment of staff at the Centre? Use a scale of 1-5 where *Strongly Disagree=1, Disagree=2, Not Sure=3, Agree=4, and Strongly Agree=5*

Statement	Mean	Stdev
At the centre there are opportunities to easily share knowledge and communicate		
There is an elaborate way of replacing staff that leave or retire		
The management considers changes in the industry and hires the right candidates to the Centre		
There are opportunities for job rotation and training programmes in the Centre		
There are limited chances for employees to make career plans due to frequent disruptions in the programmes and duties		

7. Job Analysis and Staff Recruitment

a. In your opinion, does job analysis affect staff recruitment in this centre?

Yes [] No []

Explain.....
.....
.....
.....

b. To what extent does job analysis affect staff recruitment in this centre?

a. Great extent [] Moderate extent [] Low extent [] No extent []

Explain.....
.....
.....
.....

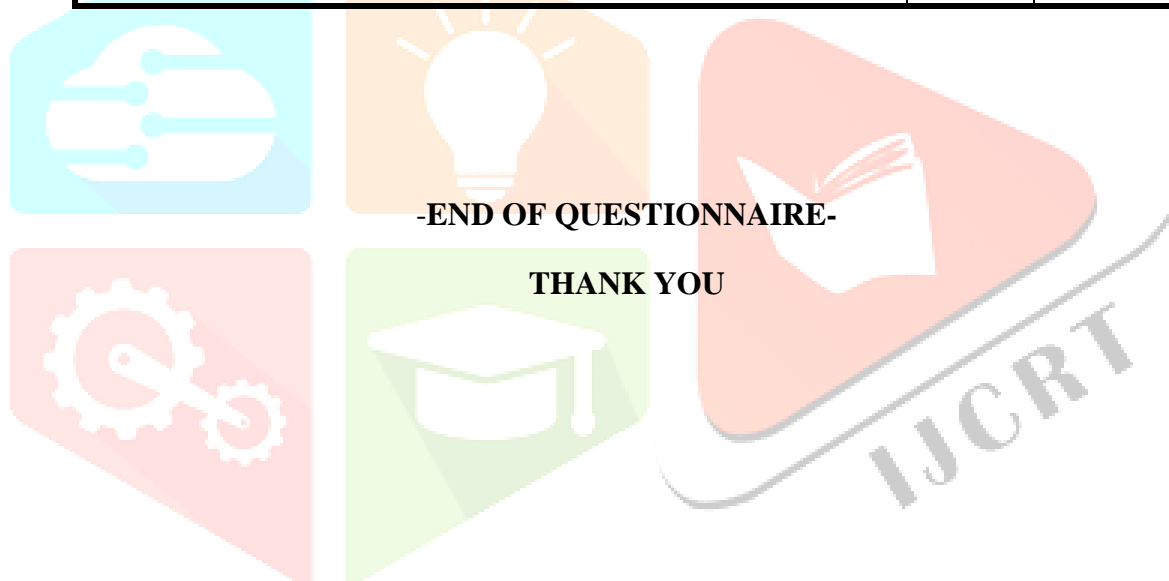
c. What is your level of agreement with the following statements that relate to the influence of job analysis on recruitment of staff at the Centre? Use a scale of 1-5 where: *Strongly Disagree=1, Disagree=2, Not Sure=3, Agree=4, and Strongly Agree=5*

Statement	Mean	SD
Job descriptions and specifications are available in this center.		
The job description and specification is organized, consistent, and up to date.		
When posting job openings, the center provides a detailed description and person requirements.		
Tasks, abilities, requirements, and remuneration information are all fully disclosed in the advertisements.		
By monitoring and offering feedback, one can keep track of employee recruiting.		
In the hiring process, the job description and person specification profile are crucial.		

8. Recruitment of Staff at Vocational Training Centres

What is your level of agreement with the following statements that relate to Recruitment of staff at the Centre? Use a scale of 1-5 where: *Strongly Disagree=1, Disagree=2, Not Sure=3, Agree=4, and Strongly Agree=5*

Statement	Mean	SD
The centre attracts a diverse range of candidates		
The number of staff at this centre is steadily rising		
Whenever vacancies occur, they are readily filled up		
The rate of staff turnover at this centre is low		
The centre has a conducive environment and its staff feel motivated to perform their duties		
Other centres offering similar courses to ours pay us benchmarking visits on staff recruitment		



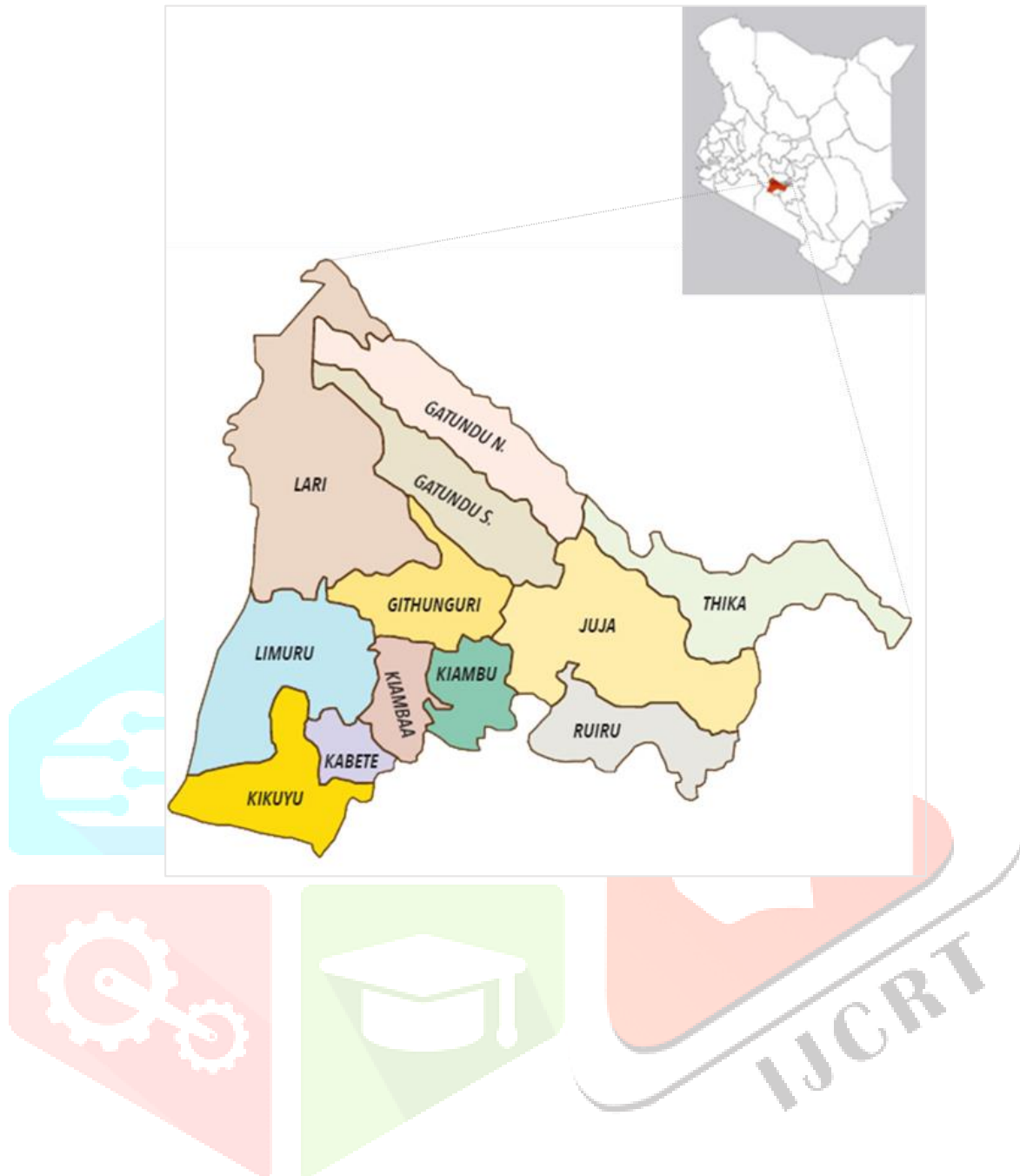
Appendix III: Vocational Training Centres in Kiambu County

No	Institution Name	Contacts	Reg. No.	Status
435	Gathage Vocational Training Center	P.O. Box 1185 Code: Town: Ruiru	TVETA/PUBLIC/VTC/0219/2019	Registered and Licensed
464	Gitiha Vocational Training Center	P.O Box 144 - 00222 Uplands	TVETA/PUBLIC/TVC/0005/2014	Registered and Licensed
466	Gituamba Vocational Training Center	P.O Box 42 - 01003 Githuamba	TVETA/PUBLIC/VTC/0122/2018	Registered and Licensed
477	Gokoe Vocational Training Center	P.O Box 60 - 00100 Nairobi	TVETA/PUBLIC/VTC/0224/2018	Registered and Licensed
587	Juja Farm Vocational Training Center	P.O Box 374 - 01001 Kalimoni	TVETA/PUBLIC/VTC/0001/2014	Registered and Licensed
608	Kagumo - Ini Vocational Training Center	P.O Box 656 Gatundu	TVETA/PUBLIC/VTC/0109/2018	Registered and Licensed
618	Kairi Vocational Training Center	P.O Box 477 - 01000 Thika	TVETA/PUBLIC/VTC/0078/2018	Registered and Licensed
643	Kamirithu Vocational Training Center	P.O Box 153 - 00127 Limuru	TVETA/PUBLIC/VTC/0099/2016	Registered and Licensed
658	Kanjuku Vocational Training Center	P.O Box 258 - 01004 Kanjuku	TVETA/PUBLIC/VTC/0067/2020	Registered and Licensed
663	Kanyariri Vocational Training Center	P.O Box 501 - 00902 Kikuyu	TVETA/PUBLIC/VTC/0216/2018	Registered and Licensed
679	Karatu Vocational Training Center	P.O Box 501 - 00902 Kikuyu	TVETA/PUBLIC/VTC/0216/2018	Registered and Licensed
893	Kinoo Vocational Training Center	P.O Box 12908 - 00100 Nairobi	TVETA/PUBLIC/VTC/0092/2018	Registered and Licensed
921	Kirangari Vocational Training Center	P.O Box 23068 - 00604 Lower Kabete	TVETA/PUBLIC/VTC/0093/2018	Registered and Licensed
922	Kirenga Vocational Training Centre	P.O. Box 00206 Nairobi.	TVETA/PUBLIC/VTC/0061/2020	Registered and Licensed
976	Komothai Vocational Training Center	P.O Box 70 - 00901 Ngewa	TVETA/PUBLIC/VTC/0098/2018	Registered and Licensed
989	Kwihota Vocational Training Center	P.O Box 186 - 00232 Ruiru	0	Registered and Licensed
1083	Makongeni Educational Vocational Training Center	P.O Box 128 - 01002 Madaraka	TVETA/PUBLIC/VTC/0226/2018	Registered and Licensed
1103	Mangu Vocational Training Center	P.O Box 166 - 01028 Gatukuyu	TVETA/PUBLIC/VTC/0082/2018	Registered and Licensed
1264	Muchatha Vocational Training Center	P.O Box 62 - 00219 Karuri	TVETA/PUBLIC/VTC/0068/2020	Registered and Licensed
1270	Muguga Vocational Training Center	P.O Box 432 - 00902 Kikuyu	TVETA/PUBLIC/VTC/0079/2017	Registered and Licensed
1295	Munyu - Ini Vocational Training Center	P.O Box 131 Gatundu	TVETA/PUBLIC/VTC/0111/2018	Registered and Licensed
1401	Ndenderu Vocational Training Center	P.O Box 646 - 00219 Karuri	TVETA/PUBLIC/VTC/0091/2018	Registered and Licensed


1408	Ndumberi VTC	Po Box 2268 -00900, Kiambu	TVETA/PUBLIC/VTC/0052/2020	Registered and Licensed
1471	Nyaga Vocational Training Center	P.O Box 25 Ngewa	TVETA/PUBLIC/VTC/0099/2018	Registered and Licensed
1492	Nyanduma Vocational Training Center	P.O Box 307 - 00216 Githunguri	TVETA/PUBLIC/VTC/0116/2018	Registered and Licensed
1611	Riabai Vocational Training Center	P.O Box 2001 - 00900 Kiambu	TVETA/PUBLIC/VTC/0209/2018	Registered and Licensed
1631	Riuki Youth Polytechnic	P.O Box 103 - 00900 Kiambu	TVETA/PUBLIC/VTC/0016/2015	Registered and Licensed
1767	St. Bosco Vocational Training Center	P.O Box 174 - 00217 Limuru	TVETA/PUBLIC/VTC/0223/2018	Registered and Licensed
1812	St. Joseph the Worker Thuita Vocational Training Center	P.O Box 647 - 01000 Thika	TVETA/PUBLIC/VTC/0012/2018	Registered and Licensed
1919	Thogoto Vocational Training Center	P.O Box 1943 - 00900 Kikuyu	TVETA/PUBLIC/VTC/0120/2016	Registered and Licensed
1982	Uthircu Vocational Training Center	P.O Box 358 - 00625 Kangemi	TVETA/PUBLIC/VTC/0064/2017	Registered and Licensed
2027	Wabeni Vocational Training Center	P.O Box 6675 - 01000 Thika	TVETA/PUBLIC/VTC/0215/2018	Registered and Licensed




Appendix IV: Map of Kiambu County



Appendix V: NACOSTI Permit



REPUBLIC OF KENYA




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Date of Issue: **15/November/2021**

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National Commission for Science, Technology and Innovation
off Waiyaki Way, Upper Kabete,
P. O. Box 30623, 00100 Nairobi, KENYA
Land line: 020 4007000, 020 2241349, 020 3310571, 020 8001077
Mobile: 0713 788 787 / 0735 404 245
E-mail: dg@nacosti.go.ke / registry@nacosti.go.ke
Website: www.nacosti.go.ke

