A SURVEY OF FACULTY PERCEPTIONS TOWARDS POLICIES AND PROCEDURES OF RECRUITMENT OF THE FACULTY AT THE UNITED STATES INTERNATIONAL UNIVERSITY–AFRICA

By
Roseline Sakase Lubulellah

A Research Project Report Presented in Partial Fulfilment of the Requirements for the Degree of Master of Business Administration

United States International University
July 2001
STUDENT'S DECLARATION

I, the undersigned declare that this is my original work and has not been submitted to any college, institution or university other than USIU-A for academic credit.

Signed: Roseline Sakase Lubulelah
Date: July 19, 2001

This project paper has been presented for examination with my approval as the appointed supervisor.

Signed: Dr. Gituro Wainaina
Date: July 19, 2001

Signed: [Signature]
Date: 25/1/2002
Dean, School of Business

Signed: [Signature]
Date: 20/02/2002
Deputy Vice-Chancellor, Academic Affairs
ACKNOWLEDGEMENT

I sincerely would like to acknowledge the many people whose assistance facilitated the completion of this project. A special word of appreciation to the entire faculty community who enthusiastically supported and contributed to the project.

I would also wish to express my deepest gratitude to my supervisor, Dr. Gituro Wainaina, for his patience, guidance, and support during this entire project.

I also acknowledge the overwhelming invaluable support of all my brothers and sisters. Without your love and encouragement, I would not have made it this far.
DEDICATION

To my parents, Lucia Isutsa Lubulellah and Peter Lubale Lubulellah whose love, support and sacrifices have given me the strength and determination to always strive to achieve, and be the best I can be.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENT'S DECLARATION</td>
<td>ii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>iii</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>iv</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>v</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>vii</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>viii</td>
</tr>
<tr>
<td>ABSRACT</td>
<td>ix</td>
</tr>
<tr>
<td><strong>CHAPTER 1</strong></td>
<td></td>
</tr>
<tr>
<td>INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>1.1 Background</td>
<td>1</td>
</tr>
<tr>
<td>1.2 Statement of the Problem</td>
<td>4</td>
</tr>
<tr>
<td>1.3 Objectives</td>
<td>4</td>
</tr>
<tr>
<td>1.4 Importance of the Study</td>
<td>5</td>
</tr>
<tr>
<td>1.5 Scope of the Project</td>
<td>5</td>
</tr>
<tr>
<td><strong>CHAPTER 2</strong></td>
<td></td>
</tr>
<tr>
<td>LITERATURE REVIEW</td>
<td>6</td>
</tr>
<tr>
<td>2.1 Conceptual Framework</td>
<td>6</td>
</tr>
<tr>
<td>2.2 Overview of the Recruiting Process</td>
<td>6</td>
</tr>
<tr>
<td>2.3 A Systematic Approach to Recruitment</td>
<td>8</td>
</tr>
<tr>
<td>2.4 Evaluation of the Recruitment Procedures</td>
<td>10</td>
</tr>
<tr>
<td>2.5 Recruitment Process of Lecturers at United States International University–Africa</td>
<td>11</td>
</tr>
<tr>
<td><strong>CHAPTER 3</strong></td>
<td></td>
</tr>
<tr>
<td>RESEARCH DESIGN</td>
<td>13</td>
</tr>
<tr>
<td>3.1 Sampling</td>
<td>13</td>
</tr>
<tr>
<td>3.2 Data Collection Method</td>
<td>13</td>
</tr>
<tr>
<td>3.3 Data Collection Instruments</td>
<td>14</td>
</tr>
<tr>
<td>3.3.1 Questionnaire</td>
<td>14</td>
</tr>
<tr>
<td>3.3.2 Personal Interviews</td>
<td>14</td>
</tr>
<tr>
<td>3.4 Data Analysis</td>
<td>15</td>
</tr>
</tbody>
</table>
LIST OF TABLES

Table                                                                                       Page
<table>
<thead>
<tr>
<th>Figure</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Graham’s Model on the Recruiting Process</td>
<td>8</td>
</tr>
</tbody>
</table>
ABSTRACT

The purpose of this project was to survey the faculty perceptions towards the policies and procedures of the recruitment of the faculty at the United States International University–Africa (USIU-A). The recruitment process is the most significant factor in attracting and maintaining a high performing workforce. Therefore, it is in the interest of organisations to streamline the process so as to improve the efficiency, effectiveness and productivity of its workforce.

Data was collected from both primary and secondary sources. The data was collected in 1998 and so some of the findings in this project may have changed over the years.

Primary data consisted of questionnaire responses from the faculty of USIU-A. One hundred and twenty questionnaires were distributed, and of these, 73 of them were returned. The secondary data was collected from previous published findings and interviews.

The analysis revealed that the recruitment policy of the institution has shortcomings that need to be identified, evaluated and corrected. These shortcomings range from 70 percent of the faculty not knowing what the mission of the institution was all about. There is no orientation or induction programme according to 61 percent of the respondents and 53 percent of the faculty complained of poor communication channels.

However, the university seems to have an attraction to the faculty since 81 percent would not leave the institution immediately another similar opportunity arose. This shows that despite some of the negative findings, the faculty is loyal to the
university and this is a positive factor the administration can exploit when re-evaluating the recruitment policy.

It was also found that different factors such as participation in planning of jobs, remuneration, opportunities for career advancement, have a great influence on the respondents’ motivation in carrying out their jobs.

Based on the findings, it was recommended that the university revise its recruitment policy to include skilful manpower planning, effective recruiting, interviewing and placement as well as induction and orientation. This would then contribute greatly to the institution’s development of its faculty.
CHAPTER I
INTRODUCTION

1.1 Background

University education is the apex of the formal system for the education and training of high-level manpower for national development. Universities are also charged with the role to teach, undertake research, develop and advance knowledge, store and disseminate knowledge. University education and training programmes are expected to respond to the demands of national development and emerging socio-economic needs with a view to finding solutions to the problems facing society.

The development of university education in Kenya started with the establishment of the Royal Technical College in Nairobi in 1956. In 1961, the Royal Technical College was renamed the University College of Nairobi. In 1970, by an act of parliament, it was established as the University of Nairobi, thereby becoming Kenya’s first university (Kamunge, 1988).

Three more public universities were established in the 1980’s by an act of parliament. Moi University was established as the second university in 1984, followed by Kenyatta University in 1985, and Egerton University in 1987. The demand for university education rose so high that the public universities were not able to absorb all the candidates who qualified for admission. In an effort to meet this high demand for university education, private universities were started. Among the existing ones are: United States International University-Africa, Baraton University of Eastern Africa,
Daystar University College, Catholic University of East Africa, Nazarene University, St. Paul's United Theological College–Limuru and East Africa School of Theology–Nairobi. Other universities are either housed within mission premises or in semi-private homes. Some more universities have been proposed and it is up to the Kenya government to see how many private universities will qualify for registration.

The licensing of more private universities essentially means that the education sector has become more competitive. Private universities are competing for students with not only the public universities but the other private universities as well.

United States International University–Africa began as a comprehensive school in 1972 with about 25 students, who were all from San Diego campus. The university faced grave adversities from 1976 until 1983. Some of these included being defrauded, nearly facing closure by the Kenyan Government, and having to sell most of its assets to survive and bad publicity. Situations such as these did not help and high turnover of the administration occurred.

The university managed to survive through all these, and got back to its feet mainly through the determination of one of its directors who secured a residence at Ralph Bunche Road, and during his tenure, enrolment rose to 100 students and continued to grow. The campus moved to the May Fair Hotel in 1983 for eight years and evening classes thrived and lectures were easy to arrange (USIU-A prospectus).

In accordance to the regulations and controls as concerns Kenyan private universities, USIU-A was required to buy at least 50 acres of land. The university managed to buy a 20-acre parcel of land in Kasarani in 1991. This was after a long and tedious process of locating and buying an ideal piece of land. Tribute goes to the director
at the time, Dr. Lillian Beam who steadfastly worked hard, and her dream was realised when the university moved to Kasarani in 1991. Since then, rapid growth has occurred especially in terms of the buildings, programs and students enrolment (1400 students as of 1993), with over 80 percent being Kenyans (Beam, 1993). The campus is very popular due to the environment of openness it fosters, and the way the diverse cultural backgrounds of the students make it an experience of meeting students from other parts of the world. Academic standards are high and the university prides itself in producing top scholars. Yet, it also encourages a variety of student activities in form of sports like rugby, hockey and football (Beam, 1993).

The university has expanded in both infrastructure and in programmes being offered. Presently, the university offers under graduate and graduate programmes in; Business Administration, International Business Administration, International Relations, Management Information Systems and Psychology. This expansion has resulted in the demand for more staff, both administrative and faculty. The number of lectures has increased to nearby 120 in total, with 26 full-time lecturers. The majority of the teaching staff is part-time. It is not clear whether this arrangement is deliberate or circumstantial. Whatever the reason, it puts the university in a precarious position, as it has to rely on part-time faculty to run its programmes.

It is important for the university to put in place an effective recruitment system that will ensure that the university has the required quality and quantity of lecturers. As the saying goes “a university is as good as its teaching faculty”. Faculty plays an important role in any university system. They develop, advance, preserve and disseminate knowledge and stimulate intellectual life; provide, through research and
consultancy, knowledge, skills and services to the community, and train and prepare high
level manpower needed for development.

The confidence that the university has in the market place is influenced by
functions such as academic programmes, infrastructure and the quality of faculty.
Recruitment of faculty must therefore be treated as an importance function.

1.2 Statement of the Problem

United States International University-Africa has put in place recruitment
procedures which include advertising, head hunting, referrals, internal promotions and so
on. However, it is important to have some feedback from those who go through these
procedures. This feedback would enable the university detect and therefore correct any
loopholes that exist. To date, no such study has been done that would provide the
necessary feedback. This study therefore seeks to bridge this gap by providing the
required information.

1.3 Objectives

The purpose of this study was to assess faculty perceptions towards recruitment
policies and procedures of the faculty at USIU-A.

The specific objectives of the project were to:

1. Determine the recruitment policy of the academic staff.

2. Compare the perceptions of the full-time lecturers and part-time lecturers towards
   the recruitment policy.

3. Make recommendations for a more effective recruitment system.
1.4 Importance of the Study

The findings of this study will benefit USIU-A since it provides insights on how best to tackle the recruitment process of academic staff. In addition, it will help the lecturers themselves in understanding the recruitment process within USIU-A.

If the problem is rectified, the students of the campus will benefit since lecturers will be around to solve their problems, or at least be at hand to help them more effectively. Similar and other institutions of higher learning will also better understand the recruitment process.

1.5 Scope of the Project

This research project has four chapters. Chapter 1 deals with the introduction and consists of the background, statement of the problem, objectives of the project, importance of the study and scope of the project. Chapter 2 is the review of literature. Chapter 3 looks at research design, population of interest, the sampling techniques and the data collection method. Chapter 4 is data analysis and interpretation, while Chapter 5 contains the conclusions and provides a summary, conclusions and recommendations for future research and the limitations of the study.
CHAPTER 2
LITERATURE REVIEW

2.1 Conceptual Framework

Conceptually, an effective recruitment process should have the following characteristics. It starts with human resource planning which defines the manpower needed by the organisation to be able to meet its objective. It is followed by a job analysis, which entails working to get the right person for the job through job description, job specification and personnel specification.

With reference to the human resource plan, vacancies in the organisation are identified. This leads to a consideration of sources of labour from both the external and internal sources. Potentially suitable candidates are attracted and interviewed. Once the suitable candidates are assessed and selected, they are recruited to the organisation and then undergo placement and induction into the organisation. Once the recruits work in the organisation, it is only time that will tell whether the entire recruitment process was successful.

It will depend on whether the right person was recruited in the first place and also the working environment within the organisation determines the success of the entire recruitment process.

2.2 Overview of the Recruiting Process

One of the most important human resource activities is the recruiting process, which is aimed at attracting a high performance work force. Before the organisation can
hire employees, it must locate and attract the people who want the job and who have the necessary qualifications and the qualities required to perform the job. More and more, organisations are recognising that the most significant factor in determining the success of any organisation is the qualification and quality of its people (Phillips, 1995).

Recruiting new employees must be handled in such a way to build a team-oriented workforce. Recruiting may be defined as "the process of seeking, attracting and identifying a pool of qualified candidates in sufficient numbers to fill current and future workforce needs within an organisation" (Graham, 1995).

The human resource manager uses the recruiting process and an effective human resource style to improve the efficiency, effectiveness and productivity of the organisation. The manager must not only be flexible and adaptive to a changing environment but also use recruiting to improve the organisation. The recruiting process is aimed at finding applicants with the abilities desired by the organisations. Connock, 1991 and Storey, 1995 define recruitment "as the part of the human resourcing process concerned with finding the right applicants; it is a positive action by management, going into the labour market (internal and or external), communicating opportunities and information, and hopefully generating interest". A systematic approach to recruitment should be closely related to the human resource planning activity of the organisation (see Figure 1).

For the recruitment offices, the labour market consists of the groups of potential employees, internal, local or otherwise, with the types of skill, knowledge and the experience that the employer requires at a given time. It thus consists of people within
the organisation, people who are out of work at the time, and also people in other organisations who may wish to change jobs or employers (Herdy, 1995).

Figure 1: Graham's Model on the Recruiting Process

```
Human Resource Planning  →  Recruiting → Job Applicants → Selection
```

Provides new employees with: orientation
training and development

High performance employees


2.3 A Systematic Approach to Recruitment

A systematic approach to recruitment involve the following stages (Graham, 1995): detailed human resources planning; defining what resources the organisation needs in order to meet its objectives; job analysis, so that for any given job there is; a statement of the component tasks, duties, objectives and standards, a job specification of the skills, knowledge and qualities required to perform the job; a personnel specification of the job specification in terms of the kind of person needed to perform the job; an identification of vacancies, from the requirements of the human resource plan or by a job requisition from a department branch of office in which a vacancy has opened (reviewed to ensure that the vacancy really needs filling with reference to the human resource plan); an evaluation of the sources of labour, which again should be forecast and included in the human resource plan. Internal and external sources and media for reaching both will be considered; preparation and publication of information which will; attract the attention and interest of potentially suitable candidates, give a favourable (but accurate) impression
of the job and the organisation and equip those interested to make an attractive and relevant application (how and to whom to apply, desired skills, qualifications and so on); processing applications and assessing candidates (by the process of selection) and notifying applicants of the results of the selection process.

Recruitment is an expensive process because of the costs involved in the advertising, interviews, orientation, training and so on. While recruiting, organisations also face the responsibility for ensuring fair treatment for all prospective employees irrespective of race, religion, sex, age and ethnic background (Morgan 1996).

The recruitment sources are both internal and external to the organization. The internal source should be the first part of all as it acts as a tremendous motivator and individuals have a good knowledge of the firm, and highlights opportunities for career development within the company. External sources include, advertising, employment agencies and job centers/job points, selection consultants, search consultants (head hunters) out placement consultants, introduction by existing staff or unions, people who applied last time, and other correspondents.

No matter which process one uses, it will be likely to attract a number of applicants all of whom "like the job" and "consider themselves right for the job." The hardest part of the recruitment process is not getting people to apply, but in choosing the most suitable person from amongst all the applicants (Boxal 1992). Regardless of how the information is gathered, precise specifications regarding both the job (job description) and the kind of person you need for the job (person specification) is essential to recruiting the best person for the job (Guest 1993).
2.4 **Evaluation of Recruitment Procedures**

An evaluation of the recruitment procedure aims to determine whether the procedure succeeded in getting a suitable person into a job, at the time when the person is required and at an acceptable cost. Connock, 1991 suggests that auditing the recruitment process can occur at four levels.

(a) Performance indicators should be established for each stage of the process. Significant variations from the established standards will need to be individually investigated, and remedial action initiated if necessary. Remedial action might include extra staffing for the recruitment section if turn around time is not being met.

(b) Cost effectiveness of the various methods should be measured. It may be that a certain advertising medium is too costly for the number of worthwhile responses it generates.

(c) Monitoring the make up of the work force and the impact on its constitution of new recruits is essential as part of an equal opportunities policy. This will identify areas where certain groups are under represented, for example, women and disabled. The reasons for this should be investigated and eliminated.

(d) Finally, Connock suggests conducting an attitude survey amongst staff that has been recruited, to find out whether they were satisfied with the various stages of their recruitment and selection.

Selection procedures can be re-evaluated by determining whether selection decisions seem to have been correct in the light of subsequent job performance by the successful candidates.
(a) If tests were used to assess likely potential to perform certain tasks, then the tests results can be compared against information about actual performance in the job. If there are discrepancies this suggests that the test may be flawed.

(b) Likewise, if a record is kept of the conclusion made about a candidate in an interview, this can be compared with information gleaned from subsequent appraisal; it may be that some interviewers are consistently more accurate in their judgements than others, and this would mean that those who fall short should be given extra training or perhaps be replaced. Other methods of evaluating recruitment include "bench making" comparing the organisations systems with known examples of good practice used in other organisations.

The overall aim of the recruitment process is to obtain the quantity and quality of employees the organisation requires to fulfil its objectives, and these regardless of the approaches and sources of recruitment the organisation uses (Waweru, 1990).

2.5 Recruiting Process of Lecturers at the United States International University Africa

The following was the recruitment process of lecturers in 1998 and there may be changes in the current recruitment process. Some courses appear regularly on the schedule. Each quarter the co-ordinators have responsibility of allocating different lecturers to these courses. Majority of the lecturers have been with the institution for a number of years and so if the courses they teach appear on the schedule they are allocated appropriately.

For the first time lecturers, they first fill in recruitment forms as concerns their qualifications. These are stored in the data banks with the course co-ordinator until such
a time that a suitable teaching vacancy appears. Once identified, the lecturer is interviewed by the course co-ordinator, and depending on his/her qualification the lecturer is given the course to teach.

The part-time appointments are engaged on a course-by-course basis. Employment terminates at the end of the quarter and carries no implication for the future employment. Part-time lecturers normally teach a maximum of two courses in any quarter.

Full-time appointments, on the other hand, follow the American ranking system of professor, associate professor, assistant professor, and lecturer. Although the quantity of hours spent at the university varies considerably between full-time and part-time faculty, high quality of performance and academic integrity is expected from both (Ole Moi-Yoi, 1996).

The university at times compiles press advertisements for the lecturers' positions in local dailies. Suitable candidates are then selected from the list of respondents to the advertisement. The short listed lecturers are kept in a data bank in case positions arise.
CHAPTER 3
RESEARCH DESIGN

3.1 Sampling

The population of interest in this study consisted of both the full-time lecturers and part-time lecturers at USIU-A. Sampling means selecting part of the elements in a population so that conclusions may be obtained about the entire population. A sample must represent well the characteristics of the population and it must be economical in many ways, for example, time and research cost. Samples are considered adequate within the limits of 30 units and 500 units (Cummings 1993).

A sample size of 120 respondents was used, this was considered reasonable to give the researcher a fair reflection of the entire population. It was intended that 120 respondents actually complete the questionnaire. Seventy-three responded and it is these seventy-three respondents that were analysed for this study. Those who did not complete the questionnaires were therefore ignored from the sample.

3.2 Data Collection Method

Researchers suggest the use of combined quantitative and qualitative approaches because they could reinforce each other (Cummings 1993). Both quantitative and qualitative data were collected for this project.
3.3 Data Collection Instruments

3.3.1 Questionnaire

Questionnaires were used to collect quantitative data for this study. The questionnaire was revised several times before it was ready for use. The questionnaire is one of the most efficient ways to collect data. It is the most useful for quantified responses and it is easy to summarise.

It was a structured questionnaire, which was delivered by hand to each subject. The respondent was left with the questionnaire to fill and it was collected later. One hundred and twenty questionnaires were distributed, but of this, 73 of them were returned (Appendix 1 provides a sample questionnaire).

The respondents for clarification of issues at times called the researcher, and also extra data they felt should be included in the research.

3.3.2 Personal Interviews

After the collection of the quantitative data, the researcher conducted interviews to collect qualitative data. This method was chosen to enrich the data already collected. The interviewers were non-directive. Respondents were encouraged to relate their experiences freely so that they would reveal their opinions and attitudes as they saw fit. The researcher probed various areas during the interview in order to get the needed data.

Respondents were generally open in providing data, and appreciated the reasons for the survey. The interviews were used to collect data, which was based on individual experience. Data collection took nearly a month. Notes were taken during the interviews. The researcher continued to observe and discuss the data with some of the lecturers.
3.4 **Data Analysis**

Analysis is described as the categorising, ordering, manipulating and summarizing of data to obtain answers to research questions (Bryman, 1989). In this research, information obtained from the secondary and primary sources was analysed qualitatively. Responses were edited, coded and computer formatted and analysed using statistical package for social science. The analysis was done using tables, percentages and frequencies. Information from secondary sources such as interviews was analysed accordingly.
CHAPTER 4
RESEARCH FINDINGS

4.1 Introduction

The data analysis was largely based on summaries of the experiences of the respondents. The data was collected using a structured questionnaire (see Appendix 1) with questions generated from objectives of the study. In some instances, interviews were used for clarification of certain issues. Most of the respondents were very open in providing information and appreciated the objectives of the project, but some, especially the new lectures were apprehensive about the questionnaire.

The objective of this study was to survey the faculty perceptions toward policies and procedures of recruitment at USIU–A. This chapter is presented in three sections. The first section contains the general information. The second section analyses the working environment at the university and also integrates the aspects of recruitment of the faculty. The last section analyses the respondents view on the factors that impact on their job either positively or negatively. Factors brought about by the institution and individual views were analysed so as to identify respondent views.

In the questionnaire, a scale of 1 to 5 was used to rate the various statements in the questions. For purposes of analysis, values 5 and 4 are combined to mean agree, 3 means satisfactory and denotes neutrality, while value 2 and 1 are combined to mean disagreement.
4.2 General Information of Respondents

The lecturers at USIU-A are employed on either full-time or part-time basis. Both of these groups were issued with questionnaires. Majority of the respondents were part-time lecturers. They comprised 78 percent. It is not clear whether this is a deliberate or circumstantial situation.

Majority of the respondents were Kenyans. They represented 87 percent of the entire population of the respondents, while 13 percent of the respondents were non-Kenyans. This finding is to be expected, as the university is in Kenya. The male lectures were 78 percent of the population while female lecturers constituted 22 percent of the lecturer population. It is not clear why this is so because USIU-A is considered an equal opportunity employer.

The results from the table 1 show that there is a variety in the age range amongst the lecturers, about 48 percent were aged between 30-39 years and 35 percent were aged between 40-49 years. None of the respondents were aged over 60 years although this is not conclusive as it may be because the questionnaire was not given to anyone in this bracket.

The study revealed that 26 percent of the respondents had 3-5 years experience, while 30 percent had 9-11 years experience and 26 percent had a teaching experience of 12 years and over. From the analysis, the older the respondents, the higher the probability of having a higher percentage of teaching experience.

Sixty two percent of the lecturers are in the Business Administration Department. Twenty-six of the lecturers are in the Humanities and Arts Department, Management Information Systems Department, Finance and Accounting Department and Psychology
Department each constituted four percent of the respondents. The reason for the high concentration in Business Administration maybe due to the fact that there are more business related courses than for the rest of the courses.

Table 1: General Information of United States International University-Africa Lecturers: October 1998

<table>
<thead>
<tr>
<th>Question</th>
<th>Percentage*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizenship (Kenyan)</td>
<td>87</td>
</tr>
<tr>
<td>Sex (Male)</td>
<td>78</td>
</tr>
<tr>
<td>Age (30 – 39 years)</td>
<td>48</td>
</tr>
<tr>
<td>Experience (9-11 years)</td>
<td>30</td>
</tr>
<tr>
<td>Department (business)</td>
<td>62</td>
</tr>
<tr>
<td>Employment (part-time)</td>
<td>78</td>
</tr>
</tbody>
</table>

*Represents the highest response.
Source: Primary data.

4.3 Work Environment Factors

In this category of responses, a number of questions were analysed to show what the lecturers felt about the overall working environment. Table 2 summarises the opinions of the lecturers as concerns different aspects of the environment. Twenty six percent revealed that the USIU-A mission attracted them to seek employment at the institution. Majority of the respondents (70 percent) did not know the mission of USIU-A, while four percent remained non-committal.

A recruitment process that does not require recruits to have an idea about the mission is highly deficient. It would mean that the lecturers might not be helping the university achieve its purpose, since they do not know the university’s goals and objectives.
The responses to question 9 and 10 reveal that majority of the respondents (64 percent) were non-committal about working in the institution and the rate at which they were fulfilling their career objectives. This shows that although they work at the university, there are certain elements within the system that make them feel like they are not fulfilling their career objectives. Fifty three percent of the respondents felt that the institution does not encourage them to participate in workshops, symposiums and seminars. Only five percent agreed with the statement, while 18 percent were non-committal. Such activities include the methods in which many institutions are using to empower their workforce, and the high percentage discouraged means that the university needs to re-evaluate its policy on the matter, and encourage its lecturers to participate in such knowledge gaining activities.

Seventeen percent agreed that the work environment in the institution tended to support open discussions and free expression of ideas, while 53 percent disagreed with the statement. This is a sign of a poor communication channel at the institution.

<table>
<thead>
<tr>
<th>Question*</th>
<th>Yes**</th>
<th>Satisfactory**</th>
<th>No**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q8 (Mission)</td>
<td>26</td>
<td>4</td>
<td>70</td>
</tr>
<tr>
<td>Q9 (Career Fulfilment)</td>
<td>23</td>
<td>64</td>
<td>13</td>
</tr>
<tr>
<td>Q10 (Career Advancement)</td>
<td>5</td>
<td>18</td>
<td>53</td>
</tr>
<tr>
<td>Q11 (Career Growth)</td>
<td>12</td>
<td>21</td>
<td>67</td>
</tr>
<tr>
<td>Q12 (Freedom of Expression)</td>
<td>17</td>
<td>30</td>
<td>53</td>
</tr>
<tr>
<td>Q13 (Job Input)</td>
<td>34</td>
<td>32</td>
<td>34</td>
</tr>
<tr>
<td>Q17 (Job Change)</td>
<td>17</td>
<td>2</td>
<td>81</td>
</tr>
</tbody>
</table>

*For full listing, see Appendix 1
** Responses in percentage.
Source: Primary data.
When asked whether they would like to input more into their jobs than they are currently doing, the respondents had little variances in their responses, with 34 percent preferring the situation as it is, 34 percent wanting to input more into their lectures, while 32 percent were neutral. This shows that the situation at the moment is not bad, but neither is it very conducive. The university policy on this matter is acceptable, but there is still room for improvement, in that the lecturers would like to input more into their jobs.

Eighty one percent of the respondents indicated that they would not leave the institution immediately should another similar chance arise. This is a good sign since it shows that they feel some responsibility and satisfaction towards their job.

4.4 Recruitment Policy Factors

The questions were designed to find out more about the respondents perceptions toward the recruitment policy and procedures. Forty three percent of the respondents were non-committal to the statement enquiring on whether the advertising policy for vacant lecturing positions was open and fair. Forty seven percent felt that the process was open and fair, while 10 percent refuted the statement. Since the majority sees the policy fair, it indicates that it is an acceptable policy, but the 43 percent, an uncommitted also brings out the fact that adjustments still need to be made on the policy.

When asked if the institution offers equal opportunity to all seeking employment, 73 percent agreed, 17 percent disagreed while 10 percent were non-committal. This basically shows that the institution does not discriminate when employing lecturers. Majority of the respondents (56 percent) felt that interviews were not relevant to the position. Forty percent felt that the interviews were relevant to the positions. This shows
that there is a need to carry out interviews that focus more on how the lecturer fits to the position.

Seventy percent of the respondents did not know about the USIU-A recruitment policy, quite a high percentage as compared to the 13 percent who know about it. Such a situation can cause resentment and suspicion amongst the staff. It is crucial that all the staff know the recruitment policy.

Seventy four percent of the faculty was non-committal on whether the recruitment policy of USIU-A is satisfactory, 13 percent were not satisfied, while another 13 percent considered it satisfactory. Since 74 percent do not know what the policy is all about, they cannot therefore comment on it.

Majority of the respondents (61 percent) never underwent an induction program upon recruitment, four percent underwent some form of induction and 35 percent were neutral. This means such a policy is deficient since the lecturers do not know much about the university and what is really expected of them. As such, they will take their time in trying to settle, while an induction would address this problem.

On the correlation between the work load and working hours, 75 percent of the respondents disagreed that remuneration matched the work load, while 14 percent agreed that remuneration tallied with their work load and 11 percent were neutral in their response. This shows a sense of dissatisfaction with remuneration by a majority of the lecturers, thus they may not put in enough effort into their work.

An overwhelming majority (87 percent) of the respondents would like to have an appraisal system to evaluate various aspects of the university policies and systems.
This means that they would like a forum to air their viewpoints on the various issues facing them. Table 3 summarises this information.

4.5 Motivation Factors

In part B, the purpose of the analysis was to determine how each of the various factors positively or negatively affects the respondents’ job performance. This was intended to help rate what is their driving force on the job. The respondents rated all these factors as very much, much, neutral, little and very little. For the purpose of this project, the scores of very much and much were combined to mean much. The other combinations of little and very little to become little. The score of neutral represented as it is.

Table 3: Recruitment Factors at United States International University-Africa October 1998

<table>
<thead>
<tr>
<th>Question*</th>
<th>Yes**</th>
<th>Satisfactory**</th>
<th>No**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q18 (Advertising Policy)</td>
<td>47</td>
<td>43</td>
<td>10</td>
</tr>
<tr>
<td>Q19 (Equal Opportunity)</td>
<td>73</td>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td>Q20 (Interviews)</td>
<td>40</td>
<td>4</td>
<td>56</td>
</tr>
<tr>
<td>Q14 (Recruitment Policy)</td>
<td>13</td>
<td>17</td>
<td>70</td>
</tr>
<tr>
<td>Q15 (Policy Satisfaction)</td>
<td>13</td>
<td>13</td>
<td>74</td>
</tr>
<tr>
<td>Q21 (Induction)</td>
<td>4</td>
<td>35</td>
<td>61</td>
</tr>
<tr>
<td>Q22 (Terms of Employment)</td>
<td>35</td>
<td>30</td>
<td>35</td>
</tr>
<tr>
<td>Q25 (Appraisal System)</td>
<td>87</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

*For full listing, see Appendix 1
** Response in percentage.
Source: Primary data.

The analysis was done from the respondents view points as to what motivates them, and also how the different factors in the job environment affects their motivation in carrying out their jobs. Forty percent of the respondents indicated that the university
policies positively affected their job and 26 percent indicated that it had very little effect on their job performance. This shows that the policies are not bad, but there is a need to revise them so as to make them more acceptable.

The work environment positively affected 52 percent of the respondents while 30 percent felt it had little effect on their work performance. This shows that the university has a conducive atmosphere to work in, but there is still room for improvement since the 30 percent must have reasons for finding that the environment is uncondusive to work in.

Forty-four percent felt that the administration had little effect on their job performance, while 38 percent felt that it affects their job performance. This has both negative and positive connotations as it depends on how and why administration feels it necessary to take an active or inactive role in the lecturers’ performance.

Regarding opportunities for career advancement, 56 percent of the respondents revealed that this had little effect on their job performance, while 35 percent felt it had some effect on their job performance. The college needs to empower its staff more, since more of the lecturers do not consider lecturing at the university as an opportunity to advance their careers.

Table 4: Motivation Factors Affecting Job Performance at United States International University–Africa: October 1998

<table>
<thead>
<tr>
<th>Question*</th>
<th>Little**</th>
<th>Neutral**</th>
<th>Much**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q27 (Policies)</td>
<td>26</td>
<td>34</td>
<td>40</td>
</tr>
<tr>
<td>Q29 (Career Advancement)</td>
<td>56</td>
<td>9</td>
<td>35</td>
</tr>
<tr>
<td>Q30 (Administration)</td>
<td>44</td>
<td>18</td>
<td>38</td>
</tr>
<tr>
<td>Q32 (Job Security)</td>
<td>20</td>
<td>39</td>
<td>41</td>
</tr>
<tr>
<td>Q34 (Salary)</td>
<td>25</td>
<td>5</td>
<td>70</td>
</tr>
</tbody>
</table>

*For full listing, see Appendix 1
**Response in percentage.
Source: Primary data.
CHAPTER 5
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

This chapter summarises and presents the conclusions of this study and relates the findings to the research objectives. Also covered under this chapter are the recommendations and limitations of the study. Areas proposed for future study are also incorporated in this chapter. The aim of this research was to analyse the recruitment of lecturers at USIU-A. When compared to Graham's model of the recruitment process, then the institution's process has shortcomings especially when it comes to planning, selection, orientation, training and development.

This process is a sequence of events, but USIU-A seems to have omitted some of these events such as orientation and induction, thus the shortcomings. The existing recruitment policies and procedures on faculty need to be addressed since both full-time and part-time lecturers seem dissatisfied with them. This sense of dissatisfaction can be seen in 64 percent of the respondents being non-committal about working in the institution and the rate at which they are fulfilling their career objectives, and also in 53 percent of the respondents who felt that the institution does not encourage them to participate in workshops, symposiums and seminars. The interview part of the recruitment process seemed to be the only difference whereby the full-time lecturers underwent a rigorous process.
Seventy percent of the lecturers had no idea about the recruitment policy and 61 percent never underwent any form of induction or orientation. It is thus difficult for the lecturers to get acquainted with the institution and know exactly what is expected of them.

There is no tangible recruitment policy as concerns the faculty and the one that exists is only known by the administration. The respondents were of the view that they were better off as part-time lecturers than full-time lecturers because of various factors within the working environment such as poor communication channels and remuneration not matching the workload.

To improve the quality of education, the administration needs to address issues pertaining to motivating the faculty. The faculty wants to be involved more in decisions that affect them. Some lecturers complained of class sizes, quality of students especially in communication skills, which are poor and at times need considerable time to handle. This was especially noted of students from countries where English is not a first language.

There is need to have clear policies and guidelines that touch on the faculty well being. Factors for motivation such as remuneration, participation in planning of jobs, achievement and growth should be encouraged and promoted, unlike the situation at the moment. The USIU-A mission is very attractive, but the irony is that 70 percent of the faculty does not know what it encompasses. Yet, 81 percent of the faculty would not just leave the institution if another opportunity arose, this is a positive aspect as it shows they are attracted to the institution. This is a bonus the administration should exploit since there is some sense of loyalty to the institution.
The respondents would like factors affecting their professional growth to be prioritised. Most of the part-time lecturers felt that the university does not encourage professional growth and so some opt to spend time in institutions that encourage such activities. Issues pertaining to carrying out their work more effectively should also be addressed. Such issues include; office space, appropriate furniture, chalk and blackboard, dusters and other minor factors. Seventy five percent of the respondents were of the view that remuneration does not correspond to work load especially with the increase in class sizes and the amount of work involved in completing each course in the short semesters.

5.2 Recommendations

There is a great challenge faced by the USIU-A administration in streamlining the recruitment process for the faculty. The fact that 70 percent of the faculty do not even know what the USIU-A mission contains, is a trend that shows that they cannot identify themselves with the university. Both full-time and part-time lecturers seem critical about the policies and procedures that govern the way they perform their work.

The recruitment policy should include options on how to maintain the workforce, for example, motivation which most of the respondents found to be lacking in the institution. The entire policies as concerns lectures need to be re-visited in order to fill the shortcomings that were evident form the analysis. Planning, recruiting, selection, orientation, training and development need to be addressed. By having a concise and well-articulated policy on lecturers at USIU-A, then the administration can attract and maintain the quality of lecturers it requires and needs.

The situation needs an active human resources department. This department can develop a recruitment policy that is needed in order to accommodate the lecturers. The
lecturers should be involved in addressing these issues that are of importance. This involves the use of strategic management in order to formulate the appropriate strategic plans that will outline the plan of action for a more efficient and effective recruitment policy.

By addressing the articles in the USIU-A recruitment policy, then some factors missing can be incorporated. The administration also needs to improve its image of being slow, inflexible and negative to matters concerning the lecturers. This was an aspect that came into focus when the respondents were asked to give any other comments not addressed by the questionnaire. The administration needs to cultivate the image of caring in order to gain the confidence of the lecturers.

Another factor that can be addressed is the communication process. Open discussions could help bring out the problems that the lecturers are facing. This interaction and teamwork will foster understanding and help ease the tension currently visible within the faculty. If re-evaluated properly, the lecturers' perceptions of the policies and procedures of recruitment will change for the better.

5.3 Limitations of the Study

This study was constrained by several factors that may have affected the results as well as the scope. Full co-operation of all respondents targeted was not easy to obtain especially the newer lecturers who were sceptical about reasons for the study.

Another limitation was that some respondents did not respond to all the questions listed in the questionnaire thus limiting a complete analysis of their feelings. Some respondents ignored the questionnaires altogether and thus affected the intended sample size.
REFERENCES


APPENDIX

QUESTIONNAIRE

Introduction

I am a postgraduate student at the USIU-A. I am conducting a survey of faculty perceptions towards policies and procedures of recruitment of the faculty at USIU-A.

Instructions

This questionnaire will take approximately 15-20 minutes to complete and is divided into 2 parts. Please answer ALL the questions as completely and as clearly as possible by ticking or writing your response as appropriate. Thank you for your assistance.

General Questions

1. Nationality
   - [ ] Kenyan
   - [ ] Non Kenyan

2. Sex
   - [ ] Male
   - [ ] Female

3. What is your age?
   - [ ] Below 30
   - [ ] 30 - 39
   - [ ] 40 - 49
4. Total teaching experience in years:
   - 0 - 2
   - 3 - 5
   - 6 - 8
   - 9 - 11
   - 12 and over

5. I lecture in the department of:
   - Business Administration
   - Humanities & Arts
   - Management of Information Systems
   - Finance & Accounting
   - Psychology
   - Languages

6. I am employed at USIU-A on:
   - Part-time basis
   - Full-time basis

7. What is the level of your qualification?
   - Professor
   - Associate Professor
   - Assistant Professor
   - Lecturer
PART A

Please assess each of the following statements using the scale provided below.
Circle the number that most accurately describes your response.

5 = Definitely Yes  4 = Yes  3 = Satisfactory  2 = No  1 = Definitely No

8. The mission of USIU-A attracted me to work here  5 4 3 2 1
9. By lecturing here, I feel that my career objectives are fulfilled.  5 4 3 2 1
10. The institution gives me an opportunity to advance in my career within the profession.  5 4 3 2 1
11. I am encouraged by the institution to participate in workshops and seminars that sustain my professional growth.  5 4 3 2 1
12. The work environment supports open discussions and free expression.  5 4 3 2 1
13. I would like to input more in my job than I do.  5 4 3 2 1
14. The USIU-A recruitment policy was clearly explained to me.  5 4 3 2 1
15. My observation is that few lecturers are satisfied with the university's recruitment policy.  5 4 3 2 1
16. Job remuneration corresponds with workload and working hours.  5 4 3 2 1
17. Given another chance I would quickly leave USIU-A.  5 4 3 2 1
18. The advertising policy for open positions is open and fair.  5 4 3 2 1
19. The university offers equal opportunity to all seeking employment.  5 4 3 2 1
20. The interviews were relevant to the position.  5 4 3 2 1
21. I underwent an induction program upon recruitment.  5 4 3 2 1
22. The terms of employment were clearly explained to me.  5 4 3 2 1
23. The teaching facilities and materials are adequate for fulfilling the
   requirements. 5 4 3 2 1
24. I would like to discuss and design my own teaching mode. 5 4 3 2 1
25. Lecturers should also have appraisal systems to evaluate various
   aspects of the university's policies and administrative systems. 5 4 3 2 1

PART B

Please circle the number below that best indicates how much each factor
positively affects your job:

5 = Very Little  4 = Little  3 = Neutral  2 = Much  1 = Very Much

The Factors:

26. The specific course requirements. 5 4 3 2 1
27. The university's policies. 5 4 3 2 1
28. The work environment. 5 4 3 2 1
29. Opportunities for career advancement. 5 4 3 2 1
30. The administration. 5 4 3 2 1
31. Job supervision. 5 4 3 2 1
32. Job security. 5 4 3 2 1
33. The contractual agreement. 5 4 3 2 1
34. Salary. 5 4 3 2 1
35. Experience. 5 4 3 2 1
36. Professional qualifications. 5 4 3 2 1
37. Any other comment.