

**APPLICATION OF MODERN HUMAN RESOURCES MANAGEMENT  
PRINCIPLES IN  
ACHIEVING ORGANIZATIONAL GOALS: A CASE STUDY OF  
SELECTED PRIVATE SECONDARY SCHOOLS IN ARUSHA,  
TANZANIA**

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**Masters of Business Administration-MBA- Dissertation (BAG-  
09301)**

**Institute of Accountancy Arusha**

**December, 2020**

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**Masters of Business Administration-MBA- Dissertation (BAG-09301)**

**A dissertation submitted in Partial fulfillment of the requirements for the degree  
of Masters of Business Administration of the Institute of Accountancy Arusha.**

**November 2020**

**CERTIFICATION BY SUPERVISOR**

I, the undersigned certify that I have read the dissertation and hereby recommend for acceptance by Institute of Accountancy the dissertation entitled:” **Application of principles of modern human resources management to achieve organizational**

**goals. Case study of selected private secondary schools in Arusha,** in partial fulfilment of the requirements for the degree of Master of Business Administration offered by the Institute of Accountancy Arusha

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**Dr. Jonathan Shishiwa**

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**Date**

## **AUTHOR'S DECLARATION**

I, **Elibariki E. Malisa**, declare that this dissertation is my original work and that it has not been presented and will not be presented to any other University or college for a similar or any other degree award. All the sources that have been used or quoted are indicated and acknowledged using complete referencing.

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Signature

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## **ACKNOWLEDGEMENTS**

First and foremost I would like to thank God who has given me opportunity to survive to this moment. God has guided me throughout my life time. Through hardships and challenges God has been my shepherd, throughout my studies and now in this great task of research work God has given me energy to accomplish this heavy task.

Then I am extending my sincere appreciation to my supervisor Dr. Jonathan Shishiwa who is also a Lecturer at the Institute of Accountancy Arusha, for his gracious contribution and continuous time to time advice that he did. It is true that without his supervision, it wouldn't be possible to complete this work on time and accurately. May God grant him long life.

Likewise I would like to thank the Management of the Institute of Accountancy Arusha for their well-organized logistics for writing and presenting and defending dissertations. This programme has given me and other students, confidence and a sense of becoming competent researchers.

Again my special thanks to my family (my wife Emmy, my daughters Eleanor, and Evergrace, my son Egerton) for their prayers and tolerance during the whole period of writing this dissertation. They have been my great companions throughout my life time. Their support won't be forgotten.

## **ABSTRACT**

This study intended was to assess the application of modern human resource management principles in private secondary schools. The study had four objectives namely; to study the contribution of training programmes to the performance of employees, to find-out the impact of socialization takes place at working place, to explore how employees are supported (helped) in achieving organizational goals and to find out how leaders sympathize with their employees when they face challenges. Both empirical and theoretical literature review have explained the importance of implementing the human resource management principles for sustainable growth of organizations as opposed from traditional personnel management. That human resource are most important assets which derive other assets/factors of production in an organization, therefore should be well treated to raise their morale and maximize job satisfaction. This study adopted descriptive research design and a mixed research approach where by both quantitative and qualitative data were gathered. The sample size of 90 respondents were used to collect information. 75 teachers filled the questionnaires while 15 school managers were interviewed. Quantitative data were analyzed using descriptive statistics and qualitative data were analyzed using content analysis. The results showed that continuous training was limited to few methods including training staff through seminars, e-learning and workshops. The trainings were offered in very few secondary schools. Socialization at workplace was also limited to friendly conversations and social media group to increase cooperation between managers and teachers in the schools. There was also a poor support of employees to accomplish organizational goals. Results have shown that employees were supported in terms of availability of resources and provision of valuable awards was average. These supports were not enough for the organization to run smoothly. Teachers at their working place may face challenges such as sickness. But

according to the results obtained many organization managers or heads of schools, do not deal with employees challenges effectively. Therefore most managers lack empathy to their employees, and this is the cause of massive failure of many private schools. It is recommended that school managers should strictly adopt modern human resource management principles in order to improve teacher capability to teach and raise the academic standard of their institutions.

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## **CHAPTER ONE**

### **PROBLEM SETTING**

#### **1.1 Introduction**

This part includes background to the problem, statement of the problem, objectives of the study, Research Question(s), Scope, Significance, and limitations of the study. Rationale and/or Justification for the study. A brief organization of the research proposal is also given here.

#### **1.2 Background to the problem**

The challenges for implementing Modern human resource Management can be traced back to some years after the traditional Personnel management was viewed to have a lot of shortcomings and brought the need for implementation of modern human resource management. Different writers and psychologists came up with different schools of thoughts to ensure improved human resource management. Such schools of thoughts/approaches were

##### **1.2.1 Classical approach 1880's – 1990's.**

Under classical approach we have scientific management which was contributed by Frederick W. Taylor

(1911), Henry L. Gantt (1901), Lillian Gilbreth, Harrington Emerson, Henry Fayol (1949) and Max Weber (1947). F.W Taylor developed four principles of scientific management, which are: - (a) development of true science (b) scientific selection and training of workers (d) development of every worker to his fullest potential. Scientific management movement has a great influence on management, particularly on employer employee relations. It led to professionalization of management, human engineering etc. But critics of scientific management point out that focus was more on technology and not on human factor in

industry. Gupta (2010) Thus we can say that the human factors to be addressed are continuous training, socialization at work place, employee support and empathy which make the main four chosen principles in this study.

### **1.2.2 Love and Social needs:**

After the needs of the body and security are satisfied, then a sense of belonging and acceptance becomes prominent motivating behaviour. These needs include the needs for love, friendship, affection, and social interaction. We look for an environment where we are understood, respected and wanted. That is one reason for "polarization" where people of similar background and beliefs tend to group together. "Love thy neighbor" has perhaps a profound meaning. (Karam. 2013)

### **1.2.3 Human relations approach**

Human relations approach 1920's – 1950's. "Hawthorne experiments and subsequent research focused attention on the attitudes and feelings of workers and their influence on productivity. The role of informal groups in industry was highlighted. While scientific management viewed an organization a techno-economic system the human relations movement considered it as a social system. It was suggested that interpersonal relations should be improved to realize fuller potential of individuals and groups. (Gupta 2010).

Again the history of human resource management, (Bratton and Gold 2000) says that, In the management literature, there is an awareness that developments in HRM are mediated by product and the labour markets, social movements and public policies that are shaped by past patterns of historical development and current societal changes and beliefs. Fashions come and go, and the same might be said about people management.

(Bratton and Cold 2000) Thus, it is true that there has been a lot of changes from personnel management to human resource management which pose a challenge on its applications.

HRM continues to both influence and be influenced by the changing context of employment but, whilst still relatively new, it can no longer be described as an emerging phenomenon. (Boxall and Purcell 2008:2) suggest that HRM is now the most popular term in the English speaking world to refer to management activities in the employment relationship. However, there is still little universal agreement on what precisely constitutes HRM, and debates around the meaning of the term and the impact of the concept continue.

Thus from above approaches, there were many questions left to the managers and administrators, 'Which one is the best approach to apply?', what are the modern principles out of these approaches above which should be implemented for betterment of employees welfare and thus maximize productivity? Researchers have tried to examine some principles such as training and development to employees, but very few researches have been conducted in Tanzania to test and see the application of these four major principles. Employee training, socialization, employee support, and empathy. Thus this study has answered many questions by providing a deeper understanding of application of the four major principles of human resource management. Or if the organizations are still applying the traditional approaches.

### **1.3 Statement of the problem**

The challenges of managing human resources in educational institutions have been reported in several places by different authors and researchers. According to JIPE (v4, 2012) Organizations should shift from conducting the human resources function with

“common-sense personnel”. *Secondly*, human resources managers need to become well-rounded businesspeople. This means, that in addition to being well grounded in the basic disciplines of the HRM profession, human resources managers should strive to increase their conversance in the complexities that face their work organizations. This initiative assist to overcome the misguided feeling among people that HRM experts do not understand the operating problems and issues facing their organizations. *Thirdly*, human resources managers should strive to become greatly knowledgeable about current and future trends and issues in their organization’s operating environment.

It is because of this reason that made the researcher to choose this problem of study so as to bridge the gap of knowledge. Other factors are labour turn over, unhappy employees, poor performing employees and stress. Previous studies have reported that employee turnover could pose a serious threat to the growth and productivity of any business organization (Tettey, 2006; Ally, 2011; Mrope & Bangi, 2014). In fact, Armstrong (2004) recognizes that employees’ turnover rates are considered to be one of the persistent problems in organizations. Meanwhile, Pires (2009) observes that the foremost critical issue for employees today in all industries is hiring and keeping qualified and capable employees. Although some of private secondary schools in Arusha have average performance in terms of grades attained by the students on completion of studies, the researcher would like to study application of the modern human resources management principles which on the other hand if it is not well applicable may lead to Labour turn-over, unsatisfied employees and shutting down of schools. Some schools invest in continuous training, employee support, socialization and empathy to their employees while others may have different perception. School managers have got different levels of education ranging from Form four leavers to post graduates, little



interaction with their employees which in turn hinder open communications in an institution. According to Erasmus, *et al.* (2003), the introduction of Employee Assistance Programme is of vital importance whereby troubled employees could get-in-house assistance in order to be able to cope with problems that have a negative impact on their performance that may affect service delivery. (Maryam 2014)

There are times employees pass through difficulties such as sickness, psychological challenges, and stress due to either conflicts at home or at work place, they need empathy to be able to adjust and feel comfortable at work place. This would enable them not to carry their burdens Monday to Friday and sometimes the whole year. This study examined the application of modern human resource management principles to get a clear understanding whether there is full application of these modern principles (employee training, socialization at work place, employee support and empathy) or they are still leading by using the traditional approaches.

## **1.4 Research Objectives**

### **1.4.1 General Objective**

The general objective of this research was to examine the application of the four principles of modern human resources (continuous training and development, empathy, socialization at work place and helping employees) in achieving organizational goals in private schools in Tanzania.

### **1.4.2 Specific Objectives**

This study aimed to achieve the following four specific objectives

- i) To study the contribution of training programmes to the performance of employees.

- ii) To find-out the impact of socialization takes place at working place. iii)  
To explore how employees are supported (helped) in achieving organizational goals. iv) To find out how leaders sympathize with their employees when they face challenges.

## **1.5 Research Questions**

The study was guided by the following questions

- i) Are there training programmes conducted at your school to update employees?
- ii) What is the impact of socialization at working place? iii) How employees are supported (helped) in achieving organizational goals? iv) How leaders sympathize with their employees when they face challenges?

## **1.6 Scope of the Study (delimitation)**

This study was conducted in 15 private secondary schools within Arusha Region. The selected private secondary schools represented other schools of the same kind from all over the country. Approximately 75 questionnaires were distributed to 15 schools. Private schools were chosen from Arusha due to the fact that, owners of these schools have gone through different learning experiences. This blend brought about reliable and different perception among them basing on the study. Again provision of education is a service that needs carefully application of modern human resource management so as to be able to harness the power of the employees' minds. The study was limited to the application of the four modern principles of human resource management mentioned above.

## **1.7 Limitations of the study**

In this study, the researcher encountered some challenges due to the nature of the topic and the nature of the population.

- i) Low response from the respondents. Due to the nature of this topic, some respondents and school owners thought that providing true information may expose their internal affairs to outsiders and even competitors. However, the researcher explained to them the significance of the study and benefits to our country as whole.
- ii) Financial constrain. The budget allocated for this research was TZS 2,000,000/= this was a lot of money on his side since the researcher had very limited sources of funds. However, the researcher economized the little money available to cater for necessary costs only. Unnecessary costs such as boarding luxurious transport to collect the data were minimized. .
- iii) Limited time. Any good research needs enough time to prepare, review literature, collect and analyze the data. The researcher had other responsibilities at working place and at home as well. The researcher utilized the little time available including Saturdays and Sundays to accomplish the related research tasks.

## **1.8 Significance of the study**

The relevance of this study lies on the fact that majority of owners of private schools attended different trainings, some of them might be not related to management and administration. A professionally managed firm should be supported by various managerial efforts (Child & Keiser, 1981) through professional support systems concerning with strategy implementation (Flamholtz & Randle, 2007). It requires not only strategic

planning but also organizational structure development, management and leadership development, performance measurement and consolidation of organizational culture. Some owners might have money and decided to establish schools not because they have got a passion, but because they want to make profit. This study will provide with human resource management principles which may change their minds and become modern managers by applying them in their day to day operations. The paradigm shift from traditional personnel management principles has not been easy due to diverse trainings and expertise in the area of human resource management. The emphasis on continuous training will equip employees with diverse perception especially with the fast changing world due to improvement of science and technology. Realization of importance of employee support, empathy and socialization at working place may change them to become modern managers. The study can be beneficial not only to school managers but also any other leader or manager who want to change his organization for productivity focus and employee development.

### **1.9 Brief organization of this dissertation**

This dissertation has three major chapters preceded by preliminary information and followed by research instruments, work-plan and research budget.

Chapter one focuses on problem setting, chapter two consists of literature review that is empirical and theoretical literature review. Chapter three focuses on detailed description of selected methods and methodology. List of reference-includes the list of all works that have been cited in this proposal. Chapter four presented the presentation of findings while chapter five provided the conclusions, recommendations and critical evaluation of the study.

## **1.10 Chapter summary.**

Chapter one has based on introduction to the study. It has clarified the setting of the problem hence it has enabled the readers to get the details of the origin of the problem and how significant it is in developing and achieving the goals of educational institutions. This chapters enables the reader to get familiarization with the problem and the objectives and the significant of this study. Chapter two consists of literature review that is empirical and theoretical literature review. Chapter three focuses on detailed description of selected methods and methodology. List of reference-includes the list of all works that have been cited in this proposal. Chapter four presented the presentation of findings while chapter five provided the conclusions, recommendations and critical evaluation of the study.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter focuses on both the empirical and theoretical literature reviews. The knowledge gap, conceptual and theoretical frameworks are also addressed in this chapter.

#### **2.2 Theoretical literature Review**

##### **2.2.1 The concept of modern human resource management**

Increasingly, more importance is being given to “people” in organizations. This is mainly because organizations are realizing that human assets are the most important assets. This emphasis can also be partly attributed to the new emerging values of humanism and humanization. Moreover, with the increased emphasis on creativity, and autonomy, which

people are increasingly acquiring and enjoying in the society, the expectations of people are fast changing. People cannot be taken for granted any more. (Aswathappa 2008)

In the past, people working in organizations were given attention merely in administering the necessary conditions of work. The traditional concept of personnel management was based on very narrow view of human motivation. The basic assumption underlying that view was that human beings are primarily motivated by comforts and salary, and necessary attention may be given to rationalize these, so that people do not get dissatisfied. Most of the attention, therefore, was on administration of salary and other benefits. It is now being increasingly realized that people working in organizations are human beings. They have their own needs, motivation and expectations, and that their contribution to the organization is much more than that of any other resource being used. (Biswajeet 2001).

### **2.2.2 Continuous training at work place.**

Training and development have become one of the necessary functions in most organizations, because they lead to high performance in the same field and are important part of human resource department, it has a significant effect on the success of an organization through improving employee performance (Mozael 2015). There is significant positive relationship between employee training and development and the employee performance (Naveed 2014).

Training is the learning process that is indispensable part of human resource development. According to (Abbas 2014) training as an essential element to an employee for the development of the companies because some of the employees lack knowledge, skills and competencies and fail to accomplish tasks on timely basis. Besides, Training is a learning activity directed towards the acquisition of specific knowledge and skills for the

purpose of an occupation or task. The focus of training is the job or task for example, the need to have efficiency and safety in the operation of particular machines or equipment, or the need for an effective sales force to mention but a few (Cole 2002). According to Saleem (2011) training is an organized increase from the know-how skills and sensations needed for staff members to execute efficiently in the offered process, as well as, to operate in underling situation. Furthermore, training also increases the abilities of employee's effective way by motivating them and converting them in to well organize and well-mannered, that ultimately affects the performance of organization. Examples of training methods are as follows;

**(a) Programmed instructions**

This involves the delivery of training through instruction that is delivered by a programme via some electronic device *without* the presence of an instructor; the electronic device can be a computer, DVD player, CD player, etc. In pronunciation, training using a computer programme with a built-in automatic speech recognition component, provides automatic feedback to trainees at the word and sentence level as it was reported by Gist, Rosen, & Schwoerer, 2006; (Neri, Mich, Gerosa, & Giuliani, 2008); (Russ-Eft, 2002)

**(b) Role play.** It requires trainees to assume a character and act out the role in a make-believe scenario or series of scenarios; learning comes by a way of reflection on the play. Reference assistants training at a library, has the trainees play out scenarios which are then followed by a trainer-led discussion Sheets (1998) Simulation Involves the use of a simulator where specific skills are developed through repeated practice with a multisensory experience of imitated conditions. A special form of simulation training is Virtual Reality Training which

entails total sensory immersion. The Harvey Simulator is a life-sized mannequin that can simulate 27 different cardiac conditions, enables trainees to perform various physical tests, including blood pressure, pulses, impulses, and respiration, to train on diagnostic skills Kneebone (2003)

**(c) Stimulus-based training.**

Using some type of stimulus (i.e., music, works of art, narratives, etc.) to motivate the learner to learn. The training induces a state of being (relaxation or awareness) in the participants to achieve learning. The use of music to eliminate or lessen failure cues and to induce a state of relaxation or success cues in students to promote learning of mathematics. This is according to Lam, Kolomitro, & Alamparambil (2011); Kumagai (2008); Zemke (1995)

**(d) Team-training.**

This is intended exclusively for groups of individuals that behave interactively, to either improve mutual knowledge within a team or to train the team on a team specific skill. An exercise which has each team member write opinions to a prompt question, then come to team consensus. (Wheelan 2005); (Craig, 1996)

**(e) Games-Based Training**

The popularity of games for training purposes has increased over the past decade as games offer a lowcost, yet effective alternative to training (Wilson 2009). The games-based training method is competitive, which can be a motivating feature for the majority of learners. Similar to the case study method, the content is also applied, which can further serve to motivate learners. Some disadvantages of this method are the inability to know what components of the game contribute to the training (Wilson



2009) and the difficulty for the trainer to ensure that all key learning concepts are transmitted through this method.

#### **(f) Internship**

The major advantages of this method is that the employer can train an employee at a fraction of, or no cost at all, and that the employee actually gets the opportunity to work in the role that they are training to fill; thus, the training content is relevant to their future job responsibility. However, the training experience for the learners can be inconsistent and high-pressured. A survey designed to gauge the reaction measures of practicing physicians a few years after they had completed their medical internship revealed largely unfavorable reactions, specifically, reporting that the experience was too variable, too fragmented, and help in acquiring skills was lacking (Löwe 2008).

#### **(g) Simulation**

Simulation training is well suited for training that would otherwise be extremely dangerous or costly if conducted in a real-life environment. This method provides “safe, structured, engaging, and effective practice opportunities” (Rosen, Hunt, Pronovost, Federowicz, & Weaver 2012) in a risk-free environment, and has been used in medical training, flight training, military training, as well as technical training in other high-stakes fields such as nuclear power generation.

#### **(h) Job Rotation**

One of the most significant advantages of this method is that it can promote greater interest in the company and enhance the employee commitment to the company. It offers employees opportunities for development and promotion, which can also improve career satisfaction, motivation, and interdepartmental co-operation (Geet & Deshpande 2008) Job rotation is beneficial to the organization as it “helps develop a

common culture because of wide and common exposure and at the same time infuses 'fresh blood' in tasks" giving employees "a fresh challenge and opportunity to prove themselves"(

Saiyadain 2009).

### **2.2.3 Socialization at work place**

Organizational socialization is the process through which organizational culture is perpetuated, and newcomers learn the appropriate roles and behaviors to become effective and participating members Louis (1980). Organizational socialization contributes to the success and enables the relations among employees to be harmonized (Maanen and Schein 1979) that may contribute to higher appreciation of social skills needed by the organization? (Van Maanen and Schein 1979) conceived tactics of organizational socialization in six dimensions depending on the quality of their social integration in the enterprise, and is reflected on productivity, performing the roles, building attitudes, commitment and dedication to the organization.

The top five influential factors of organizational socialization include job characteristics, defining roles, tactics of organizational socialization, previous experience and social inclusion. Indeed, the domain of social inclusion represents an important step in building the employees' working capacity. In addition to other elements, it includes interventions in terms of respecting and encouraging the existing and development of desirable social skills. This process varies from organization to organization, and usually is the function of the content of organizational culture and the type of management in the organization. This raises the following question: what are the tactics of organizational socialization (Van Maanen and Schein 1979) that may contribute to higher appreciation of social skills

needed by the organization? (Van Maanen and Schein 1979) conceived tactics of organizational socialization in six dimensions.

#### **2.2.4 Employee support at work place**

According to Cha and Carrier (2016), employees' perception of workplace support and working environment affect employee-organizational relationships and, therefore, highly successful organizations generally provide excellent benefits for attracting and retaining motivated employees. Literature represents extensive (Zia Ullah, Muhammad Zeb Khan, Muhammad Siddique) explanation of workplace support and motivation and their relationships have widely been investigated across the world. However in Tanzania these kind of studies have not been conducted to the level that employers and employees understand this concept.

According to Skinner and Roche (2005) Workplace support refers to actions and work practices that are designed to facilitate workers' effectiveness and wellbeing.

Support has two key functions: Ensure workers' wellbeing (social / emotional support), Ensure workers are capable of effective performance (instrumental support). Support can be provided by:-The organization, Managers / supervisors, Coworkers. Some of strategies for providing support to employees are:- Goal setting, both personal and organizational goals, regular meetings with the purpose of reminding their responsibilities. Ensure fair treatment, provide valuable rewards, Provide supportive supervision such as mentoring, staff performance appraisal, etc, ensuring adequate job conditions like job security, physical safety, autonomy and opportunities for advancement. Manage role stressors such as work overload, role ambiguity and role conflicts, ensure sufficient resources available. Such resources can be ICT and internet services, stationery, plenty of books, teaching aids and apparatus, personal computers and study rooms for teachers,

social emotional support. Social / emotional support refers to support that is focused on meeting workers' needs to feel valued, cared for, respected and liked.

Instrumental support refers to support that provides workers with practical assistance in terms of their roles, responsibilities and tasks. For example how to use typewriter, photocopy machine and computer.

A supportive workplace is highly valued by workers, and makes a significant contribution to their well-being and effectiveness. Good workplace support is particularly important in the AOD sector where demands and pressures are often high. This part has identified a range of strategies that can be used to provide support. Effective support addresses the particular needs and circumstances of an individual worker or team. Therefore, like most workforce development initiatives, the most effective strategies to provide support are those that are developed in consultation and collaboration with the workers themselves.

### **2.2.5 Empathy**

The origin of the word empathy dates back to the 1880s, when German psychologist Theodore Lipps coined the term "einfuhlung" (literally, "in-feeling") to describe the emotional appreciation of another's feelings.

Empathy has further been described as the process of understanding a person's subjective experience by vicariously sharing that experience while maintaining an observant stance. (Zinn 1999) It seems that empathy plays an important role in a therapeutic relationship (Wiseman 1996). Empathy means to recognize others' feelings, the causes of these feelings, and to be able to participate in the emotional experience of an individual without becoming part of it (Keen 2007). (Gagan 1983) indicates that empathy is the ability to perceive one's feelings.

Empathy is the "capacity" to share and understand another's "state of mind" or emotion. It is often characterized by the ability to "put oneself into another's shoes", or in some way experience the outlook or emotions of another being within oneself. Empathy is a powerful communication skill that is often misunderstood and underused. Initially, empathy was referred to as "bedside manner"; now, however, authors and educators consider empathetic communication a teachable, learnable skill that has tangible benefits for both clinician and patient: Effective empathetic communication enhances the therapeutic effectiveness of the clinician-patient relationship. Appropriate use of empathy as a communication tool facilitates the clinical interview, increases the efficiency of gathering information, and honours the patient

Empathy should characterize health care professionals and patients communication in order to achieve the desired healing results (Pembroke 2007). Likewise in education sector empathy should characterize academicians and students empathetic communication in order to achieve the desired academic performance. Human beings are unique creations and thus act and think differently due to individual differences in abilities, needs and motivation to work, as well as in work attitudes (Glueck 1982). This calls not only for HR skills but also tolerance and great understanding.

## **2.3 Empirical Literature Review**

### **2.3.1 Continuous employee training**

The results of this study revealed the presence of training programs at TTCL headquarters in Dar es Salaam.

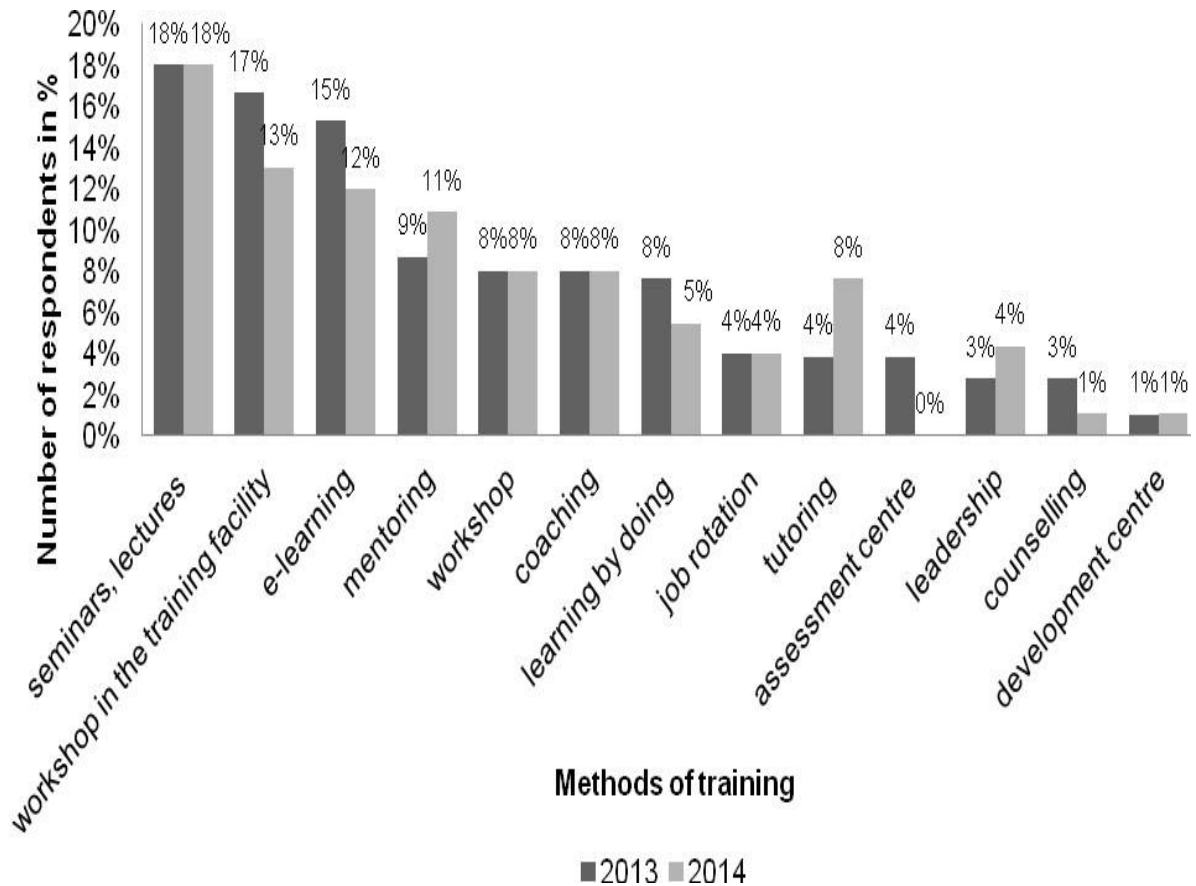
All the respondents had at one time up until to the date of this study had attended training. Mostly, staffs at the TTCL had attended a mixture of training, i.e. on the job and off the job training, though it seems on the job training is much more preferred than the later.

Further analysis has shown that training and development program has a positive impact on improving the performance of the employees at TTCL. Many of the seen effects of the training are: improvement in skills of the employees, increased performance, bridges the gap between the job requirements and the skills need to execute the job. Adding on that, training and development has assisted in building team spirit among the staff thus improving proclivity. By reducing the supervisory time which is a result of employees having the required knowledge and skills of doing their job, means that supervisors spend more time into doing other duties which increases the morale of the workers and thus producing a conducive working environment. (Lucy 2018

According to Kateřina and Eva (vol21, 2015),the results in this paper indicate, companies can use different methods to train employees and they can also have different reasons to decide about training. As presented both in the primary and secondary data of this paper, in these surveys traditional methods such as seminars and lectures were indicated as the most popular. Forms of on-the-job training were used more often for administrative staff and managers, which is confirmed by the data about mentoring and training in firms.

Trends in training are focused on modern methods such as e-learning, blended learning and ramifications. Although the data introduced in this paper are limited in their scope and representativeness, they provide an incentive for both companies and employees to follow up training as an important part of HR activities. Data from companies confirm important reserves in such investments. The results presented in this paper confirm the importance of training both from the employees' and firms' points of view.

**Figure 02: Methods of training**



**Source:** Kateřina and Eva (vol21, 2015),

### 2.3.2 Socialization at work place

Social competences enable effective functioning in various social situations. In context of business organizations, it implies professional competence and understanding the job role, ability to communicate effectively, understanding themselves and the others, accepting organizational and work norms, and emotional regulation. Although social competence is largely a consequence of socio-emotional maturity and life experience, and only partially can and learned, this paper is based on the premise that a well-

conceived induction program of organizational socialization as a primary process of organizational learning can contribute to the stimulation of existing and acquisition of new social competences. They are reflected in the development of social abilities and social skills, adaptability, managing emotions in relationships, capacity of assuring and directing the others, and positive responses to others. Within the concept of organizational socialization through the use of socialization tactics organizations are enabled to actively embed new employees, while new employees are enabled to play a proactive role in their socialization. The investiture tactic proved to influence constructively on-the-job embedded-ness. Although this tactic increases uncertainty regarding the requirements of the role (for example, role replication vs. role innovation), it facilitates and encourages organizational learning. If the organization in the process of organizational socialization opts for integrating new employees using primarily the investiture tactic, it is reasonable to assume that in this case, it recognizes and affirms their professional and personal identity and encourages their social interactions in the given organizational environment. Clearly, the quality of these social interactions significantly depends on individual traits which are primarily considered through the prism of social competences. Extensive research in this area has yet to confirm the importance of these relations. (Biljana and Branislava 2014) **2.3.3 Employee support**

The analysis of the data indicates a positive relationship between workplace support and employees' motivation. The results were tested n cross tabulation and chi-square and they were found significant. Further, the Gamma test was applied to check the direction and strength of relationship. The data in noncategorical, numeric form were tested with correlation test statistic as well. Cross tabulation of the workplace support and employees' motivation indicates that most of the respondents fall in same categories of both the



variables (i.e. high WS-high employees' motivation, medium WS-medium employees' motivation, low WS-low employees' motivation). Some respondents having higher WS also fall in the lower categories of employees' motivation (e.g. 42% of respondents having high WS have medium motivation) which points out that there could be other factors that have some impacts on employees' motivation. However, none of respondents having low WS had high motivation level. The results suggest strategy-makers, top management and human resource managers of healthcare organizations to provide sufficient level of support to the employees if they want to receive high level motivation in return. In absence of sufficient level of WS, employees' motivation will go down and ultimately productivity and overall organizational performance will suffer.

The correlations among most of the dimensions indicate that WS and employees' motivation are complex wholes of many dimensions and factors which are interconnected with each other. So the top management, human resource managers and immediate seniors/managers should understand important dimensions of the WS and motivation to turn these concepts into practice in effective ways. For example, if an employee has serious reservations about the reward policies, it may affect his perception about other things that form workplace support. This low perception about the reward policies may lower his/her perception about supervisor's support and career growth opportunities as well, and resultantly the motivation would go down. The results of the study are well consistent with studies of norm of reciprocity Gouldner (1960) and social exchange theory (Blau, 1964). The results of current study support the findings of Eisenberger et al. (1986, 1990). The results and discussion of the current study are also in harmony with earlier studies of Shore and

Shore (1995), Guzzo et al. (1994), Hutchison and Garstka (1996), Jones et al. (1995) and Settoon et al. (1996). The current study supports the notion that higher perception of workplace support leads to higher level of employees' motivation. Based on the results, the study recommended that:

- (i) Organizations in general and healthcare organizations in particular should focus on the factors that affect employees' perception about the support they receive in return for their contributions.
- (ii) Besides pay and other financial benefits, employees in healthcare organizations are more sensitive to non-financial support and so managers have to focus on this area.
- (iii) Employee empowerment, in particular, has proved to be a dominant factor in increasing employees' perception of organization's support.
- (iv) Healthcare organizations need to invest in their employees in terms of training and other socialization opportunities to make them develop positive attitudes toward the environment they work in. Zia, Muhammad and , Muhammad S (2017)

#### **2.3.4 Leaders Empathy on employees**

It is evident from the findings of this study that no one person can single-handedly educate a child –collegial collaboration and teaming amongst employees in schools contribute to the mission and vision of these organizations being achieved. In terms of the findings in this exploratory study, it is clear that the hallmarks of empathy for employees includes expertise in attracting and developing talent in their organizations, having the ability to

develop others, and demonstrating sensitivity to cross-cultural differences. Employees must be afforded the opportunity to develop their ability as leaders whose expertise defines what they are capable of accomplishing in the organization. IQ alone would not suffice to attain this noble objective. Hence, it is imperative that for employees using an empathetic approach, they develop cooperative goals and roles, foster collaboration and create a climate of trust, support norms of reciprocity, and ultimately show concern for others. The umbilical link between employees' job performance and their empathetic behaviour needs to be strengthened in all organizations. Nothing less should be exacted. More compelling research needs to be undertaken on this subject. (Prakash Singh 2014)

**2.3.5 Other principles of human resource management** are briefly mentioned and explained below.

- (i) **Grievance handling** –to serve is to lead and live. The process of managing employee dissatisfaction or complaints such as harassments, favoritism or deductions from salary. In the modern world all procedures should be handled in a way that the dignity of employee is maintained at its highest positions and in way that promote sense of trust between employer and employee and raise the morale of employee to continue working hard on the same environment. Therefore supervisors should be trained on such courses like grievance handling, conflict resolution and diplomacy. The major focus is to make sure that there is friendly working environment.
- (ii) **Human resource service delivery**- in the process of dealing with human being day to day, human resources need to put in their minds that honest, ethical and righteous so as to bring a good relationship like that of mentor and mentee. In the human resources service delivery, it is very important to consider the following factors such as efficiency, diligence, resourcefulness, conscientiousness, effective communication skills, time management skills, decision making skills, morality and ethics, decency, honesty, and trustfulness. When the human resources are well-aware about all these factors, they will perform their duties satisfactorily and they will maximize the relationship with all other stakeholders such as customers.

(iii) **Induction and on-boarding-** Induction or orientation is an event or process where the employees are familiarized to their jobs and company norms, legal terms and conditions of employment and the working environment in general. Orientation acts as a training programme to newly employed staff, it also enable him/her to socialize with all other employees. It enables employees to be become useful to the organization. The new employees are able to do self-assessment and get their personal evaluation and render an efficient contribution towards the achievement of organizational goals. Every member of an organization has a right to receive comprehensive and effective orientation before starting the new job so as to get proper guidance and support and information for the betterment of his/her performance.

(iv) **Industrial relations-** industrial relations has become one of the most delicate and complex problems of modern industrial society. Industrial progress is impossible without labour management cooperation and industrial harmony. Therefore, it is in the interest of all to create and maintain good relationship between employers and employees. (Gupta, 2011). Again the scope of industrial relations is very wide, it comprises of employees, employers, government and trade unions. In this aspect all employees have freedom to associate in any trade union of their choice. Objectives of industrial relations are to develop and maintain harmonious relationship between management and labour, to safeguard the interests of labour as well as management, to establish and maintain industrial democracy, to avoid all forms of industrial conflicts, to raise productivity and to ensure health and balanced social order through recognition of human rights and adaptation of social responsibilities to the advancement of technologies. (Gupta, 2011). Industrial relations have brought about the following aspects.

(a) **People behind the machine count-** in some years back, machines were considered the most important and useful component than man but recently people are the real power to drive organizations forward. Therefore machines assist people to achieve a set of organizational goals and not otherwise. (Prof. Rao, 2016)

- (b) Shed complexity, wed simplicity- people now days hate bureaucratic organizations with tall structures. They prefer working with flat organizations where they can be heard and solve problems and make decisions quickly than in bureaucratic environment. Shedding complexity means do not entertain bureaucracy in organizations and wed simplicity means making it easier for employees to solve problems and render quality service in a simpler manner.
- (c) The most valuable asset is HR. It has been proved from different organizations that you can have best strategy and best buildings in the world, but if you don't have the hearts and minds of people who work with you, none of it comes to life. "I am convinced that nothing we do is more important than hiring and developing people. At the end of the day you bet on people, not on strategies." (Lawrence, 2016) Thus the most valuable and precious asset is human resources which drive all other factors of production such as capital, machines, buildings and land.
- (v) **Occupational health and safety-** is concerned with health, safety and welfare of employees within the workplace. This principle require that, all employees at working place to be clean, to have adequate lighting, flow of fresh air with right temperature and humidity, free from noise, control of dust, proper layout of working space and seating arrangement. The significance of occupational health and safety is to prevent accidents, diseases, injury, deaths and ensure physical, mental and social well-being of all employees through taking precautions and safety measures and good habits and proper working conditions.
- (vi) **Organizational development-** Organizational development is the study of successful organizational change and performance. Organizational development emerged from the human relations studies in the 1930s, during which the psychologists realized that organizational structure and processes influence the behaviour of the workers and motivate them towards job performance. A number of factors should be considered in order to ensure organizational development, these include, development of infrastructure, making provision of civic amenities and facilities, introducing technologies, and modern, scientific and innovative methods in the implementation of tasks and functions, augmenting leadership

skills, job redesign, setting of goals and objectives, making improvements in training and development programs, implementing conflict resolution procedures, promoting teamwork and enhancing the overall working environmental conditions. When the human resources are able to generate awareness in terms of these aspects, they will render an indispensable contribution in leading to organizational development. Therefore organizational development is a systematic and planned change in the beliefs, values and attitudes for the progression of individuals and organization as a whole. Such development will enable organization to respond internal and external changes taking place in the business environment. Business environment is dynamic in nature, factors such as technology, legal, social, customer behaviour, economical are gradually changing day to day. These changes calls for organizational development.

(vii) **Performance management-** this principle has been included in employee support in this study. Performance management or people management is as vital as any other principle discussed in this study. The process of assessing the performance and progress of an employee enables the management to do the following:- provide correct feedback for improvement of performance of employee, provide valid database for personnel decisions, to diagnose the strengths and weaknesses of an employee and suggest measures to be taken such as trainings, to develop positive relationship between employer and employee, to test effectiveness of recruitment, selection and placement programmes. Different companies employ different performance management methods such as 360 degrees, MBO-management by objectives, anchored rating scales, HR-accounting and assessment Centre.

(viii) **Recruitment and selections processes** –this is another principle in human resource management that ensures that organizations attract, recruit best candidates to fill in the positions as required by the job performance. It is advised to have recruitment and selection policy for each organization. Also the following aspects may be considered for an organization to achieve its goals:-

(a) Hire for attitude, recruit for skills- this means that attitude contributes more than skills and working experience in performance of an individual. Attitude is the

key to contract employee for a post of job. If employees possess a good attitude, they will have the ability absorb the knowledge, skills, and abilities that are essential to perform their tasks effectively in the workplace.

(b) **Recruitment to retirement.** HR is all about dealing with employees from recruitment to retirement. It includes manpower planning, selection, training and development, placement, wage and salary administration, promotion, transfer, separation, performance appraisal, grievance handling, welfare administration, job evaluation and merit rating, and exit interview. Precisely, it deals with planning, organizing, staffing, directing, and controlling of people.

(c) **Higher slow, but fire fast.** HR leaders must be slow in hiring the right talent for their organizations. They must look for the right mindset, skill set, and tool set in job seekers during recruitment. If they find that bad apples entered into their basket, they must be removed quickly to avoid further damage to their organizations.

(ix) **Workforce planning.** In this principle, the management should put in place a system of HRP-Human resource planning to enable organization move from its current manpower position to its desired manpower position. The major aims for this are, to make sure there is optimum use of the existing human resources and forecast future requirements for human resources. This can be done through analyzing organizational plans, manpower forecasting and monitoring and control.

(x) **Make everyone accountable.** Each employee should be treated separately to avoid passing blame games from one person to another. In this principle each employee is given his/her own job description with list of responsibilities and key performance indicators. To ensure accountability each employee should be accountable for his own actions and should be answerable for his own performance. "It is very dangerous when there is a culture of no one is accountable"

(xi) **Encourage innovation-** Create a culture of innovation and creativity in an organization by doing the following actions:- invite new ideas from employees,

reward each creative work done by employees, allow people to make mistakes in the course of creativity and innovation, provide resources and spaces to back those who come with innovative projects and encourage employees to test new strategies and you will have a good climate innovation and creativity.

## **2.4 Theoretical framework**

### **Behavioural approach Theory.**

This theory was developed by Elton Mayo (1933), modified by Abraham Maslow (1943), Douglas McGregor (1960, and Fredrick Herzberg (1959). According to Gupta (2010), "Research in behavioural sciences like anthropology and psychology has provided the subject matter for human resource management. Behavioral science era led to the development of new techniques of motivation and leadership, eg ,job enrichment, employee participation, two way communication, management by objectives." According to Ramlall (2004), Maslow hierarchy of needs, with five levels, of needs to be satisfied as an employee has been able to satisfy the lower level then goes to the higher level, "When a lower need is satisfied, the next highest becomes dominant and the individual's attention is turned to satisfying this higher need. The need for self-fulfillment, however, can never be satisfied. He said that 'man is a wanting animal'; only an unsatisfied need can motivate behaviour and the dominant need is the prime motivator of behaviour. Psychological development takes place as people move up the hierarchy of needs, but this is not necessarily a straightforward progression. The lower needs still exist, even if temporarily dormant as motivators, and individuals constantly return to previously satisfied needs. The third level, *Social* – the need for love, affection and acceptance as belonging to a group. (Armstrong 2006. 258).

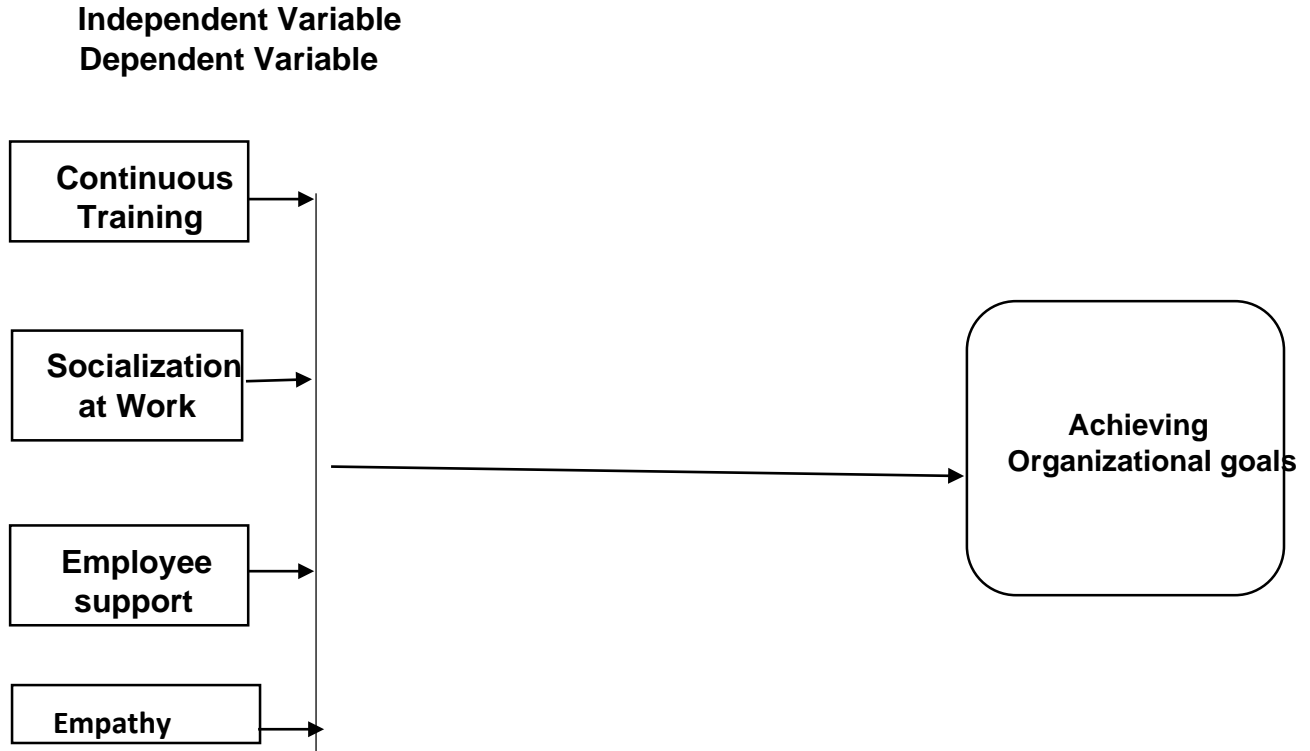


For the purpose of this study there is a need to consider theoretical framework above so as to be able to analyze the four principles. The first theoretical framework can be adopted in order to attain good performance at work, employees should be happy. A happy worker is a productive worker. This can be achieved through balancing perception in the model shown below. Then perceived outcomes (actually received) such as trainings and development, employee support, empathy and socialization. Perceived personal inputs refers to the efforts that the employee thinks that he/she puts into the job.

### **2.3.7 Conceptual framework**

In the conceptual framework (figure 2.1), continuous training enables employees to have an increased ability to implement curriculum, conduct guidance and counselling, supervise Extra Curricular Activities and other day to day activities. There are various changes taking place in curriculum due to policies, improved technology and changes of life styles and natural factors. Socialization at work opens communication is all sides, managers and subordinates get to interact more with trust and not mere hypocrisy. Employee support enables them to execute their responsibilities on time because managers do support them by providing them with all the necessary materials, information and motivation. Empathy tells employees that they are in a right place, where one can share his/her feelings with others and they are able to understand one another and help to solve their challenges. All these maximize the productivity and hence achieving the organizational goals. That is to say, for schools, teachers are expected to be loyal to their work and hence increase productivity.

**Figure 2.1 Conceptual framework**



**Source** Researcher's own source (2020)

## 2.5 Knowledge gap

With reference to the readings mentioned above, it has been shown that probably there are few literatures in Tanzania or the researcher couldn't access them, written about "Application of modern human resource principles in achieving organization goals- case of private schools. This brings a gap of knowledge to be filled by assessing the application of four major principles of HRM-these are, continuous training, and socialization strategies at working place, employee support in achieving organizational goals and how leaders provide empathy to employees who face challenges at working places.

## 2.6 Chapter summary.

In this chapter, both theoretical and empirical literature review have been covered. It has been a chapter of expanding the knowledge of the researcher so as to increase

familiarization with the problem in question. Books and journals of different authors have been consulted and cited. The next chapter focuses on research methodology.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction.**

This chapter focuses on the whole concept of methodology to be used in collection and analyzing of data. The chapter contains study area, research design, research approach, target population and sample size, sampling strategies, data collection methods, pilot study, data analysis, validity and reliability, ethical considerations and conclusion.

#### **3.2 Study area.**

The study was conducted in selected secondary schools in Arusha- Northern part of Tanzania. Arusha is one of the famous region to have many private schools in the northern area after Kilimanjaro region. (NACTE report 2020). Thus it was easy for the researcher to collect enough and reliable data. Thus for the purpose of this study schools from Arusha DC and Arusha City were the population. It was also convenient to the researcher who is also living in Arusha.

#### **3.3 Research Design**

The formidable problem that follows the task of defining the research problem is the preparation of the design of the research project, popularly known as the “research design”. Decisions regarding what, where, when, how much, by what means concerning an inquiry or a research study constitute a research design. (Kothari 2011)

This study adopted the descriptive research design due to its nature that it involves either identifying the characteristics of an observed phenomenon or exploring possible

association among two or more phenomena. This concept is according to Leeds and Ormord (2011:189). The focus on types of training methods, impacts of socialization, employee support and empathy.

### **3.4 Research Approach**

This study used both quantitative and qualitative approach because it intends to explore more information about how trainings are conducted, how socialization are done, how employees are supported and finally how employees' feelings are understood by the leaders. According to (Kothari 2011:05), qualitative approach to research is concerned with subjective assessment of attitudes, opinions and behaviour while quantitative is concerned with collection of numerical information. Thus why the researcher chose the blended both quantitative and qualitative approach to suit this study.

### **3.5 Targeted population, sample size and Sampling Techniques**

As it has been mentioned earlier that the area of the study were two districts- Arusha DC and Arusha City of Arusha Region with a total number of 254 private secondary schools. Out of these schools only 15 schools were taken as sample, 7 schools from Arusha DC and 8 schools from Arusha City. The reasons for taking this sample size were:- geographical factors of locations of these schools, it was easy to access this reasonable number of schools due to limitation of funds available. According to Kothari (2011:56), the size of population variance needs to be considered as in case of larger variance usually a bigger sample is needed. The size of population must be kept in view for this also limits the sample size. The parameters of interest in a research study must be kept in view, while deciding the size of the sample. Costs too dictate the size of sample that we can draw. As such, budgetary constraint must invariably be taken into consideration when we decide the sample size. Again according to this formula (Yamane 1967)

$$n = \frac{N}{1 + N(e.sqr)}$$

From above explanations  $N=225$ ,  $e=0.05$ .

Then,  $n= 90$  respondents

Then this amount of sample was reasonable.

The sample were obtained through purposive sampling due to the following reasons. The focus of this study was to see whether the modern principles of HRM are applied in private secondary schools or not, and if yes, how are they being applied. Who can answer these questions better were the teachers who had worked with a private school for a period of one year or more. Thus, five teachers with longer working experience were chosen from each private school selected to represent others. The selection of the above strategies has been guided by Kothari (2011,60).

### **3.6 Data collection methods**

Both secondary and primary data were collected through the following methods. Questionnaire, documentary review and interview checklist. The selection of all these methods was done so as to increase the validity and reliability of the findings.

#### **3.6.1 Questionnaires.**

Questionnaires were designed in such a way that it collected information related to preliminary information, continuous training methods, socialization at work place, support to employees and empathy. Each concept will have its separate section for easier summarization and interpretation of data. The questionnaires were tested for accuracy and completeness before they are taken for actual data collection process. The test of the questionnaires enabled the researcher to improve the questions as their accuracy is

essential in collecting good quality information. Questionnaires method were chosen to simplify the task of collecting huge amount of data within a short period of time and serve as a reference for future analysis, they eliminate bias. The questionnaire were filled by the teachers who were chosen through purposive sampling technique. From 15 schools, 5 teachers from each school, with longer working experience were interviewed through the questionnaires. All respondents were educated elites, thus there were no barrier for reading and writing. The decision for choosing questionnaires were made with reference to (Kothari 2010,100-105)

According to (Newsted, Huff & Munro 1998:553), questionnaire and surveys are the most popular methods used by the research community for the following reasons:

- (a) Easy to administer and simple to score and code;
- (b) Ability to determine values and relationships between variables and constructs;
- (c) Responses could be generalized to the rest of the population studied and applied to other similar populations;
- (d) Adapted and reused easily and provided an objective method for comparing responses over different groups, times, and places.
- (e) Could be used to predict behaviors;
- (f) Allow theoretical propositions to be tested objectively; and
- (g) Assist in confirming and quantifying the findings of qualitative research. Hence, the pilot study served as a useful trial run to identify potential problems in the proposed survey. More importantly, the pilot study created the opportunity of revising the methods and logistics of data collection before the commencement of the actual fieldwork.

### **3.6.2 Interview method**

This method was used to collect data from the school managers. The researcher asked the predetermined questions plus additional questions to the managers with the focus of getting in depth information on how the modern principles of HRM are implemented. The interviewer (researcher) conducted face-to-face interviews to all selected school managers after making appointment with them some days before. The researcher had an ample time to clarify the significance of this study to school managers and again clarify any question which may not be clear to them. The researcher used semi-structured interviews so as to get enough and additional information about both HRM and the traditional personnel management. The decision for choosing interview method has been supported by (Kothari 2010).

### **3.6.3 Documentary reviews**

With this method the researcher requested for sample of documents which shows how and when trainings are conducted, school calendars showing school events related to socialization at work place, staff meetings, staff performance appraisal events, staff parties and many more related to modern HRM.

### **3.8 Pilot study**

Before data gathering phase commences, a pilot study was conducted with the target population. The purpose of a pilot study was to clarify item, wording and check suitability of the questionnaire and the interview checklist to test the instruments for flaws and suggest improvements. A list of questions to be used were tested so as to come up with

valid and reliable data at the end of the process of data collection Furthermore, the validity and reliability of the questionnaire were tested with the St. Mathew teachers. Ten questionnaires were personally administered to the teachers, comprising Headmaster, Deputy Headmaster and other teachers in this school. Data from the pilot study were tested through SPSS to ensure the internal consistency. The test yielded the Cronbach's Alpha of .768 for the first objective, .894 for the second objective, .832 for the third objective and .764 for the fourth objective as shown in table 3.1

Table 3.2 Reliability Test Results

SN	Variable	Item
Cronbach's Alpha		
1.	Objective one	12
.768		
2.	Objective two	11
.894		
3.	Objective three	11
.832		
4.	Objective four	10
.764		

### 3.8 Data analysis Methods

According to Davis (2005) data is given value only after they have been analyzed. Data analysis result in sets of descriptions, relationships, and differences that contribute to informed decision making. Cooper & Schindler (2003) state that data analysis enables the refinement and reduction of raw data to manageable size, developing summaries, identifying patterns, and applying statistical techniques. Responses with scales require the data analyst to manipulate data to derive scenarios and explore relationships among



variables. Researchers are required to interpret the findings in relation to the research problem and to establish whether the results are consistent with the research objectives and theories. Researchers are then required to make recommendations and draw conclusions based on the interpretation of the data. (Cooper & Schindler, 2003). For the purpose of this study, descriptive and content analysis were used to analyze quantitative and qualitative data. Under descriptive analysis mean and standard deviation were calculated. In qualitative data involved: familiarization, coding, generating themes, reviewing themes, defining and naming themes and finally writing up the analysis. All these steps were applied to all four objectives, (training, socialization, employee support and empathy with relation to organizational achievement) in the data; grouping similar kinds of information together in categories; finally relating different ideas and themes to one another.

### **3.9 Validity and reliability**

Validation refers to the extent to which the research findings accurately represent the actual position. A test is valid if it measures what the researcher thinks or claims it does (Coolican, 1992). (Greer 2001) further confirms that the procedure must predict what it is supposed to predict. In order for a questionnaire or interview to be valid, it must first be reliable. Face validity refers to the realistic outlook of the outcomes of a measuring instrument. Face validity makes the results credible to the common audience. However, it is cautioned that face validity is not always trustworthy. (Nation 1997). The measuring instrument which were used for this study were subjected to pilot testing.

Content validity refers to the extent to which the measure assesses the broad characteristics of the study. In this regard, the design of the questionnaires are checked to see if it has good level of content validity as the measures covered most of the

dimensions of knowledge management and human resource management is identified during the literature review process (Nation, 1997). Construct validity refers to the relationship between the nature of the data that the measuring instrument is supposed to elicit and the rationale for the study (Nation, 1997). The measuring instrument for the proposed study was taken into account the theory impacting on the study as well as the variables related to human resource management and knowledge management. The questions were drawn after an exhaustive literature review, interviews with school managers and teachers in private schools, as well as drawing from samples of questionnaires in related studies. Furthermore in order to ensure validity of the results, the researcher personally collected data from the intended respondents without being represented by any other person.

Reliability refers to the relationship between the variables covered in the measuring instrument and the measures taken in different situations. According to Sekaran (1992), pre-testing the measuring instrument would determine the reliability of the instrument and how consistently it measures what it is intended to measure at the outset. Triangulation of methods of data collection, data analysis, sources of data and literature review ensured the results of this study were reliable. As elaborated in the previous chapters, the literature review has combined information from both theoretical and empirical sources, likewise there are various methods of data collection such as questionnaires, interview and documentation.

### **3.10 Ethical considerations.**

#### **3.10.1 Confidentiality:**

Normally human resource information for any company is kept confidential and if a need arise be used outside the office then, permission must be requested from the relevant

authority. Due to this fact the researcher looked for official approval from different levels including Institute of Accountancy Arusha (IAA), Arusha DC and Arusha City District Secondary Education Officers. Furthermore the researcher clearly stated it to the relevant authorities that the information obtained were to be used for academic purpose only, it was not shared through social media or any other platform without prior permission from them. Also the researcher collected data from the respondents after explained to them and through their own consent.

### **3.10.2 Respondents willingness.**

The researcher asked for respondents consent to fill the questionnaire to the end. He explained the significant of the research to the respondent and asked only those who were willing to fill in the short answers in the questionnaires.

### **3.10.3 Permission from the Institute of Accountancy Arusha.**

The researcher obtained letters from the institute of Accountancy Arusha to request permission to collect data from the secondary schools. Letters were addressed to the School Managers. See the attached copy overleaf.

### **3.11 Chapter summary.**

That marks the end of chapter three with research methodology, data collection tools, data analysis techniques and validity and reliability. It is the hope of the researcher that through the use of the mentioned tools, reliable and valid data were collected.

## CHAPTER FOUR

### PRESENTATION AND DISCUSSION OF FINDINGS

#### 4.1 Introduction

This chapter presents the findings of the study based on the responses provided by respondents. The analysis and discussion of the findings of this study is guided by four research questions. The main objective of this research was to examine the application of the four principles of modern human resources (continuous training and development, empathy, socialization at work place and helping employees) in achieving organizational goals in private schools in Tanzania. The findings assisted the researcher to reach a valid conclusions and recommendations.

#### 4.2 Social demographic characteristics of the participants.

The study was conducted in a manner that both men and women with different age and nationality as shown in Table 4.1 were considered by the researcher. These had a bearing on the nature and quality of information received.

**Table 4.1: Characteristics of respondents**

<b>Age of respondent</b>	<b>N</b>	<b>%</b>
Below 18 Years	Nil	Nil
18 – 24 Years	24	34.28
25 – 44 Years	42	60.00
45 – 50 Years	3	4.28
51 – 60 Years	1	1.42
Above 61 Years	Nil	Nil
<b>Total</b>	<b>70</b>	<b>100.0</b>

<b>Gender of respondents</b>	<b>N</b>	<b>%</b>
Male	45	64.28
Female	25	35.72
<b>Total</b>	<b>70</b>	<b>100.0</b>

<b>Nationality</b>	<b>N</b>	<b>%</b>
Tanzanian	70	100
<b>Total</b>	<b>70</b>	<b>100.0</b>

**Source:** Field data, 2020.

#### **4.2.1 Age of the respondents**

Proportion-wise, most of the overall respondents (60.0%) were in the age group of 25-44 years. The statistics Table 4.1 indicates that the age distribution of the respondents across the study area was positively skewed as the majority (more than 94.28.0%) have 24 years and above.

#### **4.2.2 Gender of the respondents**

The statistics in Table 1 show that the proportion of male respondents was slightly greater (64.28%) than female respondents (35.72%).

#### **4.2.3 Nationality of the respondents**

The statistics in Table 1 show that all respondents (100%) were Tanzanian.

#### **4.2.4 History of employment of respondents**

The study was conducted in schools with teachers with different historical backgrounds of the schools they taught and type of subjects of their specializations. All these have been shown in table 4.2.

**Table 4.2: Employment history of respondents**

<b>Time of working</b>	<b>N</b>	<b>%</b>
Less than one Year	36	51.42
2 Years	19	27.14
3 Years	<b>9</b>	12.85

4 Years	3	4.28
6 - 7 Years	2	2.85
8 – 10 Years	1	1.42
<b>Total</b>	<b>70</b>	<b>100.0</b>

Is this your first institution to work?	N	%
Yes	13	18.57
No	57	81.42
<b>Total</b>	<b>70</b>	<b>100.0</b>

Which department do you work?	N	%
<b>Arts</b>	42	60.0
<b>Business</b>	12	17.14
<b>Science</b>	16	22.85
<b>Total</b>	<b>70</b>	<b>100.0</b>

Source: Field data (2020)

#### 4.2.4 Time of working of the respondents

The results show that most employees served their positions within a short period of time, that is, less than one year (51.42%) and few served for 2 to 3 years (40.0%). Results also show that majority of the respondents had worked in other institutions (57%). The department that occupied most of the respondents was arts (60.01%) and few respondents were in other departments such as science and business (39.99%).

### 4.3 PRESENTATION OF FINDINGS

#### 4.3.1 Staff training and development

The results show that, some of the researched institutions used to provide opportunities to employees to attend special trainings but others did not. Results have been summarized below.

**Table 4.3: Staff training programmes**

Number of training	N	%
No training	60	85.71
1 – 2	9	12.85
3 – 4	1	1.42
5 – 6	Nil	Nil
7 – 8	Nil	Nil
9 – 10	Nil	Nil
More than 10 trainings	Nil	Nil
<b>Total</b>	<b>70</b>	<b>100.0</b>

Source: Field data (2020)

### (a) Staff training programs

Results show that most institutions do not provide opportunity to their employees to attend trainings (85.71%).

But few seem to be allowed to attend 1 to 4 trainings per year (14.27%).

Methods of training that are commonly used

Results show that methods of training which were at least used were seminars (21.42%), e-learning (17.14%) and workshops (10.0%). Reference is made to table 4.4

**Table 4.4: Methods of training**

									Total (N)	
	Weak (n=70)		poor (n=70)		Good (n=70)		Excellent (n=70)			
	N	%	N	%	N	%	N	%		
Seminars/Lectures	55	78.57	15	21.42	Nil	Nil	Nil	Nil		70
Workshops	57	81.42	7	10.0	Nil	Nil	Nil	Nil		70
e-learning	59	84.28	12	17.14	Nil	Nil	Nil	Nil		70

Coaching	60	85.71	10	14.0	Nil	Nil	Nil	Nil	70
Job rotation	61	87.14	9	12.85	Nil	Nil	Nil	Nil	70
Case studies	62	88.57	8	11.42	Ni	Nil	Nil	Nil	70
Leadership	64	91.42	6	8.57	Nil	Nil	Nil	Nil	70
Counselling	65	92.85	5	7.14	Nil	Nil	Nil	Nil	70
Study visits	66	94.28	4	5.71	Nil	Nil	Nil	Nil	70

**Source: Field data (2020)**

**4.3.2 Socialization at working place**

This study was also conducted to reveal if there is socialization at working places of respondents. And the results have been summarized in the following table;

**Table 4.5: Relationship between teachers and Managers**

	N	%
What is the relationship between teachers and Managers?		
Enemity	8	11.42
Cooperative	52	74.28
Friendly	10	14.28
<b>Total</b>	<b>70</b>	<b>100.0</b>

Source: Field data (2020)

**(a) Relationship between teachers and managers**

Results show that there was a good cooperation between teachers and managers (74.28%). Enemity and friendly relationship was very minor that is (11.42%) and (14.28%) respectively.

**Table 4.6: Socialization at working place**

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	Very rare (n=70)		Sometime (n=70)		Frequentl y (n=70)		Very common (n=70)		Total (N)	
	N	%	N	%	N	%	N	%		
<b>Ways of socialization</b>										
Get together party	20	28.57	15	21.42	30	42.86	5	7.14		70
Staff sports bonanza	5	7.14	10	14.28	48	68.57	7	10.0		70
Friendly conversations	3	4.28	9	12.86	3	4.28	55	78.57		70
Birth day celebrations	4	5.71	11	15.71	34	48.57	21	30.0		70
Social media group	1	1.42	6	8.57	20	28.57	43	61.42		70
Staff trips with leaders	53	75.71	10	14.28	6	8.75	1	1.42		70
Special lunch/dinner	51	72.86	12	17.14	4	5.71	3	4.38		70
Award for staff ceremonies	41	58.57	12	17.14	9	12.86	6	8.57		70
Staff debates										
Festivals	44	62.86	14	20.0	7	10.0	5	7.14		70
	40	57.14	12	17.14	9	12.86	9	12.86		70

Source: Field data (2020)

(b) Methods of socialization at working place

Results show that the methods of socialization that were frequently used were Staff sports bonanza (68.57%) and to some extent Birth day celebrations (48.57%). Also results show that the methods of socialization which were very commonly used were social media group (61.42%) and friendly conversations (78.57%).



4.

**Table 7: Benefits of socialization**

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What are the benefits of socialization at working place?	N	%
Enhance cooperation	48	68.57
Conducive working place	12	17.14
Strengthen friendship	9	12.85
Increase efficiency of work	1	1.43
<b>Total</b>	<b>70</b>	<b>100.0</b>

**Source: Field data (2020)**

**(c) Benefits of socialization**

The research also intended to reveal the benefits of socialization from respondents. Majority of respondents said that socialization enhance cooperation (68.57%). They also added that socialization brings about conducive working environment since the degree of trust is high. Also socialization removes the boundaries of boss and subordinates relationship, since friendship is strengthened as it has been indicated on the table above. Efficiency of employees increases due to reduction of fear and increase of confidence among employees. See table 7 above.

**4.3.3 Employee support from the leaders to accomplish organization goals**

Results show that leaders support employees in various ways in order to accomplish organization goals. The ways in which they support their employees include ensuring sufficient availability of resources (57.14%) and Provision of valuable awards (48.57%). Also results show that many respondents do not get support from their employer in terms of Stress management (78.57%) and opportunities for professional development (70.0%).Reference is made to table

4.8.

4.

**Table 8: Employee support from leaders**

									Total (N)	
	Poor		Average		Good		Excellent			
	(n=70)		(n=70)		(n=70)		(n=70)			
	N	%	N	%	N	%	N	%		
<b>Employee Support aspects</b>										
Goal setting process	25	35.71	30	42.85	10	14.28	5	7.14		70
Regular meeting with the purpose of reminding responsibilities	5	7.14	38	54.28	21	30.00	6	8.57		70
Ensure fair treatment	40	57.14	26	37.14	3	4.28	1	1.42		70
Provision of valuable awards	4	5.7	11	15.7	34	48.57	21	30.0		70
Supportive supervision such as staff performance approval	8	11.4	50	71.4	10	14.28	2	2.85		70
Ensuring adequate job conditions like job security, physical safety, autonomy	13	18.5	43	61.4	10	14.28	4	5.72		70
Stress management	55	78.5	15	21.4	Nil	Nil	Nil	Nil		70
Ensuring sufficient availability of resources	4	5.71	14	20.0	40	57.14	12	17.42		70
Opportunities for professional development	49	70.	14	17.1	8	11.	1	1.42		70

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Source: Field data (2020)

#### 4.3.4 Empathy

In many organizations employees may face challenges in their daily activities. This part of research intended to reveal the difference ways leaders show empathy to the challenges of their employees.

Table 9: Empathy

									Total (N)	
	Poor (n=70)		Average (n=70)		Good (n=70)		Excellent (n=70)			
	N	%	N	%	N	%	N	%		
Ways of demonstrating Empathy										
Understand challenges that you face	36	51.42	34	48.51	Nil	Nil	Nil	Nil		70

**4.**

Sensitivity to cross cultural differences	50	71.42	20	28.57	Nil	Nil	Nil	Nil	70
Foster collaboration	53	75.71	12	17.14	5	7.14	Nil	Nil	70
Create a climate for trust	58	82.85	12	17.14	N	Nil	Nil	Nil	70
Showing concern for others	60	85.71	10	14.28	il	Nil	Nil	Nil	70
Empathetic communication	62		8	11.42	N	Nil	Nil	Nil	70
Recognize your feelings	61	88.57	9	12.85	il	Nil	Nil	Nil	70
Readiness to solve problems	65	87.14	5	7.14	N	Nil	Nil	Nil	70
Participate in the emotional experience of an individual	59	92.85	4	5.71	N	Nil	Nil	Nil	70
		84.28			il				

**Source:** Field data (2020)

**(a) Reactions of leaders to challenges of their employees**

Results of this research show that few respondents agree that leaders somehow show concern on their challenges especially in understanding the challenges that employees go through (48.51%) and how they respond to cross cultural differences of employees (28.57%). But results also show that most respondents are not satisfied with the way leaders respond to their challenges (ref. table 9).

### **(b) Measures to be taken to enhance positive working relationship at working place**

Results show that respondents proposed measures to be taken so as to enhance positive relationship at working place. Most proposed leaders to be serious in motivation of staff (50.0%). Results are summarized in table 10.

**Table 4.10: Measures to enhance positive working relationship at working place**

<b>Suggestions</b>	<b>N</b>	<b>%</b>
Motivation to staff	35	50.00
Appreciation	12	17.14
Health care services	10	14.28
Recognition	13	18.57
<b>Total</b>	<b>70</b>	<b>100.0</b>

Source: Field data (2020)

### **(c) Results from Managers interview**

This research sought managers' views to assess their efforts in promoting the completion of organization goals. Questionnaires were administered to 15 managers and their views were summarized as shown below;

**Table 4.11: Managers interview results**

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<b>How long have you been a manager in this school?</b>	<b>N</b>	<b>%</b>
0 – 5 years	13	86.67
6 – 10 years	2	13.33
<b>Total</b>	<b>15</b>	<b>100.0</b>

In order to succeed as a manager, what do you do to your teaching staff?	N	%
Provide job descriptions	7	46.67
Follow up of teacher responsibilities	6	40.00
Teachers' motivation	1	6.67
<b>Total</b>	<b>15</b>	<b>100.0</b>
What training program do you implement in your school?	N	%
Seminars		
Workshops	11	73.33
Leadership	6	40.00
Counselling	Nil	Nil
Study visits	Nil	Nil
	Nil	Nil
<b>Total</b>	<b>15</b>	<b>100.0</b>

**Source:** Field data (2020)

Results from manager's interview show that most of the managers have served their positions from 1 to 5 years (86.67%). Very few have served their position from 6 to 10 years (13.33%). In order to succeed results show that most managers provide job descriptions to employees (46.67%) for the accomplishment of organization goals. And make close follow up of teacher responsibilities to maximize their potentials. Also results show that many managers implement training programs through seminars (73.33%) to familiarize teachers with modern methods of teaching.

Managers claimed to assist their employees when they face challenges in many ways, but when challenges persists to a teacher (e.g. disease) for a period of six months, the teacher becomes terminated from employment. Managers on the other hand allow teacher socialization through social media like WhatsApp.



## **4.0 DISCUSSION OF THE FINDINGS**

### **4.4.1 Staff training and development**

Results show that most institutions do not provide opportunity to their employees to attend trainings (85.71%). This suggests that many employers are not interested in providing staff training. But few institutions seem to allow their staff to attend some training per year (14.27%).

#### **(a) Methods of training that are commonly used**

Basing on the research findings, methods of training which were at least used for training staff were seminars (21.42%), e-learning (17.14%) and workshops (10.0%). This is because the use of seminars is simple and can be done anywhere. The use of e-learning was adopted as it is the most preferred method in this modern world. But overall results show that most employers do not engage in staff training. These findings on training relate to those of Naveed (2014) and Mozael (2015) that training and development have become one of the necessary functions in most organizations, because they lead to high performance in the same field and are important part of human resource department, it has a significant effect on the success of an organization through improving employee performance

### **4.4.2 Socialization at working place**

This study was also conducted to reveal if there is socialization in working places of respondents.

#### **(a) Relationship between teachers and managers**

Results show that there was a good cooperation between teachers and managers (74.28%). This cooperation was important in order for the employees to do their work at acceptable standards. Without this cooperation the working environment could not be conducive. Enmity and friendly relationship was very minor that is (11.42%) and

(14.28%) as they could decelerate the teaching activities. Therefore enmity and friendly relationships were much discouraged in working places.

### **(b) Benefits of socialization**

The research findings show that majority of the respondents said that socialization enhance cooperation (68.57%). This means that through socialization teachers become closer and easy to help each other in the field of teaching. These findings corresponds to those Louis (1980) who argues that organizational socialization contributes to the success and enables the relations among employees to be harmonized may contribute to higher appreciation of social skills needed by the organization conceived tactics of organizational socialization in six dimensions depending on the quality of their social integration in the enterprise, and is reflected on productivity, performing the roles, building attitudes, commitment and dedication to the organization. Maanen and Schein (1979) also argues that the top five influential factors of organizational socialization include job characteristics, defining roles, tactics of organizational socialization, previous experience and social inclusion. Indeed, the domain of social inclusion represents an important step in building the employees' working capacity. In addition to other elements, it includes interventions in terms of respecting and encouraging the existing and development of desirable social skills. This process varies from organization to organization, and usually is the function of the content of organizational culture and the type of management in the organization.

#### **4.4.3 Employees support from leaders to accomplish organization goals**

Results show that leaders support employees in various ways in order to accomplish organization goals. The ways in which they support their employees include ensuring sufficient availability of resources (57.14%) and provision of valuable awards (48.57%). This means that most leaders are very careful in supplying resources hand to hand with awards in order to make sure that their institutions run smoothly. No institution can remain running without necessary resources.

Also results show that many respondents do not get support from their employer in terms of stress management (78.57%) and opportunities for professional development (70.0%). This means that institutional leaders do not deal with stress and professional development of their employees. This is the cause of many institutions to have stressed employees who cannot perform their responsibilities well. The findings matches with those of (Cha and Carrier 2016) who argues that employees' perception of workplace support and working environment affect employee-organizational relationships and, therefore, highly successful organizations generally provide excellent benefits for attracting and retaining motivated employees. Literature represents extensive.

#### **4.4.4 Empathy**

In many organizations employees may face challenges in their daily activities. This part of research revealed that many organization leaders do not show empathy to the challenges of their employees. This might be the cause of many organizations or institutions to run with a lot of difficulties because of the unsolved challenges of employees. The findings related to those of (Singh 2014) who found that the hallmarks of empathy for employees includes expertise in attracting and developing talent in their organizations, having the ability to develop others, and demonstrating sensitivity to cross-

cultural differences. Employees must be afforded the opportunity to develop their ability as leaders whose expertise defines what they are capable of accomplishing in the organization. IQ alone would not suffice to attain this noble objective. Hence, it is imperative that for employees using an empathetic approach, they develop cooperative goals and roles, foster collaboration and create a climate of trust, support norms of reciprocity, and ultimately show concern for others. The umbilical link between employees' job performance and their empathetic behaviour needs to be strengthened in all organizations. Nothing less should be exacted. More compelling research needs to be undertaken on this subject.

#### **(a) Reactions of leaders to challenges of their employees**

Results of this research show that few respondents agree that leaders somehow show concern on their challenges especially in understanding the challenges that employees go through (48.51%) and how they respond to cross cultural differences of employees (28.57%). But results also show that most respondents are not satisfied with the way leaders respond to their challenges (ref. table 9). This means that teaching in such institutions proceeds with a lot of difficulties. Many employees expect their leaders to deal with their challenges, so if nobody does that, they become demoralized to work hard.

#### **(b) Measures to be taken to enhance positive working relationship at working place**

Results show that respondents proposed measures to be taken so as to enhance positive relationship at working place. Most proposed leaders to be serious in motivation of staff (50.0%). Therefore, to many employees motivation seem to be very important for them

to work hard in their institutions. If they are not motivated they cannot proceed with their responsibilities at their maximum potentials.

### **(c) Managers interviews**

Results from manager's interview show that most of the managers have served their positions from 1 to 5 years (86.67%). Very few have served their position from 6 to 10 years (13.33%). This is due to the fact that many school owners do not like to spend a long time with their managers or head of schools. They normally recruit new ones to avoid many criticisms from heads/managers who have served for a long time.

In order to succeed results show that most managers provide job descriptions to employees (46.67%) for the accomplishment of organization goals. And make close follow up of teacher responsibilities to maximize their potentials. Also results show that many managers implement training programs through seminars (73.33%) to familiarize teachers with modern methods of teaching. This show that many managers depend on job descriptions they offer to teachers to accomplish organization goals.

Managers claimed to assist their employees when they face challenges in many ways, but when challenges persists to a teacher (e.g. disease) for a period of six months, the teacher becomes terminated from employment. Managers on the other hand allow teacher socialization through social media like WhatsApp.

### **4.5 Chapter summary.**

In this chapter has shown the real picture of what is going on in the selected institutions about modern

human resource management principles.

Results for the four objectives have been presented in tables and then discussed in details for all four objectives. In the next chapter conclusion is presented and recommendations are drawn accordingly.

## **CHAPTER FIVE**

### **CONCLUSIONS, RECOMMENDATIONS AND CRITICAL EVALUATION OF THE STUDY**

#### **5.1 Introduction**

This chapter presents the conclusions, recommendations and critical evaluation of the study. The study was about the application of the four principles of modern human resources (continuous training and development, empathy, socialization at work place and helping employees) in achieving organizational goals in private schools in Tanzania.

#### **5.2 Summary of the key findings**

Findings indicated that continuous training was limited to few methods including training staff through seminars, e-learning and workshops. The trainings were offered in very few secondary schools. Socialization at workplace was also limited to friendly conversations and social media group to increase cooperation between managers and teachers in the schools. There was also a poor support of employees to accomplish organizational goals. Results have shown that employees were supported in terms of availability of resources and provision of valuable awards. These supports were not enough for the organization to run smoothly. Teachers at their working place may face challenges such as sickness. But according to the results obtained many organization managers or heads of schools,

do not deal with employees challenges effectively. Therefore most managers lack empathy to their employees, and this is the cause of massive failure of many private schools.

### **5.3 New discoveries learned in this study.**

The following are the new things learned from this study.

1. The application of modern human resource management principles in private secondary schools seem to be very poor. For instance, continuous training was limited to few methods including training staff through seminars, e-learning and workshops only.
2. The trainings are offered in very few secondary schools. Socialization at workplace is also limited to friendly conversations and social media group to increase cooperation between managers and teachers in the schools.
3. There is also a poor support of employees to accomplish organizational goals. Results have shown that employees are supported in terms of availability of resources and provision of valuable awards. These supports are not enough for the organization to run smoothly. Teachers at their working place may face challenges such as sickness. But according to the results obtained many organizations managers or heads of schools, do not deal with employees challenges effectively.
4. Most managers lack empathy to their employees, and this is the cause of massive failure of many private schools. What matters to majority of school managers is to see teachers are at work despite of the challenges they always face.

#### **5.4 Recommendations**

School managers should strictly adopt modern human resource management principles in order to improve teacher capability to teach and raise the academic standard of their institutions. Therefore managers are advised the followings;

- (a) To impact their teachers with various trainings including Seminars/Lectures, Workshops, e-learning, Coaching job rotation, case studies, leadership, counselling and study visits. Since there are a lot of changes taking place in education sector due to changes.
- (b) Socialization at working place should also be emphasized in terms of get together party, staff sports bonanza, friendly conversations, birth day celebrations, social media group, staff trips with leaders, special lunch/dinner, award for staff ceremonies, staff debates and festivals.
- (c) Supporting staff members in the school in order to achieve the stipulated goals. support can be in many ways such as goal setting process, regular meeting with the purpose of reminding responsibilities, ensure fair treatment, provision of valuable awards, supportive supervision such as staff performance approval, ensuring adequate job conditions like job security, physical safety, autonomy, stress management, ensuring sufficient availability of resources and opportunities for professional development.
- (d) Empathy should be shown to teachers especially at the time they face challenges. Managers should be closer to teachers and provide full assistance for the betterment of their institutions.

Thus in relation to the knowledge gap explained in chapter two, there is a need for conducting special seminars to the school managers reminding them the



principles of human resource management, importance of implementing them and how to implement them in their organizations in order to achieve their goals.

### **5.5 Areas for further Research**

This study examined the application of the four principles of modern human resources (continuous training and development, empathy, socialization at work place and helping employees) in achieving organizational goals in private schools in Tanzania. Further researches can be done in public secondary schools and other organizations such as small businesses and Non-governmental organizations in Tanzania. Also other studies may focus on application of other human resource management principles mentioned in this dissertation.

### **5.6 Critical Evaluation of the Study**

When doing this study, the researcher encountered some discouraging situations such as poor cooperation from some teachers and other school managers. Some were not ready to disclose the information about their HR practices. However, the researcher was very successful in gathering adequate information by clearly explaining to them the purpose of the study and the assurance of the confidentiality of information.

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**APPENDICES APPENDIX I: INTERVIEW GUIDELINE FOR SCHOOL MANAGERS**

1. How long have been a manager in this school?
2. In order to succeed as a manager, what do you do to your teaching staff?
3. (a) Do you have HR-Manager in your organization? YES..... NO.....  
(b) If no how do you execute the HRM functions in your organization?
4. What kind of training programmes do you implement in your school for your teaching staff?
5. What do you do to ensure that there is socialization among leaders and staff members your organization?
6. How do you support your employees to meet organizational goals?
7. What do you do to employees who face difficulties in their day to day life and at work places? What if the difficulty persist for more than six months?
8. What else do you do apart from what we have discussed in order to raise the morale of your teaching staff?

## APPENDIX II: QUESTIONNAIRES FOR THE TEACHING STAFF

**Research Topic:** 'Application of modern human resource principles in achieving organizational goals in Tanzania" Case study of selected private secondary schools in Arusha.

### Introduction

I am interested in assessing the application of modern human resources principles in achieving organizational goals. It is a case of selected private secondary schools in Arusha.

A researcher is a student of a Master's degree at the Institute of Accountancy Arusha. So a study is carried out as partial fulfillment of the requirements of the mentioned degree above.

Findings of this study will lead to a clear understanding of the problems and provide the government and other interested parties the basis for charting out remedial programs. Please assist by answering the following questions as honest as possible. The information you will give will be treated confidentially and used solely for the purpose of this study. There is no need for you to disclose your name otherwise you wish to do so.

### **PART A: PRELIMINARY INFORMATION**

1. Nationality ..... Position..... designation  
.....
2. Age in the nearest years  
(a) Below 18 (b) 18-24 (c) 25- 44 (d) 45-60 (e) above 61
3. Sex male [ ] female [ ] others [ ]
4. How long have been working in this school  
(a) Less than 1 [.....] year (b) 2years[.....] (c) 3 years[.....] (d) 4years[.....]  
(e) 5 years  
[.....] (f) 6years [.....] (g) 7years (h) 8 years and above. [.....]
5. Is this your first organization to work with? Yes [.....] NO [.....]
6. Which department or category of subjects you are teaching  
(a) science [.....] (b) Arts [.....] (c) business [.....]

## PART B: TRAINING PROGRAMMES

7. How many training programmes conducted per year for teaching staff?

A	b	c	d	e	f	g	h	i	J	k	l
Not at all	1	2	3	4	5	6	7	8	9	10	More than 10

8. (a) Which among the following methods of training are commonly used at your school?

Rank the training programs in order of their contribution to your performance in your job

SNO	Training methods	Put ticks for methods applicable at your work place only	Rank the methods according to their contribution 1=weak 2=poor 3=Average 4=Good 5=Excellent				
			1	2	3	4	5
I	Seminars/lectures						
ii	Workshops						
iii	e-learning						
iv	Mentoring						
V	Coaching						
vi	Job rotation						
vii	Case studies						
viii	Leadership						
ix	Counselling						
X	Study visits						
xi	Others specify .....						

## PART C: SOCIALIZATION AT WORKING PLACE

9. What is the relationship between teachers and managers?

- (a) Friendly
- (b) cooperative
- (c) enmity
- (d) Others specify .....

10. Rate the following events as per the priority given and taking place at your school

SNO	Socialization	Rank the socialization events according to frequency of usage 1=not applicable 2=very rare 3=sometimes 4=frequently 5=very common				
		1	2	3	4	5
I	Get together party					
li	Staff sports bonanza					
iii	Friendly conversations					
iv	Birth day celebrations					
V	Social media group					
vi	Staff trips with leaders					
vii	Special lunch/ diner					
viii	Award for staff ceremonies					
Ix	Staff debate					
X	Festivals					
xi	Others specify .....					

11. What are the benefits of socialization at working place?

(a) .....

(b)

**PART D: EMPLOYEE SUPPORT FROM THE LEADERS TO ACCOMPLISH ORGANIZATIONAL GOALS**

12. Rate the following aspects in order of their preference as they are applied by managers in your organization

SN O	Supportive actions	Rank the leaders' supportive actions in order of their priority 1=extremely poor 2=poor 3=average 4=good 5=excellent				
		1	2	3	4	5
I	Goal setting process					
li	Regular meetings with the purpose of reminding responsibilities.					



lii	Ensure fair treatment					
iv	Provision of valuable rewards					
V	Supportive supervision such as staff performance appraisal,					
vi	Ensuring adequate job conditions like job security, physical safety, autonomy					
vii	Stress management					
viii	Ensure sufficient resources available.					
lx	Social emotional support.					
X	Opportunities for professional growth					
xi	Others specify .....					

**PART E: EMPATHY**

13. What do your leaders do when you face challenges at work?

SN O	Empathy actions	Rank the leaders' empathetic actions in order of their priority 1=extremely poor 2=poor 3=average 4=good 5=excellent				
		1	2	3	4	5
I	Understand the challenges that you face					
li	Sensitivity to cross cultural differences					
iii	Foster collaboration					
Iv	Create a climate for trust					
V	Showing concern for others					
vi	Empathetic communication					
vii	Recognize our feelings					
viii	Readiness to solve our problems					
lx	Participate in the emotional experience of an individual					
X	Others (specify).....					

14. Suggest other measures to be taken to enhance positive working relationship at working place

- i) .....
- ii) .....
- iii) .....