**EXPERIENCES OF INTEGRATING HUMAN CAPITAL MANAGEMENT INFORMATION SYSTEM IN MANAGING TEACHERS’ RECORDS IN MKINGA DISTRICT, TANGA REGION**

**SAMWEL JOHN MHINA**

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**2017**

**CERTIFICATION**

The undersigned certifies that, he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled; *“Experiences of Integrating Human Capital Management Information System in Managing Teachers’ Records in Mkinga District, Tanga Region”* in partial fulfillment of the requirement for Master degree of education in Administration, Planning and Policy Studies (MED- APPS) of the Open University of Tanzania.

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Dr. Nihuka, K. A.

(Supervisor)

……………………….…………

Date

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**DECLARATION**

I, Samwel JohnMhina, do hereby declare that this dissertation is my own original work except where stated, and that this paper has not been presented and will not be presented to any other higher learning institution for a similar or any other academic award.

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Signature

................................................

Date

**DEDICATION**

I dedicate this work to my beloved parents: my late father Lt Col John Geldart Mhina and my precious mother Marry Samwel Mhina as well as my siblings who urged me to continue with Education.

# **ABSTRACT**

This study was set to investigate the Experiences of Integrating Human Capital Management Information System in Managing Teachers’ Records in Mkinga District Council in Tanga Region. The general objective of the study was to explore experiences of integrating HCMIS in managing teachers’ records specifically in stakeholders’ perceptions, benefits, impacts, emerging challenges and strategies for its effective implementation. A total of 79 respondents including 40 primary and 30 secondary teachers as well as 9 district officials were purposively selected as sample of the study. A descriptive survey study design using open ended interview, questionnaire and researcher’s observation was employed for data collection. The gathered data have been analyzed numerically and descriptively basing on the nature of data collection process. The findings have indicated that, generally stakeholders perceive HCMIS as useful and effective in managing teachers’ records as compared to traditional method. HCMIS is effective in aspects of benefits, positive impacts and stakeholders’ positive perceptions although the notable emerging challenges that can hinder effective implementation of HCMIS have been revealed; however the possible strong strategies to overcome those challenges have also been pin pointed. On view of those findings, the study recommends that, it is important to establish an agency that will guarantee HCMIS standards at all levels of HCMIS users. There also should be clear policy statements for strengthening and guiding effective implementation of HCMIS. Highly committed management that will support HCMIS running cost so as to enable effective service delivery through HCMIS is also recommended.

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# **LIST OF ABBREVIATION**

CHRIS Computerized Human Resource Management System

CSRP Civil Service Reform Programme

DHRO District Human Resource Officers

DPEO District Primary Education Officer

DSEO District Secondary Education Officer

HCMIS Human Capital Management Information System

HRIS Human Resource Management System

HRM Human Resource Management

HRO Human Resource Officer

ICT Information and Communications Technology

ITO Information and Technology Officers

LGA Local Government Authorities

PO-RALG Presidents Office, Regional Administration and Local Government

PSRP Public Service Reform Programme

SHRM Strategic Human Resource Management

SHRO Senior Human Resource Officer

TCC Tanzania Communications Commission

TNICT Tanzania National Information and Communications Technologies Policy

TSC Teachers Service Commission

TSCO Teachers’ Service Commission Officers

# **CHAPTER ONE**

# **1.0 INTRODUCTION**

# **1.1 Overview**

This chapter introduces the study about experiences of integrating Human Capital Management Information System (HCMIS) in managing teachers’ records in Mkinga district council in Tanga region. The chapter is organised into the following sections: background of the study, the statement of the problem, objective of the study, research question, as well as the significance of the study. Other sections include limitations of the study, definition of key terms and organisation of this dissertation.

# **1.2 Background of the Problem**

Records that organizations contain are a valuable asset that must be carefully managed and protected. Records provide the essential evidence that a particular action took place or that a particular decision was made. Records support to analyze individual and organizational performance. Without reliable records, organizations cannot administer justice and cannot manage to provide any service to employees. It cannot deliver services such as promotion and confirmation to employees (World Bank Report, 2002). Scholars such as Durant (2007), Cook (1997), Dollar (1999), Bailey (1993), Williams (2006), and Shepherd and Yeo (2003) agree that proper records management is a key to the success of any organization.

Records are the life blood of organizations and as such are seen as vital resources that need to be managed like other resources in organizations such as human resources, finance and supplies. Thus with proper records management system in place an organization can fulfill its mandate of delivering services effectively and efficiently because records can be easily and quickly retrieved to be used for decision making. Without accurate and reliable records, effective systems to manage them, organizations cannot be held accountable for their decisions and actions, especially in rights and obligations of employees’.

Information that obtained from records is a vital ingredient to management. Accurate, timely and relevant information is necessary for decision making. Being a key to the employee productivity, competitive strength and corporate excellence, information is being recognized as the fifth organizational resource. A study by Paul (2011) on the availability, access, and use of the computerized human resources information system in public organizations such as Public Pension Fund reveals that introduction of information system in organization have enabled the organization to go beyond the traditional functions and have developed and adopted Human Capital Management Information System (HCMIS) which supports functions such as recruitment, selection and hiring of job placement, performance management, employee benefit analysis, training and development, health, safety and security.

According to Pattanayak (2008), a well-designed and comprehensive Human Resource Management Information System (HRMIS) provides the needed information within shortest period and reduced cost. Also, HRMIS provides human resources officers the information required to manage the human resource processes. These may be a core employee database and payroll systems, also can be extended to include such systems as recruitment, e-learning, performance management and reward. The systems may be web-based, enabling access to be remote or online and at any time (Armstrong, 2006).

Having employees in an organization without their full information is useless considering the fact that humans as resources are very crucial asset in each organization (Brian, Becker, Huselid and Ulrich (2002), therefore, the management of these resources must be carefully done especially in today’s organizations where the competition is so high, therefore every organization is struggling to have as best and capable employees as it can. In that regard, Human Resource Management Information System (HRMIS) which is also known as a human resource management system ([HRMS](http://www.hrpayrollsystems.net/hrms/)), or human resource information system (HRIS), or human capital management information system (HCMIS) for employee’s information is an important requirement for an organization which needs to grow and become more successful. This helps the organizations to know what kind of the employees they have in the organization (Macleod and DeSANCTIS, 1995).

Underscoring the importance of HCMIS as it is used in Tanzanian context, Tanzania in 1995 under a Civil Service Reform Program (CSRP) introduced the first phase of HCMIS and the second phase was introduced later under Public Service Reform Program (PSRP) in 2002. Before the introduction of the HCMIS in Tanzania, the LGA’s were using former paper based records, which faced many challenges (Macleod and DeSANCTIS, 1995). Due to the challenges of the paper based records, there was a need for the Government of Tanzania to introduce a computerized human resource information management system (URT, 2003).

Following an economic decline and poor performance of its public services in the late 1980’s, the Government of Tanzania launched a Civil Service Reform Program (CSRP) in 1991 with the overall objective of achieving a smaller, affordable, well compensated, efficiently and effectively performing civil service. The programme was implemented in two phases which include restoration of the structural preconditions to support fiscal stabilization measures, including removing ghost workers from the payroll, retrenching staff where necessary, rationalizing the pay, and grading system, reinstating establishment of payroll controls in the first phase.

The second phase was characterized by institutional improvements including redefining the role of the government restructuring for organizational effectiveness and efficiency, outsourcing certain services, decentralizing service delivery and building managerial capacity (World Bank report, 2002). Hence, HCMIS formed a component of the Public Service Reform Programme (PSRP) and from the outset, it was intended that personnel records would be managed as part of the system. The significance of HCMIS as a source of data for the personnel and payroll system was recognized way back in 1997 when consultants were commissioned to support the development of an Information Management System for an enhanced payroll system (World Bank Report, 2002). The system was managed by an American firm, Lawson12, with local support provided by CATS-NET13 Central personnel database and computerized payroll system (World Bank Report, 2002).

The HRMIS functions include being a management information system component that aims to sustain the establishment and payroll controls already in place and to provide relevant, complete, accurate and timely information to managers and administrators. It is also intended to support the modernization of information and communication systems in government offices and to improve the quality of information (World Bank Report, 2002).

In order to move forward with systems development of HCMIS version 9 (Lawson version 9), data cleaning was undertaken in advance to LGAs including Mkinga District Council, to enhance human resource data accuracy and integrity. The exercise was conducted for each employee and teachers in particular, using data collection forms together with employees’ data on vote number, position, salary and terms of service, date of employment and promotion and personnel information, birthdates, citizenship, marital status, education and disabilities. These forms served as the main data source for the interim database. The interim database in turn was intended to provide a reliable information base for control of employment and the wage bill. Currently HCMIS has been installed to 126 LGAs, where in every Council the HRMIS is managed by Human Resource Officers in the human resource department. However, since the introduction of HCMIS particularly Lawson at Mkinga district Council in the year 2012, no comprehensive study has been conducted to determine stakeholders experiences of integrating the system in managing teachers’ records in Mkinga district Council in Tanga region. This forms the central focus of the study.

# **1.3 Statement of the Problem**

Since mid-1990s, the Public Service of Tanzania has initiated a series of measures for transforming itself into becoming more efficient, effective and customer-oriented (National Information and Communications Technologies Policy). Public Service Reform Programme (PSRP) includes the integration of HCMIS component that aims to provide the needed information within shortest period and reduced cost in order to efficiently and effectively manages the human resources (Pattanayak, 2008).

Over the years the system has undergone a major change of transformation of usage from a desktop platform to web enabled platform which is LAWSON (VERSION 9). Evidence reveals that during the period when desktop platform was used several challenges were discovered such as delay of employee’s information including promotions, recruitment and salaries to LGAs and central government employees. However, experience from integration of HCMIS such as Lawson (Version 9) indicates that the system is quite useful and effective. This study intends to explore stakeholders’ experiences of using HCMIS such as Lawson in managing teachers’ records in Mkinga District Council in Tanga Region so as to come up with findings for betterment of the system.

# **1.4 Objectives of the Study**

The main objective of the study is to explore stakeholders’ experiences of integrating HCMIS such as Lawson in managing teachers’ records in Mkinga district council in Tanga region. Specifically, the study will seek to address the following specifics:

1. To explore challenges of the traditional system of managing teachers’ records in Mkinga district council,
2. To determine stakeholders’ perceptions about HCMIS such as Lawson in managing teachers’ records,
3. To assess the benefits of HCMIS such as Lawson in managing teachers’ records,
4. To assess the impact of HCMIS such as Lawson on managing teachers’ records and teachers professional welfare,
5. To determine emerging (new) challenges of HCMIS such as Lawson in managing teachers’ records and
6. To identify strategies for effective integration of HCMIS such as Lawson in managing teachers’ records.

# **1.5 Research Questions**

The main research question for this study was; *what are stakeholders’ experiences of integrating HCMIS such as Lawson in managing teachers’ records in Mkinga district council in Tanga region.* This main research questions was addressed through the following sub research questions;

1. What are the challenges of the traditional system of managing teachers’ records in Mkinga district Council?
2. What are stakeholders’ perceptions about HCMIS such as Lawson in managing teachers’ records?
3. What are the benefits of HCMIS such as Lawson in managing teachers’ records?
4. What are the impacts of HCMIS such as Lawson on managing teachers’ records and teachers’ professional welfare?
5. What are the emerging (new) challenges of HCMIS such as Lawson in managing teachers’ records?
6. What are the strategies for effective integration of HCMIS such as Lawson in managing teachers’ records?

# **1.6 Significance of the Study**

First, there are limited previous studies undertaken in Tanzania on the relationship between Human Resource Management Information Systems andteachers’ records management. The present study therefore bridges the gap in lack of management of teachers’ records studies in the Mkinga district council context. Second, the present study contributes towards the generation of new knowledge and as study the adds more knowledge and new insights to the existing knowledge about experiences of integrating HCMIS in education setting using a different population sample from Tanzanian country that is Mkinga district council. This knowledge is indispensable for a better understanding of the LGA’s problems of integration HCMIS in managing teachers records.

Third, given critical role of HCMIS in records management improvement process; the present study results further contribution to the improvement of government policy on HR management using ICT with regard to challenging area of the system and strategies for effective integration of HCMIS which the government should pay intention in order to increase the level of performance to present systems reform process.

Fourth, form a more practicability point of view, knowledge obtained from this study will be used to further improve practices related management in Tanzania. Lastly, although the present study covers a case study of Mkinga, it is thought that the study can act as a stimulus to other HR to use HCMIS and thus after sometimes, a body of knowledge on experience of integration of HCMIS would be built up as it has been done, for example in business arena.

# **1.7 Limitations of the Study**

This study would be most valid and reliable if it will employ longitudinal survey with more samples and vivid analysis of techniques as well as if it will cover long time span evaluation within a large area of study. However, the current study conducted in Mkinga District by employing both qualitative and quantitative approaches with descriptive survey design which accommodates 79 respondents whom were expected to provide the desired results. The study also employed interview, questionnaires and observation as its study tools where by thematic approach was expected to be used in data analysis.

# **1.8 Definition of Key Terms**

**Information:** Murdick (2009:6), defines information as data that have been retrieved processed or otherwise for informative or inference purposes argument or as a basis for forecasting or decision making.

**System:** Scholderbek, Schoderbek and Kefalas (1985) defines a system as a set of objects together with relationships between their attributes related to each other and to the environment so as to create or form a whole.

**Information Management System:** Lucey (2005: 31) defines IMS as a system using formalized procedures to provide management at all levels in all functions with appropriate information, based on data from both internal and external sources, to enable them to make timely and effective decision for planning, directing and controlling activities for which they are responsible.

**Records:** According to Jain (2002:221) defines records as the informational documents utilized by an organization to carry out its functions.

**Records Management:** Jain (2002:220) defines records management as the systems of co-ordination of activities of making administering, retaining, submitting and disposing of the records of the organization.

**Human Resources Information System** (HRIS) is defined as an “integrated system used to gather, store and analyze information regarding an organization’s human resources’ comprising of databases, computer applications, hardware and software necessary to collect, record, store, manage, deliver, present and manipulate data for human resources function” (Hendrickson, 2003).

**Human Resources Management Information System** reference to a systematic way of storing data and information for each individual employee to aid planning, decision making and submitting of return and reports to the external agencies (Keim, and Weitzel, 2009)

**Computerized Human Resource Information Management System** means an information system that makes use of computers to monitor, control and influence the movement of human beings from the time they indicate their intention to join an organization till the time they separate from it after joining. (Zannetos and Sertel 1970)

**Information Management**: In this study it refers to the organization-wide capability of creating, maintaining, retrieving and making immediately available the right information, in the right place, at the right time, in hands of the right people, at the lowest cost, in the best media, for use in decision making (Langemo 1980).

**E-Government:** In this study it refers to the use of information technology to free movement of information to overcome the physical bounds of traditional paper and physical based systems to the use of technology to enhance the access to and delivery of Government service to benefit citizens, business partner and employees. (HCMIS user manual, 2011).

**Lawson:** Lawson is an international Company that delivers software and implementation services to 4000 customer sites in manufacturing, distribution and services industries across 40 countries including the Government of Tanzania (HCMIS user manual, 2011).

**Human Capital Management Information System:** Human capital management information system is software containing a database that allows the entering, storage and manipulation of data regarding employees of a company. It allows for global visualization and access of important employee’s information (HCMIS User manual, 2011).

# **1.9 Organization of this Dissertation**

This dissertation is organised into the following chapters; Chapter one, is introduction which describes the background of the study, statement of the problem, objective of the study, the research question, significance of the study, limitations of the study and definition of key terms. Chapter two provides review of literature as related to this study and conceptual framework that guided execution of the study. In Chapter three, a detailed explanation about the methodology that was used in data collection during the field survey was presented.

The methodology includes research design, sample procedures and sample size, data collection techniques and data analysis. Chapter four, data presentation and analysis were presented to obtain findings of the study.In chapter five, discussion and conclusion of the stakeholders’ perceptions about the integration of HCMIS in managing teachers’ records was presented. Chapter six provides the recommendation for Policy formulation, for further action/ practice and recommendation for further research based on the findings presented in chapter four.

**CHAPTER TWO**

# **2.0 LITERATURE REVIEW**

# **2.1 Overview**

This chapter represents review of literature in relation to the study about experiences of integrating Human Capital Management Information System in managing teachers’ records in Mkinga district, Tanga Region. The review is organized into the following sections: challenges of the traditional system of managing teachers’ records, stakeholders perceptions about HCMIS in managing teachers’ records, benefits of using HCMIS in managing teachers’ records, impact of HCMIS on managing teachers’ records and teachers professional welfare, challenges of using HCMIS in managing teachers’ records and strategies for effective integration of HCMIS in managing teachers’ records. Towards the end of the chapter, the research gap was described and conceptual framework that guided this study was presented.

**2.2 Challenges of Managing Teachers Records**

Traditional file organization describes storing data in paper files, within folders and filing cabinets. In this system, files are physically in a central location and typically easy to understand. Files can be arranged in several ways, including alphabetically, by date, location or in order of importance. Traditional system also known as traditional file organization or traditional paper files. Traditional paper files have been replaced in many organization with computer filling but still can never be isolated at all (Millar 1999). In this regard documents will be printed and stored for further decisions. Despite little advantages, traditional system has got challenges in records management.

Burreta (2010), did a research on promotion of the use of computerized management information system in managing records of teachers in public secondary schools; the research shows that personnel files are not well kept, storage rooms are often overcrowded and security inadequate, indexing procedures are not always in place and file tracking systems are often lacking. Many registries have no means of finding who has a file at any particular time, and files cannot be retrieved without a major search being launched and there is a tendency for duplicate files to proliferate.

However, according to the IRMT (2003) a review of paper-based personnel records in Tanzania has revealed serious weaknesses within existing systems. Considering the importance of proper records management programme, a records management project was implemented to improve the management of subject files, unlike the situation where one found out that documents were scattered in different files and in different locations within an organization, leading to files being incomplete, missing, or misplaced. The National Electronic Commerce Coordinating Council (2004) on its study about “Challenges in Managing Records in the 21st Century explains the challenges of traditional filling system in the aspect of access time, editing and communication, order of data and data security that one of the primary challenges of traditional file systems is the time it takes to access data due to offsite records to a records center facility or warehouse dumping ground where they were forgotten.

It can take minutes if not hours to locate a few files in a large paper filing system; traditional file systems are cumbersome in that they do not allow users to easily edit files or send information to others. Paper files often cannot be edited directly, forcing users to make new copies to update old files. To distribute data on paper files, users must mail, fax or scan the data; data can get out of order in traditional filing systems. If someone accidentally puts a file in the wrong place, or takes a file out of a cabinet and forgets to put it back, it can lead to lost data or the creation of additional copies of files and paper files can be lost in fires and floods and it is difficult to backup as it can be done in Electronic data.

In this aspect there is a serious impact on personnel management in terms of the decision-making process in terms oflarge amounts of expensive office space occupied needlessly by duplicate records, time is wasted attempting to obtain information spread over many locations, multiple files on the same person scattered through many filing systems and with movement control it is difficult to know what files should be in the registry and what files are in use. The consequences can be seen when large amounts of staffs time are being wasted in finding files than in working as well as employee records are lost and there are no means to back up; these can result into employee deny of their rights and privileges.

# **2.3 Perceptions about HCMIS in Managing Teachers Records**

Yasemin, Serdar and Esin (2012) did a study onthe importance of using human resources information systems (HRIS) and a research on determining the success of HRIS and identified employees’ perceptions of HRIS show differences according to their position and satisfaction. The findings reveal that HR employees perceive HRIS useful and they are satisfied with the system but other employees perceive HRIS causes delay, corruption, disturbance, network failure, HR competence and expertise.

In this view, stakeholders’ perceptions on HCMIS can be categorized into two; on the side of management (administration and HR who interact with the system) which perceive it almost positive and the employees which due to dissatisfaction of the system perceive negative as Zaltman and Duncan (1977) argue that gathering views from more than one person at each level in the organization is helpful to understand the phenomenon under study since different people at the same level may have different perceptions of the organization.

# **2.3.1 Managers’ Perceptions**

A study conducted by Kalikawe (2010) on “the assessment on the effectiveness of Human Resources Information System in Parastatal Organization in Tanzania”. Explored the views, experiences and concerns of the managers in relation to the use of Information Systems and their role and responsibilities; they found that one of the major reasons of low use of information system is led by poor interaction of people and technology. Managers’ believe that Information Technology makes them to end up as a typist and cannot cope with the new technology hence reluctant to change their working practices.

On other hand; HCMIS perceived useful, reduce cost and effective in a sense that it supports functions such as recruitment, selection and hiring of job placement, performance management, employee benefit analysis, training and development, health, safety and security (Paul 2011); provides the needed information within shortest period and reduced cost (Pattanayak 2008); availability of up to date information in an intelligible and easily accessible forms, eliminate unnecessary duplication and repetitive time consuming procedures are reduced (Gallagher 2006); ability to handle and hold large amount of information effectively and efficiently (Kalikawe 2010).

# **2.3.2 Employees’ Perceptions**

On their study (Yasemin, Serdar, and Esin 2012) about the importance of using HRIS and a research on determining the success of HRIS, the results of the research reveal that some HR employees perceive HRIS useful and they are satisfied with the system. A study conducted by Center for Advanced Human Resource Studies (2011) on the Perception is reality: How employees perceive what motivates HR practices affects their engagement, behavior and performance shows that employees’ perceptions of HR practices on HCMIS can vary from person to person. Employees who affected positively tend to perceive positive in HR practices on HCMIS while who’s affected negatively perceive negative.

Lots of factors can have a negative perception on the quality of service delivery to internal or external customers. Some key ones are the lack of a consistent process, unpredictable timeframes or costs, poor communication with customers, and lack of transparency. (http:// joeshepley.wordpress.com/,). Nicholas, Christopher and Kim (2005), indicates that, even though the HR directors were mostly satisfied with the system, employees do not perceive that it had much impact on recruitment, training and forecasting of staffing needs. Again Nicholas et al (2005), on their study shows thatpeople believed that additional and better training would lead to better results of a system. Lack of better training reinforces the notion that the system is underutilized leading to uncommitted information for better welfare of employees which is against (Pattanayak 2008) who preaches that HCMIS provides the needed information within shortest period and reduced cost.

**2.4 Benefits of HCMIS in Managing Teachers’ Records**

Literature shows that HRIS has been used in many organization to support their daily HRM operations (Ball, 2001; Barron, Chhabra, Hanscome and Henson, 2004; Hussain, Wallace and Cornelius, (2007); Ngai and Wat, 2006; Delorme and Arcand, 2010). Practically, organizations are hesitated to apply HRIS unless they are convinced of the benefits that this technology would bring to their organizations (Ngai and Wat, 2006).

The most common benefits of HRIS include improved accuracy, the provision of timely and quick access to information, and the saving of costs (Teze, 1973; Will and Hammond, 1981; Lederer, 1984; Ngai and Wat, 2006). In a similar vein, Beckers and Bsat (2002) provided five reasons which justify why organizations should use HRIS. These reasons related to the facts that HRIS helps organizations; to increase competitiveness by developing and enhancing HR procedures and activities; to generate or create a greater and a range of many HRM reports; to shift the role of HRM from transactions to (SHRM); and to reengineer the whole HRM personnel department section of organizations. Moreover, HRIS can be used to support strategic decision making, to evaluate programs or polices, or to support daily operating concerns (Kundu, Malhan, and Kumar, 2007).

Computerized HRIS function enables faster decision making development, planning and administration of HR because data is much easier to store, update, classify and analyze. Beyond cost reduction and productivity improvements, HRIS potentially and fundamentally affect revenue channels. Ideally, with an appropriate use of HRIS, less people should be needed to perform administrative tasks such as record keeping and more time will be made available for HR managers to assist by providing data at strategic level.

Gallagher (2006) highlighted that the benefits of CHRIS fall into 2 categories, the first is the availability of up to date information in an intelligible and easily accessible forms throughout the organization. Although, due to the mandatory confidentiality certain restrictions will have to be imposed on access to information, the staff can expect to become more involved in the total work of the organization. This should lead to greater job satisfaction and greater awareness of each person’s contribution to the operation of the division. The second category of benefits of HRIS is the unnecessary duplication should be eliminated and repetitive time consuming procedures should be reduced. This will enable the division to provide a better, more professional service to the organization. Some departments or sections will benefit more than others from computerization.

Haines and Petit (1997) categorized these benefits into four major heads. These are Human Resource Planning, Benefit Administration, Performance Appraisal, and Staff Development and Regulatory Compliance. HRIS provides enough information about individuals’ qualification, skills, experience, career aspirations etc; and hence helps in assuring right people at right place in right number at right time. Further HRIS helps an HR manager to take care of promotion, increment, incentive pay, and merit based compensation. Information system helps to align present pay scale with that of employees’ aspiration and to align in line with competitive industries. Moreover human resource management information system helps to set up performance standard differently for different level of employees. Then information data base register current level of performance of the employee. And consequently current level of performance could be compared with standard performance and hence facilitates performance appraisal. Further employees’ training and development needs are also highlighted in HRIS. Any deviation in statutory conditions like pay scale also comes to the notice of management through HRIS. Thus HRIS could help to accrue maximum benefit out of HR functions.

According to CMIS Manual, (2011:10-19) HCMIS has the following benefits:

**Updating and maintaining Employee Data:** The system is used to update or maintain employee data of the councils by using personnel actions that prompt to change the employee data that is associated with actions. Examples of personnel action of employees that are updated involve transfer between votes (from one department to another) for example a teacher from the education department who is re-categorized to be Human Resource Officer (HRO) II in Administration department, transfer within votes, change of employee status from temporary to permanent terms of employment, employees acquiring new knowledge and the status of education qualification is changed or when an employee gets promotion his or her status should change for example promotion from HRO I to Senior Human Resource Officer (SHRO).

**Recruitment and Selection**: The Public Service Recruitment Secretariat’s office can track through the system the shortlisted candidates and ability to assign each applicant to an open requisition against an open vacancy from councils. Any data entered is transferred to form HR11.1 employee Master file record upon hiring. Selected candidates from public service recruitment secretariat are posted to LGAs to be hired. Form PA36 used to hire an applicant and the procedures are; scanning of education certificates, birth certificate, marriage certificate and other related certificates. The form PA 36 is to be filled effectively and scanned certificates are attached and uploaded to PO-PSM where they approve those certificates and sent back the status if the applicant has been approved and is given a check number within five minutes and when the procedures are completed successfully the employee’s information can be reviewed on form number HR11.

**Employee Reports**: HCIMS helps the LGAs to print various employees‟ reports according to the requirements. For example to run employee listing using form HR211 to print a list of employee information, to run birthdates listing using PA310 to print a list of employee birthdates from the employees master file, run starters and leavers report using PA223 to print a list of starters (new hires) and leavers (terminations) for a designated time period, and to run position and job listing using PA213 to print a list of information about employee position or jobs. Others include to run employee profile using PA311 to print a list of employee profiles includes specific employees, group of employees for example from administration department only or employees with specific review dates, to run qualified employee listing using PA262 to print a list of employees qualified for a position (education, competency) certificate requirements defined in PA08.1 (qualifications), run deduction report PR275 and PR276 to print a report of payroll deduction amounts and employee deduction information

**Deductions:** HCIMS in LGAs is used to define deductions to be taken each month from an employee’s salary to pay pension and other statutory contributions for example LAPF, PSPF, NSSF, NHIF that are automatically deducted in the system using the employee deduction form PR14.1 to assign an employee and maintain all deductions that apply to a specific employee. This includes changing an existing deduction amount, stopping a deduction from being taken or restarting stopped deduction

**Direct deposit distributions:** The system uses automatic deposit maintenance PR12.3 to review or change the order that the payroll system takes direct deposit distributions to employees. For example selecting the drop down menu on the Receiving DFI button, the list of all banks IDs and bank names available in Tanzania appear, for example NBC, NMB, CRDB and others. When viewing the said form the result will be the summary of the details of the employee entered into a direct deposit distribution. The bank account information is prepared after the employee has been hired to the system.

When you are talking about HRMIS (Human Resources Management Information System) the word competency must be involved because an organization without a strong HCMIS suggests that the entire organization will not perform properly, and the employee must be competent in using HCMIS so that the information can be stored and used for daily activities.

# **2.5 Impact of HCMIS in Managing Teachers’ Records** **and Teachers Professional Welfare**

The impact of HCMIS in managing records according to scholars can be observed in three aspect of HRM namely; Operational HRM, functional HRM and Strategic HRM:

# **2.5.1 Operational HRM**

HRIS is adopted to automate HRM activities in order to obtain some general administrative routine purposes (Altarawneh and Al-Shqairat, 2010). Transaction in processing layer of Management Information System in HR function deals with routine activities like attendance recording and payroll calculations which is also called operational HRM activities (Tripathi 2011). It is being used in HR Department for Administrative purpose including employees record keeping, preparation of salaries and attendance record (Teo, Soon and Fedric, 2001; DeSanctis, 1986).

Additional HR functions that could be streamlined technology include selection (Davies and Calderón 2005) whereas online recruitment as become popular tool of IT (Cronin, Morath, Curtin and Heil 2006). Thus HRIS can support to perform traditional activities and supports day to day functions of HRM at Operational Level which includes Record Keeping, Payroll Preparation, Recruitment and Selection.

The installation of HCMIS (Lawson) has instilled more accountability on payroll management and transparency and integrity to HR officers in dealing with HR matters. Furthermore, it has led to reduction of payroll processing time, reducing the incidence of the ghost workers in the payroll as well as availing needed information timely to users (HCMIS user manual, 2011).

# **2.5.2 Functional HRM**

Functional HRM include Training Need Assessment (Absar and Mahmood, 2011), Perfomance Appraisal (Huselid and Becker, 2011) and Compensation Management (Chen, Hsu, Wang, Lin 2011). Chan and Ngai (2007) have observed that Web-based training has become prevalent in business organizations. The typical HRIS user is HR officer (middle level for functional usage) in HR department (Al-Shibly, 2011). It is also identified that HRIS supports training (Ball, 2001). HRIS is becoming important for modern organizations to manage human assets effectively (Troshani, Jerram and Hill, 2011). HRIS allows the HR staff to dedicate more time to strategic decision making and planning, which consequently provides more value to the organization to enhance its position (Shani and Tesone, 2010) and provide facilitation at Functional Level. Thus HRIS can facilitate to perform at Functional HRM Processes which includes Training Need Assessment, Performance Appraisal and Compensation Management.

# **2.5.3 Strategic HRM**

Roles and responsibilities are being evolved of HR professionals from a traditional perspective to a new strategic perspective (Delorme and Arcand 2010). The strategic level of support of HRIS has also been identified (Hussain, Wallace, and Cornelius, 2007; Boateng, 2007). Strategic HRM Processes include Employee Career Development (Zhou, Zhang and Montoro-Sanche, 2011), Turn over Tracking Analysis (Hutchings, De-Cieri and Shea (2011), HR Planning (Absar and Mahmood, 2011) and Strategic HR Decision Making (Huselid and Becker, 2011). As human capital plays a larger role in competitive advantage, functional managers expect the HRIS to provide functionality to meet the unit’s goals and objectives (Power 2004).

Another study on adoption of HRIS reveals that top management support and HRIS expertise are positively related to the adoption of HRIS (Teo, Soon, and Fedric, 2001). Effect of HRIS on strategic decisions reveals that banks can usage the HRIS in strategic decisions and thus HRIS generate business value (Rangriz, Mehrabi and Azadegan (2011). Role of HRIS in HRM show taking management decisions related to management function especially for the top management (Tripathi, 2011). Thus HRIS can facilitate to perform at Strategic HRM Processes which will include Employee Career Development, Turnover Tracking Analysis, HR Planning and Strategic HR Decision Making.

The installation of HCMIS (Lawson) has instilled more accountability on payroll management and transparency and integrity to HR officers in dealing with HR matters. Furthermore, it has led to reduction of payroll processing time, reducing the incidence of the ghost workers in the payroll as well as availing needed information timely to users (HCMIS user manual, 2011).

# **2.6 Challenges of HCMIS in Managing Teachers’ Records**

Information system can be used as a tool to give their firms a competitive advantage and for the organization to implement its own effective and efficient information system, it must follow the following steps, first pretest the system before installation, prepare users with proper training, prepare for instance get users involved back for security and build a regular review, but mostly the Tanzania’s local Government authority they do not follow all those stages hence the problems in implementing the systems. For example some of them do not pretest the system before installation hence problems in using the system (Robbins, 1984).

When establishing an information System in any organization such as an HRIS (Human Resource Information System) there are several factors to be considered when designing it; those are data, people, hardware, software, procedures, resources, finance and structure; but mostly in Tanzania, many organizations do not consider those requirements when designing HRIS (Human Resources Information System) in their firms. For example they do not consider if the employees in the firm will be capable of using the system, the cost effective and cost benefit of the system they wish to establish, the life span of the system, the availability of enough resources for organization to run the system easily.

Also the organization management must ask themselves, why they want such a system, for what purposes, the requirements of the organisation must be recognized, after knowing those, the system can be established. In Tanzania, the importance of HRIS had already discovered, hence the Lawson system was introduced. This is a new programme and according to Mbwette (2002) challenges are inevitable to any new programme. The following are challenges of using HCMIS in LGAs:

# **2.6.1 Centralization of Information**

HR departments are relying on networking applications that enable centralized data storage with decentralized access to information. COMPASS (2005), indicates various advantages of centralization of data management, as grouped in a phrase that there are data transformation, data security, data sharing and disaster recovery. President’s Office, Public Service Management (PO-PSM) is responsible for human resource policy formulation and implementation; for developing and implementing Tanzania’s Public Service Reform Programme (PRSP); for producing and disseminating personnel management information; and for introducing establishment control, required to maintain a central and complete database of all public service personnel (IRMT 2007).

Gray (2015), Centralized management provides a company with more control over the company’s overall direction but has the disadvantage of local branches having to wait for various corporate approvals. Many decisions can be better made locally because there is less bureaucracy involved. Centralized management empowers employees in remote locations less because they feel less in control and more dictated to, rather than being trusted that they can operate independently and make the right decisions.

# **2.6.2 Single Hand Use of HCMIS**

Most of the HRIS are standalone and independent systems, but a few are part of larger information systems (Dr. Manju, Shalini, Madhuri and David 2014). They asserted that if data collected in one system cannot be electronically transmittable to other systems, re-inputting the same data in multiple systems consumes resources and increase the potential for data entry errors and data redundancy as well as discouraging transparency. The same applies to a single hand use of HCMIS by HR’s only to employees like teachers who are served by multi layers ministries and organs like PMO-RALG through district council, Public Service Commission through Teachers Service Commission (TSC) and MoEVT might require re-inputting of the same data by other ministries and organs which consumes resources and increase the potential for data entry errors and data redundancy as well as discouraging transparency.

IRMT (2007) reveals that maintaining accurate and complete teachers records challenged by the multi-layered nature of the management of teachers, including the central Ministry of Education, Teachers Service Commission (TSC) and regional and local government employing authorities; Furthermore, teachers are answerable to TSC on professional issues and to the relevant employing authorities for routine administrative matters.

The result is a tendency for the records of each individual to be fragmented. A study on the role of human resource information system in the process of manpower activities conducted by Karikari, Boateng and Ocanse (2015) recommended that in using human resource information system, organizations should integrate the HRIS system with other organizational systems to speed information sharing and decision making. In the same sense HCMIS should used not only by HR’s but also other ministries/organs responsible for employees’ records and wellbeing.

# **2.6.3 Lack Top Management Support and Commitment**

Various researches has consistently recognized top management support as an important ‘power-tool’ for innovation (Kanter, 1983) and one of the top critical factors behind the success of systems implementation projects and use. A rich body of literature has been developed to theories the impact of management support on information system development, implementation and adoption. Studies  include tracing the effect of management support on firm-level adoption of information technology (Jarvenpaa and Ives, 1991), the financial approval of projects that are not fully justified by return on investments calculations (Lam, 2005) and user’s adoption and acceptance of systems (Nandhakumar, 1996; Akkermans and Helden, 2002).

Such studies have identified a range of activities that characterize top management support. These include senior management commitment to finance the project (Lam, 2005), allocation of resources to the implementation effort (Holland and Light, 1999), and their active involvement in mandating and coordinating the implementation efforts (Cooper and Zmud, 1990). This is in addition to top management’s active participation in project management, for instance by: public identifying the project as a top priority (Wee,2000; Nah and Lau, 2001); mandating the rewards systems and incentives to be applied (Moore and Benbasat, 1991; Purvis, Sambamurthy and Zmud 2001); and using the implemented system (Nandhakumar, 1996).

Sharma and Yetton (2003, 2011) attempted to explain the inconsistent literature by examining the moderating effect of task interdependence on top management support. They assert that top management support is critical when task interdependence is high, but “a relatively weak and probably not critical component when task interdependence is low” (Sharma and Yetton 2003, p. 545). Thus lack of top management support lead to ineffective implementation and adoption of the HCMIS in an organization.

# **2.6.4 Unstable Power Source**

Record management of employees is a continuous process in an organization which requires availability of sustainable power source to enhance effective and ongoing application of HCMIS technology. However, the situation is quite different in many areas of Sub Saharan Africa including Tanzania where sustainable power source such as electricity is unfulfilled dream and is totally not available to some areas. (European International Journal of Science and Technology ISSN: 2304-9693 [www.eijst.org.uk](http://www.eijst.org.uk)) reveals that Nigeria being a developing nation cannot boast of twenty four hours electricity supply to its citizens. The institutions are directly connected to Power Holdings Company of Nigeria, yet no electricity is supplied to the institutions.

Panos (2010) postulates that, while positive results have been achieved with ICT in Zambia as in several other Southern African countries, considerably more needs to be done to address the challenges of its implementation such as in adequate power infrastructure to support ICT services. Ogiegbaen and Iyamu, (2005) in their study reveal that; although the main goal of the national energy policy has been to improve the welfare and living standards of Tanzanians, it was noted during this study that the consistency between energy policy and plans relating to national economic planning in activities related to agriculture, health, education, water and ICT sectors is weak. The energy needs in the sectoral ministries are not synchronized and prioritized as catalysts of economic development.

Moreover, the case of TANESCO Tanga Regional Manager that, when there is power shortage, they consider most areas around the city where there are plenty industries rather than other districts in the region where production processes by using electricity is very low (TK 88.5 FM: 2014) proves that rural districts like Mkinga have to suffer shortage of power wherever there is a problem of power shortage. Suhail (2007) summarized that, in rural areas a crucial actor is the availability and reliability of the power supply.

Having a low or high power supply (power fluctuation) can cause computerized system problems. High voltage can lead to overheating, which is never good for mechanical equipment. Low voltage can prevent computers from performing at its optimal levels. As Fung and Visscher (2001) suggest that computers require high quality uninterruptible power supply (UPS) equipment that helps to protect computer hardware against damage from unexpected power failures or unclean power. In addition Suhail (2007), suggests that, using the electricity grid as a power supply it would be useful to consider alternative energy sources as well. Although still fairly new in Tanzania, many vendors and users have installed solar systems to run their facilities.

# **2.6.5 Internet Connectivity, Accessibility and Availability**

In order for the HCMIS to work effectively and efficiently, a high and speed internet network is needed. This will help transmission of computed data to be conducted in time hence fulfill the need of employees’ record management. The bandwidth to be used might be capable and available at low cost to enhance HCMIS implementation easily. The really situation is seemed to be different where network connectivity is a cry by many HCMIS user as a result a delay to employees’ data transmission on various record management processes. Ogiegbaen and Iyamu (2005) explain that, the cost of connectivity is very high in Tanzania which creates barriers to the spread and use of the internet which is a major vehicle for the transfer of data and access to information. Panos (2010) suggests that, poor access to international infrastructure leading to high broadband prices.

Tanzania National Information and Communications Technologies Policy (2003), shows that, the Tanzania Communications Commission (TCC) has licensed nine companies to provide public data communication services including Internet bandwidth. These data operators have isolated initiatives of connecting their Points-of-Presence (PoPs) to the global Internet backbone. As a result, Tanzania lacks cheaper and high capacity connections to the global Internet. In this regard the country holds small capacity international links that connects to the global Internet backbone leading to scarce and limited international Internet bandwidth resulting to high cost due to failure of using Tanzania’s local traffic which is routed via international routes because of lack of national Internet Exchange Point (IXP). Also it resulted to low speed since the route that the traffic would follow between the two points is very long. This will become very slow and will use up a lot of costly bandwidth unnecessarily.

Study of Magenda (2011) on an investigation of Problems facing application of CMIS at Institute of Judicial Administration (IJA), Lushoto the introduction of web–based technologies meant that the historical problems relating to the sharing of data and processes over a network could be now be managed by means of the universal set of technology tools. This in turn meant that anyone in the organization with access to a Personal Computer (PC) and an internet connection could now use self-service tools that enabled line managers and employees to access and update records and processes that, so far had been the preserve of the Human Resources function alone, but still the effective HRIS application is still a problem experienced in many organizations.

Many network service providers marginalize rural area to supply internet service to which peripheral organization suffers from lack of internet connectivity. In case of connectivity, rural areas find it cost full internet services because no competition of network providers as well as low speed data transfers. Suhail (2007) asserted that, establishing Internet access in rural areas is more complex than one would expect. It requires individuals or organisations to analyse their connectivity requirements and examine what is available on the market.

# **2.6.6 Personnel Capabilities**

The survival of any organization in the competitive society lies in its ability to train its human resource to be creative, innovative, inventive who will invariably enhance performance and increase competitive advantage Edralin (2004), Lynton (2000). Training and development is an aspect of human resource practices that help in enhancing employees’ skills, knowledge, and competence capable of improving employees’ ability to perform more efficiently (Palo 2003). Therefore training and development play a vital role in the effectiveness of an organization.

The running of HCMIS requires capable personnel who are skilled, committed, and motivated enough to take their responsibilities of employees’ record management effectively. There should be brainwashing programmes that will help to update personnel understanding on the proper and efficient use of HCMIS. There also should be motivational practices to enable personnel avoid biasness, laziness, nepotism and favouratism when attempting employees’ record management duties. A study conducted by Kalikawe (2010) on “the assessment on the effectiveness of Human Resources Information System in Parastatal Organisation in Tanzania”, explored the views, experiences and concerns of the managers in relation to the use of Information Systems and their role and responsibilities; they found that one of the major reasons of low use of information system is led by poor interaction of people and technology.

It is clear that from their study that the way in which middle and senior managers used the system differed considerably. Middle managers used the systems to monitor the work of the people they supervised and to analyze and create information. Senior Managers on the other hand tended to make less use of the systems and relied upon their major junior colleagues to supply them with paper based abstract or summary. This tendency appeared to work against Information System objectives. Senior Managers put forward a variety of reasons for their lower levels of the use of the systems. They admitted to a lack of skills but argued that in any case, the systems did not contain information in a suitable form.

Also several Managers both at senior and less senior levels, implied that it was somehow not part of the manager's role to use information technology, indeed for some senior managers it appeared to be almost a measure of status that they could command human processing power in the form of middle Management or secretarial support. What Managers believe is that Information Technology makes a Manager to end up as a typist; the belief that computer turn Managers into typists impact on the way the system is used by senior Managers. Another reason put forward for the flow of information Systems by senior Managers was the perception that older Managers cannot cope with the new technology are widely believed to be less receptive to new technology and reluctant to change their working practices. Study experience reveals that it is difficult to such kind of managers to motivate personnel capabilities on the use of HCMIS in their organizations.

Norman (1990) argues that many technologies such as the computer place considerable demands on the users’ knowledge and skills. Some people see their lack of knowledge as a problem in adoption or use; others will work to overcome this by learning. However there is often the option to delegate learning to others, and benefit from their knowledge. Knowledge and skill problems are often due to difficulties with the user interface. Finding a way for people to interact with complex machines and information systems, including ICTs has always been a problem. With this view, personnel to run HCMIS should get opportunities for further training so that they will have a chance to interact with complex software linked with HCMIS hence become capable enough to implement it effectively. Panos (2010), shows how expensive are personnel for any ICT programme when he says “retaining ICT expertise a major problem”. This implies that, if not aware an employer may suffer lack of HCMIS personnel due to frequently attrition and transfer of such personnel to other organizations.

Ikhlas and Zaid (2010), on their study on Human Resource Information Systems in Jordanian Universities, short listed challenges HRIS implementation as revealed from various literature including: lack of sufficient capital and skills (Ngai and Wat, 2006), cost of setting up and maintaining HRIS (Bekers and Bsat, 2002), lack of money, lack of top management support and commitment, lack of HR knowledge by system designers, lack of applications for HR users (Kovach and Cathcart, 1999), lack of qualified HRIS staff, lack of a HRIS budget; lack of cooperation with other departments, and lack of information technology support (Institute of Management and Administration, 2002).

Batool, (2012)summarized in a phrasesome challenges that could affect the HRIS implementation like lack of funds, inadequate knowledge, lack of expertise, lack of cooperation, network problem, technical problems and time consumption. This suggests that, to perform better information system like HCMIS must be complete in terms of among others; availability, sustainability, and cost effective power source, user specified hardware and software, speed (bandwidth) and cost effective internet connectivity as well as personnel capabilities.

**2.7 Strategies for Effective Integration of HCMIS in Managing Teachers Records**

**2.7.1 Unit or Agency for Effective Policy Implementation and Guarantee of Standards**

There should be specificunit or agency that will ensure effective implementation of HCMIS policy and guarantee targeted standards. Local authorities’ users of HCMIS will be able to report challenges resulting from centralization of the system so that immediate follow up will be made by such unit to make things happen as it is desired. The unit shall also be responsible for continuous monitoring and evaluation of HCMIS effective use in local authorities and central ministry so as to determine effectiveness and inform future programmes.

Such agencies have been established in Tanzania programmes like integration of ICT in Tanzanian schools by Global e-Schools and community initiatives. This agency conducted ICT in education situational analysis in July 2010 where it came up with the main findings in the following areas; government awareness and support for the potential of ICT to address key educational challenges; the main ICT in Education initiatives underway, current state of deployment of ICT in the educational system; current usage and integration of ICT in the education system and the capacity of the ministry of education to effectively plan for, deploy and manage ICT for the education sector.

Many Government agencies established under various Government Acts prove to create conducive environment to efficient and effective management (Government Act No. 30, 1997) and to improve the delivery of public services. Government Procurement Service Agency (GPSA), National Audit Office (NAO), Tanzania Revenue Authority (TRA) Tanzania National Road Agency TanRoads are among well performing government agencies. Pollitt, Caulfield, Smullen and Talbot (2001), declared the ideals that agencies as tools for ‘unbundling the bureaucracy’ create flexible and performance orientated public organizations. Thus agencies are important instruments in the modernization objectives of government in both developed and developing world.

# **2.7.2 Highly Committed Management Team**

In order to promote the smooth adoption of HCMIS in organizations, it is necessary first to ensure the financial and non-financial support to set up HCMIS. A managerial commitment, compulsion and control are required to ensure a complete adoption of HCMIS. The support of top management is one of the most important factors for successful implementation of HRIS (Kovach and Cathcart, 1999). Top management takes primary responsibility for providing sufficient financial support and adequate resources for building a successful HCMIS. Top management support is needed throughout the implementation project (Esteves and Pastor 2001, Nah et al. 2001) and it must be committed with its own involvement and willingness to allocate valuable resources to the implementation effort (Jarvenpaa and Ives 1991, Holland et al. 1999).

The lack of financial support and adequate resources will inevitably lead to failure. A comprehensive HRIS requires a sizeable budget to implement and maintain. If top managements do not understand how the HRIS bring the benefits to the organization, they will not be willing to allocate valuable resources, time and efforts for implementation (Ngai and Wat, 2006). Support from executive management is valuable for making sure HCMIS processes are implemented effectively, for funding the project, and for ensuring appropriate staffing on the project team. Without this support, the payoff of the HCMIS will most likely be compromised, and will cause disruptions in employee service.

Organizations require highly committed management team that will support effective implementation of HCMIS in the following areas;

**Financially** where guarantees the enough bandwidth, reliable power supply, full network connectivity to run the system, pay personnel (HR) incentives which are monetary and non monetary like training. Incentives encourage and motivate employee to perform maximally. Mingaine (2013) suggests that alternative sources of power such as generators, solar technology and batteries should be explored in the absence of the electric power; this is only possible with financial support. HR will work cooperatively with other stakeholders as applicable to achieve proper system availability, any necessary regulatory compliance and operational efficiency. Primary end user support campus constituents (Faculty/Staff, etc.) which in turn act as the cornerstone of the overall support mission (HigherEdJobs 2015.

**Provision of adequate resources** likescanning machines, printers, computers, UPS and other HCMIS accessories that will serve employees in an organization is another strategy. Welti (1999, p. 137) mentions that "active participation by upper management is crucial to the adequate resourcing of the project, to taking fast decisions, and to promote company-wide acceptance of the project".

**Management involvement** in accessing easy and quick communication with central units so as to pressurize immediate approval of various data loaded in the system waiting for actions which are centrally based. As it is noted by Gray (2015) that centralized management has the disadvantage of local branches having to wait for various co-operate approvals; also centralized management empowers employee in a remote locations less because they feel less in control and more dictated to rather than being trusted that they can operate independently and make the right decisions. Bingi, Sharma and Godla (1999) mentioned that “top management needs to constantly monitor the progress of the project and provide direction to the implementation teams”.

# **2.8 Research Gap**

The literatures show many previous related studies in HRIS conducted in the context of developed countries, organizations and sites. For example; Ngai and Wat (2006), Martinson's (1994), Ball (2001), Burbach and Dundon (2005), Delorme and Arcand (2010) as well as Krishnan and Singh (2006). Basing on literature it seems that all studies focused on the status of HRIS, its uses and implementation. The current study therefore, aims to explore stakeholders’ experiences of integrating HCMIS such as Lawson in managing teachers’ records in Mkinga district council in Tanga region. Importantly, nothing has been found related to HCMIS in Tanzania LGA’s including Mkinga district council. Thus, this study is a timely and important one as it assesses the experiences of integration of HCMIS in managing teachers’ records in Mkinga district Tanga region, where no previous studies conducted before.

# **2.9 Conceptual Framework**

The study on experience of integration of HCMIS in managing teacher’s records requires an appropriate model that can be presented by variables which show the relationship between them in order that teachers record management be effective. In this study effective teachers record management is perceived to have a direct relationship with HCMIS benefits. HCMIS benefits cannot be achieved unless emerging challenges of HCMIS integration has been controlled through appropriate strategies. However, traditional system of managing teachers’ records cannot be totally marginalized due to the presence of HCMIS because traditional method comprises its merits and de-merits which are very beneficial for sustainability of effective HCMIS teachers’ record management.

As indicated in the framework presented in Figure No. 1, the major variables that were investigated during this study include challenges of traditional system in managing teachers records, stakeholders perceptions about HCMIS in managing teachers records, benefits of HCMIS in managing teachers records, emerging challenges of integrating HCMIS in managing teachers records, strategies for effective integration of HCMIS in managing teachers records and impacts of HCMIS in managing teachers records. The aspects concerning challenges of traditional system in managing teachers’ records comprised variables about overcrowded storage rooms, duplications of data in files, inadequate security, poor indexing procedures, poor file tracking system and poor management of subject files.

Stakeholders’ perceptions about HCMIS in managing teachers’ records is another variable which was considered in the study. The perceptions emerged in two sides, positively and negatively respectively. The positive perceptions captured variable about benefits of HCMIS in managing teachers’ records where mechanisms of HCMIS in improving data accuracy and availability of up to date information, quick access to information, eliminating duplication of data and supporting strategic decision making were involved. The negative perceptions involved the emerging challenges of integrating HCMIS in managing teachers’ records where centralization of information, single hand use of HCMIS, lack of management support and commitment, unstable power source, problems of internet connectivity, accessibility and availability as well as personnel capabilities were considered.

Strategies for effective integration of HCMIS is another variable of the study which conceptualized issues about the importance of having an agency to guarantee HCMIS policy implementation standards for quick approval of data at central ministry and effective monitoring and supervision at all levels of government authority as well as the importance of having highly committed management team for provision of resources, personnel training and development as well as financial support.

Benefits of CMIS in Managing Teachers Records

* Improve data accuracy and availability of up to date information
* Quick access to information
* Eliminate duplication of data
* Support strategic decision making
* Reliable and accurate records

Emerging Challenges of Integrating HCMIS

* Centralization of information
* Single hand use of HCMIS
* Lack of Management support and commitment
* Unstable power source
* Internet connectivity, accessibility and availability

Personnel capabilities

Strategies for effective integration of HCMIS

* An Agency to guarantee HCMIS policy implementation standards
* Quick approval of data at central ministry
* Effective monitoring and supervision at all levels of government authority
* Highly committed management team
* Provision of resources
* Personnel training and development
* Financial support

Management involvement

Impact of HCMIS in managing teachers records

1. Operational HRM

* Support accountability
* Timely and quick access to information

1. Functional HRM

* Timely payment of incentives and welfare, promotion and confirmation
* Timely preparation, activation and deactivation of data (i.e salaries)

1. Strategic HRM

* Employee Career Development
* Decision Making

Stakeholders’ perceptions about HCMIS in managing teachers’ records

Experience of Integrating of HCMIS in managing teachers' record

Challenge of Traditional system in Managing Teachers Records

* Overcrowded storage rooms
* Tendency for duplicate files
* Inadequate security,
* Lack indexing procedures
* Lack file tracking systems

Lack management subject files

**Positive Perceptions Negative Perceptions**

**Figure 2.1: Conceptual Framework based on Literature Review**

The last variable was about impacts of HCMIS in managing teachers’ records. Operational HRM support which deals accountability and timely and quick access to information, functional HRM that deals with timely payment of incentives and welfare, promotions and confirmations, timely preparation, activation and deactivation of data like salaries and strategic HRM which deals with employees’ career development and decision making were involved.

**CHAPTER THREE**

**3.0 RESEARCH METHODOLOGY**

**3.1 Overview**

This chapter presents research methodology that was used during the study. The chapter organized into the following sub-sections: area of the study, research design, population, sample and sampling techniques, data collection instruments, validity and reliability of instruments, data analysis techniques and ethical considerations.

# **3.2 Research Approach**

Research approach is the mental and philosophical dispositions a particular study may have, consciously or unconsciously, on the nature of knowledge, how it is acquired and the nature of human beings, as respondents in any social reality which can only be qualitative or quantitative (Omari 2011:2). This study employed both qualitative and quantitative research approaches due to its nature and the mode of respondents. Qualitative approach had been chosen due to its nature of being descriptive and subjective so as it could allow the researcher to have the in depth information from the respondents for the reliability and validity of the study.

The study also employed quantitative research approach especially when numerical representations of data used. According to Creswell (2009) mixed method (which combines qualitative and quantitative approaches) is useful when either the qualitative or quantitative approach by itself is inadequate to best understand the research problem or the strengths or constraints of both providing best understanding.

# **3.3 Research Design**

This study employed descriptive survey research design since it combines element of qualitative and quantitative approaches. Fraenkel and Wallen (2000) define descriptive survey research design as a research study which describes existing conditions without analyzing the relationships among the variables. This design deals with phenomena as they exist, and does not attempt to alter anything experimentally (Best and Kahn, 2006). Descriptive survey research design is characterized by describing data on attitude and preferences, belief and predictions, behavior and experiences both past and presents (Cohen, Manion and Morrison, 2000). With regard to this study, descriptive survey research design used to describe data on variables of interest, factual information and experience of respondents concerning experience of integration of HCMIS in managing teachers’ records.

This design is very useful because it allowed collecting data through interviews, questionnaire and observation. The data collected included the challenges of managing teachers’ records, perceptions about HCMIS in managing teachers’ records, benefits of HCMIS in managing teachers’ records, impacts of HCMIS on managing teachers’ records and teachers’ professional welfare, emerging (new) challenges of using HCMIS in managing teachers’ records and strategies for effective integration of HCMIS in managing teachers’ records.

Another reason for using descriptive survey research design was, according to Omari (2011); descriptive survey research design is very analytical, conceptual and inferential, which describes existing conditions by comparing groups of respondents such as teachers and district officers about their experiences. Thus, in this study descriptive survey research design helped in gathering and analyzing of data as it was triangulated approaches (qualitative and quantitative) for in-depth and wide information. Hence it enabled acquisition of a rich, robust holistic description and understanding of the problem of integration of HCMIS in managing teachers’ records in Mkinga district.

# **3.4 Area of the Study**

The study on experiences of integrating human capital management information system (HCMIS) in managing teachers’ records was conducted in Mkinga district, Tanga region. This area was chosen for study because it has rural character in terms of distance from Tanga city, and availability of services is still a problem; thus MIS experience in this setting would be rich in exploring the problems of MIS performance. Moreover, since the researcher is a staff of primary education department in Mkinga district, it is believed as an advantage to the researcher to obtain information (with the aid of working experience) on integration of HCMIS in managing teachers’ records in Mkinga rather than in other area. Such advantage would enable the researcher to acquire a general picture on HR practices and their effectiveness as related to integration of HCMIS. Choosing district other than Mkinga was assumed to cost the researcher more time to familiarize with HR practices problems; a situation that could extend research processes and made the data collection plan to be difficult to execute.

# **3.5 Population, Sample and Sampling Technique**

# **3.5.1 Population**

(Omari, 2010) defines population as the totality of any group of units which have one or more characteristics in common that are of interest to the researcher. In this study, the targeted population from which the researcher drawn a general conclusions covered five categories, namely district human resource officers, district education officers, information and technology officer, teacher’s service commission officers and teachers.

# **3.5.2 Sample**

Omari (2011), asserts that a sample is a small proportion of a population selected for observations and analysis. A total of 79 respondents participated in this study as a sample among whom 40 primary school teachers, 30 secondary school teachers, 4 district human resource officers, 2 district education officers, 1 information and technology officer and 2 teacher’s service commission officers. Those forty teachers from ten primary schools were selected among whom twenty teachers were newly employed of not more than three years in service while twenty are experienced teachers in service. Thirty teachers from ten secondary schools were selected among whom fifteen teachers were newly employed teachers with not more than three years of teaching and fifteen teachers were experienced in service.

Newly employed teachers from both primary and secondary schools were selected because they were almost always affected by issues concerning salary and promotion delay; therefore they could give details on how effective or ineffective was the integration of HCMIS. Experienced teachers were expected to provide an outlook on the whole experience of teachers’ recording management in merits and demerits of teachers’ records process.

The last category of respondents involved nine district officials including; two education officers, two members of Teachers Service Commission, one members of Information Technology unit and four Human Resource officers. Primary and secondary education officers as well as two officers from Teachers’ Service Commission involved since they believed to have enough experience of teachers’ supervision in teaching implementation as well as teaching outcomes evaluation; and they are accountable for teachers’ welfare issues since they are leaders who monitor and supervise teachers’ daily records management concerning teaching and learning process in the classroom, evaluation procedures, and teachers’ disciplinary matters; thus their information was of vital importance in this study. Four Human Resource Officers included because they are directly interacting with HCMIS as well as accountable for managing teachers’ records thus their experience on integration of HCMIS was of important.

From the above categories, it could be explained that, the study had specific purpose to include participants sample hopping that the selected participants will offer the maximum information needed to reveal experience of integrating HCMIS in managing teachers’ records in Mkinga district. The study, therefore, adopted a purposeful sampling technique. According to (Koul, 1992), a purposeful sample is also known as judgment sample. This type of sample was chosen because there were good reasons to believe that what were selected as sample were representatives of the total population.

# **3.5.3 Sampling Techniques**

The process of selecting the sample to represent the population is referred to as sampling technique. Kothari (1990) and (Ary, Jacob and Razavieh, 1996) argued that, sampling is important in qualitative research just as it is in quantitative research. In qualitative research what is important is to select just the sample which will provide maximum insights and understanding of the problem under the study (Athanas, 2004), although (Morse, 1991) shows a concern that, the lack of clear guidelines on principles for selection of a sample has resulted in much confusion in qualitative research.

Coyne (1997) suggests that, the terms selective and purposeful can be used synonymously when she concludes, “selective sampling therefore, may be used to mean purposeful sampling”. Schalzman and Stranss (1973) state that, selective sampling is a practical necessity that is shaped by the time the researcher has available to him, by his frame work, by starting and developing interests, and by any restrictions placed upon his observation by hosts. Researcher selects people according to the aims of the research. Patton, (1990) suggests that, logic and power of purposeful sampling lies in selecting information-rich cases for study in depth. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research, thus the term purposeful sampling.

The procedures for the sample selection started after the researcher receives permission from District Executive Director of Mkinga which allowed him to conduct a study concerning integration of HCMIS in managing teachers’ records. There then, the researcher visited the District Human Resource office, the District Primary and Secondary Education office; and Teachers Service Commission office for initial stages of conducting his study including reviewing of various teachers’ records outcomes documents such retired teachers reports, new employee teachers reports, passed away teachers reports, teachers’ disciplinary related issues and teachers claims reports (salary arrears reports). Thereafter, the researcher selected ten schools purposively due to location of sample groups that have been analyzed for the study.

The selected sample from those schools was also be purposive in order to get the targeted groups of newly employed teachers and experienced teachers. The last category of respondents (District officials) obtained from the only district council (Mkinga). This helped the study to obtain information on the challenges of traditional system, stakeholders perceptions about HCMS, benefits of using HCMIS, impact of HCMIS on teachers’ professional welfare, challenges of using HCMIS and strategies for effective integration of HCMIS such as Lawson in managing teachers’ records in Mkinga district.

# **3.6 Data Collection Methods**

# **3.6.1 Questionnaire**

A questionnaire consists of number of questions printed or typed in a definite order on a form or set of forms (Kothari, 2008). Zohrabi (2013) identifies that questionnaire can appear in three types: closed-ended (or structured) questionnaires; open-ended (or unstructured) questionnaires; and a mixture of closed-ended and open-ended questionnaires. This study will utilize the mixture of open and closed-ended questionnaire to enable gathering of qualitative and quantitative information in the same instrument to collect data from District officials, newly and experienced teachers.

Bell (1995) argues that questionnaires have advantages of being inexpensive and collects a lot of data that needs little interpretation. Again, Kothari (2004) observed that, this method is free from the bias of the interviewer; respondents have adequate time to give well thought out answers and large samples can be made use of and the results can be made more dependable and reliable. Similarly, Powell (1997) argues that questionnaires allow the collection of large amounts of data in a very short period of time. However, questionnaires lack rapport, requires educated respondents’ and according to (Kothari, 2004), this method was also likely be slowest of all. The questionnaire was chosen in this study because of its flexibility in data collection as it generates data that was simple to code for analysis, particularly when closed-ended questions were used. As observed by Moore (1987), a questionnaire lends itself the best for collecting information on different shades of opinions, which were in line with this study.

# **3.6.2 Interview**

Apart from the questionnaire, an interview was used to collect data for this study. In-depth interviews are common means of collecting qualitative data. An interview can be described as conversations with the purpose (Bogdan and Biklen, 1992). Essentially, interviews allow the researcher to enter into the other persons’ worlds, to understand those persons’ inner perspective and meaning they make from those perspectives (Patton, 1990 and Seidman, 1991). According to (Seidman, 1991), the choice of research methods depends on the purpose of the research and the research questions under investigation. An observation of the research questions in this study showed that the research questions intended to have in depth assessment about the collaboration between variables of challenges of traditional system, stakeholders perceptions about HCMS, benefits of using HCMIS, impact of HCMIS on teachers’ professional welfare, challenges of using HCMIS and strategies for effective integration of HCMIS such as Lawson as aspects for effective integration of HCMIS in managing teachers’ records. It is therefore, coherent to employ in-depth interview which allowed thick data collection for deep understanding of the problem of effective teachers’ records management.

According to Moore (1987), this method provided an opportunity to obtain qualified answers from the respondent by probing and prompting. Interview complements the questionnaire as it can obtain more personal and somewhat confidential information which an interviewee may not want to write on a questionnaire. However, the study was aware of drawbacks that interviews possess; the respondent may feel as if he/she is under investigation and is being probed thus may become hostile; certain types of respondents such as important officials or executives may not be easily approachable; the method was relatively more-time-consuming especially when the sample is large; and respondents may give imaginary information just to make the interview interesting and impress the researcher.

The interview questions structured in a loose form were given to HR Officer and Information and Technology Officer with the target to gather information about the effect of challenges of traditional system, stakeholders perceptions about HCMS, benefits of using HCMIS, impact of HCMIS on teachers’ professional welfare, challenges of using HCMIS and strategies for effective integration of HCMIS such as Lawson in managing teachers’ records in Mkinga district. Educational leaders (District Primary Education Officer, District Secondary Education Officer, and the secretaries of Teachers’ Service Commission) interviewed by using open ended questions that allowed flexibility and probing so as to enable the researcher exhausting valid information from respondents.

Interview questions administered to HR Officer and IT officer while educational leaders interviewed by using open ended questions. Before to start the interview, the researcher ensured conducive and fair approach to respondents, and interviewee requested to participate voluntarily in the interview. The researcher also, ensured confidentiality to those who agreed to participate in the interview. Nevertheless, the researcher explained the importance of this research few minutes before starting each interview session. They were told on how this study aimed at assessing experience of integrating HCMIS in managing teachers’ records and the importance of its results in catalyzing the improvement of HR practices in Mkinga district.

The interviews conducted individually to each respondent, the researcher posed the questions to the interviewee and the interviewee had to respond to them orally. The time of thinking when the interviewees were trying to provide the best answers considered importantly. The researcher patiently has to listen while making follow up on the interview’s voice, tones, and gestures. The interview estimated to consume quarter an hour for each session. This estimated time believed to reduce tedious factors and loss of concentration that might occur if the time for the interview would be longer.

In recording interviews, (Kvale, 1996) suggests that the following may be used; audiotape recording, videotape recording, note taking, and memory. The usual way of recording interview is by using tape recorders. Therefore, the researcher used audiotape recording and note taking throughout the process of data collection by using interview method. However, (Finn and Jacobson, 2008) caution that, interview is susceptible to bias and may seem intrusive to the respondents, thus some respondents may decide to hide some information. In this case, to ensure the validity of the study, the researcher triangulated the research tools by employing observation of data collection. (Denzin, 1970) extends the idea of triangulation by distinguishing four forms of triangulation namely; data triangulation, investigator triangulation, theoretical triangulation, and methodological triangulation. For the case of this study, the researcher was interested in methodological triangulation which refers to the use of more than one method for gathering data.

# **3.6.3 Observation**

Observation is a tool that provides information about actual behavior. This method refers to gathering data through physical checkups of the activities or processes. Bell, (2005:184) asserts that “Observation can be useful in discovering whether people do what they say they do, or behave in the way they claim to behave”. Onyango (2002: 92), categorized observation into two: participant observation and non-participant observation. Participant observation is structured and non-participant observation can either be obtrusive or un-obtrusive. In the non-participatory observation a researcher collects data undisguised but does not directly participate in the activities. Non-participatory un-obtrusive observation is when the researcher is involved in the activities under disguise.

Further, Kombo & Tromp (2006) asserted that, in structured observation the focus is on a small number of specific behavior patterns and only those appearing on a pre-defined observation list are recorded. Structured observation can be criticized as being subjective and biased as one decides on the focus rather than allowing the focus to emerge (Bell, 2005). In unstructured observation, the observer takes the position of an onlooker where data is collected in the form of descriptive accounts. Kombo & Tromp (2006:96) argue that “unstructured observations are helpful in understanding behavior patterns in their physical and social context.” Despite its many advantages, observation as a data collection tool has the following disadvantages: it is time consuming; the observer may lose the objectivity to the extent he/she participates emotionally; the problem of observation–control is not solved; and it may narrow-down the researcher’s experience (Kothari, 2004).

This study used the non-participatory obtrusive observation. The researcher has the opportunity to inspect files, file indexes, records storage conditions, accommodation and facilities, retrieval tools and general behavior of officers in the registries. The method served the researcher the chance to see District official’s commitment on effectiveness of integrating HCMIS in managing teachers’ records. Moreover, this method is appropriate in this study due to the fact that it enables the researcher to acquire more information which cannot be obtained through questionnaire and interview because of the respondents’ lack of enough awareness on HCMIS integration or not being willing to provide all the information they have about HCMIS integration for the study (Saunders, Lewis and Thornhill, 2000).

# **3.7 Validation of Instruments**

To validate the instruments and ensure its usefulness in the field, the instruments were piloted to collage mates where the questionnaires, interview questions and observation scale were distributed where as single focus group discussion meeting conducted to check for the relevance of the questions, and appropriateness of the instruments in relation to the study. The researcher accepted and modified suggested question(s) in order to capture the intended meaning. The researcher also deleted all irrelevant questions after piloting the instruments and found them redundant.

# **3.8 Data Analysis**

Mhehe (2002), quoting from (Glesne and Peskiri, 1992), explains that, data analysis involves organizing what we have observed, heard and read, to make sense of the acquired knowledge. He maintains that, as one does so he/she categories, synthesizes, search for patterns and interprets the data collected. (Bogdan and Biklen, 1992) quoted from (Athanas, 2004) define data analysis as a systematic process involving working with data, organizing and breaking them into manageable units. It is also concerned with synthesizing data, searching patterns, discovering what is important, what is to be learned and deciding what to tell others.

In this study, data were analyzed by using both quantitative and qualitative techniques. Subsequently, the responses from the questionnaires coded, summarized and analyzed using tables formulated in Excel. Data entered into the Excel spread sheet following the developed codes or format. The Excel program was appropriate since it had features that accommodated the categorical variables; and performed the statistical tests and the classification analysis required in this study made it compatible to the data and problem in questions. It is a more user friendly program. After data entry completed, data were cleaned and verified prior to analysis.

Data analysis also were employed (Kvale’s, 1996) approach which contends that, data analysis in interview needs to follow five steps, which are, categorization of meaning, condensation of meaning, structuring of meaning through narratives, interpretation of meaning, and ad hoc methods for generating meanings. In the data analysis of interviews the information was, first, read by the researcher. Secondly, the data placed in sub topics of the study basing on themes of information obtained from respondents (thematic). Third, the researcher reread the common patterns in each category and decided which to take and which to leave out. Fourth, the researcher wrote narrates in each category using quotes from interviewees. The fifth step was to interpret narrates from respondents to gain meaning out of it. All categories of data were guided by the research questions.

# **3.9 Ethical Consideration**

Resnik (2011) defines ethics in two perspectives; one, ethics as norms for conduct that distinguish between acceptable and unacceptable behavior; two ethics as a method, procedure, or perspective for deciding how to act and for analyzing complex problems and issues. (AERA, 2005) points out that, among the ethical issues which the researcher must consider in conducting research are; participants must consent on a voluntary basis and with complete information concerning the nature and consequences of participation, the information must be planned and presented so it can be completely understood by the participant, and it is of paramount importance that educational researchers respect the rights, privacy, dignity, and sensitivities of their research populations, and also the integrity of the institutions within which the research occurs.

AERA set the following standards that should be considered by Educational researchers; exercise caution to ensure that there is no exploitation for personal gain of research populations or of institutional settings of research, not use their influence over subordinates, students, or others to compel them to participate in research, be mindful of cultural, religious, gender and other significant differences within the research population in the planning, conduct, and reporting of their research, consider and minimize the use of research techniques that might have negative social consequences, be sensitive to the integrity of ongoing institutional activities and alert appropriate institutional representatives of possible disturbances in such activities which may result from the conduct of the research, and communicate their findings and the practical significance of their research in clear, straightforward, and appropriate language to relevant research populations, institutional representatives, and other stakeholders.

The study observed almost always all ethical considerations as they had been postulated in the above literatures; including seeking a permission to conduct the research from Mkinga district management, inviting respondents of the study on a voluntarily basis, making sure that all essential information provided to respondents on time, maintaining institutional culture as well as individual respondents’ humanity and avoiding any kind of disturbance to them, communicating with them by using formal language, and avoiding biasness.

# **CHAPTER FOUR**

# **4.0 DATA PRESENTATION AND ANALYSIS**

# **4.1 Overview**

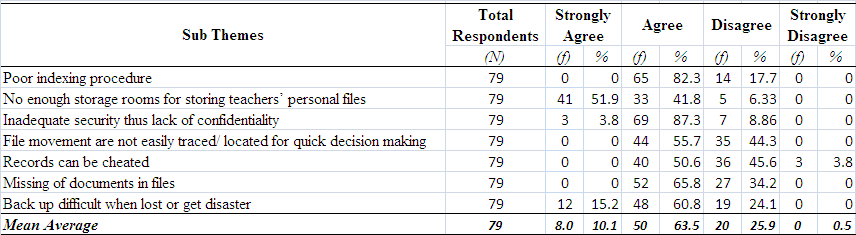
This chapter presents the findings of the study. The chapter is organized into the following sub-sections; challenges of the traditional system of managing teachers’ records in Mkinga district Council, stakeholders’ perceptions about HCMIS, benefits of HCMIS, impacts of HCMIS in managing teachers’ records and teachers’ professional welfare, emerging (new) challenges of HCMIS and strategies for effective integration of HCMIS such as Lawson in managing teachers’ records.

**4.2 Challenges of Traditional System of Managing Teachers’ Records in Mkinga**

Data collection on this subject matter has been done through interview, questionnaire and researcher’s observation. Findings from questionnaire reveals the following; Sixty five (65) respondents agree that there is a problem of poor indexing procedures while fourteen (14) respondents disagree about the existence of such problem. Forty one (41) respondents strongly agree, thirty three (33) respondents agree while five (5) respondents disagree that there is no enough storage rooms for storing teachers’ files. Three (3) respondents strongly agree, sixty nine respondents (69) agree and seven (7) respondents disagree that there is lack of confidentiality and inadequate security of files in traditional system of managing teachers’ records.

Forty four (44) respondents agree while thirty five respondents (35) respondents disagree on the difficulties of file movement for quick decision making. Forty (40) respondents agree, thirty six (36) respondents disagree while three (3) respondents strongly disagree that records can easily be cheated in traditional system of managing teachers’ records. Fifty two (52) respondents agree while twenty seven (27) respondents disagree that missing of documents in files is a challenge in traditional system of managing teachers’ records. Twelve (12) respondents strongly agree, forty eight (48) respondents agree while nineteen (19) respondents disagree that in traditional system of managing teachers’ records back up of data is difficult when documents/files lost or get disaster (Table 4.1).

**Table 4.1: Challenges of Traditional system of Managing Teachers’ Records**



Through interview, respondents’ have revealed the following information concerning the challenges of traditional system of managing teachers’ records; District Education Officer claims that,

Indexing procedure is difficult thus accessing some files on time is no easy to the extent that I have to reschedule my duties due to lack of files that I request on time. The requested files on Monday can be obtained on Tuesday or some days to come. Many times the immediate answers by record personnel is that files are in movement but at last with strong efforts of searching them they are found in recording office dumped randomly on the files’ shelves.

Teachers’ Service Commission complains about that matter specifically during attempting teachers’ disciplinary matters. He said that;

Decisions about teachers’ disciplinary matters is a process which requires enough time for disciplinary committee to investigate about the evidence of any claim reported about teachers from their working centers. During each stage documents submitted before are been used as supporting documents which are helpful for the committee to reach at a fair judgments. Shameful enough some documents in files which were used in certain initial stages of investigation are found missing in files while there were there before or sometimes the whole file is not found. This means teachers’ records are not safe.

Human Resource Officers complain about delays done by record personnel in presenting files on time when needed by their office for various purposes. For example, HRO who deals with teachers affairs claimed that,

It takes more than a week to get files of teachers from record office. Record personnel are many enough as a man power to deal with teachers files as compared to number of teachers in the district. I requested files of 124 teachers with last promotion of 2012 for scanning their open performance appraisal forms ready for 2016 promotions. It took two (2) weeks to get eighty six (86) files regardless strong follow up I made to record office.

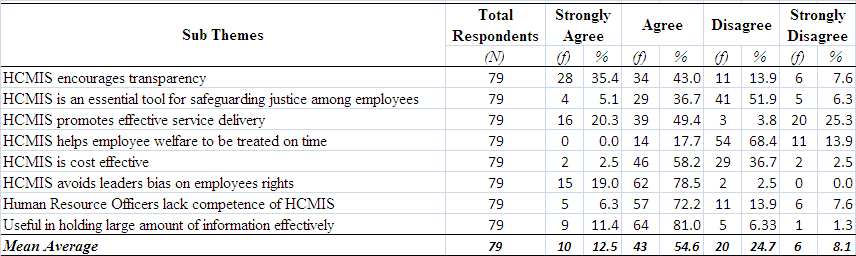
One Human Resource Officer gave a scenario of a serious complain he had ever face when disciplinary decision on one employee leaked before desired time because of disobedient recording as a result the victim created hatred against him. This is also a problem resulted from lack of data security in traditional record management system.

# **Perceptions about HCMIS in Managing Teachers Records**

Data on this theme had been collected quantitatively and qualitatively, findings from questionnaire to general perceptions of stakeholders disclose the following; Twenty eight (28) respondents strongly agree, thirty four (34) respondents agree that HCMIS perceived to encourage transparency while eleven (11) respondents disagree and six (6) respondents strongly disagree that HCMIS perceived to encourage transparency. Four (4) respondents strongly agree, twenty nine (29) respondents agree while forty one (41) respondents disagree as well as five (5) respondents strongly disagree that HCMIS is an essential tool for safe guard justice among employees. Seventeen (17) respondents strongly agree, thirty nine respondents (39) agree, three (3) respondents disagree and (20) respondents perceive HCMIS enables effective service delivery.

Fourteen (14) respondents agree while fifty four (54) respondents disagree and eleven (11) respondents strongly disagree that HCMIS helps employee welfare be treated on time. Two (2) respondents strongly agree, forty (46) respondents agree, twenty nine (29) respondents disagree while three (2) respondents strongly disagree that HCMIS is cost effective. Fifteen (15) respondents strongly agree, sixty two (62) respondents agree while two (2) respondents disagree that HCMIS avoids leaders’ bias on employees’ rights. Five (5) respondents strongly agree, fifty seven (57) respondents agree while eleven (11) respondents disagree as well as six (6) respondents strongly disagree that HR lack competence of HCMIS (Table 4.2).

**Table 4.2: Perceptions about HCMIS in Managing Teachers’ Records**



In an interview findings reveals that management perceive HCMIS as a useful and fair system in a sense that it helps in loading and computation of huge amount of data within a short time hence enable them to count as many duties as possible within a short period of time thus they are satisfied with its integration as they elaborated that,

DEO;

We were trained on the use of Lawson and found that it is an effective system for solving teachers’ affairs including immediate effecting of salaries after promotion and for new employed teachers. We still have teachers’ claims on the delays of the system simply because HROs and ITO have been forgotten. They are not considered as important as they deserve for the effective operation and care of the system as result weak arguments are paused by them several times in their delays to affect teachers’ affairs.

HRO explained that,

Integrating HCMIS in HR activities makes easy to store large amount of data, compute and retrieve information. It is a system of few users with password hence employees data security is guaranteed. Also it is a transparence system for those who interact with it since every single transaction done by authenticated personnel is openly identified. This help responsible HRO’s to act upon all employees transaction in a good manner. For example when HRO send a document in a system, it is automatically display who and when done that transaction.

On the other side in interview session, the study found that some HCMIS beneficiaries (teachers) perceive it negatively that HCMIS is used as tool for ruin justice among them because some teachers’ affairs were perfectly and paid on time while others were not though processing of data were done together. Thus HCMIS causes delay of some beneficiaries (teachers’) compensation and wellbeing hence negative perceptions about HCMIS in managing teachers’ records. They asserted that;

District Education Officer,

Wonderful since my appointment in this post, some teachers’ salary arrears have been paid without claiming it with salary arrears claim form. HCMIS has calculated automatically their salary dues since their promotion. This is a good start to all other teachers’ employment affairs. However I have been attempting many teachers’ claims concerning being delaying their issues of loans, activation of new salaries on first appointment and after promotion because of HCMIS use dilemma. Briefly as a leader of teachers’ I can perceive HCMIS more positively than negatively.

TSC secretary

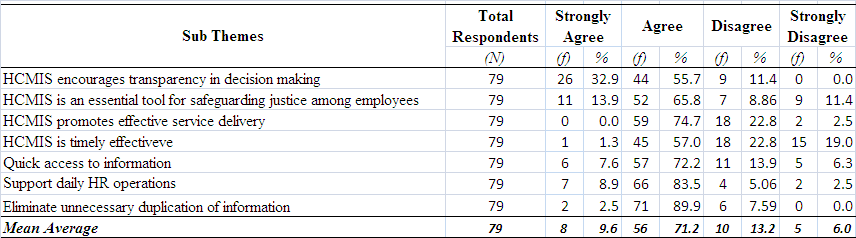
I’m in dilemma and stranded with no answer to teachers who were promoted on May 2015. They were promised to be paid their salary arrears without claiming them with salary arrears claim forms. Unfortunately enough everyday and then we are being told by HRO’s that teachers dues have already been uploaded in the system but payment are not yet. Lastly teachers had been asked to fill in salary arrears claim forms because HCMIS does not detect their salary dues. We fail to believe that salary dues are calculated automatically by HCMIS although few teachers had been paid salary arrears without filling salary arrears claims forms. The tendency of few teachers to be paid while many are not has made teachers’ to blame about delay, corruption, nepotism and disturbance on HCMIS use.

**4.4 Benefits of HCMIS in Managing Teachers Records**

Data on this theme had been collected quantitatively and qualitatively about benefits of integrating HCMIS in managing teachers’ records. Findings from questionnaire reveal that Twenty eight (26) respondents strongly agree, forty four (44) respondents agree while nine (9) respondents disagree that HCMIS encourage transparency. Eleven (11) respondents strongly agree, fifty nine (52) respondents agree while seven (7) respondents disagree as well as five (9) respondents strongly disagree that HCMIS is an essential tool for safe guard justice among employees. Fifty nine respondents (59) agree that HCMIS promotes effective service delivery while eighteen (18) respondents disagree and two (2) respondents strongly disagree about the effective service delivery promoted by HCMIS.

One (1) respondent strongly agree, Forty five (45) respondents agree that HCMIS is timely effective while eighteen (18) respondents disagree and fifteen (15) respondents strongly disagree that HCMIS is timely effective. Six (6) respondents strongly agree, fifty seven (57) respondents agree while eleven (11) respondents disagree and five (5) respondents strongly disagree that HCMIS support quick access to information. Seven (7) respondents strongly agree, sixty six (66) respondents agree while four (4) respondents disagree and two (2) respondents strongly disagree on the support of HCMIS to daily HR operations. Two (2) respondents strongly agree, seventy one (71) respondents agree while six (6) respondents disagree that HCMIS eliminate unnecessary duplication of information (Table 4.3)

**Table 4.3: Benefits of HCMIS in Managing Teachers’ Records**



In an interview, finding shows that there are number of benefits of HCMIS in managing teachers’ records; DEOs explained;

HCMIS enables effective tracing on how far have HROs gone about treating teachers’ affairs. For example; when HROs have to work with termination of salaries to ten retired teachers, it is easy for the head of department to trace in the system the date and time the termination process has been conducted and to how many teachers among those ten. The same applies to promotion, disciplinary matters and even loans applications.

HRO clarified that,

I can be sure with my performance through various forms which are found in HCMIS. The system reminds me on various tasks shortfalls through report feedback thus it is not easy to half performing a certain required tasks. This enables my work to be more accurate.

Another HRO declared that;

HCMIS is a system of feedback on time because having fulfill your data properly, the feedback can be traced immediately. For example; if you want to terminate any employee deduction from his or her salary while you have attached all supporting documents required for deduction termination, the feedback is immediately provided on whether termination is successful or not, and if not reason is revealed. This is contrary to previous approach which required one to travel with deduction requests to Dar es salaam and waiting for the results in employees salaries.

TSC secretary said,

I am doubting on the effectiveness of this system in processing data because it happened that we monitor data loading of 120 teachers’ promotion but the system won’t affect new salaries to all 120 teachers at once, they are paid new salaries in scattered months as a results we are questioned by those who are not affected their new salaries after promotion.

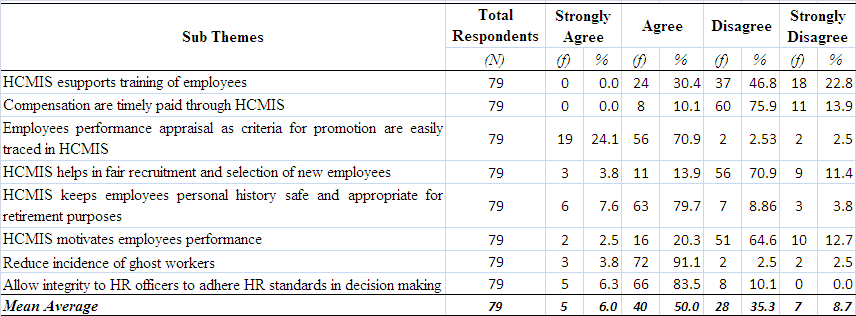
**4.5 Impact of HCMIS in Managing Teachers’ Records and Teachers Professional Welfare**

Respondents’ information on this theme had been collected quantitatively and qualitatively to district officials and teachers through which issues concerning HRM operations, functions and strategies have been covered. Questionnaire findings show that twenty four (24) respondents agree while thirty seven (37) respondents disagree and eighteen (18) respondents strongly disagree that HCMIS support training of employees. Eight (8) respondents agree while sixty (60) respondents disagree and eleven (11) respondents strongly disagree on timely paid compensation through HCMIS. Nineteen (19) respondents strongly agree, fifty six (56) respondents agree while two (2) respondents disagree as well as two (2) respondents strongly disagree that with HCMIS employees performance appraisal are easily traced.

Three (3) respondents strongly agree and eleven (11) respondents agree that HCMIS helps in fair recruitment and selection of new employees while fifty six (56) respondents and nine (9) respondents strongly disagree that HCMIS helps in fair recruitment and selection of new employees. Six (6) respondents strongly agree, sixty three (63) respondents agree while seven (7) respondents disagree and three (3) respondents strongly disagree that HCMIS keeps employees personal history safe and appropriate for retirement purposes. Two (2) respondents strongly agree, sixteen (16) respondents agree while fifty one (51) respondents disagree and ten (10) respondents strongly disagree that HCMIS motivates employees’ performance.

Three (3) respondents strongly agree, seventy two (72) respondents agree while two (2) respondents disagree and two (2) respondent strongly disagree that integration of HCMIS reduce incidence of ghost workers. Five (5) respondents strongly agree, sixty six (66) respondents agree while eight (8) respondents disagree that HCMIS allow integrity to HR officers to adhere HR standards in decision making (Table 4.4).

**Table 4.4: Impact of HCMIS in Managing Teachers’ Records and Teachers Professional Welfare**



Interview data reveal the following on this theme; HRO gives an example on teachers’ loans that;

Our department had been in quarrel with employees specifically teachers concerning the delaying in provision of salary slips which are very much needed for loans application. Also the department members had being suffering in making decision on teachers loans amount basing on the principle of three third take home salary for loan criteria ordered by Public Service Commission. Integration of HCMIS has enabled us to print current salary slips in the system as per teachers demand as well as tracing the accurate current take home salary of any teacher applying for the loan hence making the right decision at the right time.

He further postulated that;

Preparation of personal emolument (PE) budget has become very easy and perfect through the use of HCMIS because we are able to trace easily any required particular of an employee and seniority list of employees in the system thus it becomes easy to identify vacant positions and only employees who are liable for promotion are budgeted.

DEO (primary) said that;

Education department suffered an influx of teachers’ demand for professional carrier. Such situation makes us sometimes fail to accommodate all teachers’ requests fairly. Integration of HCMIS enables the department to prepare training programme basing on training need assessment to the extent that all teachers’ requests are treated fairly according to department demand by considering teachers experience and categorization hence no more complains.

HROs when responding the question about HCMIS on their functions, they said;

Assessing performance appraisal forms of employee teachers manually was very difficult but with integration of HCMIS such duty has become very easy because after scanning and loading those forms in the system we are able to assess whichever section of the form we need hence we make perfect decisions concerning employees’ wellbeing.

DEO (Secondary) complained on the scenario of two retired teachers who were reported to HROs for salary termination. To not avail their salaries continue to flow to the next consecutive months hence audit query. Management traced on the cause of such query and realized that HROs were already loaded the history sheets and retirement permits of such retired teachers in Lawson but the system was not acted upon timely. The researcher observed clear strategies of HRM activities on teachers’ employees. This is proved through a clear series and time conscious on teachers’ promotions, processing of teachers’ performance appraisal forms and preparation of teachers’ training programme.

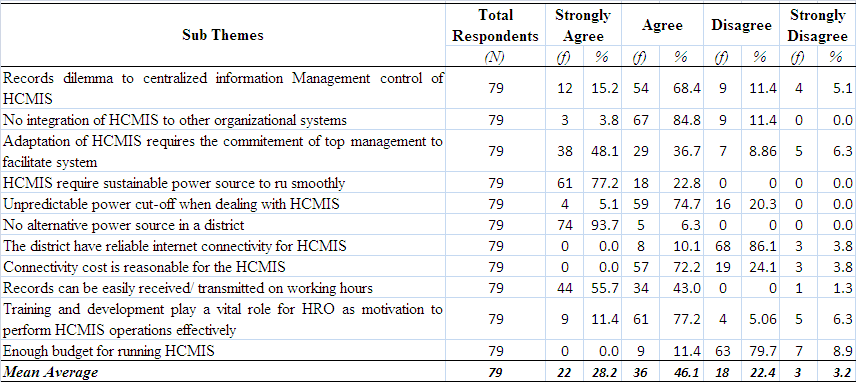
* 1. **Challenges of HCMIS in Managing Teachers’ Records**

Questionnaires, interview and observation had been used in collecting data to respondents’ concerning challenges of HCMIS in managing teachers’ records. Questionnaire findings reveals that twelve (12) respondents strongly agree and fifty four (54) respondents agree while nine (9) respondents disagree and four (4) respondents strongly disagree that record are dilemma to centralized information management control. Three (3) respondents strongly agree and sixty seven (67) respondents agree while nine (9) respondents disagree that there is no integration of HCMIS to other organizational systems. Thirty eight (38) respondents strongly agree, twenty nine (29) respondents agree while seven (7) respondents disagree as well as five (5) respondents strongly disagree that adaptation of HCMIS requires the commitment of top management to facilitate the system.

Sixty one (61) respondents strongly agree and eighteen (18) respondents agree that HCMIS requires sustainable power source to run smoothly. Four (4) respondents strongly agree, fifty nine (59) respondents agree while sixteen (16) respondents disagree on unpredicted power cut-off when dealing with HCMIS. Seventy four (74) respondents strongly agree, five (5) respondents agree that district has no alternative power source. Eight (8) respondents agree while sixty eight (68) respondents disagree and three (3) respondents strongly disagree that the district has reliable internet connectivity for HCMIS. Fifty seven (57) respondents agree while nineteen (19) respondents disagree and three (3) respondents strongly disagree that connectivity cost is reasonable for the HCMIS.

Forty four (44) respondents strongly agree, thirty four (34) respondents agree while one (1) respondent strongly disagree that records can be easily received/transmitted on working hours. Nine (9) respondents strongly agree, sixty one (61) respondents agree while four (4) respondents disagree and five (5) respondents strongly disagree that training and development play a vital role for HRO as motivation to perform HCMIS operation effectively. Nine (9) respondents agree while sixty three (63) respondents disagree and seven (7) respondents strongly disagree there is enough budget for running HCIMS.(Table 4.5)

**Table 4.5: Challenges of HCMIS in Managing Teachers’ Records**



In the interview findings disclosed the following; One HRO declare that;

It happened a moment when DEOs count me as lazy and less committed due to delay in affecting new employee teachers’ salaries. In 2014 teachers’ employment I faced a problem of delaying to new employee teachers’ salaries whose employment particulars were already loaded in the system. When I made follow up to Public Service Commission in Dar es Salaam, I was told that the delay was due to disapproval of the particulars that I had loaded in the system because the responsible person for approval at that time was acting another position in the Commission. Neither DEOs nor new employee teachers understand my expressions when I was back from Dar es Salaam.

Another HRO said,

I am so much demoralized when I load information in the system and the feedback shows that data are perfectly loaded but no affection on the process until central approve by further officers in the central ministry. Some issues require immediate computation but no way, I have to wait. This is a bad memorable situation to note in the use of HCMIS.

HRO advised that;

It will be better if TSC offices are linked with HCMIS technology so as to make our service delivery to teachers be perfect. It happened a scenario when TSC secretary offers a retirement permit to the teacher basing on the history sheet of the teacher in the file while the retirement date in the payroll system found in HCMIS is different from that found in the history sheet. This makes contradiction because the teacher may retire while the salary is continuing to flow or the salary stops while the teacher is still in service.

TSC secretary said that;

Sometimes teachers are budgeted for promotion by HROs in two years consecutively because HROs have only teachers’ payrolls in the system but not teachers’ seniority list. If our office were having a system linked with HCMIS it would be easy for HROs to trace teachers’ seniority list data before preparation of PE.

HROs said;

HCMIS has been a system of HROs, office. We are suffering the problem of unstable power source due to frequently cut of electricity. We also facing the problem of internet connectivity because the internet bundle we use has less capacity as it required. Since we got the first training 2012 no more training we attended while so many issues are been introduced in the operation of the system as a result if not the personal effort to learn from neighboring councils we would not be able to commit some application in the system. All these are due to being alienated by the top management.

DEOs and TSCs declared that the issue of HRO personnel to lack refresher courses on the effective application of HCMIS is a problem which requires top management attention. Researcher observed a problem of the teacher who cleared the doubt about the authenticity of her certificates with the National Examinations Council of Tanzania thus her salary was supposed to be released. All required document including an approval letter from NECTA which authenticate her academic and professional excellence were loaded in the system but to not avail the salary was not yet released for five months due to delay of approval to the central ministry.

Researcher observed a scenario on the problem of internet connectivity to the system when salary slips as attachments for teachers transfer were requested to be printed in the system with the deadline of three days but it took two weeks to print all salary slips for twenty teachers to the extent that the deadline for submission of transfer requests to the Regional Administrative Secretary was closed as a result sixteen teachers had to wait for the next transfer season.

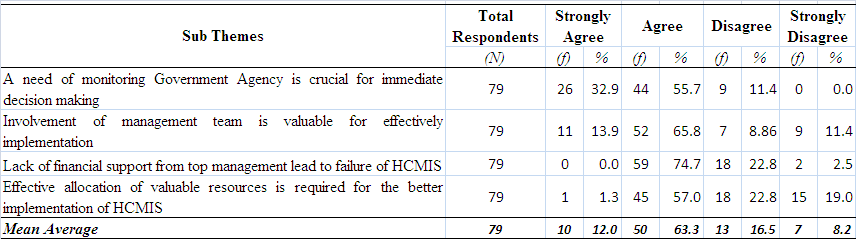
The researcher also observed the issue of Community Development Officer who bought electricity (LUKU) with her own money to print the document in the HCMIS so as to meet the deadline of submitting those documents demanded by the central ministry. This tendency of buying electricity has been habitual to many head of departments depending on the matter required in the system which are facing them in the time when electricity is finished but the management is not able to buy it in the moment required.

**4.7 Strategies for Effective Integration of HCMIS in Managing Teachers’ Records**

Respondents’ data on the theme about what should be suitable strategies for effective integration of HCMIS in managing teachers’ records collected quantitatively and qualitatively. Questionnaire findings reveals that twenty six (26) respondents strongly agree and forty four (44) respondents agree that a need of monitoring of HCMIS through government agency is imperative for immediate decision making thus enables all HCMIS operators (users) at all levels to perform their duties perfectly and effectively hence effective service delivery to employees including teachers will be met while nine (9) respondents disagree that a need of monitoring of HCMIS through government agency is crucial for immediate decision making.

Eleven (11) respondents strongly agree, fifty two (52) respondents agree the idea of having highly committed management team for effective implementation of HCMIS while seven (7) respondents disagree and nine (9) respondent strongly disagree on the involvement of management team is valuable for effectively implementation of HCMIS. Fifty nine (59) respondents agree while eighteen (18) respondents disagree and two (2) respondents strongly disagree that lack of financia support from top management lead to failure of HCMIS. One (1) respondents strongly agree as well as forty five (45) respondents agree while eighteen (18) respondents disagree and fifteen (15) respondents strongly disagree that effective allocation of valuable resources is required for the better implementation of HCMIS (Table 4.6)

**Table 4.6: Strategies for Effective Integration HCMIS in Managing Teachers’ Records**



Findings from interview data reveal that following;

HRO had the following;

Approval of information in the system which is done at the central level in the ministry has no one to monitor its implementation timely because data loaded on March may be approved on September. The whole delaying time in between March and September has no details for its being late. Therefore existence of the agency will play as a monitoring unit thus all duties of the system will be performed timely and effectively.

DEO commented that;

The government should have the unit that will guarantee the effectiveness of the HCMIS including dealing with management at all councils hence issues of lack of electricity, weak network and unmotivated HRO personnel will no longer be constraints for effective implementation of HCMIS.

HRO said;

The suitableness of the dance is for one to dance. The same applies to managers on HCMIS effective implementation is to operate even once a month. The tendency of being involved in the implementation of HCMIS will enable managers to learn the problems of HCMIS practically hence they will prepare enough budget for all needs of HCMIS effective implementation including network, electricity and personnel required resources.

DEO witnessed the following;

I had been trained about effective use of HCMIS for two weeks in Dar es Salaam where I found that HCMIS is the easiest and suitable mechanism for employees’ teachers’ record management. The experience I have about ineffective implementation of this system in our district is due to inert council problems which can be solved by management. Management involvement and will in the affairs concerning HCMIS will enable the system to have all required resources including effective network and strong of electricity as well as motivated HCMIS user personnel hence HCMIS implementation will be effective to the extent that the desired goal of its integration will be met.

The researcher observed claims of HRO when he was scanning and loading employee teachers’ performance appraisal forms specifically for prioritizing teachers who were liable for promotions. It was evening out of working hours when electricity in the LUKU was finished while there was no any manager to consult even DHRO. The HRO claimed;

This work has time limit because two weeks to go teachers are to be budgeted for promotion where OPRAS is among the criteria for promotion. I am here working for overtime without payment, funny enough LUKU has finished and I am not sure if tomorrow it will be recharged. No one cares, may be if there will be some payments to be done in the EPICOR system the electricity will be bought. I am so much demoralized but what to do, this is kind of Public Service we are experiencing.

# **CHAPTER FIVE**

# **5.0 DISCUSSION AND CONCLUSION**

# **5.1**

# **Overview**

This chapter discusses in detail data which had been presented and analyzed in chapter four. The chapter is organized into discussion and conclusion to the following sub sections;

* 1. **Discussion**

The study reported in this dissertation investigated stakeholders’ experiences of integrating HCMIS such as Lawson in managing teachers’ records at Mkinga district council in Tanga region. Findings from the study have indicated that 63.5% mean average of respondents agree that there is a challenge in traditional system of managing teachers’ records specifically in aspects of indexing procedure, enough storage rooms for personal files, data security, file movement, backing up of lost information as well as personnel integrity and commitment. Respondents express their views through interview on the challenges of poor indexing procedure which cause delay in getting files on time as well as lack of personnel integrity data security which resulting into missing of some important documents in files.

Respondents’ opinions are supported by IRMT (2003), the National Electronic Commerce Coordinating Council (2004) and Burreta (2010) in their studies as follows; IRMT (2003) in a review of paper-based personnel records in Tanzania has revealed serious weaknesses within existing systems where it had been found out that documents were scattered in different files and in different locations within an organization, leading to files being incomplete, missing, or misplaced. The National Electronic Commerce Coordinating Council (2004) on its study about “Challenges in Managing Records in the 21st Century explains the challenges of traditional filling system in the aspect of access time, editing and communication, order of data and data security that one of the primary challenges of traditional file systems is the time it takes to access data due to offsite records to a records center facility or warehouse dumping ground where they were forgotten. It can take minutes if not hours to locate a few files in a large paper filing system.

Burreta (2010) did a research on promotion of the use of computerized management information system in managing records of teachers in public secondary schools; the research shows that personnel files are not well kept, storage rooms are often overcrowded and security inadequate, indexing procedures are not always in place and file tracking systems are often lacking. Many registries have no means of finding who has a file at any particular time, and files cannot be retrieved without a major search being launched and there is a tendency for duplicate files to proliferate.

Respondents’ data on stakeholders’ perception about HCMIS reveal that the mean average of 54.6% agree and 12.7% strongly agree that HCMIS is more effective in managing teachers’ records. The effectiveness of HCMIS has been pointed out in areas of encouraging transparency, promoting effective service delivery, cost effectiveness, discouraging leaders’ bias and useful tool for holding large amount of data effectively. Through interview respondents perceive HCMIS as effective system for solving teachers’ affairs including immediate effecting of teachers salaries after promotion as well to newly employee teachers. Some respondents reveal that integration of HCMIS make easy to store large amount of data, compute and retrieve information on time.

Respondents’ perceptions collude with Paul (2011) addressed that HCMIS is perceived as useful, it reduces cost and effective in a sense that it supports functions such as recruitment, selection and hiring of job placement, performance management, employee benefit analysis, training and development, health, safety and security. Pattanayak (2008) insists that HCMIS provides the needed information within shortest period, reduced cost and enables availability of up to date information in an intelligible and easily accessible forms, eliminate unnecessary duplication and repetitive time. Gallagher (2006) summarizes that with HCMIS consuming procedures are reduced. Kalikawe (2010) perceives HCMIS as a system with ability to handle and hold large amount of information effectively and efficiently.

Respondents’ data disclose that HCMIS has many benefits in managing teachers’ records. The mean average of 71.2% proves that respondents agree about HCMIS on encouraging transparency in decision making, it is an essential tool for safeguarding justice among employees, promotes effective service delivery, it is time effective, quick access to information, support daily human resource operations and eliminate unnecessary duplication of information.

Literature coincide with respondents replies on the benefit of HCMIS in managing employees records as follows; Teze, (1973); Will and Hammond, (1981); Lederer, (1984); Ngai and Wat, (2006) declare that the most common benefits of HRIS include improved accuracy, the provision of timely and quick access to information, and the saving of costs. Gallagher (2006) highlights the benefits of CHRIS into 2 categories; the first is the availability of up to date information in an intelligible and easily accessible forms throughout the organization. Although, due to the mandatory confidentiality certain restrictions will have to be imposed on access to information, the staff can expect to become more involved in the total work of the organization. This should lead to greater job satisfaction and greater awareness of each person’s contribution to the operation of the division. The second benefit of HRIS according to Gallagher is that the unnecessary duplication is eliminated and repetitive time consuming procedures are reduced.

Findings show that the mean average of 6% strongly agrees and 62.5% agree on the positive impacts of HCMIS in Managing Teachers’ Records and Teachers Professional Welfare. Respondents have cited the positivity of HCMIS in supporting training, easily tracing of performance appraisal forms, keeping personal history safe and appropriate for retirement purposes, motivating employees’ performance, reducing incidence of ghost workers and encouraging integrity to HR officers in adhering standards when making decisions.

Respondents through interview prove the positive impacts of HCMIS that it enables effective tracing of work done by HRs on teachers’ affairs. It also gives feedback of performed activities in the system hence guarantee accuracy when working with teachers records. Respondents’ idioms from interview data reveal that HCMIS has positive impacts operationally, functionally and strategically to HROs in managing employees (teachers) records. Impacts of HCMIS to teachers’ record management processes operationally include employees’ record keeping, management of salaries and recording of attendance. Functionally, impacts of HCMIS to teachers’ record management include training need assessment, performance appraisal and compensation management. Impacts of HCMIS strategically to teachers’ record management include turn over tracking analysis, career development and strategic decision making.

Literatures support respondents’ views in that; Altarawneh and Al-Shqairat, (2010) HRIS is adopted to automate HRM activities in order to obtain some general administrative routine purposes. Tripathi (2011) asserts that transaction in processing layer of Management Information System in HR function deals with routine activities like attendance recording and payroll calculations which is also called operational HRM activities. Teo, Soon and Fedric, (2001); DeSanctis, (1986) it is being used in HR Department for Administrative purpose including employees’ record keeping, preparation of salaries and attendance record. The installation of HCMIS (Lawson) has instilled more accountability on payroll management and transparency and integrity to HR officers in dealing with HR matters. Furthermore, it has led to reduction of payroll processing time, reducing the incidence of the ghost workers in the payroll as well as availing needed information timely to users (HCMIS user manual, 2011).

Functional HRM include Training Need Assessment (Absar and Mahmood, 2011), Perfomance Appraisal (Huselid and Becker, 2011) and Compensation Management (Chen, Hsu, Wang, Lin 2011). It is also identified that HRIS supports training (Ball, 2001). HRIS allows the HR staff to dedicate more time to strategic decision making and planning which consequently provides more value to the organization to enhance its position (Shani and Tesone, 2010) and provide facilitation at Functional Level.  Zhou, Zhang and Montoro-Sanche, (2011) identify that strategic HRM Processes facilitated by HCMIS include Employee Career Development. Hutchings, De-Cieri and Shea (2011), point out turn over Tracking Analysis as strategic HRM activity enhanced by HCMIS. Absar and Mahmood, (2011), talk about HR Planning where as Huselid and Becker, (2011) include Strategic HR Decision Making as among the positive impacts of HCMIS in managing employees’ records.

Respondents’ views reveal that the mean average of 29.9% strongly agree and 43.1% agree that there are emerging challenges which hinder effective implementation of HCMIS to achieve desired results. Single hand use of HCMIS, lack of top management commitment and support, lack of alternative sustainable power source, unpredictable and frequently cut-off of electricity, lack of reliable internet connectivity and insufficient budget for running HCMIS effectively have been mentioned as major emerging challenges of HCMIS in managing teachers records.

Interview data reveal that respondents expressed their views on lack of top management support and commitment on HCMIS use, centralization of information specifically in the approval of data which have been loaded in HCMIS and single hand use of the system which makes HCMIS to be a tool for HROs’ office only are major emerging challenges which hold back effective implementation of HCMIS in managing employees’ (teachers) records. Researcher on his side observed the claims about lack of management support specifically on the issues concerning shortage of power, internet network problems and marginalization of HCMIS user personnel as barriers for effective implementation of the system in managing teachers’ records.

Mbwette (2002) agrees with respondents data when he postulates that challenges are inevitable to any new programme. Gray (2015) addresses both parts of advantage and disadvantage of centralization of information that; centralized management provides a company with more control over the company’s overall direction but has the disadvantage of local branches having to wait for various corporate approvals. Many decisions can be better made locally because there is less bureaucracy involved. Centralized management empowers employees in remote locations less because they feel less in control and more dictated to, rather than being trusted that they can operate independently and make the right decisions.

Dr. Manju, Shalini, Madhuri and David (2014), talk about the single hand use of HCMIS by comparing that; most of the HRIS are standalone and independent systems, but a few are part of larger information systems. They asserted that if data collected in one system cannot be electronically transmittable to other systems, re-inputting the same data in multiple systems consumes resources and increase the potential for data entry errors and data redundancy as well as discouraging transparency.

IRMT (2007), supports the challenge of single hand use of the system specifically to employees teachers when it reveals that; maintaining accurate and complete teachers’ records challenged by the multi-layered nature of the management of teachers, including the central Ministry of Education, Teachers Service Commission (TSC) and regional and local government employing authorities. Karikari, Boateng and Ocanse (2015), in the same perception recommend that in using human resource information system, organizations should integrate the HRIS system with other organizational systems to speed up information sharing and decision making. Kanter, (1983), asserts that various researches has consistently recognized top management support as an important ‘power-tool’ for innovation and one of the top critical factors behind the success of systems implementation projects and use.

Lam (2005), shows the importance of senior management commitment to finance the project, Holland and Light, (1999), insist importance of management in allocation of resources to the implementation effort of the system and Cooper and Zmud, (1990), declares the importance of active involvement of management in mandating and coordinating the implementation efforts of the system in an organization. Moore and Benbasat, (1991); Purvis, Sambamurthy and Zmud (2001) give a scenario of management which mandating the rewards systems and incentives to be applied to system user department as a motivation to guarantee effective implementation of such system in and organization. Fung and Visscher (2001) suggest that computers require high quality uninterruptible power supply (UPS) equipment that helps to protect computer hardware against damage from unexpected power failures or unpredictable source of power.

Suhail (2007), suggests that, using the electricity grid as a power supply is not a means to an end; it would be useful to consider alternative energy sources as well. Ogiegbaen and Iyamu (2005) explain that, the cost of connectivity is very high in Tanzania which creates barriers to the spread and use of the internet which is a major vehicle for the transfer of data and access to information. Panos (2010) suggests that, poor access to international infrastructure leading to high broadband prices. Suhail (2007) asserted that, establishing Internet access in rural areas is more complex than one would expect. It requires individuals or organizations to analyze their connectivity requirements and examine what is available on the market. Edralin (2004), and Lynton (2000), explain the importance of management support to its personnel that; the survival of any organization in the competitive society lies in its ability to train its human resource to be creative, innovative, inventive who will invariably enhance performance and increase competitive advantage. Palo (2003), talks on training and development as an aspect of human resource practices that helps in enhancing employees’ skills, knowledge, and competence capable of improving employees’ ability to perform more efficiently.

Data on Strategies for Effective Integration of HCMIS in Managing Teachers’ Records disclose that respondents mean average of 12% strongly agree and 63.3% agree on the need of monitoring unit as an agency for immediate decision making tool through HCMIS, management involvement as a valuable aspect for HCMIS effective implementation, strong financial support as a booster of HCMIS effective implementation and close adherence to HCMIS challenges as an encouragement of strong commitment and competence of HCMIS users.

Respondents’ expressions from interviews data reveal that there is a need of establishment of an agency that will monitor quick and effective implementation of HCMIS processes at all levels of HCMIS users as well as involvement of management commitment and support that will ensure availability of strong source of power, strong internet network, sufficient budget and highly motivated HCMIS expertise so as to ensure effective implementation of HCMIS in managing employees (teachers) records.

Respondents’ perceptions on this theme match with literatures as Government Act No. 30, (1997), declares that many Government agencies established under various Government Acts prove to create conducive environment to efficient and effective management and to improve the delivery of public services. Pollitt, Caulfield, Smullen and Talbot (2001), support the ideas that agencies as tools for ‘unbundling the bureaucracy’ create flexible and performance orientated public organizations. Kovach and Cathcart, (1999), talk on the issue of management commitment and support for effective implementation of HCMIS that; support of top management is one of the most important factors for successful implementation of HRIS.

Top management takes primary responsibility for providing sufficient financial support and adequate resources for building a successful HCMIS. Top management support is needed throughout the implementation project (Esteves and Pastor 2001, Nah et al. 2001) and (Jarvenpaa and Ives 1991, Holland et al. 1999) assert that management must be committed with its own involvement and willingness to allocate valuable resources to the implementation effort of the system. Lack of financial support and adequate resources will inevitably lead to failure. A comprehensive HRIS requires a sizeable budget to implement and maintain. Mingaine (2013) suggests that alternative sources of power such as generators, solar technology and batteries should be explored in the absence of the electric power; this is only possible with financial support.

Welti (1999, p. 137) mentions that "active participation by upper management is crucial to the adequate resourcing of the project, to take fast decisions, and to promote company-wide acceptance of the project". Bingi, Sharma and Godla (1999), mention that “top management needs to constantly monitor the progress of the project and provide direction to the implementation teams”.

# **5.3 Conclusions**

Based on the discussion above, it is concluded that stakeholders are generally positive about the integration of HCMIS in managing teachers’ records. This is because findings have indicated that 67.1% of respondents have come up with the support that stakeholders perceive the system useful and effective in managing teachers’ records. With regard to the findings of the study and an intensive discussion, the traditional system of managing teachers’ records faces many challenges which hinder effective storage of teachers’ data hence integration of HCMIS is deemed necessary.

Findings of the study prove the usefulness of HCMIS in aspects of benefits, positive impacts and stakeholders’ positive perceptions and their desire on the importance of integrating HCMIS in managing teachers’ records; although the notable emerging challenges that can hinder effective implementation of HCMIS have been supported by respondents of the study, the possible strong strategies to overcome those challenges have also agreed by study findings and literatures.

# **CHAPTER SIX**

# **6.0 RECOMMENDATIONS**

# **6.1 Overview**

This chapter provides the last part of the research report which covers recommendations of the study. The recommendations have been categorized into; recommendation for policy formulation, recommendations for actions and recommendation for further studies.

# **6.2 Recommendations**

# **6.2.1 Recommendation for Policy Formulation / Review**

Basing on the findings presented in chapter four as well as discussion and conclusion in chapter five, the following recommendations are suggested for policy formulation/review;

1. Establishment of Unit or Agency for HCMIS Effective Implementation and Guarantee of Standards. It is recommended that there should be an agency that will help to guarantee the standards of performance for effective implementation of HCMIS thus enables all HCMIS operators (users) at all levels to perform their duties perfectly and effectively hence effective service delivery to employees including teachers will be met.
2. There should be a clear policy that will govern all public institutions to have a reliable power source and its alternatives as in National fiber network hence control the problem of shortage of power for running HCMIS activities effectively.
3. Policy to ensure training and refresher courses to HCMIS users must be stated so as to enable them to be up to date with the system.

# **6.3 Recommendations for Actions**

Findings of the study reveal that integration of HCMIS in managing teachers’ records is facing some challenges which hinder effective implementation of the system as it had been desired by management in solving employees teachers’ problems thus the following strategies are been recommended for proper actions hence improve effectiveness of the system;

1. Highly Committed Management Team. The study recommends that committed management is a key to effective implementation of HCMIS in a sense that commitment will enable management to be familiar with all HCMIS shortfalls hence find solutions on time thus HCMIS implementation will be effective.
2. HCMIS should be connected to DEOs and TSCs offices because those offices are main organs which deal directly with teachers’ employment affairs; therefore connection of HCMIS to those offices will simplify tracing of teachers’ wellbeing in the system thus ensure implementations of teachers affairs on time and effectively.

# **6.4 Recommendation for Further Research**

1. This study concentrated on a small geographical area of Mkinga district. The study adopted a qualitative and quantitative design with sample of 79 respondents only out of more than a thousand teachers’ population in Mkinga district. Therefore, a general study is recommended so as to involve wider sample that will help to ascertain the factors which have been associated in studying experience of integrating HCMIS in managing teachers’ records. A survey study is highly recommended.
2. Missing of documents in files entails council management that, things at records officers are no longer at ease; therefore council management is needed to conduct a study to verify the source of such problem so as to come up with reasonable solutions that will overcome the problem.
3. Respondents expressions on the study reveal that implementation of teachers affairs in HROs office favors some teachers and marginalizes others which is unethical; therefore management should verify such complains scientifically.

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**APPENDICES**

**APPENDIX A: QUESTIONNAIRE FOR TEACHERS**

1. **Introduction**

This questionnaire is intended to collect information related to the experience of integrating Human Capital Management System (HCMIS) in managing teachers’ records in Mkinga district Tanga region. Please answer all questions by putting a tick (v) against the statement that suits you appropriately. Kindly fill in any addition information in the brackets provided. The information that you provide will remain confidential and will be used for the purpose of this study only.

1. **Background Information**
2. Gender (please tick where appropriate)

Male ( )

Female ( )

1. Age:

21-30 years ( )

31-40 years ( )

41-50 years ( )

51-60 years ( )

1. Teaching working experience in present post:

Less than 3 years ( )

4 - 10 years ( )

More than 10 years ( )

1. **Questions**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Statements** | **Responses** | | | |
| **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** |
| Indexing procedure is difficult |  |  |  |  |
| No enough storage rooms for storing teachers personal files |  |  |  |  |
| Inadequate security thus lack of confidentiality |  |  |  |  |
| File movement are not easily traced/located for quick decision making |  |  |  |  |
| Records can be cheated |  |  |  |  |
| missing of files |  |  |  |  |
| Backup difficult when lost or get disaster |  |  |  |  |

RQ 1. What challenges do you encounter when using the traditional system of managing teachers’ records in Mkinga district Council?

RQ 2. What are your perceptions about HCMIS such as Lawson in managing teachers’ records?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Statements** | **Responses** | | | |
| **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** |
| HCMIS encourages transparency |  |  |  |  |
| HCMIS is an essential tool for safeguarding justice among employees |  |  |  |  |
| HCMIS enables effective service delivery |  |  |  |  |
| HCMIS helps employee welfare to be treated on time |  |  |  |  |
| HCMIS is cost effective |  |  |  |  |
| HCMIS avoids leaders bias on employees rights |  |  |  |  |
| Human Resource lack competence of HCMIS |  |  |  |  |
| Useful in holding large amount of information effectively |  |  |  |  |

What do you think are other stakeholder’s perceptions you experience about HCMIS? ………………………………………………………………………

RQ 3. What are the benefits of using HCMIS such as Lawson in managing teachers’ records?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Statements** | **Responses** | | | |
| **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** |
| HCMIS encourage transparency in decision marking |  |  |  |  |
| HCMIS is an essential tool for safeguarding justice among employees |  |  |  |  |
| HCMIS promotes effective service delivery |  |  |  |  |
| HCMIS is timely effective |  |  |  |  |
| Quick access to information |  |  |  |  |
| Support daily HR operations |  |  |  |  |
| Eliminate unnecessary duplication of information |  |  |  |  |

Any other benefits you know; …………………………..……....................................

RQ 4. What do you think are the impacts of HCMIS such as Lawson on managing teachers’ records and teachers’ professional welfare?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Statements** | **Responses** | | | |
| **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** |
| HCMIS supports training of employees |  |  |  |  |
| Compensation are timely paid through HCMIS |  |  |  |  |
| Employees performance appraisal as criteria for promotion are easily traced in HCMIS |  |  |  |  |
| HCMIS helps in fair recruitment and selection of new employees |  |  |  |  |
| HCMIS keeps employees personal history safe and appropriate for retirement purposes |  |  |  |  |
| HCMIS motivates employees performance |  |  |  |  |
| Reduce incidence of ghost workers |  |  |  |  |
| Allow integrity to HR officers to adhere HR standards in decision marking |  |  |  |  |

RQ 5. What are the emerging (new) challenges of using HCMIS such as Lawson in managing teachers’ records?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Statements** | **Responses** | | | |
| **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** |
| Records dilemma to Centralized information Management control of HCMIS |  |  |  |  |
| No integration of HCMIS to other organizational systems |  |  |  |  |
| Adaptation of HCMIS requires the commitment of top management to facilitate system |  |  |  |  |
| HCMIS requires sustainable power source to run smoothly |  |  |  |  |
| Unpredicted power cut-off when dealing with HCMIS |  |  |  |  |
| No alternative power source in a district |  |  |  |  |
| The district have reliable internet connectivity for HCMIS |  |  |  |  |
| Connectivity cost is reasonable for the HCMIS |  |  |  |  |
| Records can be easily received/ transmitted on working hours |  |  |  |  |
| Training and development play a vital role for HRO as motivation to perform HCMIS operations effectively |  |  |  |  |
| Enough budget for running HCMIS |  |  |  |  |

RQ 6. What strategies should be used for effective integration of HCMIS such as Lawson in managing teachers’ records?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Statements** | **Responses** | | | |
| **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** |
| A need of monitoring Government Agency is crucial for immediate decision making |  |  |  |  |
| Involvement of management team is valuable for effectively implemented |  |  |  |  |
| Lack of financial support from top management lead to failure of HCMIS |  |  |  |  |
| Effective allocation of valuable resources is required for the better implementation of HCMIS |  |  |  |  |

Suggest other strategies for effective integration of HCMIS such as Lawson in managing teachers’ records.

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**THANK YOU FOR YOUR COOPERATION**

**APPENDIX B: QUESTIONNAIRE FOR HUMAN RESOURCE OFFICER**

1. **INTRODUCTION**

This questionnaire is intended to collect information related to the experience of integrating Human Capital Management System (HCMIS) in managing teachers’ records in Mkinga district Tanga region. Please answer all questions by putting a tick (v) against the statement that suits you appropriately. Kindly fill in any addition information in the brackets provided. The information that you provide will remain confidential and will be used for the purpose of this study only.

1. **BACKGROUND INFORMATION**
2. Gender (please tick where appropriate)

Male ( )

Female ( )

1. Age:

21-30 years ( )

31-40 years ( )

41-50 years ( )

51-60 years ( )

1. Working experience in present post:

Less than 3 years ( )

4 - 10 years ( )

More than 10 years ( )

1. **QUESTIONS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Statements** | **Responses** | | | |
| **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** |
| Indexing procedure is difficult |  |  |  |  |
| No enough storage rooms for storing teachers personal files |  |  |  |  |
| Inadequate security thus lack of confidentiality |  |  |  |  |
| File movement are not easily traced/located for quick decision making |  |  |  |  |
| Records can be cheated |  |  |  |  |
| missing of files |  |  |  |  |
| Backup difficult when lost or get disaster |  |  |  |  |

RQ 1. What challenges do you encounter when using the traditional system of managing teachers’ records in Mkinga district Council?

RQ 2. What are your perceptions about HCMIS such as Lawson in managing teachers’ records?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Statements** | **Responses** | | | |
| **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** |
| HCMIS encourages transparency |  |  |  |  |
| HCMIS is an essential tool for safeguarding justice among employees |  |  |  |  |
| HCMIS enables effective service delivery |  |  |  |  |
| HCMIS helps employee welfare to be treated on time |  |  |  |  |
| HCMIS is cost effective |  |  |  |  |
| HCMIS avoids leaders bias on employees rights |  |  |  |  |
| Human Resource lack competence of HCMIS |  |  |  |  |
| Useful in holding large amount of information effectively |  |  |  |  |

What do you think are other stakeholder’s perceptions you experience about HCMIS? ………………………………………………………………………

RQ 3. What are the benefits of using HCMIS such as Lawson in managing teachers’ records?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Statements** | **Responses** | | | |
| **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** |
| HCMIS encourage transparency in decision marking |  |  |  |  |
| HCMIS is an essential tool for safeguarding justice among employees |  |  |  |  |
| HCMIS promotes effective service delivery |  |  |  |  |
| HCMIS is timely effective |  |  |  |  |
| Quick access to information |  |  |  |  |
| Support daily HR operations |  |  |  |  |
| Eliminate unnecessary duplication of information |  |  |  |  |

Any other benefits you know;

…………………………………………………………………....................................

RQ 4. What do you think are the impacts of HCMIS such as Lawson on managing teachers’ records and teachers’ professional welfare?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Statements** | **Responses** | | | |
| **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** |
| HCMIS supports training of employees |  |  |  |  |
| Compensation are timely paid through HCMIS |  |  |  |  |
| Employees performance appraisal as criteria for promotion are easily traced in HCMIS |  |  |  |  |
| HCMIS helps in fair recruitment and selection of new employees |  |  |  |  |
| HCMIS keeps employees personal history safe and appropriate for retirement purposes |  |  |  |  |
| HCMIS motivates employees performance |  |  |  |  |
| Reduce incidence of ghost workers |  |  |  |  |
| Allow integrity to HR officers to adhere HR standards in decision marking |  |  |  |  |

RQ 5. What are the emerging (new) challenges of using HCMIS such as Lawson in managing teachers’ records?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Statements** | **Responses** | | | |
| **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** |
| Records dilemma to Centralized information Management control of HCMIS |  |  |  |  |
| No integration of HCMIS to other organizational systems |  |  |  |  |
| Adaptation of HCMIS requires the commitment of top management to facilitate system |  |  |  |  |
| HCMIS requires sustainable power source to run smoothly |  |  |  |  |
| Unpredicted power cut-off when dealing with HCMIS |  |  |  |  |
| No alternative power source in a district |  |  |  |  |
| The district have reliable internet connectivity for HCMIS |  |  |  |  |
| Connectivity cost is reasonable for the HCMIS |  |  |  |  |
| Records can be easily received/ transmitted on working hours |  |  |  |  |
| Training and development play a vital role for HRO as motivation to perform HCMIS operations effectively |  |  |  |  |
| Enough budget for running HCMIS |  |  |  |  |

RQ 6. What strategies should be used for effective integration of HCMIS such as Lawson in managing teachers’ records?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Statements** | **Responses** | | | |
| **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** |
| A need of monitoring Government Agency is crucial for immediate decision making |  |  |  |  |
| Involvement of management team is valuable for effectively implemented |  |  |  |  |
| Lack of financial support from top management lead to failure of HCMIS |  |  |  |  |
| Effective allocation of valuable resources is required for the better implementation of HCMIS |  |  |  |  |

Suggest other strategies for effective integration of HCMIS such as Lawson in managing teachers’ records.

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**THANK YOU FOR YOUR COOPERATION**

**APPENDIX C: QUESTIONNAIRE FOR DISTRICT EDUCATION OFFICERS (DEOs) AND TEACHERS SERVICE COMMISSION OFFICERS (TSCs)**

1. **INTRODUCTION**

This questionnaire is intended to collect information related to the experience of integrating Human Capital Management System (HCMIS) in managing teachers’ records in Mkinga district Tanga region. Please answer all questions by putting a tick (v) against the statement that suits you appropriately. Kindly fill in any addition information in the brackets provided. The information that you provide will remain confidential and will be used for the purpose of this study only.

1. **BACKGROUND INFORMATION**
2. Gender (please tick where appropriate)

Male ( )

Female ( )

1. Age:

21-30 years ( )

31-40 years ( )

41-50 years ( )

* 1. ears ( )

1. Working experience in present post:

Less than 3 years ( )

4 - 10 years ( )

More than 10 years ( )

**QUESTIONS**

RQ 1. What challenges do you encounter when using the traditional system of managing teachers’ records in Mkinga district Council?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Statements** | **Responses** | | | |
| **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** |
| Indexing procedure is difficult |  |  |  |  |
| No enough storage rooms for storing teachers personal files |  |  |  |  |
| Inadequate security thus lack of confidentiality |  |  |  |  |
| File movement are not easily traced/located for quick decision making |  |  |  |  |
| Records can be cheated |  |  |  |  |
| missing of files |  |  |  |  |
| Backup difficult when lost or get disaster |  |  |  |  |

RQ 2. What are your perceptions about HCMIS such as Lawson in managing teachers’ records?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Statements** | **Responses** | | | |
| **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** |
| HCMIS encourages transparency |  |  |  |  |
| HCMIS is an essential tool for safeguarding justice among employees |  |  |  |  |
| HCMIS enables effective service delivery |  |  |  |  |
| HCMIS helps employee welfare to be treated on time |  |  |  |  |
| HCMIS is cost effective |  |  |  |  |
| HCMIS avoids leaders bias on employees rights |  |  |  |  |
| Human Resource lack competence of HCMIS |  |  |  |  |
| Useful in holding large amount of information effectively |  |  |  |  |

What do you think are other stakeholder’s perceptions you experience about HCMIS? ………………………………………………………………………

RQ 3. What are the benefits of using HCMIS such as Lawson in managing teachers’ records?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Statements** | **Responses** | | | |
| **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** |
| HCMIS encourage transparency in decision marking |  |  |  |  |
| HCMIS is an essential tool for safeguarding justice among employees |  |  |  |  |
| HCMIS promotes effective service delivery |  |  |  |  |
| HCMIS is timely effective |  |  |  |  |
| Quick access to information |  |  |  |  |
| Support daily HR operations |  |  |  |  |
| Eliminate unnecessary duplication of information |  |  |  |  |

Any other benefits you know; ………………………………....................................

RQ 4. What do you think are the impacts of HCMIS such as Lawson on managing teachers’ records and teachers’ professional welfare?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Statements** | **Responses** | | | |
| **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** |
| HCMIS supports training of employees |  |  |  |  |
| Compensation are timely paid through HCMIS |  |  |  |  |
| Employees performance appraisal as criteria for promotion are easily traced in HCMIS |  |  |  |  |
| HCMIS helps in fair recruitment and selection of new employees |  |  |  |  |
| HCMIS keeps employees personal history safe and appropriate for retirement purposes |  |  |  |  |
| HCMIS motivates employees performance |  |  |  |  |
| Reduce incidence of ghost workers |  |  |  |  |
| Allow integrity to HR officers to adhere HR standards in decision marking |  |  |  |  |

RQ 5. What are the emerging (new) challenges of using HCMIS such as Lawson in managing teachers’ records?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Statements** | **Responses** | | | |
| **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** |
| Records dilemma to Centralized information Management control of HCMIS |  |  |  |  |
| No integration of HCMIS to other organizational systems |  |  |  |  |
| Adaptation of HCMIS requires the commitment of top management to facilitate system |  |  |  |  |
| HCMIS requires sustainable power source to run smoothly |  |  |  |  |
| Unpredicted power cut-off when dealing with HCMIS |  |  |  |  |
| No alternative power source in a district |  |  |  |  |
| The district have reliable internet connectivity for HCMIS |  |  |  |  |
| Connectivity cost is reasonable for the HCMIS |  |  |  |  |
| Records can be easily received/ transmitted on working hours |  |  |  |  |
| Training and development play a vital role for HRO as motivation to perform HCMIS operations effectively |  |  |  |  |
| Enough budget for running HCMIS |  |  |  |  |

RQ 6. What strategies should be used for effective integration of HCMIS such as Lawson in managing teachers’ records?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Statements** | **Responses** | | | |
| **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** |
| A need of monitoring Government Agency is crucial for immediate decision making |  |  |  |  |
| Involvement of management team is valuable for effectively implemented |  |  |  |  |
| Lack of financial support from top management lead to failure of HCMIS |  |  |  |  |
| Effective allocation of valuable resources is required for the better implementation of HCMIS |  |  |  |  |

Suggest other strategies for effective integration of HCMIS such as Lawson in managing teachers’ records.

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**THANK YOU FOR YOUR COOPERATION**

**APPENDIX D: QUESTIONNAIRE FOR INFORMATION AND TECHNOLOGY OFFICER**

1. **INTRODUCTION**

This questionnaire is intended to collect information related to the experience of integrating Human Capital Management System (HCMIS) in managing teachers’ records in Mkinga district Tanga region. Please answer all questions by putting a tick (v) against the statement that suits you appropriately. Kindly fill in any addition information in the brackets provided. The information that you provide will remain confidential and will be used for the purpose of this study only.

1. **BACKGROUND INFORMATION**
2. Gender (please tick where appropriate)

Male ( )

Female ( )

1. Age:

21-30 years ( )

31-40 years ( )

* 1. ears ( )
  2. ears ( )

1. Working experience in present post:

Less than 3 years ( )

4 - 10 years ( )

More than 10 years ( )

**QUESTIONS**

RQ 1. What challenges do you encounter when using the traditional system of managing teachers’ records in Mkinga district Council?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Statements** | **Responses** | | | |
| **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** |
| Indexing procedure is difficult |  |  |  |  |
| No enough storage rooms for storing teachers personal files |  |  |  |  |
| Inadequate security thus lack of confidentiality |  |  |  |  |
| File movement are not easily traced/located for quick decision making |  |  |  |  |
| Records can be cheated |  |  |  |  |
| missing of files |  |  |  |  |
| Backup difficult when lost or get disaster |  |  |  |  |

RQ 2. What are your perceptions about HCMIS such as Lawson in managing teachers’ records?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Statements** | **Responses** | | | |
| **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** |
| HCMIS encourages transparency |  |  |  |  |
| HCMIS is an essential tool for safeguarding justice among employees |  |  |  |  |
| HCMIS enables effective service delivery |  |  |  |  |
| HCMIS helps employee welfare to be treated on time |  |  |  |  |
| HCMIS is cost effective |  |  |  |  |
| HCMIS avoids leaders bias on employees rights |  |  |  |  |
| Human Resource lack competence of HCMIS |  |  |  |  |
| Useful in holding large amount of information effectively |  |  |  |  |

What do you think are other stakeholder’s perceptions you experience about HCMIS? ………………………………………………………………………

RQ 3. What are the benefits of using HCMIS such as Lawson in managing teachers’ records?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Statements** | **Responses** | | | |
| **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** |
| HCMIS encourage transparency in decision marking |  |  |  |  |
| HCMIS is an essential tool for safeguarding justice among employees |  |  |  |  |
| HCMIS promotes effective service delivery |  |  |  |  |
| HCMIS is timely effective |  |  |  |  |
| Quick access to information |  |  |  |  |
| Support daily HR operations |  |  |  |  |
| Eliminate unnecessary duplication of information |  |  |  |  |

Any other benefits you know; ……………………………....................................

RQ 4. What do you think are the impacts of HCMIS such as Lawson on managing teachers’ records and teachers’ professional welfare?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Statements** | **Responses** | | | |
| **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** |
| HCMIS supports training of employees |  |  |  |  |
| Compensation are timely paid through HCMIS |  |  |  |  |
| Employees performance appraisal as criteria for promotion are easily traced in HCMIS |  |  |  |  |
| HCMIS helps in fair recruitment and selection of new employees |  |  |  |  |
| HCMIS keeps employees personal history safe and appropriate for retirement purposes |  |  |  |  |
| HCMIS motivates employees performance |  |  |  |  |
| Reduce incidence of ghost workers |  |  |  |  |
| Allow integrity to HR officers to adhere HR standards in decision marking |  |  |  |  |

RQ 5. What are the emerging (new) challenges of using HCMIS such as Lawson in managing teachers’ records?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Statements** | **Responses** | | | |
| **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** |
| Records dilemma to Centralized information Management control of HCMIS |  |  |  |  |
| No integration of HCMIS to other organizational systems |  |  |  |  |
| Adaptation of HCMIS requires the commitment of top management to facilitate system |  |  |  |  |
| HCMIS requires sustainable power source to run smoothly |  |  |  |  |
| Unpredicted power cut-off when dealing with HCMIS |  |  |  |  |
| No alternative power source in a district |  |  |  |  |
| The district have reliable internet connectivity for HCMIS |  |  |  |  |
| Connectivity cost is reasonable for the HCMIS |  |  |  |  |
| Records can be easily received/ transmitted on working hours |  |  |  |  |
| Training and development play a vital role for HRO as motivation to perform HCMIS operations effectively |  |  |  |  |
| Enough budget for running HCMIS |  |  |  |  |

RQ 6. What strategies should be used for effective integration of HCMIS such as Lawson in managing teachers’ records?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Statements** | **Responses** | | | |
| **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** |
| A need of monitoring Government Agency is crucial for immediate decision making |  |  |  |  |
| Involvement of management team is valuable for effectively implemented |  |  |  |  |
| Lack of financial support from top management lead to failure of HCMIS |  |  |  |  |
| Effective allocation of valuable resources is required for the better implementation of HCMIS |  |  |  |  |

Suggest other strategies for effective integration of HCMIS such as Lawson in managing teachers’ records.

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**THANK YOU FOR YOUR COOPERATION**

**APPENDIX E: INTERVIEW SCHEDUAL FOR HUMAN RESOURCE OFFICERS AND DISTRICT OFFICERS (ITO’s, DEO’S and TSC’s)**

1. Do you easily get files requested in your department? If NO why?
2. Are you aware of the existence of HCMIS in your department?
3. Is there any relationship between Council manual (paper file) records and the HCMIS? If Yes; how do you perceive the HCMIS as far as the Council manual record is concerned?
4. As HR/DEO/TSC, how does you’re
5. Management perceives HCMIS and their involvement?
6. Customer’s (Teacher’s) perceives HCMIS?
7. How do you ensure the security of teachers’ records in HCMIS and other document in your office?
8. Do you easily retrieve various records through HCMIS? If No; Why?
9. Do you easily make effects of teachers well being (compensation, salaries and promotion)?
10. What do you think are the impacts of HCMIS in managing records?
11. What does the policy state about record management in your department?
12. What are the challenges you encounter in your daily duties with regard to integration of HCMIS?
13. What suggestions can you give to tackle such challenges?

**APPENDIX F: OBSERVATION SCALE**

Check list for observation of experience of integration of HCMIS in managing teachers’ records

Key: 1. Excellent 2. Good 3. Poor

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **HCMIS Room activity** | **Specific Measurement** | 1 | 2 | 3 |
| 1 | Challenges of Managing Teachers Records | * Implementation of Files tracking system * Indexing procedures |  |  |  |
| 2 | Perceptions about HCMIS in Managing Teachers Records | * Respondents feelings * Provision of appropriate feedbacks through files |  |  |  |
| 5 | Benefits of HCMIS in Managing Teachers Records | * HCMIS access to information |  |  |  |
| 4 | Impact of HCMIS in Managing Teachers’ Records and Teachers Professional Welfare | * Provision of appropriate feedbacks through files |  |  |  |
| 5 | Challenges of HCMIS in Managing Teachers’ Records | * Sustainable power source * Sustainable internet connectivity, accessibility and availability * HRO motivation on performing his duties |  |  |  |
| 6 | Strategies for Effective Integration of HCMIS in Managing Teachers Records | * Management involvement |  |  |  |