HEADTEACHERS AND TEACHERS’ OPINIONS ON THE HIRING OF TEACHERS BY BOARDS OF GOVERNORS IN OL JORO OROK DIVISION, NYANDARUA DISTRICT, KENYA

BY

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Headteachers and teachers’ opinions
DECLARATION

This thesis is my original work and has not been presented for a degree or any other award in any other university

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DEDICATION

This work is dedicated to my loving wife Rose and our children; Catherine and Dennis. May it be an inspiration to them.
ACKNOWLEDGEMENTS

I wish to acknowledge the contributions of Dr G. Adino Onyango and Prof. Jack Green Oketch; my university supervisors for guiding me through the process of writing this thesis. Despite their busy schedules they were able to spare time to discuss various issues with regard to the research. I would also like to extend my appreciation to Dr F. Muchira, Dr F. Gateru, Dr Rukangu, Mr Wesonga and Mr N. Malau for valuable contributions made in shaping this study from its emergent stage.

I most sincerely acknowledge the encouragement given by my immediate and extended family members throughout the study period. Specifically I appreciate the words of encouragement given by my wife and my late father who always reminded me that I had taken the right course by deciding to undertake this work.

Most important is our almighty God whose powerful hand led me throughout the study period. To all those in one way or another, contributed to the success of this study I say; “God bless them all abundantly.”
ABSTRACT

This study specifically sought the headteachers’ and teachers’ opinions on recruitment of teachers by BoGs, selection of teachers by BoGs and identified problems that BoGs faced in the recruitment and selection of teachers. The study adopted a descriptive survey design. Stage sampling procedure was adopted for the sample selection. All the headteachers in the schools that were selected for the study and 40% of the teachers from each of the sampled schools were randomly sampled for the study. This yielded a total of 10 headteachers and 60 teachers which was 39% of the total teacher population and 83% of the headteachers which translated to 43% of the entire target population. Two sets of questionnaires; one for headteachers and another for teachers were developed and used for data collection. Their reliability was established through a test re-test method. Data were analysed manually using descriptive statistics which included percentages, means and frequencies, and were presented in form of frequency tables. The results revealed that, though headteachers and teachers in Ol Joro Orok Division were all qualified as teachers, most (70%) of the headteachers had not been trained on Human Resource Development which covers the concepts of recruitment and selection of teachers and that the BoGs recruitment strategies in schools were not satisfactory. Consideration of candidates’ age, interest in co-curricular activities and teaching experience were reported as unnecessary and that induction of BoGs’ teachers’ selection panel members was not adequate. The researcher recommended that headteachers/teachers and BoG members needed to be trained in Human Resource Development, schools should provide registers where the applicants who submit their applications should sign to avoid cases where the applicants with better/ higher qualifications than the favoured applicants were discarded and that other than advertisement through the local newspapers, other means/channels of advertisement should be sought. As suggestions for further research, the researcher recommended that the study could be replicated in a wider area say, a province or in other parts of the country in a bid to compare findings and that a comparative study could be conducted to determine the difference in opinions of headteachers and teachers between the current mode of hiring of teachers and the earlier; mode where Teachers’ Service Commission employed teachers directly.
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<tr>
<td>B.Ed</td>
<td>Bachelor of Education</td>
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<td>BoG</td>
<td>Board of Governors</td>
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<td>BoM</td>
<td>Board of Management</td>
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<td>DEB</td>
<td>District Education Board</td>
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<td>EAEP</td>
<td>East African Educational Publishers</td>
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<td>East African Standard</td>
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<td>EDRB</td>
<td>Educational Development and Research Bureau</td>
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<td>KNUT</td>
<td>Kenya National Union of Teachers</td>
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<td>KU</td>
<td>Kenyatta University</td>
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<td>KUPPET</td>
<td>Kenya Union of Post Primary Education Teachers</td>
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<td>MP</td>
<td>Member of Parliament</td>
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<td>NUP</td>
<td>Nairobi University Press</td>
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<td>OECD</td>
<td>Organization for Economic Co-operation and Development</td>
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<td>PDE</td>
<td>Provincial Director of Education</td>
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<td>PS</td>
<td>Permanent Secretary</td>
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<td>Parents Teachers Association</td>
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<td>TSC</td>
<td>Teachers Service Commission</td>
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<td>USA</td>
<td>United States of America</td>
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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Education management in Kenya is a complex phenomenon. It involves a number of stakeholders who include: permanent secretary in the Ministry of Education at the national level, Provincial Director of Education (PDE) at the provincial level, District Education Officer (DEO) at the district level, Zonal Educational Officer at the zonal level. Boards of Governors (BoGs), Parent Teachers Associations (PTAs), headteachers, teachers, as well as student leaders at the school level. At the school level the BoGs are the main education managers, (Njenga 2003).

The establishment of BoGs is provided for in Cap 211 of the laws of Kenya, (Education Act). Part III section 10 of the Act empowers the Minister for Education to, by order; establish Boards of Governors to manage public secondary schools. The power to manage schools is vested on the BoG (Section 6 (b) of the Act) According to the section, every maintained or assisted school other than a primary school maintained by a local authority, shall be managed by a Board of Governors, or as the Minister may otherwise direct.

The BoG as the manager of the school is required to perform several functions in accordance with the provisions of the Education Act and other regulations
approved by the Minister for Education. These functions include; planning and
development of physical facilities for the purposes of learning and teaching,
sourcing and management of school finances, organizing, directing, supervision
and monitoring of approved procedures and programmes of the school,
recruiting, appraising and disciplining the non-teaching staff in the school,
regulating the admission of students and the general direction of education,
ensuring that no person employed by the board can undertake any other duties
without the consent of the board, and ensuring that an employee who ceases to
remain in the service of the board surrenders all school properties in his/her
possession. However, the role of the BoG in management of education at the
school level has been expanded to include the hiring of not only the non-
teaching staff, but also the teaching staff. Studies carried out by Njenga (2003),
and Njoka (1985), on the various aspects of school management revealed that
the role of the BoGs in the management of education at school level is very
crucial.

Hiring of teachers in public secondary schools in Kenya as has been stated
above, is one of the tasks in the staff personnel management. Graham and
Bennet (1998) identifies two stages in the hiring process.

The first stage is referred to as recruitment and
includes the examination of the vacancy, the
consideration of sources of suitable candidates, making
contact with those candidates and attracting
applications from them. The second stage in the hiring
of staff is referred to as selection and involves
assessing the candidates by various means and making a choice followed by an offer of employment (Graham and Bennet, 1998: 115).

This study adopted the view that the hiring process comprised of the two stages. Headteachers' and teachers' opinions were sought in regard to these two stages. Teachers Service Commission (2002) notes that until 2001 when the Kenya government decentralized the hiring of teachers to BoGs and District Education Boards (DEBs), hiring of teachers by BoGs had been restricted to hiring of only the non-teaching staff. Hiring of teachers was centrally done by the Teachers Service Commission (TSC). The centralized system of teacher management was perceived to be suitable in order to ensure that there was a fair and equitable distribution of teachers countrywide.

However as the number of teachers tremendously expanded, it became evident that the centralized system was not suitable for effective management. Furthermore, due to increased involvement of communities in education matters, the communities demanded a greater say in terms of how schools were run, and how teachers performed. The scenario, posed a great challenge to the centralized system of teacher management.

In response to this challenge, it was decided that the functions of teacher registration, recruitment, placement, promotions, discipline, and development be devolved to the various agency levels through a systematic programme aimed at
the decentralization of TSC. The delegation had been done and by the time this study was carried out (2007), the hiring of teachers and the support staff in public secondary schools was done by BoGs.

However, despite the government's efforts to improve the hiring of teachers in secondary schools, the hiring by BoGs had been perceived differently by different stakeholders some expressing dissatisfaction with the way hiring was conducted by BoGs. In a study conducted by Njenga (2003), on the perceptions of headteachers and BoG members on the effectiveness of BoGs in management of schools, poor management of schools by some BoGs was reported. According to the study, one of the contributing factors to poor performance of the BoGs was the low academic qualifications of some BoG members. Hiring of teachers was a very important task and as such it was supposed to be handled by qualified people.

Although studies done by (Mlanga; 1987) and (Obai; 1998), had investigated the perceptions of secondary school teachers on such matters as the development of the curriculum, research had not been conducted to find out the opinions of the headteachers and teachers on the hiring of teachers by BoGs.

An individual's perception of a situation or a happening is very important as it determines the response that the individual will have towards the people involved. The impressions that individuals form about the personalities of those whom they meet or hear about can result into very distinctive ways of behaving towards them (Morrison and McIntyre 1971:71).
The headteachers’ and teachers’ opinions on the hiring of teachers by BoGs were therefore significant as they could determine how they would work with the teachers who were hired by the BoGs. If the hiring was viewed negatively, the acceptance of the hired teachers by the headteachers and teachers would be difficult and this, in some way would impact on the teaching/learning process in the school. This would also have effect on the quality of education offered in the school. The sentiments by the various stakeholders as cited here reflected a more generalised view of the hiring of teachers by BoGs and there was therefore a need to find out the headteachers’ and teachers’ opinions on it. It was against this background that this study was carried out to find out the headteachers’ and teacher’s opinions on the hiring of teachers by BoGs.

1.2 Statement of the Problem

Recruitment and selection (the hiring process) of teachers in secondary schools is a very important task in the school management process. However cases had been reported where the hiring of teachers in public schools had not been fair. Mukami (2003) reported that after the teacher recruitment interviews in Vihiga District, many candidates were left discontented, complaining and frustrated. The interviews were very subjective, unfair, discriminatory and corrupt. Such dissatisfaction with the way the hiring of teachers in secondary schools was conducted had raised the question of whether the BoGs were conducting the hiring of teachers as objectively, consistently, independently, and humanely as
they ought to be. The perception of the various stakeholders on the hiring of teachers may affect the school administration and the teaching/learning process either negatively or positively. Headteachers and teachers are professionals in the field of education and as such their opinions on the hiring of teachers by BoGs are significant. Even though some stakeholders had raised the issue of poor performance by some BoGs in the hiring of teachers, no systematic and specific study had been conducted at least in Ol Joro Orok Division to address this problem. The study therefore was meant to find out the opinions of the headteachers and teachers with reference to the various aspects of teachers hiring process. It also gathered their perceived problems that were inherent in the hiring process and suggestions on how the hiring of teachers could be improved in Ol Joro Orok Division, Nyandarua District, Kenya.

1.3 Purpose of the Study

The purpose of this study was to determine the opinions of headteachers and teachers on the hiring of teachers by BoGs and to find out the problems that interfere with the hiring of teachers. The study also sought headteachers’ and teachers’ suggestions on how the recruitment and selection of teachers in public secondary schools could be improved.

1.4 Objectives of the Study

The study had the following objectives:
i) To investigate the headteachers’ and teachers’ opinions on recruitment of teachers by BoGs.

ii) To investigate the headteachers’ and teachers’ opinions regarding the selection of teachers by BoGs.

iii) To identify problems in the recruitment and selection of teachers in public secondary schools.

iv) To solicit for the headteachers’ and teachers’ suggestions on how recruitment and selection of teachers in public secondary schools could be improved.

1.4 Research Questions

The research was guided by the following questions:

i) What were the opinions/views of headteachers and teachers on the way BoGs carried out the recruitment of teachers in secondary schools?

ii) What were the opinions/views of headteachers and teachers on the way BoGs carried out the selection of teachers in secondary schools?

iii) What did headteachers and teachers perceive as problems that were encountered in the recruitment and selection of teachers?

iv) What suggestions did headteachers and teachers have as a way of improving the recruitment and selection of teachers in public secondary schools?
1.5 Significance of the Study

The study on the opinions of headteachers and teachers on the hiring of teachers by BoGs was significant in the following ways:-

i) The findings on the hiring of teachers would help the Ministry of Education to streamline the hiring of teachers in secondary schools.

ii) The headteachers’ and teachers’ suggestions on how the hiring could be improved may be considered by the TSC to improve the hiring of teachers in public secondary schools. More significant is the contribution that the entire study will make in the academic world. The opinions that were generated may be used as a point of reference by others who may have interest in the hiring process.

1.6 Delimitations of the Study

The study focused only on headteachers and teachers of public secondary schools. This was due to the fact that headteachers and teachers are professionals in education and as such, their opinions on the hiring of teachers by BoGs may have had direct implications on the teaching /learning process.

The researcher used questionnaires as the instruments for data collection. Other types of instruments such as observation schedules and interview sessions would have been useful but the researcher did not use them.
1.7 Limitations of the Study

The study was carried out among the headteachers and teachers of public secondary schools in Ol Joro Orok Division. The findings of the study would have been more representative if they were collected from a wider population. Gay (1992) suggests that the area to be selected for a study should be convenient to the researcher considering the available time, manpower and funds.

The researcher depended on the willingness of the respondents to evaluate the items on the questionnaires as they responded to them. Therefore the responses that the respondents gave were taken as true reflection of the opinions they held on the hiring of teachers by BoGs.

1.8 Assumptions of the Study

The study was conducted under the following assumptions;

i) That the respondents were in a position to give informed opinion on the hiring of teachers by BoGs.

ii) That the respondents provided honest responses reflecting their actual opinions on the hiring of teachers by BoGs.

iii) That the sampled schools had legally established BoGs.

1.9 Conceptual Framework of the Study

The conceptual framework of the study on which the headteachers’ and teachers’ opinions were based was necessary. The researcher subscribed to the
view that the hiring process consisted of two phases; recruitment and selection, which must be carried out attentively. The conceptual framework represented the elements that were considered in studying opinions on the hiring of teachers by BoGs as shown in Figure 1.2.

**Figure 1.2 Conceptual Frame Work of the Study**

**Poor staff recruitment characterised by:**
- Poor Needs Assessment
- Poor advertising the vacancy
- Poor screening of applications
- Poor shortlisting of candidates

**Poor staff selection characterised by:**
- Poor Interviewing candidates to determine the finalists.
- Recommendation of the wrong people to TSC for employment.

**Problems in the hiring of teachers**
- Some BoG/panel members not being well versed with the requirement of the interviewing process
- Interference by politicians
- Presence of very influential headteachers
- Difficulties in establishing the authenticity of information/documents presented by interviewees

**Poor hiring process which lead to:**
- Discontent on the side of those who are not selected
- Wrong choice of teachers to recommend to the TSC
- Poor working relations
- Poor job and academic performance

**Intervention Measures**
- Adherence to the laid down regulations in the hiring process
- Proper screening of applications so as to shortlist only the qualified candidates
- Proper interviewing of candidates to determine the finalists.

**Outcomes**
- Good hiring process leading to proper choice and recommendation of the right people for employment
- Good working relations
- Improved job performance
- Improved KCSE Results
The conceptual framework shows that the poor hiring process can be as a result of poor recruitment process and poor selection of teachers. Other problems such as favourism of some applicants basing on tribal factors, interference of the hiring process by politicians and presence of very influential headteachers may also affect the hiring process. However, if the laid down regulations in hiring of teachers are adhered to as well proper screening of applications followed by proper interviewing are done then the hiring process would result to recommendation of the right people for employment which would consequently lead to good working relations, improved job performance and improved KCSE results for the school.

1.10 Operational Definition of Terms

Board of Governors: The statutory body appointed by the Minister of Education to manage and oversee the running of a secondary school

Community: The word community has been used in this study to refer to all people living within a geographical catchment area of a school, whether they had children in that school or not.

District Education Board: A body that looks into the education matters of a district and is headed by the District Commissioner.
Headteacher: Is used interchangeably with the principal and refers to the teacher with overall administrative responsibility of running the school and to whom all members of the school are answerable.

Hiring of teachers: Refer to recruitment and selection of teachers.

Minister: This refers to the Minister in charge of education in the Republic of Kenya.

Opinions: refer to the views/attitudes/judgment of the respondents on the hiring process by BoGs.

Recruitment: The first phase in the hiring process which includes the examination of the vacancy, the consideration of sources of suitable candidates, making contact with those candidates and attracting applications from them.

Selection: This is the second phase in the hiring of teachers which involves assessing the candidates by various means and making a choice followed by an offer of employment. It means choosing from a pool of applicants due individuals who are most likely to perform a job successfully.

Staff: All the people employed to work in a school; both teachers and the support personnel.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter contains the theoretical review of the literature related to the problem under study as well the critical review. The literature reviewed includes literature on teachers' recruitment, selection of teachers for employment, problems encountered during the hiring of teachers, and suggestions on how the hiring of teachers in public secondary schools can be improved. The chapter also provides a brief summary of the literature reviewed.

2.2 Teachers Recruitment

The recruitment process is undertaken after the manpower requirement process of an organization has shown need for new employees. In these years of budgetary constraints it is probable that the management of any organization is no longer automatically authorized to initiate the recruitment process, but must justify the continuation of the position. As part of the justification to fill a vacancy, or as the first step in the recruitment process, the current job description should be reviewed and revised if necessary (Okumbe, 2001). A job description shows what a job holder does, how it is done and why it is done. During the recruitment of teachers in public secondary schools, job description should be provided to the aspiring candidates so as for them to know what is required of them even before they get into the job.
According to Okumbe (2001), before commencing any recruitment process, it is important that recruitment policies be developed first to guide the whole process. Okumbe (2001) recommends that the recruitment policies should include the following requirements: employment policy on age, sex, national background, race, creed and physical handicaps, employment policy on filling vacancies from internal sources, policy on promotion, policy on training and development, policy on employment of part time, temporary personnel, relatives, working wives and mothers and policy on recruitment from other organizations.

According to Okumbe (1998), in developing a recruitment plan, decisions should be made about which media or channels to use for advertising the existing vacancies. A recruitment strategy should include the widest possible advertisement. However, in Kenya, recruitment is mainly done through the local newspapers and sometimes through direct mail for 'special cases'. These channels may at times be inadequate since some interested applicants may not have access to them. In Kenya and Ol Joro Orok in particular, it is not clear whether all the potential employees who have interests in the advertised jobs in schools have access to the various means of advertisement or not.

Okumbe (1998) further notes that in developing countries, there is a general tendency to employ teachers directly from the teacher training colleges or universities without following the time-tested human resources management
procedures, however, in Kenya; teaching had become very competitive due to the freezing of employment of teachers by the government (TSC 2002). Interested applicants must first go through a rigorous selection process before they are offered the opportunity to teach and more so in public secondary schools BoGs are expected to conduct the selection on behalf of the TSC. The new arrangement has been confronted with different opinions from the various stakeholders. The study addressed the opinions of the headteachers and teachers which had not been addressed by earlier studies.

Kennerley (1985) observes that, for a successful recruitment process, it is imperative that tasks are identified and assigned to different people at various levels of the organization. A positive and well defined job specification should be developed. The employer should avoid raising expectations above those that can be legitimately and reasonably fulfilled. Kennerley cautions that, employing someone who is either under – or – over qualified for a position leads to dissatisfaction on both sides. BoGs should strive to ensure that they always employ teachers with the right qualifications.

According to Okumbe (2001), the personnel charged with the responsibility of recruitment should anticipate the sources which will yield the greatest number of qualified applicants. Okumbe (2001) identifies two sources of recruitment, that
is, Internal Recruitment and External Recruitment. BoGs also have the two sources of recruitment as they can recruit internally or externally.

Creth and Duda (1989) observe that, although it is critical for morale to post vacancies internally, it is unwise to give "courtesy" interviews to internal candidates who do not meet the position requirements or whose work performance is less than full satisfactory.

Okumbe (2001) points out that in developing a recruitment plan, decisions should be made about which media or channels to use for advertising the existing vacancies. A recruitment strategy should include the widest possible advertisement. The advertising should provide both the job description and job specification. Headteachers’ and Teachers’ opinions on the hiring of teachers by BoGs should include opinions on the advertisement of vacancies by BoGs.

According to the Organization for Economic Cooperation and Development (1974) recruitment of teachers in America is conducted through publicity, through direct personal conference, through opportunities for exploratory experiences and through scholarships. The National Education Association (NEA) has been actively engaged in teacher recruitment through all these channels, Okumbe (2001) recommends the recruitment process should be constantly evaluated in order to provide remedial measures for the improvement of the efficiency of future recruitment effort. Okumbe (2001) provides the
criteria for judging the success of the recruitment function as: the ratio of the applicants to position offers made, the ratio of offers to acceptances, the number of hiring and the number of successful placements. However, a successful recruitment of teachers should be determined by analyzing and evaluating the selection and placement processes of teachers.

2.3 Selection of Teachers for Employment

Development of competent, committed, contented, confident contributors to an organization starts with good selection. Noone (1991) identifies two major factors that guide a good selection as; one must find people who have the right skills including "people skills", having found such people you need to find out whether they will "fit" your organization's culture.

Noone (1991) points out that it is of paramount importance that the right people be attracted, otherwise the wrong people may be employed. If the right people are not attracted, the wrong people will be interviewed and the wrong people will be appointed. Noone (1991) further argues that selection is important because you have to find the people who are prepared to apply their skills in your culture to benefit your organization. The fact that one did well in another organization is not a guarantee that he/she will do the same in your organization. In any organization, if the 'right' people are selected, other benefits will accrue. Selection is a very expensive exercise and good selection will justify the expenditure on it.
According to Creth and Duda (1989) the search and screen committee should consist of members who possess the necessary knowledge on how to go about the task. Creth and Duda (1989) point out that, no matter how critical one is of the search-and-screen committee, the tremendous possibilities for the education of the teachers who participate in them should not be dismissed. Although Search-and-screen committees can take up enormous energy and time, they usually generate better recommendations than selections forced through by personnel or other administrators, provided of course that there are experienced staffs in the search and screen committee who guide the less experienced.

In the selection of teachers for public secondary schools in Kenya, teaching jobs are advertised with explicit indication of where they are tenable. The BoGs are supposed to constitute academic sub-committees to conduct the interviews and submit lists of merit of three applicants in each subject together with other documents to the TSC. The commission is in turn supposed to offer employment to successful applicants. The interviewing committee is supposed to consist of the BoG chairperson, the head teacher and three other members of the board. Others to be included in the committees are District Education Officer (or his/her representative), deputy head teacher, subject teacher (or head of subject) and teachers’ union representative (TSC 2002).
According to Creth and Duda (1989), the search and screen committees (BoG's selection Panels in this study), should consist of members who possess the necessary knowledge on how to go about the task. MoEST (2001) recommends that BoG members be appointed from among persons of integrity and who are dedicated, committed, competent and experienced with a minimum qualification of Form Four level of education or its equivalent. Njenga (2003) notes that out of the twenty BoG members she studied, two of them had primary education as their highest level of education. The question of the qualification of some BoG members to conduct the hiring of teachers thus arises. It is disheartening to hear complaints of ineffectiveness being expressed towards BoGs. Hiring of teachers is a very crucial task and should not be taken lightly.

Selection of teachers in America starts at the time of admission to teacher preparation college and continues to the time of admission to student teaching, at the time of employment and again prior to granting tenure (Organization for Economic Cooperation and Development, 1974). This is somehow different from Kenyan case where some of the university applicants who do not meet the minimum qualifications for pursuing some degree programmes but meets the minimum entrance qualification to the university are “pushed” into teaching, even when it was their third or forth choice or even not their choice. Bachelor of Education (B.Ed) students only entered the education faculty after failing to
enter other professional faculties and therefore lacked interest in teaching, (Ogola 2003)

Okumbe (1998) notes that, in developing countries, there is a general tendency to employ teachers directly from the teacher training colleges or universities without following the time-tested human resources management procedures. This has been so because of the high population growth rates which have placed a lot of pressure on educational facilities. Since there have been a great demand for teachers at all levels of schooling in developing countries, it has been difficult to use the recruitment process to either choose who should fill a teaching position or improve the competitiveness of teaching jobs.

In his study on the roles of Boards of Governors and Parents Teachers' Association in the management of secondary schools in Teso District-Kenya, Njenga (2003) notes that the two bodies share most of their management roles. The two, share decision-making in matters regarding finances, discipline and academic aspects of the schools they manage, although Boards of Governors had the biggest say in most of these matters.

Njenga (2003) notes that the BoGs and PTAs share most of their management roles in matters regarding finances, discipline and academic aspects of the schools they manage. The study, however, did not address the role of BoG in recruitment and selection of teachers which is a very important role. According
to Njenga BoGs' role in relation to staff is limited to appointing, remunerating and supervising of non-teaching staff. However, the role of the BoG has been extended to include the recruitment and selection of teachers for employment by TSC, who form the largest proportion of staff in any given school (TSC 2002).

In carrying out its mandate, TSC relies on its agents in the field who include the BoGs in secondary schools, District Education Officers (DEOs), Municipal Education Officers (MEOs) and Provincial Education Officers (PDEs). These agents are empowered by the TSC Act to transfer and discipline teachers on behalf of the commission. The report further notes that the commission also depends on the agents to suggest names of suitable teachers who can be appointed to positions of responsibilities such as heads of institutions and their deputies. The report recommends that the deployment, appointment and promotion of teachers be reviewed with a view to making it more transparent and devoid of patronage. The report further recommends that the laid down procedures for recruitment, deployment and promotion of teachers be strictly adhered to and these procedures be reviewed from time to time.

MoEST (2001) further observes that some members of the school boards do not have the capacity to measure up to the onerous responsibility of managing schools because of their educational background among other factors. The report recommends that BoG members be appointed from among persons of integrity
and who are dedicated, committed, competent and experienced with a minimum qualification of Form Four level of education or its equivalent.

MoEST (2001) notes that TSC is mandated by the TSC Act to register, recruit, transfer, promote and discipline teachers. The report, however does not mention anything to do with the recruitment and selection of teachers by BoGs which is an added role of the BoGs. This study addressed issues on teachers’ recruitment and selection by BoGs which the task force did not address.

Republic of Kenya (1999) observes that essentially, the role of the BoGs is to manage and not to ‘govern’. The report recommends that Boards of Governors be changed to Boards of Management (BoM) and be empowered to discipline students and continue to interdict teachers. The report further notes that political influence in the appointment of board members which lead to appointment of members with very low levels of education with no commitment is a major contributor of poor management of institutions by BoGs. Republic of Kenya (1999) however is silent about the recruitment and selection of teachers by the BoGs. This study addressed the headteachers’ and teachers’ opinions on the hiring of teachers by BoGs.

Njenga (2003) notes that out the twenty BoG members she studied, two of them had primary education as their highest level of education. On the perceptions of headteachers and BoG members on the management of schools by BoGs,
Njenga (2003) addressed such roles as management of finances, management of discipline among teachers and students, management of educational facilities and management of curriculum. Njenga (2003) however did not address the recruitment and selection of teachers in secondary schools. The study recommended a study to be carried out to investigate the effectiveness of BoGs in the recruitment of teachers. Headteachers and teachers were professionals in the field of education and therefore their opinions on the hiring of teachers can not be assumed.

2.4 Problems Encountered in Hiring of Staff

In the selection of staff, it is advisable that the role should be conducted with a lot of objectivity. Creth and Duda (1989) however, observe that subjectivity is part of the process and instead of trying to eliminate it – which is rather impossible, the efforts should be towards managing it within the framework. Waren (1971) in Creth and Duda (1989) observe that in almost every case, personal and political motives (very human impulses) insinuate themselves into the choice. Political interference in the hiring of teachers in Kenyan public secondary schools has been perceived as one of the problems interfering with the hiring of teachers by BoGs. Misati (2003) laments that:

It is not by design that headteachers are looking like tribal and clan agents rather than professionals. The truth is, most of them are victims of circumstances such as ethnicity and clan factors take centre stage in the current recruitment of teachers. The selection procedures and guidelines from TSC are clear but it
should not be forgotten that MPs, Councillors and other local leaders have their own criterion. How can a headteacher oppose them? And with what consequences? It is not by chance that headteachers rubber-stamp decisions of politicians even when they are in conflict with professionalism. They do this because their survival depends on them. (East African Standard 30th August 2003:25)

Such opinions reflect serious problems that need to be addressed. However headteachers’ and teachers’ opinions need to be sought.

Baron (1981) on teachers’ attitudes towards school councils in the USA states that Teacher organizations have done little to advocate the development of school councils and indeed their attitude has been one ranging from cautious tolerance to sustained hostility. Even where decision making has its place at school district level, its transference in any degree to school level is unacceptable. The involvement of laymen in matter of intimate professional concern including, for example, all that relates to the curriculum to teaching methods, to school organization and to assessment procedures is seen as constituting a threat to the professionalism of the teacher. Similar opinions were expressed by Karau (2003) who reported that in the East African Standard of 20th August 2003 that the Kenya Union of Post Primary Education Teachers (KUPPET) Secretary General had argued that TSC should not neglect its duty of teacher recruitment and allow semi-illiterate BoG members to interview qualified teachers. Such negative opinions on the involvement of unqualified
people in such important professional matters as hiring of teachers may impact negatively on the entire education process.

The discontent with the hiring of teachers in schools is not an entirely new phenomenon. As early as 1984, Waweru, J. in the Daily Nation, 20th July 1984 carried an article where opinions on the hiring of teachers in schools saying that the interviewing of aspiring teachers on topics other than academic performance had opened a loophole for corruption and nepotism. This showed that negative opinions on the hiring of teachers in school are not a new phenomenon. Headteachers and teachers opinions on the hiring of teachers needed to be investigated.

According to Mwaura (2001) employment of English teachers that was ongoing had been slowed by several irregularities. In the recruitment of English teachers, some principals had forwarded for employments, names of teachers who had been dismissed by government for misconduct. As a consequent, two DEOs in Kakamega and Bugoma who had hijacked the interview process and interviewed applicants in their offices instead of allowing the BoGs to conduct them in their respective schools would be disciplined. Some individuals had been proposed for employment by more than one school. Such irregularities may still be in existence and this needs to be established. The study collected the headteachers' and teachers opinions on issues of irregularities.
Mulicho (2001) in an open letter to the TSC boss carried in the East African Standard of 30th August 2001, it was reported that Mandera District had been marred with incidents of corruption by officials soliciting money from the poor recruits. Although cases of corruption had reduced due the government fight against corruption, it was important to establish whether cases of corruption still prevailed in the hiring of teachers by BoGs in public secondary school.

Kitolo (2002) argued that BoGs had become dens of bribery and nepotism. He wondered why a person who had been trained and qualified to teach had to be interviewed. It seems here that the reporter was expressing his opinions against the hiring of teachers by BoGs.

2.5 Suggestions on how the Hiring of Teachers can be Improved

Njenga (2003) in her study on the headteachers and BoG members perceptions of the effectiveness of BoGs in the management of schools notes that some of the BoGs she studied were ineffective in supervision of the curriculum in schools and in financial management. As a suggestion for further studies, she recommended a study be carried out to investigate the effectiveness of the BoGs in the hiring of teachers which her study had not addressed. Headteachers and teachers ‘opinions on the hiring of teachers by BoGs was the crux of the matter for this study.
Karau (2003) reported the then KNUT Bomet Branch Executive Secretary as having said that the branch wanted TSC to handle the recruitment of teachers as the process had been abused by BoGs. The Secretary blamed the recruitment system claiming that it was full of incompetent BoGs and partisan headteachers. Such suggestions express the dissatisfaction that the branch had about the hiring of teachers by BoGs. Headteachers and teachers might have had the same or different opinions which needed to be established.

Creth and Duda (1989), identify six important guidelines for interview preparations that are often overlooked: reading the application carefully in advance, reviewing the requirements of the position prior to interview particularly if one is not a direct supervisor for the position and is not familiar with job requirements, organizing an outline of the interview- either by topic or by writing out a series of questions, review of questions that should not be asked in an interview, ensuring that the interview will not be interrupted or disturbed by internal and external forces, reviewing the difficulties that one may create in the interview situation such as talking too much, interrupting the candidate, jumping to conclusions and suggesting the "right" answers. Selection of teachers by BoGs might also be faced with such overlooks. It was important that such guidelines were put into consideration every time selection was being done.
2.6 Summary

From the review of related literature, it is clear that, hiring of teachers can be looked at as a process that begins when a vacancy occurs and is complete only when the new appointee is competent on the job (Noone 1991). The review has shown that after the requirements of each position have been carefully established, the lengthy process to find persons who meet these requirements starts.

From the works cited, it is clear that the proposed study is justifiable since it is going to fill some of the gaps left out by earlier studies. Njenga (2003) did not address the role of BoG in recruitment and selection of teachers which is a very important role. Njenga (2003) limited his study to the role of BoGs’ in appointing, remunerating and supervising of non-teaching staff. However, the role of the BoG has been extended to include the recruitment and selection of teachers for employment by TSC, who form the largest proportion of staff in any given school (TSC 2002). The study addressed the headteachers’ and teachers’ opinions on the hiring of both teaching and non-teaching staff.

MoEST (2001) recommends that BoG members be appointed from among persons of integrity and who are dedicated, committed, competent and experienced with a minimum qualification of Form Four level of education or its equivalent. The question of the qualification of some BoG members to conduct the hiring of teachers thus arises. Those entrusted with it should therefore be
competent and committed to the task. This study will investigate the headteachers’ and teachers’ opinions on this important requirement on the selection of BoG members from whom the selection panel members are picked. On the perceptions of headteachers and BoG members on the management of schools by BoGs, Njenga (2003) addresses such roles as management of finances, management of discipline among teachers and students, management of educational facilities and management of curriculum but does not address the recruitment and selection of teachers in secondary schools which is also one of the roles of BoGs.

MoEST (2001) notes that TSC is mandated by the TSC Act to register, recruit, transfer, promote and discipline teachers. The report however does not address recruitment and selection of teachers by BoGs which is an added role of the BoGs. The study investigated the opinions of the headteachers and teachers on the recruitment and selection of teachers by BoGs which had not been addressed by earlier studies.
CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter covers the design of the study, the study population, sample and sampling procedures, instrumentation, piloting of the instruments, data collection procedures and finally data presentation and analysis.

3.2 Research Design

The study adopted a descriptive survey design to obtain the opinions of the headteachers and teachers on the hiring of teachers by BoGs. According to Orodho (2004) descriptive survey designs are used in preliminary and exploratory studies. Descriptive surveys are used to ascertain the nature of a phenomenon from a relatively large number of cases. According to Best and Kahn (1998), descriptive research is concerned with conditions that are in existence, opinions that are held, processes that are going on, effects that are evident and trends that are developed. It is primarily concerned with the present, although it often considers the past events and their influences as they relate to current conditions. According to Travers (1978) this kind of design is concerned with gathering facts and obtaining pertinent precise information concerning the current status of a phenomenon and whenever possible, making conclusion from the facts discovered.
Descriptive survey was found suitable for this study because it entails an in-depth empirical collection of data, and describes and examined actions as they happen rather than manipulation of variables. It allows the researcher to summarise, present and interpret the gathered data for clarification of issues from a diverse category of respondents (Orodho 2005).

This design also allowed the researcher to collect information, summarize, present and interpret it for the purposes of clarification. Orodho (2004) contends that survey research design is broad-based since it enables one to collect data from various categories of respondents. It therefore enabled the researcher to collect diverse data from headteachers and teachers. The design further enables the researcher to explain relationships that exist between specific events and identifies standards against which existing conditions can be compared. In light of this, the design enabled the researcher to determine the actual opinions of the headteachers and teachers on the hiring of teachers by BoGs.

This design easily allows the use of questionnaires to obtain rich data from a large number of people for further processing and drawing of conclusions. It was on the basis of the above reasons that survey research design was adopted to provide the conceptual structure for data correction and analysis. Descriptive survey design was therefore chosen for this study after considering all the above characteristics of the design.
3.3 Location of the Study

The study was carried out in Ol Joro Orok Division in Nyandarua District. Ol Joro Orok Division was one of the six divisions that formed Nyandarua District. The division had a total land area of 381.9 Km² (Republic of Kenya 2002). The division was sub-divided into 12 sub locations. The divisional headquarters were in Ol Joro Orok town within Ol Joro Orok sub location which occupied a central position in the division.

Although the problem under study was a national issue, the researcher found Ol Joro Orok convenient in terms of accessibility. The area had various categories of schools. This diversity enabled the researcher to collect views from a diverse group of respondents. No research of a similar nature had been conducted in the selected area. Ol Joro Orok Division therefore yielded the desired information for this study.

3.4 Population of the Study

Ol Joro Orok Division had four educational zones. The division had 12 public secondary schools. There were 12 headteachers and 160 teachers in the division who formed the target population for the study.

3.5 Sampling Procedure and Sample size

Sampling is a procedure in which a fraction of a group known as a sample is chosen to represent the total population about which generalizations will be
made. According to Mugenda and Mugenda (1999) the purpose of sampling is to secure a representative group which will enable the researcher to gain information about a population.

3.5.1 Sampling Technique

To obtain the teachers who were to be included in the study, stage sampling technique was applied. First, the schools to be used for the study were identified. From the schools identified, a proportion of teachers equal to 40% of the teachers were sampled through secret ballot. This ensured that all the teachers from individual schools had equal chances of being included in the study sample. Mugenda and Mugenda, 1999) correctly observe that in random sampling, every member of a given size in the accessible population has an equal chance of being selected. All the headteachers in the selected schools were purposively included in the study. The headteachers served as the secretaries to the BOGs and therefore had important information about hiring of teachers by BOGs.

3.5.2 Sample Size

When the sampling procedure described above was applied a sample of 70 respondents was obtained. This comprised of 60 teachers and 10 headteachers. This sample size represented 39% of the teachers and 83% of the headteachers, which translated to a total of 43% of the entire target population. Gay (1992)
correctly observes that for a descriptive research with a small population, a sample of 20% is considered minimum. The study sample was distributed as shown in Table 3.1.

**Table 3.1 Number of Headteachers and Teachers Selected From Each Zone**

<table>
<thead>
<tr>
<th>Zone</th>
<th>Number of Teachers</th>
<th>Number of Headteachers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gathanjii</td>
<td>16</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>Gatimu</td>
<td>9</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Weru</td>
<td>13</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>Ol Joro Orok</td>
<td>22</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td><strong>10</strong></td>
<td><strong>70</strong></td>
</tr>
</tbody>
</table>

*Source: Nyandarua District Education Office – 2005*

### 3.6 Research Instruments

The study mainly used primary data which were collected through the use of questionnaires which were constructed by the researcher. There was a questionnaire for the headteachers and a questionnaire for the teachers on their opinions on the hiring of teachers by BoGs. The questionnaires were constructed setting out all the questions and statements to which responses were to be given by the respondents. Questionnaires were preferred because of the relative ease and cost effectiveness with which they were constructed and administered to the respondents. Walker (1985) correctly observes that the use of questionnaires offers considerable advantages in administration. Ogola, (2000) further notes that the use of questionnaires allows the respondents adequate time on questions that would require reflection on, to avoid hasty responses.
Each set of the questionnaires consisted of four sections: - The first part of the questionnaire consisted of items which sought for the teachers’ personal data. Information on qualification, experience and involvement in the hiring process were sought in this section of the questionnaire.

The second part of the questionnaire consisted of items that sought for the respondents’ opinions on the recruitment part of the hiring process while Part three of the questionnaire consisted of items that sought for the respondents’ opinions on the selection part of the hiring process.

Parts two and three of the questionnaire were based on a Five Point - Rating scale which was arranged on descending order which was as follows;

- Strongly Agree (SA) ------------ 5 points
- Agree (A) ------------ 4 "
- Not sure (NS) ------------ 3 "
- Disagree (D) ----------- 2 "
- Strongly Disagree (SD) ----------- 1 "

This type of items was intended to measure the degree of agreement or disagreement with the items on the questionnaire. The respondents were required to tick on the questionnaire form to indicate their responses on a Five - Point scale to show whether they strongly agreed, agreed, not sure, disagreed or strongly disagreed with the items. This scale provided more scope to the
respondents to express their opinions and retain sufficient amount of control which ensured that information was capable of being analysed.

Part Four of the questionnaire covered open-ended items where respondents were required to express their opinions regarding the problems that BoGs were facing in the process of hiring teachers. The respondents’ suggestions on how the hiring process could be improved were also included in this part. The open ended questions were used to obtain the opinions of respondents and gave them a chance to express their opinions in details. Unstructured or open ended questions were used because they allowed a greater depth of response. This was in line with (Turkman, 1988; Travers, 1978) who argue that open ended questions give respondents an insight into their feelings, background, hidden and deeper motivations.

3.7. Pilot Study

The piloting of the questionnaires was carried out before the commencement of the actual research work. The questionnaires were piloted in two schools in the division which were purposively selected. These schools were then excluded from the actual study. The pilot study gave the researcher an insight on the items that were vague/unclear or unnecessary. Such items were reconstructed or replaced to obtain the necessary information from the respondents.

Nkpa (1997) correctly suggests that any blank spaces, inaccurate responses, inconsistencies and other weaknesses noticed during the pre-test, indicate a need
to review the suitability of the instrument. Piloting further enabled the researcher to polish the research instruments. During piloting, the researcher delivered the questionnaires to the pilot schools and with the permission of the headteacher, the researcher left the questionnaires with the 10 teachers who were randomly selected. The researcher collected the completed questionnaires personally after two days for analysis.

3.7.1 Validity of the Research Instruments

Validity is concerned with establishing whether the content of the instrument is measuring what it is supposed to measure. Validity is the degree to which the empirical measure or several measures of the concept accurately measures the concept. To establish the validity of the instruments the supervisors were consulted to provide advice on how the draft questionnaire could be improved. The supervisors read through the questionnaires and recommended necessary amendments. Going by the supervisor’s professional advice, final questionnaires which were used in the overall study were developed.

3.7.2 Reliability of the Questionnaires

Reliability of an instrument concerns the degree to which a particular measuring procedure gives similar results over a number of repeated trials (Orodho, 2004).

In order to test the reliability of the instrument in this study, the following procedure was undertaken; first, a pilot study was carried out in two of the schools in the division. The developed questionnaires were administered to two
headteachers and 10 teachers from the pilot schools. The responses were scored manually. The same questionnaires were administered to the same group after a period of two weeks. The responses were then scored. A comparison between the results of the two administrations of the questionnaires was made. To establish the reliability of the questionnaires a test re-test method was used. A Pearson Product-Moment Correlation was employed to compute the correlation coefficient. The formula for calculating Pearson Product-Moment Correlation Coefficient is as given below.

\[
\rho = \frac{\sum(X-\bar{X})(Y-\bar{Y})}{N S_X S_Y}
\]

Where:  
- \( \rho \) is the Pearson Product-Moment Correlation Coefficient  
- \( X \) is the score of a person on one administration.  
- \( Y \) is the score of a person on the other administration.  
- \( \bar{X} \) is the mean of the 1\(^{st}\) administration  
- \( \bar{Y} \) is the mean of the 2\(^{nd}\) administration  
- \( S_X \) is the standard deviation of 1\(^{st}\) administration  
- \( S_Y \) is the standard deviation of 2\(^{nd}\) administration  
- \( N \) is the number respondents within each distribution and  
- \( \Sigma \) is summation sign.

A correlation coefficient of 0.8 was obtained and was considered high enough to judge the instruments as reliable. This enabled the researcher to use the instruments for the actual study. Orodho (2004) correctly argues that a
Coefficient Correlation (r) of about 0.75 should be considered high enough to judge an instrument as reliable.

3.8 Data Collection Techniques

After obtaining a research permit from the Ministry of Education’s headquarter, the researcher further obtained an introductory letter from the DEO’s office, Nyandarua District to the headteachers of the sampled schools. Before meeting the teachers, the researcher first consulted the headteachers of the respective schools who introduced him to the teachers. For the actual study, the researcher made one visit to each of the schools selected. During the visit, the researcher distributed the questionnaires to the headteachers and teachers who had been selected for the study and waited for them to fill the questionnaires. The researcher then collected all the questionnaires that had been completed.

Seventy questionnaires were administered to the respondents. These included 10 questionnaires for headteachers and 60 for teachers. All the questionnaires were completed and returned and used in data analysis. The return rates for the two sets of questionnaires were therefore 100%. Such high rates of questionnaire return were admirable as the views of the headteachers and teachers could easily be captured. Attainment of such high rates was due to the fact that the researcher administered the questionnaires himself, waited as the respondents filled them and then collected them.
3.9 Data Analysis

Data collected were analysed by developing frequency distributions, calculating percentages and tabulating. This was in line with Gay (1992) who points out that the most commonly used method of reporting descriptive survey research is by developing frequency distributions, calculating percentages and tabulating them appropriately. Similarly Obai (1998), points out that analyzing survey research includes, tabulating responses, translating the responses into specific categories, recording them appropriately and computing them using appropriate statistical ways. Since the study adopted a survey design, the researcher adopted the above approaches of data analysis.

In the analysis of data, data obtained from the open-ended items in the questionnaires were analysed qualitatively. Qualitative analysis of data involved developing coding categories as a way of analysing the data. For the Likert-type items, responses were tabulated on the basis of how many; Strongly Agreed (S.A), Agreed (A), how many were Not Sure (NS) Disagreed (D) or Strongly Disagreed (S.D) respectively, and presented as percentages of the total number of responses. These were further condensed into broad groups of ‘Agree’, (for S.A and A), “Not Sure” for (NS) and ‘Disagree’ (for D and S.D). The analysis of data from the questionnaire was organised to address the research questions.
For all statements that were positively stated, scoring was done starting from the highest (S.A), 5 points to the lowest (S.D) 1 point. For example, for question number 3 of part II the questionnaire for teachers which read:

*BoG is Always fair when shortlisting candidates to be invited for interviews;*

| S.A | A | NS | D | S.D |

A response ticked S.A (Strongly Agree) carried 5 points, A (Agree) 4 points; Not Sure (NS) 3 points D (Disagree) 2 points and S.D (Strongly Disagree) carried one point. These raw scores were used to compute the mean score for all respondents per item using the formula.

\[
\bar{X} = \frac{\sum X}{n}
\]

Where

- \( \bar{X} \) = Mean score of all respondents on a statement.
- \( \sum X \) = Sum total of all scores completed for all the respondents on items.
- \( n \) = The number of respondents who completed the questionnaire.

These mean scores were the \( n \) compared to the Standard mean (mid- point) per item. The standard mean per item statement was computed using the formula

\[
\frac{\sum X}{N}
\]

Where

- \( \sum X \) = Sum of response scores i.e. \( 5 + 4 + 3 + 2 + 1 \)
- \( N \) = the possible responses i.e. 5 responses.

Therefore the standard mean (mid- point) was-

\[
\frac{5 + 4 + 3 + 2 + 1}{5} = 3
\]

The mid- point (‘neutral point’) was used to make the decision whether the respondents in general had a positive or negative view in response to each item.

A respondent’s mean score of above three was considered as being in the
positive (tending towards ‘agree’) while that below three was seen as negative (‘disagree’). The further away from 3 the stronger the responses will tend towards the extremes of S.A or S.D. The analysis of the data from the questionnaire was organized to address the research questions.
CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

Presented in this chapter are data that were collected from headteachers and teachers from the schools selected for the study. The main purpose of this study was to establish the headteachers and teachers’ opinions on the hiring of teachers by BoGs. The organisation of the data analysis is tied to the research questions that guided this study. The data that were collected and analysed explored opinions of headteachers and teachers based on the following questions:-

i) What were the opinions/views of headteachers and teachers on the way BoGs carried out the recruitment of teachers in secondary schools?

ii) What were the opinions/views of headteachers and teachers on the way BoGs carried out the selection of teachers in secondary schools?

iii) What did headteachers and teachers perceive as problems that were encountered in the recruitment and selection of teachers?

iv) What were the suggestions given by headteachers and teachers as a way of improving the recruitment and selection of teachers in public secondary schools?
Frequency tables were used in the presentation the data obtained. Percentages were calculated to show the proportions of respondents that gave specific responses.

4.2 General Information about the Respondents

The headteachers and teachers were asked to provide information concerning their professional qualifications, participation in hiring of teachers and training in staff selection. Their responses were reported in form of frequency tables.

4.2.1 Professional Qualifications of Headteachers and Teachers

Professional qualification refers to a kind of training which an individual must get in order to acquaint himself/herself with the content and tasks involved in performing a duty. In this respect every headteacher or teacher in a secondary school must possess either a diploma in education or a degree in education with at least two teaching subjects which are acquired by undergoing a three year diploma course or a four year degree course in preparation for the teaching profession. Those with degree qualifications other than degree in education are required to undertake a Post Graduate Diploma in Education (PGDE) so as to qualify to be teachers in Kenyan secondary schools.
Table 4.1: Professional Qualifications of the Headteachers and Teachers

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Headteachers</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Master of Education</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Master of Science</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Bachelor of Education</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Bachelor of Science with a Post</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Graduate Diploma in Education</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Diploma in Education</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Any other (specify)..................</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.1 shows the professional qualifications of headteachers and teachers. From the table, it is evident that all the headteachers in Ol Joro Orok Division were B.Ed degree holders and majority (53%) of teachers were B.Ed degree holders. Two (3.3%) teachers in the division had a Masters degree in Education, while 15 (25%) of the teachers were holders of a first degree in science (BSc) with a PGDE and only five (8.3%) teachers were holders of diploma certificates. Ten percent of the teachers indicated that they had other qualifications such as first degree in Arts (BA) with PGDE certificate. This implied that the respondents were likely to give informed responses since all of them had qualified to be teachers and thus professionals in the field of education. The researcher therefore accepted the opinions expressed by the respondents as informed opinions.
4.2.2 Headteachers and Teachers Working Experiences

Experience in this study referred to the duration a headteacher or a teacher had been in the same job position. It is deemed that the more years one has served in a particular position, the better he or she is likely to perform the tasks he/she is expected to carry out (Njenga, 2003). However this may not always be the case since there may be many changes that may have taken place in personnel management and if a headteacher or a teacher has not kept himself or herself updated with these changes, the number of years such a person has served may not matter.

Table 4.2 Headteachers and Teachers’ Working Experience

<table>
<thead>
<tr>
<th>Years of experience as headteacher/teacher</th>
<th>Headteachers’ Experience</th>
<th>Teachers’ Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Below 1 year</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>1 - 5 years</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>6 -10 years</td>
<td>5</td>
<td>30</td>
</tr>
<tr>
<td>11-15 years</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>16 years and above</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.2 shows that 40% of the headteachers had a headship experience of 1-5 years, 30% had an experience of 6-10 years while another 20% had been headteachers for less than two years. None of the headteachers had over 16 years experience. This therefore showed that majority (70%) of the headteachers had
been in headship long enough and going by their experience they would give professional opinions on the hiring of teachers by BoGs. Most (79%) of the teachers who participated in this study had six years experience and over and as such their opinion would be reliable based on their teaching experience.

On whether they had been trained on Human Resource Development; where recruitment and selection of staff are components, 70% of the headteachers indicated that they had not been trained. This implied that there was a serious shortcoming on the hiring process since the TSC relied on BoGs whose members had not been trained on the exercise. Headteachers are the BoGs’ secretaries and as such they need to be trained in HRD which is a central area in staff management.

Responding to the item on the number of times they had participated in teachers’ hiring since 2001, over 60% of the headteachers indicated that they had participated in more than five teachers’ hiring exercises. This showed that the headteachers had had experience on the hiring of teachers in schools and therefore they were in a position to give opinions on the hiring process.

4.3 Teachers’ Opinions on the Recruitment of Teachers by BoGs

To elicit for the opinions of the respondents on the recruitment of teachers by BoGs, several questions related to the recruitment were included in the questionnaires.
The study sought for teachers' opinion on whether the BoGs always used the appropriate means of advertisement that would ensure that the candidates to be received information (and on time) about the existence of employment openings identified in the school. Table 4.3 shows the teachers' responses.

**Table 4.3 Teachers' Responses on the BoGs Use of the Appropriate Means of Advertisement of Vacancies**

<table>
<thead>
<tr>
<th>Strongly Agreed(5)</th>
<th>Agreed (4)</th>
<th>Not Sure (3)</th>
<th>Disagreed (2)</th>
<th>Strongly Disagreed(1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>5</td>
<td>10</td>
<td>20</td>
<td>33</td>
<td>7</td>
</tr>
</tbody>
</table>

According to Table 4.3, five (10%) of the teachers who participated in this study indicated that they strongly agreed with the statement that BoGs always used the most appropriate means of advertisement to attract and convince qualified people to apply for employment, while eleven (18%) of them strongly disagreed. On the average, the teachers disagreed that BoGs were always using the most appropriate modes of advertising the available vacancies in their schools as was indicated by the mean score of the respondents in this item which was calculated from the table as 2.8 which was less than the mid score (3.0) indicating that the respondents disagreed.

To gather factors that ought to have been considered when deciding whether to invite a candidate for interview or not, various items were included in the
teachers' questionnaire. The study sought for the teachers' opinions about the
consideration of candidate's year of graduation during the shortlisting of the
applicants such that the candidates who graduated earlier than others were given
preference. Table 4.4 shows their responses.

<table>
<thead>
<tr>
<th>Strongly Agreed(5)</th>
<th>Agreed (4)</th>
<th>Not Sure (3)</th>
<th>Disagreed (2)</th>
<th>Strongly Disagreed(1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>44</td>
<td>73</td>
<td>10</td>
<td>17</td>
<td>3</td>
</tr>
</tbody>
</table>

According to table 4.4, (44)73% of the teachers strongly agreed while only three
(5%) teachers disagreed. The mean score of the respondents was calculated from
the table as 4.6, indicating that the teachers considered a candidate's year of
graduation a very important factor and should be considered when shortlisting
the applicants.

The study sought for the teachers opinions on the consideration of age in
shortlisting of applicants. Responding to the item on whether a candidate's age
was necessary to be considered when deciding on whom to shortlist; several
responses were given which cut across all the alternatives that were given. Table
4.5 shows the responses.

<table>
<thead>
<tr>
<th>Strongly Agreed(5)</th>
<th>Agreed (4)</th>
<th>Not Sure (3)</th>
<th>Disagreed (2)</th>
<th>Strongly Disagreed(1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>8</td>
<td>14</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
According to Table 4.5, 55% of the teachers indicated disagree as they did not consider age as a factor to be considered when deciding whether to invite an applicant for interview or not. Fourteen percent of the teachers agreed that age was an important factor. Teachers Service Commission’s guidelines on the hiring of teachers require that applicants to be considered for employment as teachers should be less than forty four years old. In general, the teachers tended to disagree with the consideration of age as a factor as it was indicated by the mean score which was calculated from the table as 2.2.

Giving their opinion on whether the candidate’s academic achievement in college should be considered when deciding to invite a candidate for interview or not, the teachers who part in this study had varied responses as presented in Table 4.6.

**Table 4.6 Teachers’ Responses on the Consideration of a Candidate’s Earlier Academic Achievements**

<table>
<thead>
<tr>
<th>Strongly Agreed(5)</th>
<th>Agreed (4)</th>
<th>Not Sure (3)</th>
<th>Disagreed (2)</th>
<th>Strongly Disagreed(1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>25</td>
<td>42</td>
<td>18</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8</td>
<td>13</td>
<td>7</td>
</tr>
</tbody>
</table>

According to Table 4.6, 42% of the teachers indicated that they strongly agreed while 12 % of the teachers strongly disagreed. On the average the responses given by teachers who participated in this study indicated that they agreed that the candidate’s academic achievements in college were important. This was
indicated by the mean score which was calculated from the table as 3.8 which was more than the mid score of 3.0 thus showing that the respondents agreed with the statement.

The study sought for the teachers opinions on whether the candidate’s participation/interest in extra-curricula activities should be considered when deciding to invite a candidate for interview or not, their responses were as presented in table 4.7.

Table 4.7 Teachers’ Responses on the Interest in Co – Curricula Activities as A Factor to Be Considered when Shortlisting Applicants

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agreed(5)</th>
<th>Agreed (4)</th>
<th>Not Sure (3)</th>
<th>Disagreed (2)</th>
<th>Strongly Disagreed(1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>8</td>
<td>10</td>
<td>17</td>
<td>17</td>
<td>19</td>
</tr>
</tbody>
</table>

According to Table 4.7, teachers responded variably but on the average, they did not consider interest in co-curricula activities as an important determinant in the shortlisting of applicants. This was indicated by the mean score which was calculated as 2.3 and was far below the mid score of 3.0 thus showing disagreement with the statement.

In response to the item on whether the candidate’s teaching experience other than teaching practice was an important factor to be considered when deciding
to invite a candidate for interview or not the teachers’ responses were varied as shown in Table 4.8.

Table 4.8 Teachers’ Responses on the Consideration of Teaching Experience During Shortlisting of Applicants

<table>
<thead>
<tr>
<th>Strongly Agreed(5)</th>
<th>Agreed (4)</th>
<th>Not Sure (3)</th>
<th>Disagreed (2)</th>
<th>Strongly Disagreed(1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>5</td>
<td>-</td>
<td>12</td>
<td>20</td>
<td>3</td>
</tr>
</tbody>
</table>

According to the table 53% of the teachers indicated that experience was not an important factor to be considered. The mean score of the respondents on this item was calculated from the table as 2.2 indicating that they disagreed.

4.4 Headteachers’ and Teachers Opinions on the Selection of Teachers by BoGs

This section contains the findings on headteachers’ and teachers opinions on the selection of teachers by BoGs.

4.4.1 Headteachers’ Opinions on the Selection of Teachers by BoGs

Different items were included in the headteachers’ questionnaire to elicit their opinions on the selection of teachers by BoGs.

The study sought for headteachers’ opinions on whether the BoGs adequately considered the candidate’s ability to express him/her verbally. Their responses were varied as shown in Table 4.9.
Table 4.9 Headteachers’ Responses on the BoG’s Consideration of a Candidate’s Verbal Expression

<table>
<thead>
<tr>
<th>Strongly Agreed(5)</th>
<th>Agreed (4)</th>
<th>Not Sure (3)</th>
<th>Disagreed (2)</th>
<th>Strongly Disagreed(1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N %</td>
<td>n %</td>
<td>n %</td>
<td>n %</td>
<td>n %</td>
</tr>
<tr>
<td>6 60</td>
<td>4 40</td>
<td>7 12</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

According to Table 4.9, 60% of the headteachers indicated that they ‘strongly agreed’ while the other 40% indicated ‘Agree’. The mean score of the respondents was calculated from the table as 4.6, which indicated that headteachers were highly in agreement that BoG selection panels were considering the candidate’s ability to express him or herself verbally.

The study sought headteachers opinions on whether the BoGs’ selection panels were putting into consideration the candidate’s level of motivation their responses cut across all the alternatives that were given as shown in Table 4.10.

Table 4.10 Headteachers’ Responses on the BoG’s Consideration of a Candidate’s Level of Motivation

<table>
<thead>
<tr>
<th>Strongly Agreed(5)</th>
<th>Agreed (4)</th>
<th>Not Sure (3)</th>
<th>Disagreed (2)</th>
<th>Strongly Disagreed(1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N %</td>
<td>n %</td>
<td>n %</td>
<td>n %</td>
<td>n %</td>
</tr>
<tr>
<td>3 30</td>
<td>5 50</td>
<td>-</td>
<td>1 10</td>
<td>1 10</td>
</tr>
</tbody>
</table>

The mean score of the respondents was calculate from the table as 3.2 meaning that the headteachers were in agreement that the BoGs were considering the candidates level of motivation during the interviews.
The study sought for headteachers’ opinions on the BoGs’ consideration of the knowledge of the subject matter. Their responses were as in Table 4.11.

### Table 4.11 Headteachers’ Responses on BoGs Consideration of the Candidate's Knowledge of the Subject Matter

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agreed(5)</th>
<th>Agreed (4)</th>
<th>Not Sure (3)</th>
<th>Disagreed (2)</th>
<th>Strongly Disagreed(1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>7</td>
<td>70</td>
<td>3</td>
<td>30</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

According to Table 4.11, 70% of the headteachers indicated ‘strongly agree’ and in general their mean score which was calculated from the table as 4.7 which indicated that the headteachers agreed that the BoGs were putting into consideration the candidates’ knowledge of the subject matter in the areas where employment was sought.

Responding to the item on whether the BoGs selection panels were putting into consideration the candidate’s knowledge of the teaching methodology the headteachers had different responses as shown in Table 4.12.

### Table 4.12 Headteachers’ Responses on the BoGs Consideration of the Candidate’s Knowledge of the Teaching Methodology during Interviews

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agreed(5)</th>
<th>Agreed (4)</th>
<th>Not Sure (3)</th>
<th>Disagreed (2)</th>
<th>Strongly Disagreed(1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>6</td>
<td>60</td>
<td>2</td>
<td>20</td>
<td>1</td>
<td>10</td>
</tr>
</tbody>
</table>
According to Table 4.12, 60% of the headteachers indicated that they strongly agreed that the BoG selection panels always considered the candidates' knowledge of the teaching methodology. Their mean score was calculated from the table as 4.1 showing that there was a general agreement with the suggestion that the BoG selection panels were considering the candidates' knowledge of the teaching methodology.

Asked to give an assessment of the BoGs' teachers' selection panels in relation to their effectiveness in setting the candidates at ease the headteachers responses were as shown in Table 4.13.

Table 4.13 Headteachers' Responses on the BoGs Effectiveness in Setting the Candidates at Ease during the Interview

<table>
<thead>
<tr>
<th>Strongly Agreed(5)</th>
<th>Agreed (4)</th>
<th>Not Sure (3)</th>
<th>Disagreed (2)</th>
<th>Strongly Disagreed(1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>4</td>
<td>40</td>
<td>4</td>
<td>40</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>10</td>
<td>1</td>
<td>10</td>
</tr>
</tbody>
</table>

According to Table 4.13, 40 % of the headteachers who participated in this study strongly agreed that the BoGs were effective 10% of the headteachers disagreed. Considering their means score which was calculated from the table as 3.9, it was clear that they generally agreed.

Responding to the issue of the effectiveness of the BoGs in asking relevant questions during the selection interviews, the headteachers' responses were as presented in Table 4.14 as follows.
Table 4.14 Headteachers’ Responses on the BoGs Effectiveness in Asking Relevant Questions during Interviews

<table>
<thead>
<tr>
<th>Strongly Agreed(5)</th>
<th>Agreed (4)</th>
<th>Not Sure (3)</th>
<th>Disagreed (2)</th>
<th>Strongly Disagreed(1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>1</td>
<td>10</td>
<td>2</td>
<td>20</td>
<td>-</td>
</tr>
<tr>
<td>6</td>
<td>60</td>
<td>1</td>
<td>10</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 4.14 shows that 60% of the headteachers disagreed with the statement that the BoG selection panel members were always thorough in asking relevant questions. Commenting on the panel members’ effectiveness in asking relevant questions, one headteacher reported that some members would at times ask very sensitive and irrelevant questions which would at times embarrass the candidates. Therefore most headteachers viewed the BoGs’ teachers’ selection panels as being ineffective in asking relevant questions during the selection interviews. This was confirmed their mean score which was calculated as 2.6 reflecting a general negative view by headteachers.

On the effectiveness of the BoGs in confirming the truthfulness of information/documents presented by the candidates, headteachers gave different responses as shown in Table 4.15.

Table 4.15 Headteachers’ Responses on the BoGs Effectiveness in Confirming the Truthfulness of Information Given by Candidates

<table>
<thead>
<tr>
<th>Strongly Agreed(5)</th>
<th>Agreed (4)</th>
<th>Not Sure (3)</th>
<th>Disagreed (2)</th>
<th>Strongly Disagreed(1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>-</td>
<td>-</td>
<td>3</td>
<td>30</td>
<td>-</td>
</tr>
<tr>
<td>6</td>
<td>60</td>
<td>1</td>
<td>10</td>
<td>1</td>
</tr>
</tbody>
</table>
Table 4.15 shows that 60% of the headteachers disagreed with the statement that the BoGs were always thorough in confirming the truthfulness of the information/documents. The mean score of the headteachers on this issue was calculated as 2.3 indicating that, in general, the headteachers did not agree with the statement.

On BoGs selection panel members' ability to clearly ask questions during interviews the headteachers' responses were as shown in Table 4.16.

<table>
<thead>
<tr>
<th>Questions during Interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strongly Agreed(5)</strong></td>
</tr>
<tr>
<td>------------------------</td>
</tr>
<tr>
<td>N</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

According to Table 4.16, headteachers in this study agreed that panel members were always clear when asking questions. This was indicated by their mean score which was calculated as 3.4 showing agreement with the statement.

Responding on the effectiveness of the BoGs selection panels' ability to avoid domination of the interview sessions by one person the headteachers' responses were as shown in Table 4.17 as follows.
Table 4.17 Headteachers’ Responses on the BoGs Effectiveness in Avoiding Domination of the Interviewing Exercise by One Person

<table>
<thead>
<tr>
<th>Strongly Agreed(5)</th>
<th>Agreed (4)</th>
<th>Not Sure (3)</th>
<th>Disagreed (2)</th>
<th>Strongly Disagreed(1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>1</td>
<td>10</td>
<td>6</td>
<td>60</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

According to Table 4.17, 60% of the headteachers indicated that the panel members were always effective in avoiding situations where the interview sessions were dominated by a few or by one person. Only one headteacher disagreed while two headteachers strongly disagreed with the statement that the panel members were always thorough in avoiding such instances. In general, there was an agreement as was indicated by their mean score which as calculated as 3.3 showing agreement with the statement.

4.4.2 Teachers’ Opinions on the Selection of Teachers by BoGs

Varied items were included in the teachers’ questionnaires to elicit responses on teachers’ opinions on the selection of teachers by BoGs.

On whether formal education was always the guiding factor in the selection of BoG interview panel members teachers’ responses were as shown in Table 4.18.

Table 4.18 Teachers’ Responses on the Formal Education of the BoGs

<table>
<thead>
<tr>
<th>Interview Panel Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agreed(5)</td>
</tr>
<tr>
<td>N</td>
</tr>
<tr>
<td>-</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
According to Table 4.18, 58% of the teachers indicated that they were not sure whether it was always the guiding factor. However their mean score (2.8) showed that they did not agree that formal education was always the guiding factor.

On whether the teachers agreed or disagreed on the issue of induction of the BoG selection panel members on teachers’ selection, their responses cut across all the alternative responses that were provided as shown in Table 4.19.

Table 4.19 Teachers’ Responses on the Induction of the BoGs Interview Panel Members

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agreed(5)</th>
<th>Agreed (4)</th>
<th>Not Sure (3)</th>
<th>Disagreed (2)</th>
<th>Strongly Disagreed(1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>14</td>
<td>23</td>
<td>11</td>
<td>18</td>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>16</td>
<td>27</td>
</tr>
</tbody>
</table>

According to Table 4.19, 15% of the teachers disagreed with the statement. Seventeen percent of the teachers indicated that they were not sure whether the induction done on the panellists if any was adequate or not. Their mean score was calculated as 2.97 indicating that the teachers disagreed with the statement that the induction was always adequate.

Responding to the item on the timing of the interview by BoGs the teachers’ responses cut across the alternatives that were given as shown in Table 4.20.
Table 4.20 Teachers’ Responses on the Timing of Interviews by BoGs

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agreed(5)</th>
<th>Agreed (4)</th>
<th>Not Sure (3)</th>
<th>Disagreed (2)</th>
<th>Strongly Disagreed(1)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>18</td>
<td>15</td>
<td>25</td>
<td>13</td>
</tr>
</tbody>
</table>

Table 4.20 shows that on average they agreed that the timing of the interviews was always good as was indicated by the mean score which was calculated as 3.1 showing agreement with the statement.

4.5 Problems Faced by BoGs in the Hiring of Teachers as Reported by Headteachers and Teachers

The study sought for problems faced in the hiring of teachers by BoGs. A number of problems were reported by the respondents as presented in Table 4.21 as follows.

Table 4.21 Problems Faced by BoGs in the Hiring of Teachers

<table>
<thead>
<tr>
<th>Problem</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Favourism of some applicants basing on tribal factors</td>
<td>63</td>
<td>90</td>
</tr>
<tr>
<td>-Some BoG/panel members not being well versed with the requirement of the interviewing process</td>
<td>20</td>
<td>29</td>
</tr>
<tr>
<td>-Interference by politicians</td>
<td>46</td>
<td>66</td>
</tr>
<tr>
<td>-Some schools asked for unadvertised subject combinations</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>-Lack of applicants with the advertised subject combinations</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>-Presence of very influential headteachers</td>
<td>38</td>
<td>54</td>
</tr>
<tr>
<td>-Inadequate advertisement</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>-Difficulties in establishing the authenticity of information/documents presented by interviewees</td>
<td>60</td>
<td>86</td>
</tr>
</tbody>
</table>
Favourism of some applicants basing on tribal factors was noted as the greatest factor hindering fair hiring in schools as was reported by 63 (90%) of the respondents.

The problem of establishing the authenticity of the documents presented by the applicants especially recommendation letters from earlier employers was also reported in this study. This was reported by 60(86%) of the respondents. Both teachers and headteachers noted that it was quite problematic to establish the authenticity of the information given in such letters.

Political influence in the hiring process was another problem noted by 46(66%) of the respondents. It was reported that some politicians would at times dictate on who were to be employed.

Influence of some headteachers was reported by 38 (54%) of the respondents. Some headteachers would at times favour teachers who had been employed by the BoG prior to the advertisement of the post by TSC.

Some of the BoGs’ interviewing panel members were reported by 20(29%) of the respondents as having had lacked the relevant educational background to enable them understand the recruitment guidelines that had been put up or even ask relevant questions during the interviews.
Some BoGs were also noted to have come up with their own criteria for choosing whom to shortlist or not to short list. This they did by deciding the second teaching subject that they required the applicants to have studied especially where only one teaching subject was advertised.

Inadequate advertising of vacancies in some schools was reported by teachers. Eight (11%) teachers argued that it was at times very difficult to know when a vacancy existed in a school since TSC only advertised the vacancies in the daily newspapers. Some interested candidates who did not have access to these papers would never know of the existence of the vacancies in the schools.

4.6 Respondents’ Suggestions on How Hiring of Teachers in Secondary Schools Could be Improved

Asked to offer suggestions on how the hiring of teachers in secondary schools could be improved, 40% of the headteachers and 80% of the teachers suggested that the TSC should consider conducting the hiring of teachers at the TSC headquarters as it was before.

Six (60%) headteachers suggested that the TSC should put up the list of the school that should recruit teachers quite early and give enough time between advertisement and interview dates to give more time for preparation.

Training of the BoG members on how to conduct interviews for hiring of teachers and on the requirements of such interviews were suggested by almost
all the respondents. The respondents were for the view that the TSC should set up the minimum academic qualifications that a BoG member should have attained to be included in the BoG teachers' selection panels.

Fifty five percent of the teachers were for the view that HODs in the schools should be included in the interview panels during the hiring of a teacher. Very unique to the teachers was the suggestion that the whole hiring exercise should be done by separate qualified bodies under the supervision of the TSC. A further 20% of the teachers suggested that the hiring of teachers in secondary schools should be done based purely on merit. Headteachers did not come up with similar suggestions.

Two headteachers suggested that preference should be given to local qualified candidates. However one of the teachers who participated in this study put it in writing that:-

Hiring of the people from the locality entrenched tribalism (School staffed with only locals) and this would lead to a situation where a given institution would be flocked with only 'locals' thus defeating the goal of education; education should foster a spirit of nationhood ...

On the establishment of the veracity of information given during the interviews and the documents submitted to the BoGs' teachers' selection panels, 55% of the teachers suggested that TSC should come up with ways of establishing the authenticity of such documents. One headteacher suggested that if this was not
possible, then such documents should never be considered anywhere in the interview sessions as they were susceptible to forgery.

Other suggestions that were raised were that teachers should be trained on demand, the year of graduating with a PGDE after first degree should be considered, names of the short listed candidates should be advertised/displayed by the school, teaching experience not to be considered since candidates can fake letters showing that they had taught before and that even candidates above forty four years ought be considered for employment.

4.7 Discussion of Findings

4.7.1 Demographic and General Information about the Respondents

 Majority of the respondents in this study (84%) had degree certificates and as such they were qualified as professionals in education. Their views as professionals were likely to be reliable since educated persons are likely to give more informed opinions.

Most (76%) of the respondents had over five years work experience as either teachers or headteachers. Such long experiences in the profession meant that their opinions would be reliable since they were based on their experiences in the teaching profession.
The researcher established that 70% of the headteachers in Ol Joro Orok Division had not been trained on recruitment and selection of teachers. Headteachers were the advisors to the BoGs and this implied that TSC had been relying on headteachers to guide the board although they had not been given any form of training on the exercise. This was a serious shortcoming in the hiring process.

Creth and Duda (1989) observe that the search and screen committee (in this study, the BoG teachers’ selection panel) should consist of members who possess the necessary knowledge on how to go about the task. Creth and Duda further add that no matter how critical one is of the search and screen committee the tremendous possibilities for the education of those who participate in them should not be dismissed. Creth and Duda further observe that although search and screen committees can take up enormous energy and time, they usually generate better recommendations than selections forced through by administrators, provided of course that there are experienced staff in the search and screen committee who guide the less experienced. Headteachers are professionals in education and as such they should guide the hiring process. On the experience of the headteachers in hiring of teachers, the researcher established that most (60%) of the headteachers had participated in the hiring of teachers for more than five times. This gave an impression that the
headteachers had gathered enough experience and therefore their opinions on the hiring teachers by BoGs could be reliable.

4.7.2 Opinions on Recruitment

The study established that most BoGs in Ol Joro Orok Division were not using the most appropriate means to advertise for vacancies in the schools. BoGs relied on the TSC’s advertisement in the local newspapers. For recruitment to be fair the advertisement should be made so that the qualified people are notified of the vacancy (Noone 1991). If this does not happen, then the recruitment exercise may not be very fruitful since it may attract people with little or no qualifications since they had the advantage of getting the information about the existence of a vacancy.

Noone (1991) points out that it is of paramount importance that the right people are attracted otherwise the wrong people may be employed. If the right people are out attracted, the wrong people will be interviewed and the wrong people will be appointed.

Shortlisting of applicants in the schools visited was noted to have been unfair. The criteria for shortlisting applicants were unclear and at times specific BoGs would set their own criteria. Some BoGs would only short list candidates with specific subject combinations even where the vacancy advertised by TSC indicated only one teaching subject. Fair shortlisting of applicants is important
since it ensures that it is only the right people who are invited for interviews and eventually the BoGs get a pool from which to select the best. Unfair shortlisting would be interpreted to mean unfair hiring of teachers (Noone 1991).

Applicant’s previous experience in the job was reported to have not been very important as a determinant of whom to shortlist or not. This was in agreement with Noone (1991) who notes that although experience can at times be seen to be important for some jobs it might not be the case for others. The mere fact that a person performed very well in a certain organization does not guarantee that he/she will do the same in another. At the same time the fact that one has not had an opportunity to gain any experience or the job does not mean that he/she can not perform.

The study further noted that the factors that were considered during shortlisting of candidates by BoGs were not adequate. Other factors that were suggested by the respondents included gender of the applicant, home background, marital status and health status. It was however not clear how these factors would be applied during shortlisting.

4.7.3 Opinions on Selection

The researcher established that headteachers were of the view that BoGs were considering most of the factors that had been recommended by various authorities. For instance, headteachers had the feeling that BoGs were putting
into consideration the candidates’ ability to express themselves verbally and
their level of motivation. Verbal expression is very important for teachers since
teaching involves verbal communication most of the times while an individual’s
level of motivation tells how a person will carry out his or her duties once
employed.

On the BoG consideration of the candidates’ knowledge of the subject matter,
knowledge of the teaching methodology, the structure of the Ministry of
Education and various professional records, the researcher established that these
factors were important for the selection of teachers. These factors were closely
related to the teaching career and the candidates’ knowledge of each would
contribute to his/her performance in teaching. The study also established that
BoGs’ teachers’ selection panels were effective in setting the candidates at ease
during interviews. This was important as it ensured that candidates were
comfortable even answering questions during the interview. It was also
established that the selection panels avoided instances where the interview
sessions would be dominated by a few or one person and showing of boredom
by the panel members. If interviews were dominated by a few or one person,
asking of the questions would be one sided making the selection unfair.

The researcher however established that BoGs were not effective in asking
relevant questions during interviews. This was probably due to low levels of
education of some members. MoEST (2001) had noted that some members of
the school boards did not have the capacity to measure up to the onerous responsibility of managing schools because of their poor educational background among other factors. Njenga (2003) had noted in her study on effectiveness of BoGs in management of public schools in Othaya Division, Nyeri District, that 20% of the BoG members in the division had Certificate of Primary Education (CPE) as their highest levels of education. High education levels of the BoG teachers' selection panel members would be important as it would enable them ask relevant questions during interviews. If irrelevant questions are asked during the interviews, then it could not be possible to identify the best person among the applicants being interviewed. Asking irrelevant questions during interviews would also embarrass or put the candidates off from participating fully in the interview.

The BoG selection panels were also ineffective in establishing the truthfulness of information/documents presented by candidates. This meant that candidates would at times present false information/documents which would influence the decision of the selection panel.

4.7.4 Problems Faced by BoGs in the Hiring of Teachers

The researcher established that the hiring process in schools was faced with a number of problems. Some headteachers were reported to have favoured candidates who had worked in the schools earlier. Sometimes, these candidates did not have the necessary qualifications for the jobs advertised. Creth and Duda
(1989) observe that although it is critical for morale to post vacancies internally, it is unwise to give "courtesy" interviews to internal candidates who do not meet the position requirements or whose work performance is less than fully satisfactory. With tribalism, fair hiring of teachers in secondary schools would remain just a dream. It should be the endeavour of the BoG to eradicate the vice.

It was established that politicians and some headteachers would at times influence the hiring process in schools by having their preferred candidates whom they campaigned for either before the interview or during the interview. Waren (1971) in Creth and Duda (1989) observes that in almost every case, personal and political motives (very human motives) insinuate themselves into the choice. KNUT Bomet Executive Secretary had lamented that the recruitment of teachers was unfair and attributed this to incompetent BoGs and partisan headteachers. For fair hiring it is important that politicians should stay away from the process and leave it to professionals. Headteachers influence in the hiring process should be controlled by ensuring that the BoG teachers' selection panels comprise of qualified members in regards to education levels and general intellect.

The study also noted that advertisement of vacancies in schools was not adequate. The TSC used newspapers to advertise the teaching vacancies that were available in schools. Some respondents noted that not all interested candidates had access to the papers due to remoteness of some places.
According to Okumbe (1998) in developing a recruitment plan, decisions should be made about which media or channels to use for advertising the existing vacancies. A recruitment strategy should include the widest possible advertisement. This would ensure that all those who would be interested in the vacancies got the information about the existing vacancies in schools.

4.7.5 Ways of Improving Hiring of Teachers in Secondary Schools

The researcher established that the suggestion that TSC should conduct the selection of teachers was prevalent among the respondents. KNUT Bomet-Branch executive secretary in the East African standard of June 11th 2001 had earlier suggested that TSC should handle the hiring of teachers as the process had been abused but BoGs. It was upon the TSC to consider or not to consider the suggestion.

Training of the panel members should also be considered as way of improving the hiring process. Creth and Duda (1989) suggest that the search and screen committee (BoG teachers selection panels in this study) should consist of members who posses the necessary knowledge on how to go about the task. MoEST (2001) recommends that BoG members be appointed from among persons of integrity and who are dedicated, committed, competent and experienced with a minimum qualification of form four level of education or its equivalent. It was from the BoGs that the teachers’ selection panel members were drawn and as such they ought to measure up to the expected standards. It
was noted from these suggestions that the respondents felt that hiring of teachers in secondary schools should be taken seriously so that the “right” people were employed.
CHAPTER FIVE

SUMMARY OF RESEARCH FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This research investigated headteachers’ and teachers’ opinions on the hiring of teachers by BoGs in Ol Joro Orok Division, Nyandarua District, Kenya. To achieve this purpose, five research questions were generated to guide the study. These questions were:

(i) What opinions did the headteachers and teachers have on the way BoGs carried out the recruitment of teachers in secondary schools?

(ii) What opinions did the headteachers and teachers hold on the way BoGs carried out the selection of teachers in secondary schools?

(iii) What did headteachers and teachers perceive as problems that were encountered in the recruitment and selection of teachers?

(iv) What suggestions could the headteachers and teachers offer as a way of improving the recruitment and selection of teachers in public secondary schools?

This chapter provides a summary of research findings, discussion and conclusion of the research findings and the recommendations based on the research findings.
5.2 Summary of Findings

5.2.1 Demographic and General Information

The study sought to establish the demographic information about the respondents on the basis of their academic qualifications, years of experience, training in HRD and the number of times the respondents had participated in the hiring of teachers.

The researcher established that all the headteachers in Ol Joro Orok Division were bachelor of education degree holders while 53% of the teachers were bachelor of education degree holders. Two teachers (3.3%) in the division had a masters degree in education while 25% of the teachers where holders of a first degree in science (BSc) with a PGDE and only five (8.3%) teachers where holders of a diploma certificates. Ten percent of the teachers indicated that they had other qualifications such as first degree in Arts (BA) with PGDE certificates. All the respondents were therefore qualified teachers.

It was generally observed that 40% of the headteachers had headship experience of 1-5 years, 30% had an experience of 6-10 years while another 20% had been headteachers for less than two years. None of the headteachers had over 16 years experience.

Seventeen percent of the teachers had over 16 years teaching experience. Thirty five percent of the teachers had a teaching experience of between 11 and 15
years, 27% had an experience of 6-10 years 18% had an experience of between one and five years while 3% of the teachers had taught for less than one year.

On the number of times that they had participated in hiring of teachers since 2001, over 60% of the headteachers indicated that they had participated in more than five teachers' hiring exercises. This gave an impression that they had gathered enough experience and thus their opinion on the hiring of teachers by BoGs would be reliable.

On whether they had been trained on Human Resource Development (HRD), 70% of the headteachers indicated that they had not been trained. This implied that there was a serious shortcoming on the hiring process since the TSC relied on headteachers who had not been given this important training on the exercise.

5.2.2 Opinions on the Recruitment of Teachers by BoGs

According to the teachers who took part in this study, the BoGs' teachers' selection panels did not always use the most appropriate means of advertisement to inform people about the existence of vacancies in schools. The BoGs were also reported to have not been always fair when shortlisting candidates to be invited for interviews.

On the factors that were considered when shortlisting the applicants the teachers indicated that the candidate’s participation/interest in extra-curricula activities,
candidate’s teaching experience other than teaching practice and candidate’s age were not important in deciding whether to short list a candidate or not. However the teachers felt that the candidates’ year of graduation from college and candidate’s academic achievements in college were important for deciding on whom to short list.

Respondents suggested that applicant’s familiarity with the community served by the school, applicant’s involvement in nation building; applicant’s health status, applicant’s home background/locality, applicant’s gender and applicant’s earlier contribution to the school as other factors that should be considered during shortlisting.

5.2.3 Opinions on the Selection of Teachers by BoGs

The researcher established that the BoGs’ teachers’ selection panels adequately considered the candidates’ ability to express themselves during interviews. They also put into consideration the candidate’s level of motivation, knowledge of the subject matter and teaching methodology. The BoGs also considered the interviewee’s knowledge of the structure of the Ministry of Education.

Assessing the effectiveness of the BoGs’ selection panels in relation to various issues in selection interviews, the headteachers agreed that the panels were effective in setting the candidates at ease, asking questions and avoiding domination of the interview sessions by one person.
According to the headteachers, the BoGs teachers' selection panels were always thorough in avoiding indications of boredom during interviews, recording information about the candidates as well as informing the participants about the outcomes of the interviews. However the headteachers indicated that the BoGs were not effective in asking relevant questions during the selection interviews and in confirming the truthfulness of information/documents presented by the candidates. On the timing of the interviews by BoGs, the teachers' agreed that the timing of the interviews was always good.

On the selection of the BoG interview panel members, the teachers' felt that formal education was not always the guiding factor in the selection of BoG interview panel members, and that the induction of the BoG selection panel members on staff selection, was not always adequate.

5.2.4 Problems Faced By BoGs in the Hiring of Teachers

Favourism based on ethical factors, political influence, headteachers' influence and inadequate advertising of vacancies in some schools were reported in most of the schools that were used in this study. The problem of establishing the authenticity of the documents especially the recommendations letters from earlier employers was also reported in this study. Presence of very influential headteachers who at times decided on most of the recruitment and selection issues was also reported by some respondents.
5.2.5 Suggestions on How Hiring in Secondary Schools can be Improved

Various suggestions how the hiring of teachers in secondary schools could be improved were raised. Among them were that TSC could consider conducting the selection of teachers at the TSC headquarters as it was before rather than leaving it to the BoGs who were seen to be ineffective. BoGs’ teachers’ selection panel members could also be trained on various aspects of hiring to improve the hiring of teachers in secondary schools.

5.3 Conclusions

Going by the findings of the study the following conclusions were made:

a) Most headteachers (70%) had not been trained on recruitment and selection of teachers. These were the professionals on the ground who the TSC was depending on and as such, TSC was depending on people who did not have the necessary skills. However, considering the number of times they had participated in the hiring of teachers, their experience in hiring of teachers was adequate and on this account they should be involved in the hiring of teachers.

b) It was not necessary to consider candidates’ age, interest in co-curricular activities and teaching experience during interviews.

c) Induction of BoGs’ teachers’ selection panel members was not adequate.

d) BoGs were effective in setting of candidates at ease and in asking relevant questions during interviews. However they were not effective in
the other aspects of teachers’ selection and therefore they needed to be trained in the entire selection process.

5.4 Recommendations

a) There is need to train/induct BoG members on the hiring of teachers.

b) BoGs should be forced to follow the criteria set by TSC on shortlisting of candidates applying for teaching positions. BoGs should only ask for candidates with the advertised teaching subjects.

c) Schools to provide registers where the applicants who submit their applications sign as evidence that have done it should complains emerge later on whether one submitted application or not.

d) For transparency the list of the shortlisted applicants showing their qualifications should be strategically displayed together with the list of all the applicants for any interested party to scrutinise.

5.5 Suggestions for Further Research

a) This study covered only one division. The study could be replicated in a wider area say a province or in other parts of the country. This could be done on a wide scale to enable a wider generalization and comparison of findings.

b) This study only collected the opinions of headteachers and teachers. The study did not collect the opinions of other stakeholders such as the BoG members, parents, and Education Officers in the area whose opinions could
also be valuable. A study could be carried out with a view of collecting their opinions.
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Please respond to the above question during the test, not write your name or any other personal information.

Yours Faithfully,

Njathi M.
APPENDIX A

COVERING LETTER

Department of Educational Administration,  
Planning and Curriculum Development  
Kenyatta University,  

P.O Box 43844, Nairobi

Dear Respondent,

I am a post graduate student in the School of Education and Human Resource Development at Kenyatta University currently undertaking a research on the Headteachers’ and teachers’ opinions on the hiring of teachers by BoGs in Ol Joro Orok Division, Nyandarua District Kenya. The findings of this study will help the various stakeholders in coming up with strategies on how to improve the hiring of teachers in secondary schools. Due to such importance, you are kindly requested to provide the information much needed for this study. Note that any information you give will be treated as confidential and shall only be utilized for the academic purposes of this research.

Please respond to the questions by following the instructions given. You may not write your name anywhere on the questionnaire.

Yours Faithfully,

Njathi S.N
APPENDIX B

QUESTIONNAIRE FOR HEADTEACHERS

This questionnaire does not ask for either your name or that of your school. There is no right or wrong answer. This study only seeks the headteachers' and teachers' opinion on the hiring of teachers by BoGs. The anonymity of the information you provide will be highly protected. Please feel free to provide all the required information.

PART A: Respondent's Personal Data.

1. What is your highest level of professional qualification?

   M Ed. [ ]
   M Sc. [ ]
   M A. [ ]
   B Ed [ ]
   B. Sc with a PGDE. [ ]
   DIP. Ed. [ ]
   Any other (specify) ........................................

2. For how long have you been a headteacher?

   Below 1 year [ ]
   1 -5 years [ ]
   6 -10 years [ ]
   11-15 years [ ]
   16 years and above [ ]

3. How long have you been a head teacher in your current station?

   Below 1 year [ ]
   1 -5 years [ ]
   6 -10 years [ ]
   11 -15 years [ ]
4. Have you had any training on Human Resource Development?
   Yes [ ]
   No [ ]

5. How many teachers’ hiring exercises have been carried out in your school since 2001?
   None [ ]
   One [ ]
   Two [ ]
   Three [ ]
   Four [ ]
   Five [ ]
   Others specify [ ]

6. How many of these exercises have you been involved in?
   None [ ]
   One [ ]
   Two [ ]
   Three [ ]
   Four [ ]
   Five [ ]
   All [ ]

PART B: Headteachers’ Opinions on the Recruitment and Selection of Teachers by BoGs

1) The following are the recruitment / selection guidelines that are provided by TSC’s on hiring of teachers. Consider each statement and give your opinions on each of them in relation to your school’s BoG. Say whether you Strongly Agree(S.A), Agree(A), Not sure (NS), Disagree(D), or Strongly Disagree(SD) with the notion that;

   The selection panel members adequately consider the following qualities while deciding who to employ or propose for employment
2. Give your opinions on each of the following statements as they relate to the recruitment and selection of teachers, in relation to your school’s BoG selection panel.

*Indicate whether you Strongly Agree, Agree, Not sure, Disagree, or Strongly Disagree.*

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<tr>
<th>The BoG selection panel members is always thorough in:</th>
<th>S.A</th>
<th>A</th>
<th>NS</th>
<th>D</th>
<th>S.D</th>
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<tbody>
<tr>
<td>1 Setting the candidate at ease during the interview</td>
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<td>2 Asking relevant questions during interviews</td>
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<td>3 Motivating the participants</td>
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<td>4 Clarity when asking questions</td>
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<td>5 Avoiding sensitive questions</td>
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<td>6 Avoiding domination of the exercise by one person</td>
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<td>7 Avoiding indications of boredom during interviews</td>
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<td>8 Recording of information about the candidate</td>
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<td>9 Confirming the veracity (truthfulness) of the information given by the candidates.</td>
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<td>10 Informing the Participants about the outcomes of the interviews.</td>
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PARTC: Headteachers’ Opinions on Problems Faced by BoGs in Hiring of Teachers and how Hiring Can be Improved.

1. In your view, what problems do BoGs face in the recruitment and selection of teachers for employment?
2. In your opinion, can the hiring of teachers in public secondary schools be improved?

YES ☐ NO ☐

Give reasons,

(i)  

(ii)  

(iii)  

(iv)  

(v)

iii) Give any other opinions on the hiring of teachers by BoGs.

(i)  

(ii)  

(iii)  

(iv)

Thank you for completing this questionnaire.
APPENDIX C

TEACHERS’ QUESTIONNAIRE

This questionnaire does not ask for either your name or that of your school. There is no right or wrong answer. This study only seeks the headteachers’ and teachers’ opinion on the hiring of teachers by BoGs.

The anonymity of the information you provide will be highly protected. Please feel free to provide all the required information.

PART A: Respondent’s Personal Data

{Tick appropriately \( \checkmark \)}

1. What is your highest level of professional qualification?
   - M Ed \[ \checkmark \]
   - M Sc. \[ \checkmark \]
   - M A \[ \checkmark \]
   - B Ed \[ \checkmark \]
   - B. Sc with a PGDE. \[ \checkmark \]
   - DIP. Ed. \[ \checkmark \]
   - Any other (specify) .............................................

2. For how long have you been a teacher?
   - Below 1 year \[ \checkmark \]
   - 1-5 years \[ \checkmark \]
   - 6-10 years \[ \checkmark \]
   - 11-15 years \[ \checkmark \]
   - 16 years and above \[ \checkmark \]

3. A. Through which mode were you employed as a teacher?
   i) Applied directly to TSC and then Posted \[ \checkmark \]
   ii) Interviewed by BoG and recommended for employment by TSC.\[ \checkmark \]

B. If through the BoG, how many selection interviews had you attended before the successful one? .....................
Part B: Teachers’ Opinions on the Recruitment of Staff by BoGs

I. Indicate with a tick [✓] the response after each item that accurately reflects your opinion(s) on the composition of the BoG and the hiring of teachers by the BoG in your school. Possible responses are: Strongly Agreed (S.A) Agreed (A) Not Sure (NS) Disagreed (D) Strongly Disagreed (SD).

1. The BoG uses the most appropriate means to advertise for vacancies identified in the school.

   S.A [ ] A [ ] NS [ ] D [ ] S.D [ ]

2. BoG is always fair when short-listing candidates to be invited for interviews.

   S.A [ ] A [ ] NS [ ] D [ ] S.D [ ]

3. The BoG gives Short-listed candidates adequate time to prepare for the interviews. (NB/ recommended time is two weeks)

   S.A [ ] A [ ] NS [ ] D [ ] S.D [ ]

II. According to the TSC Teacher Recruitment Guidelines, the following are the considerations to be made when deciding whether to invite a candidate for an interview or not. Consider each item and indicate your view on it. Indicate whether you Strongly Agree, Agree, Not sure, Disagree or Strongly Disagree.

That:

1. The candidate’s year of graduation from college should be considered such that candidates who graduated earlier than others are given preference.

   S.A [ ] A [ ] NS [ ] D [ ] S.D [ ]

2. Candidate’s age, such that those above 44 years are excluded.

   S.A [ ] A [ ] NS [ ] D [ ] S.D [ ]
3. Candidates academic achievement in college such that those who got higher grades are given preference.

S.A [ ] A [ ] NS [ ] D [ ] S.D [ ]

4. Candidate’s participation in extra-curricula activities such that those who have record of participation are given preference.

S.A [ ] A [ ] NS [ ] D [ ] S.D [ ]

5. Candidate’s teaching experience other than teaching practice, such that candidates with teaching experience are given more preference.

S.A [ ] A [ ] NS [ ] D [ ] S.D [ ]

In your opinion, what other factors should be considered when deciding whether to invite a candidate for interview or not.

i. .................................................................

ii. .................................................................

iii. .................................................................

iv. .................................................................

v. .................................................................

PART C: Teachers’ Opinions on the Selection of Teachers by BoGs.

1. When selecting the BoG teachers’ selection panel, formal education is always the guiding factor.

S.A [ ] A [ ] NS [ ] D [ ] S.D [ ]
2. Before the selection process (interview) starts, panel members are adequately inducted on how to conduct the whole exercise.

S.A [ ] A [ ] NS [ ] D [ ] S.D [ ]

3. BoG’s timing of the interviews is always good. *[NB/Recommended time according to TSC, (2002) is between 8 am and 5 pm during the official working days]*

S.A [ ] A [ ] NS [ ] D [ ] S.D [ ]

PART D: Teachers’ Opinions on problems that Prevail During the Hiring of Teachers by BoGs.

1) Please give an honest opinion of what you consider to be malpractices that prevail in the recruitment and selection of teachers in public secondary school.
   a) 
   b) 
   c) 
   d) 

2. In your own opinion, how can the hiring of teachers in public secondary schools be improved?
   a) 
   b) 
   c) 
   d) 

Write any other comment on the hiring of teachers by BoGs


Thank you for completing this questionnaire