CHALLENGES FACING SCHOOL-BASED TEACHER RECRUITMENT IN PUBLIC SECONDARY SCHOOLS IN MOMBASA COUNTY, KENYA

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A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION (ADMINISTRATION) OF KENYATTA UNIVERSITY

MAY, 2014
DECLARATION

I confirm that this research project is my original work and has not been presented in any other university/institution for consideration. The project has been complemented by referenced works duly acknowledged. Where text, data, graphics, pictures or tables have been borrowed from other works-including the internet, the sources are specifically accredited through referencing in accordance with anti-plagiarism regulations.

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We confirm that the work reported in this project was carried out by the candidate under our supervision as university supervisors.

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DEDICATION

This research project is dedicated to my wife Irene Muthoni and my children Monica, Job and Anne. I appreciate their patience, tolerance, understanding and moral support during my study period.
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First and foremost is to thank God the almighty for giving me strength and endurance to go through the course.

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<td>BED</td>
<td>Bachelor of Education</td>
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<td>BOG</td>
<td>Board of Governors</td>
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<td>BSC</td>
<td>Bachelor of Science</td>
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<td>CDE</td>
<td>County Director of Education</td>
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<td>EFA</td>
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ABSTRACT

The purpose of this study was to investigate challenges emanating from school based selection and recruitment of secondary school teachers in Mombasa County faced by Board of Governors (BOG). Although the Government of Kenya has strategies to enhance equality and distribution of teachers in Kenya, there have been challenges in decentralisation of teachers’ recruitment in Kenya public secondary schools. Objective number one was to determine factors affecting teachers’ recruitment in secondary schools. Objective number two was to establish criteria used by BOG in selection and recruitment of secondary school teachers. Objective number three was to establish personnel and political factors that affect BOG members in their role of selection and recruitment of teacher’s recruitment. Objective number four was to determine other challenges BOG faced in teachers’ recruitment and how they were resolved. The research question one was, what are the factors affecting teacher’s recruitment in public secondary schools? Research question two was, what are the criteria used by BOG in recruitment of secondary school teachers in public schools? Research question three was what are the personnel and political factors affecting BOG members in their role of teacher’s recruitment? Research question four was what are the other challenges that face BOG in teacher’s recruitment? Research question five was how were the challenges that faced BOG in teachers’ recruitment resolved? In the Conceptual Framework model the independent factors are challenges facing school based teachers’ recruitment in public secondary schools in Mombasa County. The dependent factors are efficiency in teachers’ recruitment, even distribution of teachers and retention of teachers in schools. The intervening variable is the school based recruitment policy. The study population was the thirty secondary schools in the County. All these schools contributed the target population of the study. Twelve schools were randomly selected to participate in the study. Simple random sampling was used to select ten teachers from each school. Twelve principals from these schools were included in the sample. This gave a total sample of one hundred and thirty two subjects. The study employed descriptive survey design. Questionnaires were used for collecting data. Reliability was tested by subjecting the instruments to a pilot study through the split half technique and then using Spearman Brown formula to compute a reliability coefficient which was established at 0.72. Results were analysed using counts, percentages, frequency distribution tables, bar graphs and pie charts. The researcher found out that there were challenges affecting BOG while carrying out their recruitment duties in public secondary schools. These challenges include inadequate capacity at County and school level to manage the recruitment process resulting in tribalism, nepotism, sectionalism, and irregularities in the exercise. Political interference and invested interests in BOG members was another challenge. The study found out that these challenges hindered the recruitment exercise. The study recommends to the Ministry of Education to come up with transparent and credible recruitment policy guidelines to ensure fairness and justice is done to all the applicants for the teaching jobs. The MOE to ensure that BOG members have a certain minimum qualifications for them to be appointed. Teachers unions should be involved in the recruitment exercise to ensure fairness to all applicants. A representative from TSC should be present during the recruitment process to ensure recruitment guidelines are strictly followed. Standardized interview questions should be formulated for all the applicants for teaching job.
CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

This chapter entails investigating how teachers have been recruited before and after independence and the challenges in the recruitment exercise. In Kenya before independence, teachers were employed by different missionary agencies to teach and help spread the word of God to the natives. Each missionary agency had its own terms and conditions of employment. After independence, TSC was established by an Act of parliament namely TSC cap 212 (1967) to employ and manage all teachers in the country’s public schools. In 1998, the government froze employment of teachers due to economic depression. The ban was lifted in 2000 but recruitment of teachers was devolved to various TSC agencies. Decentralization of educational services is one of the many reforms undertaken by the government of Kenya with a view of improving service delivery to its citizens. As part of educational and public sector reforms, many countries are decentralizing the financing and administration of educational services to local or school levels. (Gaynor, 1998).

The degree of centralization, to be employed within organizations has been an issue of concern since the early days of organizational theory with both Weber (1947) and Fayol (1930) for example prescribing highly centralized structures in the interest of organizational effectiveness and the most efficient use of resources. More recently, decentralization in organizations has been seen to more favour than in centralised approach especially with corporations growing in size. There has been a growing interest in the decentralization of human resources management function (Purcell and Ahestrand, 1994; Marginson et al, 1998; Hall et al (1998). The Basic Education Act
(2013) mandated the establishment of Board of Governors (Board of Management) comprising of parents and other members of the community. BOMs play a central role in the administration of schools and have been given authority to influence and control important issues such as school budget, discipline, appointment and promotion of teachers and administrative staff. The Basic Education Act (2013) mandates BOMs of public secondary schools to run schools in delegated authority. Republic of Kenya (1967) empowered TSC to recruit and employ teachers to public secondary schools in Kenya. However, TSC (2007) directed that all vacancies for secondary schools be advertised and interested candidates should apply to the respective school BOMs and all eligible candidates must be given a chance for the interview. In this respect TSC delegates its authority to the BOG to conduct the recruitment on its behalf.

According to Kipsoi and Sang (2008), delegation of teachers’ recruitment to the school boards has created a lot of controversy. Some schools refuse to shortlist qualified applicants who pose a threat to their identified candidates, while others keep their interview dates a secret so as to achieve their sinister motives. Other schools recruit candidates who do not meet the qualifications so long they have a degree certificate with no relevant teaching subjects on their transcripts.

According to Kipsoi and Sang (Ibid), school board members’ knowledge on educational matters is wanting and the recruitment process is inefficient and subject to manipulation. The study concluded that the general management of secondary schools is weak due to lack of management capabilities of the school boards.
TSC (2002) indicated that the shift from supply driven to demand system of teachers’ recruitment would ensure staff retention in schools, ensure equitable distribution of teachers in schools and improve efficiency of TSC in service delivery to schools. Nevertheless, teacher recruitment has remained an issue in most public schools in Kenya (Otieno, 2007). The TSC (2007) for instance observed that certain schools in Nyando District had their selection exercise cancelled because of complaints of biasness from BOG and failure to adhere to guidelines. Fears that the exercise is marred by irregularities justify the study. This is because of allegations that local intrigues and biasness could be affecting the outcomes of the exercise in the county.

1.2 Statement of the Problem

Although the government of Kenya has established strategies to enhance equitable distribution of teachers in Kenya, there have been challenges in the decentralisation of teachers’ recruitment in Kenyan secondary schools (Oirere, 2005). The Teachers Service Commission has veto powers to employ teachers after teachers have been selected by BOG, hence leading to delays in posting teachers already recruited and thus affecting the efficiency of the exercise.

The recruitment exercise since it started in 2003 has been dogged by complaints of irregularities Kipsoi & Sang (2008). Persistent complaints from teachers who fail to secure jobs during recruitment by BOG due to biasness and interference by influential stakeholders has led to the inefficiency of the exercise (TSC, 2007).

There have been disparities in distribution of subject teachers with some areas being evenly distributed, while in other areas teachers are unevenly distributed contrary to
the aim of the recruitment of teachers’ policy (Aloo et al, 2011). To fill the knowledge
gap that exists, this study set out to investigate, what were the challenges facing
school based teacher recruitment in Mombasa County?

1.3 The Purpose of the Study
The purpose of this study was to identify the challenges faced by BOGs in the process
of recruitment of secondary school teachers in public schools in Mombasa County.

1.4 The Objectives of the Study
The study was guided by the following specific objectives:
1. To determine factors affecting teachers’ recruitment in public secondary schools.
2. To investigate whether BOG members follow the recruitment criteria in selection
   of secondary school teachers.
3. To establish personnel and political factors that affect BOG members in
   conducting their role of teachers’ recruitment.
4. To determine other challenges BOG face as they perform their role of teachers’
   recruitment.
5. To determine how challenges that face BOG in teachers’ recruitment may be
   resolved.

1.5 Research Questions
i. What are the factors affecting teachers recruitment in public secondary schools?
ii. Do BOG members follow the recruitment criteria in selection of secondary
    schools teachers?
iii. What are the personnel and political factors affecting BOG members in their role of teachers' recruitment?

iv. What are other challenges that face BOG in teachers' recruitment?

v. How can the challenges that are faced by BOG in teachers' recruitment be resolved?

1.6 Assumptions of the Study

The study was carried out on the basis of the following assumptions-That all the respondents would give genuine, truthful and honest responses to the questionnaires. That public secondary schools were facing challenges related to the recruitment of teachers. All the schools in the sample had teachers recently recruited by the BOG members.

1.7 Limitations of the Study

The research may not be generalized since the research only covered Mombasa County. Similar studies should be carried in other Counties to overcome this problem. Some respondents delayed in filling the questionnaires hence the researcher had to constantly remind them. Some teachers might have overrated themselves on desirable traits and underrated themselves on undesirable traits. The researcher was to remind the respondents that the information they would give would be treated with confidentiality. Time was not enough for the researcher to visit and collect data in all the secondary schools in the County.
1.8 **Delimitations of the Study**

The study confined itself to challenges that faced BOGs in school based recruitment of secondary teachers in Mombasa County though there are other challenges facing BOGs. The study dealt with only public secondary schools leaving out private secondary schools in the County.

1.9 **Significance of the Study**

The findings of this study is important in many ways. The findings is useful to all those charged with the responsibility of teachers’ recruitment. The findings of the study could provide data on how BOGs are carrying out the recruitment exercise. The study will also add to the body of knowledge of teachers’ recruitment in secondary schools besides filling gaps in research which could prompt other researchers to similar studies in other Counties. The study can also provide knowledge that may be used to design interventions aimed at reducing challenges facing BOG in teacher recruitment in Mombasa County.

1.10 **Theoretical Framework**

The theoretical framework that the study adopted is the Discrepancy model of Teacher Recruitment (DMTR). According to Malusi (1990) the discrepancy model postulates that the goal of the discrepancy investigation is to look for differences or gaps between what was intended and what has actually happened or other aspects of the programme should be in agreement.

According to this model the main areas to look for in the discrepancy in the school-based teacher recruitment policy are policy plans on one hand and actual policy implementation on the other hand, planned objectives versus actual outcomes, differences between assumptions and the reality, discrepancy between different aspects of the policy.
In the Theoretical Framework model if recruitment policy is implemented properly it can produce the desired outcomes. The TSC has developed a recruitment policy but its implementation on the ground is different from what was envisaged.

According to Aloo et al (2011), if school based recruitment was effectively implemented then it would lead to an even distribution of teachers and efficiency in recruitment of teachers. On the contrary if not effectively implemented it would lead to poor distribution of teachers thus inefficiency in teacher recruitment practices.

1.11 Conceptual Framework

In the Conceptual Framework model the independent factors are challenges facing school based teachers’ recruitment in public secondary schools in Mombasa County. The dependent factors are efficiency in teachers’ recruitment, even distribution of teachers and retention of teachers in schools. The intervening variable is the school based recruitment policy.

TSC: Staffing department of TSC shall spearhead the implementation process. It shall identify teacher shortages, seek approval from MOE, develop recruitment guidelines, advertise approved vacancies, Induct agents on teacher recruitment process, distribute guidelines and employment forms to the recruiting agents, receive interview documents, and issue appointment letters.

BOG: Conduct selection interviews, submit selection lists duly completed, employment forms and board minutes to the TSC, receive appointment letters and deploy recruited teachers to the schools.

Shortlisting Panel: To shortlist three candidates for each advertised post.

Interview Panel: To interview the candidates.

CDES: Management of teachers as agents of TSC.

MOE: Management of education in the country.
CHALLENGES OF TEACHERS' RECRUITMENT
PERSONNEL FACTORS
RECRUITMENT CRITERIA
POLITICAL FACTORS

EFFICIENCY IN RECRUITMENT OF TEACHERS
- QUALITY TEACHERS
- GOOD PERFORMANCE

DISTRIBUTION OF TEACHERS
- TEACHERS EVENLY DISTRIBUTED

TEACHERS RETENTION

SCHOOL BASED TEACHERS' RECRUITMENT POLICY

Independent variables

Intervening variable

Dependent variables

Figure 1: A Conceptual Framework Model Showing Factors Affecting School Recruitment of Teachers in Secondary Public Schools
Figure 1 shows the relationship between the dependent and independent variables of the study. As shown in the figure the efficiency in recruitment of teachers could be affected by personnel and political factors of teachers’ recruitment and also by the criteria used in the exercise. Political interference will lead to irregularities in the recruitment exercise. Another challenge involving criteria used in the recruitment is that of some panels disregarding some of the guidelines hence leading to biasness in the exercise Kipsoi & Sang (2008). Personnel factors like non representative from TSC make recruitment exercise non-transparent. The effects of these variables on the effectiveness of the recruitment exercise could also be influenced by school based recruitment policy by the Government which if properly implemented would lead to even distribution of teachers and also retention of teachers in schools (Aloo et al, 2011).
1.12 Operational Definitions of Central Terms

Decentralisation - Refers to the process of devolving power from TSC headquarters to school levels.

Recruitment – Refers to the process of attracting, screening and selecting qualified people for a job.

Challenges – Refers to the problems or difficulties encountered in the process of teachers recruitment by the BOG.

Deployment – Refers to the first time a teacher is posted to a station after appointment.
2.1 Introduction

The overall goal of TSC is to establish and maintain a sufficient and professional teaching service for public educational institutions in the country. Over the last decades the commission has undertaken a number of reforms initiatives in order to improve the quality of service delivery which includes decentralization of agency functions to the districts and school levels which aims at bringing services closer to the users. Following government embargo on recruitment in the public sector in 1998 the automatic employment of trained teachers ceased. Consequently in 2001 the commission adopted a new policy of recruiting teachers on the basis of demand and availability of vacancies.

In line with this new policy the recruitment process has been decentralized to the districts and the schools levels. Since 2001 the implementation of the decentralised demand driven teacher recruitment has been undertaken using guidelines, which are revised every year before recruitment exercise.

Although teacher recruitment has been carried every year there has been no documented policy to guide the exercise. Therefore the development of a policy document on teacher recruitment and selection is a milestone in enhancing efficiency in teacher recruitment and selection. Ibrahim Hussein, the then TSC commission chairman (TSC, 2006). The decentralized demand driven method of teacher recruitment has faced new challenges including inadequate capacity at district and school levels to manage the recruitment process. This has resulted to complaints
bordering on tribalism, nepotism and sectionalism. In recognising the needs to ensure that the recruitment process is conducted effectively and efficiently the commission has developed a documented policy on teacher recruitment and selection. (Lengoiboni, G.K., 2006)

2.2 Teacher Recruitment Criteria

In august 2003 the Kenya government announced 2,350 vacancies in secondary schools Kipsoi and Sang (2008). The BOG conducted interviews for secondary school places, the list of selected candidates was then sent to the TSC for ratification and employment. To ensure transparency and accountability the TSC sent two commissioners to each province to monitor the exercise and any questions or irregularities were to be brought to the attention of the respective provincial directors of education. (Daily Nation, July 31st, 2003).

The chairman of the TSC cautioned against generalisations, saying the case of irregularity, the names and specific details should be given to the organization or its agents for action. The interviewing boards were given guidelines on how to select the candidates. Among other considerations were given to those who graduated earlier, had work experience under boards or private schools and had special talents. To ensure teachers balance across the districts, those employed were supposed to stay in the same station for five years before seeking transfers.

Since 2001, the government has been recruiting teachers at schools and district level, in a move intended to decentralize teachers' management (Daily Nation, August 20th, 2003). Arising from the decentralization of teacher recruitment the BOG is expected
to conduct a selection exercise for the advertised vacancies for teachers in the school. The names of the candidate’s ranked number one to three during the selection process for each vacancy will be presented to the commission.

The selection panel will be required to exercise the highest degree of professionalism and transparency as stipulated in the public officer ethics Acts (Government of Kenya, 2013). The head teacher is expected to appraise the panel members on the relevant sections of the Acts before commencement of the selection exercise. If in doubt seek the assistance of the TSC or MOE headquarters for any justifiable reason the dates of interview are changed each shortlisted candidate should be notified within sufficient time. Lists of all applicants for the advertised vacancies must be forwarded to TSC in the approved format. Disability is not inability and hence candidates with disabilities should not be discriminated against. Candidates from any part of Kenya are eligible (TSC, 2007).

Any candidate who is not ready to teach in a school for at least five years should be disqualified from the selection exercise irrespective of the credentials the candidate possess. After assessment each candidate individually, the panel should work out the candidate’s scores. Once the exercise is completed the results must be communicated to all the candidates the same day. Only the top candidate from the merit list for every vacancy is to be issued with employment forms, if not previously registered. The completed forms should be submitted to the secretary, BOG. Candidates who are trained teachers and have both the academic certificates and transcripts are the only ones to be considered for selection (TSC, 2007). After selection exercise the head teacher should personally submit the following documents to the TSC completed
application for employment with certified photocopies of academic certificates, professional certificates and transcripts in respect of each candidate. A certified photocopy of the identity card and two passports size photographs of the candidate. A list of all applicants for the advertised vacancies, (clearly mark the candidate who fail to appear). The BOG minutes showing clearly the selection process and performance of each candidate binding him or her to teach in the station for a minimum period of five years (TSC, 2007).

Applicants are expected to be professionally qualified having gone through training in pedagogical skills in the relevant subjects. They should provide evidence of teaching practice as part of training, for purposes of score distribution, year of completion of professional training is considered. To have ability to understand the content of KCSE syllabus in his/her areas of specialization. To show willingness to participate in co-curricular activities and other duties assigned by the head. To be able to communicate effectively. Previous teaching experience will be an added advantage (TSC, 2007).

2.3 Other Challenges Facing BOG in Teacher Recruitment Duties

Governments all over the world and employers should strive for equity in teacher recruitment ensuring that rural, post conflict areas (where applicable) and other hard to reach areas are staffed with qualified teachers (UNESCO 2006). The key challenge in Africa towards the progress to EFA is the severe shortage of qualified teachers in the region. 2.1 million Primary school teachers have been recruited between 2008 and 2015 to bridge the gap (Darkar Framework for Action, Dakar 2000). In addition to significant number of teachers at the pre-primary and post-primary school levels
should be recruited. The need is even greater when there is massive deployment of teachers with insufficient training is taken into account. Addressing this challenge it is imperative and urgent for African countries as it is for the international community. It demands that we meet our collective commitments and agreed upon six wide ranging goals to be met by 2015 (Dakar Framework for Action, Darkar, 2000). Our ability to realise the goals of EFA is dependent upon our ability to address the worldwide shortage of teachers (UNESCO, 2011).

In Zambia, deployment of trained teachers depends on funds allocated to this exercise in the national budget. The number of teachers is determined by the amount allocated to the MOE. There has usually been a delay in deployment since 2003 and the delays have affected the delivery of quality education because teachers walk the streets for too long and lose the methods they learned in the college (Phiri, J. T. 2008). Deployment of teachers is also characterised by a strong discrepancy between urban and rural areas. Most teachers prefer to work in urban areas which cause an enormous shortage of trained teachers in remote areas. Bonuses for teachers in remote areas are clearly not sufficient to compensate for the hardships and lack of appropriate housing they are facing. Lack of housing is a major obstacle to teachers' recruitment and retention in the rural areas World Bank (2006).

Research done in Massachusetts, Michigan and Florida, reports that there is no guarantee that decentralized hiring strategy would render itself efficiency due to many reasons (Liu, E. and Johnson, S. 2006).
On her research on decentralization Githaiga (2008) argues that recruitment panels take a long time to understand the process of recruitment. She also argues that there is interference from the stakeholders, teachers, politicians, relatives and friends, lack of qualified personnel and poor transport system. According to study carried out by Sang (2005) it revealed that there are difficulties faced by head teachers in school management that are attributed to the BOG.

Head teachers point out that their relationship with board members is not cooperative during teacher recruitment. This shows the existence of conflict of views between the two parties during teachers' recruitment. School heads accuse some board members of over domineering in decision making and management with little recourse to head teachers' advice.

Head teachers also cited difficulties originating from board members illiteracy and lack of dedication as sources of problem in teacher recruitment. The recruitment exercise since it started in 2003 has been dogged by complaints of irregularities Kipsoi & Sang (2008).

Some of the negative outcomes of the school based teachers' recruitment policy include unnecessary delay by TSC in posting teachers already recruited by schools. TSC is also slow in replacing teachers who have left through natural attrition who have been promoted to Deputy principal ship, Manipulation of the recruitment process to suit interests of certain individuals in the society, Some schools refuse to shortlist qualified applicants in favour of their preferred candidates (Aloo et al., 2011).
Zimbabwean decentralised teachers recruitment policy in 1998 faced challenges of nepotism, favouritism, bribery and corruption were rampant as a result the policy was centralised again (Wadesango et al., 2012).

The study will give recommendations on how to improve the effectiveness of BOG. The study will also help MOE to develop criteria for appointment of members of BOG.

2.4 Personnel Factors of Teachers' Recruitment

Teachers' selection and recruitment should involve school management. The selection process is reported to be meaning when school are involved (Abdou, 2012). The role of the central education office in this context is to set the general standards for teachers' selection giving the schools sufficient autonomy to make the final decision to fit the involved school best.

Developed standardized interviews are commonly administered because they are considered as a medium cost approach (Wisedarling, H. and Berry, 1998). Recruitment like all aspects of human resource management requires careful planning to be successful (Pynes, 1997). One of the challenges to New York schools is that most research on teachers' recruitment procedure is based on case studies and inclusive to all the states policies. Policy makers tend to utilise the results of these case studies to issue wide-spectrum recommendations (Balter and Duncombe, 2005). In Kenya secondary schools the selection panels comprise the following eight members.
Chairman, BOG - Chairman

Head teacher - Secretary

Deputy Head teacher - member

Subject teacher (preferably head of subject) - member

Three other members of the Board one of whom should be

Educationist - member

Educational officer in relevant areas / subject inspector in the District Education Office - member

Total - 8 members (TSC, 2007)

According to study conducted by Sang (2005), teachers and their heads agree that board members decision are biased and depended on whether the case or matter involved a relative, friend, clansman or political foe. Most board members may not be able to interpret the guideline and implement it. Board members are not selected on merit and have no proven track record making the process of teacher recruitment inefficient and ineffective.

According to study conducted by Githaiga (2008) she found that some of the selection panel did not have the recommended number of the people that make up the panel. This was a challenge since there was nobody to ensure that TSC guidelines were followed. It was revealed that some BOG members had low educational standards or illiterate. The study also revealed that a number of the BOG members were not aware of the guidelines set by the TSC. Most of the BOG members had vested that they had their own favourite candidate interest in the recruitment process in that they forced into being selected.
2.5 Political Factors of Teachers' Recruitment

According to study conducted by Wichenje et al (2012), found interference from the sponsors and politicians were found to be the challenges that head teachers face while recruiting teachers. This is because the interests of the sponsors and politicians were represented on BOG. The sponsors on the other hand would like to secure their religions interests in the schools. They influenced the outcomes of the recruitment and selection process to protect their interest. Those head teachers who broke ranks with the sponsors and politicians were threatened with the transfers.

The TSC chief executive warned county directors that they would be held personally responsible for any malpractices that occur during the recruitment exercise. The TSC boss called on them to ensure that the exercise was transparent and above political interference. (Daily Nation august 7; 2012). In a study conducted by Mukherjee (2011), World Bank is concerned over sale of teaching posts in India. Notwithstanding the government’s tall claims about education reforms, the World Bank observed that corruption in teacher’ recruitment was a major factor responsible for the poor quality of teaching in the country.

In a recent report on the status of secondary education in India the international body has expressed concerns about practices like ‘sale of teaching posts’. Teacher candidates are frequently required to pay between Rs 1,00,000-2,00,000 (Indian Rupees ) in order to be selected usually to the school head master the world bank said citing a study on financing of secondary education World Bank (2004). The proposals for recruitment, placement and transfer of government teachers are often subjected to political interference which further reduces accountability.
Political influences on education in Pakistan, given their limited time in office they prefer highly visible fast payback schemes, improving the quality of education takes time but apart from building new schools education is not an attractive political investment World Bank (2004). Pressure for patronage based employment of unskilled staff, according to World Bank study this has had a damaging on performance of government service. The study noted that a retrogressive step was taken earlier this year when according to a decision of the federal cabinet, the federal public service commission is no longer to be involved in the process of recruiting staff to grades 11-16. Thus provincial service commissions would henceforth be free to recruit staff without supervision from federal level. Political pressures are a major factor in the counting high level of transfers of senior staff.

The Bank reports that the problem is clearly chronic at the provincial level. This extends to districts because the provinces retain the power to appoint, post and transfer all staff above grade 16, which includes education officers and head teachers. This is a highly politicised arrangement to influence transfers throughout the districts. By threat of unpleasant transfer, or promise of an attractive one, a senior staff member can be put under pressure to accede to the transfer of a junior staff including school teacher (World Bank, 2004). According to study by Aloo et al (2005), observed that some schools have influential stakeholders particularly politicians who were keen in following up recruitment issues with the TSC for their schools unlike in other schools hence leading to biasness during teacher vacancy declarations. In a study by (Oirere, 2005) the recruitment exercise is marred by malpractices which include discrimination of the non-local candidates leading to irregularities and political interference.
The study will give recommendations to the government such that it reviews the curriculum system of managing public secondary schools. These will make the schools to attract more professionals and allow equitable participation of all stakeholders.

2.6 Summary of literature review

Review of literature increasingly shows uneven or unbalanced distribution of teacher at different levels and areas in various countries in the world. There is serious distribution inequality of quality teachers in schools in both developed or developing countries. The situation is influenced by teachers' quality performance, geographical location of the school, either rural or urban and supply of teachers (Mulkeen et al., 2004). From the literature review it is evident that BOGs in public secondary schools faces a lot of challenges across countries. These challenges include political interference, low educational standards of BOGs, nepotism, favouritism, bribery and corruption. Although several studies have been done on BOG'S management of secondary schools, none has been done on challenges facing BOGs in school based teachers' recruitment in Mombasa County. This study then intended to fill this gap by investigating the challenges faced by BOGs in teachers' recruitment in secondary schools in Mombasa County.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
This chapter constitutes the blueprint for the collection, measurement and analysis of data. It provided answers to such questions as what techniques were used to gather data, what population was studied, and how the data collected was analysed.

3.2 Research Design
The study employed a descriptive survey design. Descriptive design attempts to obtain pertinent and precise information concerning the current status of phenomena and where possible draw valid general conclusion from facts discovered (Lokesh, 2004). Borg & Gall (1989) noted that descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators. The study fitted within the provisions of descriptive survey research design because the researcher collected data and reported the way things are without manipulating any variables.

3.3 Study locale
The research was conducted in Public Secondary Schools in Mombasa County Coast Province. The County has four districts namely Mvita, Likoni, Changamwe and Kisauni. The location was chosen because the researcher having worked in the areas for many years has an interest in the area and the schools were accessible to him.

3.4 Target Population
The study targeted all Principals and teachers of public secondary schools in Mombasa County. There are thirty (30) secondary schools in the County, from where
the target population of the study came from. The County has: 12 Mixed Secondary Schools; 9 Boys' Secondary Schools, 9 Girls' Secondary Schools.

3.5 The Sample and the Sampling Procedure

A small sample of these thirty schools was targeted for this study. Out of these thirty schools, the researcher selected twelve schools to participate in the study. The sample was 40% of target population which is higher than 10% considered minimum for educational research (Mugenda and Mugenda, Ibid).

Simple random sampling was used to select ten teachers from each school. Twelve head teachers from the selected schools were included in the sample. The total sample was one hundred and thirty two subjects giving a minimum of between 10% -30% of target population as recommended by (Mugenda and Mugenda, Ibid). Since most of the schools in the County were day schools, most of the teachers do not live in the school compound. The sampling of the schools was done as shown in Table 3.1.

Table 3.1: Sampling of Public Secondary Schools in Mombasa County.

<table>
<thead>
<tr>
<th>Schools</th>
<th>Total Number of Schools</th>
<th>Numbers Selected</th>
<th>Selected (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls’ Schools</td>
<td>9</td>
<td>2</td>
<td>22.2%</td>
</tr>
<tr>
<td>Boys’ Schools</td>
<td>9</td>
<td>2</td>
<td>22.2%</td>
</tr>
<tr>
<td>Mixed Schools</td>
<td>12</td>
<td>4</td>
<td>33.3%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>8</strong></td>
<td></td>
</tr>
</tbody>
</table>

Table 3.1 shows that 2 Girls’ schools were sampled out of 9 schools in the County giving a sample of 22.2%. Two Boys’ schools were also sampled out of the 9 schools
giving a sample of 22.2%. On the other hand 4 mixed schools were sampled from the 12 schools in the County-giving a sample of 33.3%.

Table 3.2: Sampling of Respondents

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Total Number of Schools sampled</th>
<th>Sample per school</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>12</td>
<td>10</td>
<td>120</td>
</tr>
<tr>
<td>Principals</td>
<td>12</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
<td><strong>11</strong></td>
<td><strong>132</strong></td>
</tr>
</tbody>
</table>

Table 3.2 shows that ten teachers were sampled from each school giving a total of 120 teachers. The principals from the sampled schools were also targeted by the study giving a total of 12.

3.6 Research Instruments

The study employed questionnaires to collect data. Questionnaires provide cheap means of collecting data from a large number of people. Each item in the questionnaire was developed to address a specific objective or research question of the study. Two sets of questionnaires were used, one for the teachers and the other one for the head teachers. Gay (1992) maintains that questionnaires give respondents freedom to express their views or opinion and also to make suggestions. It is also anonymous. Anonymity helps to produce more candid answers than is possible in an interview.

Both open ended and closed questions were included in the questionnaires. In order to enhance validity of the questionnaires, the researcher constructed the items in close consultations with his supervisors.
3.7 Pilot Study

According to Wiersma (1995), it is necessary that research instruments be piloted as a way of determining validity and reliability. The research instruments were piloted in two schools in the County (which was not included in the final sample) involving 2 head teachers and 6 teachers. The purpose for piloting was to identify any ambiguous or wrongly worked items and revised them enhancing the reliability of the instruments.

3.8 Validity

Validity is defined as the accuracy and meaningfulness of inferences, which are based on the research results (Mugenda and Mugenda, 1999). According to (Borg and Gall, 1989), Content validity of an instrument is improved through expert judgement. As such the researcher sought assistance of his supervisors who as experts in research helped in improving content validity of the instruments.

3.9 Reliability

Reliability is defined as a measure to which a research instrument yields consistent results or data after a repeated trials (Wiesma, 1995). The pilot study enabled the researcher to discuss the clarity of the questionnaire items so that those found to be inadequate or vague were modified to improve the quality of the research instruments thus increasing its reliability.

Reliability was also tested by subjecting the instruments to pilot study through split-half techniques and then using Spearman Brown formula to compute a reliability coefficient.
The study therefore got a correlation coefficient of 0.72 which is about 0.7. According to Orodho (2008), a correlation co-efficient of about 0.7 is high enough to judge the instruments as reliable for the study. The researcher therefore considered the instruments to be reliable.

3.10 **Data Collection Procedures**

The researcher obtained a letter of introduction from Kenyatta University to carry out the study. The researcher got a research permit from the Ministry of Education, that is, from District Educational Officer, Mombasa County. After this, the researcher visited the sampled schools and notified the principals of his intention to conduct the study in the schools. A date was set with the participants when the researcher was to visit the schools and gave out the questionnaires. The respondents were assured that strict confidentiality would be maintained in dealing with the responses. The head teachers and teachers were given one day to fill in the questionnaires after which the filled-in questionnaires were collected the next day.

3.11 **Data Analysis**

After the data was collected, the filled in questionnaire was scored manually. The researcher coded the data by giving same code to respondents who gave similar answers to questions and later counted. This was done through direct counting from the questionnaires. Both qualitative analysis involving thematic analysis using
categorization of related themes (cut and paste method) and descriptive statistics involving tabulations, graphs and percentages were used to present the data. Peil (1995) maintains that when making the results of the research known to a variety of readers, percentages are easy to understand and calculate. Best and Khan (1989) hold that mostly used and understood standard proportions used are the percentage. Care was taken by the researcher to note the number of respondents who expressed their views. This informed the basis for drawing conclusions.
CHAPTER FOUR

FINDINGS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter presents the findings of the study. The purpose of this study was to establish the challenges facing school based teachers’ recruitment in public secondary schools in Mombasa County. A sample of 132 people which comprised of 120 teachers and 12 principals was studied. A total of 120 respondents filled and returned the questionnaires. This was a 90.9% response rate. The findings of the study are as presented in the following sections.

4.2 Respondents’ General Information

In this section, the researcher sought to get information on the respondents’ gender and teaching experience. The findings of the study were as presented in the following sections.

4.2.1 Distribution of the Teachers by Gender

Seventy five (62.5%) of the respondents were male while 45 (37.5%) were female. These are presented in Table 4.1. Thus there are more male teachers than female teachers in Mombasa County. This might be due to the fact that there are more male applicants than female applicants during teachers’ recruitment.

<table>
<thead>
<tr>
<th>Table 4.1: Distribution of Sampled Teachers  N = 120</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency (f)</td>
</tr>
<tr>
<td>Male</td>
</tr>
<tr>
<td>Female</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>
4.2.2 Distribution of Teachers by Experience

Fifty one (42.5%) of respondents had worked for 2 years while 25% had worked for 3 years, 24 (20%) teachers had worked above 3 years and 15 (12.5%) teachers had worked for less than a year. From the findings of the study, it is clear that most of the teachers who were interviewed were recruited by the BOGs and therefore were able to know the challenges that faced BOGs in recruitment of secondary teachers in Mombasa County. The findings of the study are as presented in Table 4.2.

<table>
<thead>
<tr>
<th>Experience in Number of years</th>
<th>Frequency (f)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1 year</td>
<td>15</td>
<td>12.5</td>
</tr>
<tr>
<td>2 years</td>
<td>51</td>
<td>42.5</td>
</tr>
<tr>
<td>3 Years</td>
<td>30</td>
<td>25</td>
</tr>
<tr>
<td>Above 3 years</td>
<td>24</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100</td>
</tr>
</tbody>
</table>

4.3 Factors Affecting Teachers' Recruitment in Public Secondary Schools

To answer the research question 1 on factors affecting teachers’ recruitment in public secondary schools, Principals and teachers were asked to indicate factors affecting teachers’ recruitment in public secondary schools in Mombasa County. The findings are presented in Table 4.3.
Table 4.3: Factors Affecting Teachers’ Recruitment as Indicated by Teachers and Principals N=100

<table>
<thead>
<tr>
<th>Factor</th>
<th>Frequency (f)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate Finances</td>
<td>45</td>
<td>45</td>
</tr>
<tr>
<td>Subject Combination</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>Vacancy</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>Locality of School</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Forty five (45%) of the respondents indicated that inadequate finances was one of the major factors affecting teachers’ recruitment. Twenty three percent (23%) of the respondents indicated that subject combination was a major factor. Seventeen (17%) of the respondents indicated that vacancy declaration also determined the teachers’ recruitment, as interviews are only conducted for the vacant positions declared. Fifteen (15%) of the teachers indicated that the location of the school also determined the number of advertised posts to be declared. They also indicated that urban schools are more favoured than rural schools as more vacant positions are declared in urban schools than in rural schools.

TSC only recruit teachers on yearly basis, but the funds are not enough to recruit all the teachers required in schools (TSC, 2007). Subject combinations are considered in recruitment policy so that schools do not have surplus in certain subjects that they do not need. Interviews are only conducted for the subject combinations which have been advertised, whereas a school might have a shortage in a subject combination which has not been advertised. Since 1998 when the government froze employment of teachers due to the huge wage bills, the Teachers Service Commission adopted a new
policy of recruiting teachers on the basis of demand and availability of vacancies (TSC, 2007).

The location of school with regard to proximity to urban setting influenced large number of teachers to transfer to urban schools to enable them pursue studies. Urban schools tend to attract more applicants than rural schools due to more facilities in town than in rural areas. From the findings of the study, it can be concluded that the geographical location of school will affect the school based teachers’ recruitment policy. The Teachers Service Commission has come up with a policy of extra earnings for teachers on additional certificates attained Teachers Service Commission (2002).

Deployment of trained teachers depends on funds allocated to this exercise in the national budget. The number of teachers is determined by the amount of funds allocated to the MOE (TSC, 2002).

4.4 Recruitment Criteria in Selection of Secondary Schools Teachers

To answer research question 2 on whether BOG members follow the criteria used in recruitment exercise, respondents were first asked to state the criteria used in teachers’ recruitment and indicate the most significant of the criteria.

Slightly above a quarter (26.7%) of the respondents indicated that academic and professional certificates were the most significant criteria in teachers’ recruitment. Similarly, a quarter (25.6%) of the respondents indicated that subject combination was the most significant criteria. Sixteen (17.8%) indicated that year of graduation
was the most significant criteria. Fifteen (16.7%) indicated that communication skills and co-curricular activities were the most important criteria. Minority (13.3%) indicated that previous teaching experience under BOG was the most significant criteria. The respondents’ responses are presented in fig 2.

Figure 2: Criteria Used in Teachers’ Recruitment as indicated by Teachers and Principals

KEY
A - Academic & Professional Certificates
B - Year of Graduation
C - Experience under BOG
D - Communicational & Co-curricular Activities
E - Subject Combinations
From the TSC recruitment policy B.Ed holders (first class honours) and masters degree holders earn 20% marks, the same marks as diploma holders with distinction. However, study findings which indicated that majority of the respondents rated academic qualifications and professional certificates as the most important factor during teachers’ recruitment. Teachers and principals also indicated that proper subject combinations should be advertised but sometimes schools get subject combinations they do not need. From the study findings, the academic qualifications one gets in college/university should score more marks during recruitment exercise. From the study findings it seems that BOG members are following most of the criteria of teachers’ recruitment. These criteria for teachers’ recruitment include, academic and professional certificates, length of stay since qualifying as a teacher, length of teaching in current station under BOG, communication ability, special talents and willingness to participate in core curriculum activities and other duties assigned by the Principal (TSC, 2007).

In investigating on whether BOG members follow recruitment criteria in selection of secondary school teachers, the study found that they followed most of the criteria outlined by the TSC.

4.5 Personnel and Political Factors Affecting BOG Members in Their Role of Teachers’ Recruitment

Research question 3 sought to establish the personnel and political factors affecting BOG members in their role of teachers’ recruitment. The study sought to find out the personnel and political factors affecting BOG Members in their role of teachers’ recruitment. Teachers and principals were asked how they rated those factors on
Likert scale. Numbers were assigned on the response options where 1 = very high, 2 = high, 3 = low and 4 = very low. Their findings are represented in Table 4.4.

### Table 4.4: Personnel and Political Factors of Teachers Recruitment as Indicated by Teachers and Principals

<table>
<thead>
<tr>
<th>Factor</th>
<th>Very High</th>
<th>High</th>
<th>Low</th>
<th>Very Low</th>
<th>TOT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Tribalism</td>
<td>44</td>
<td>36.7</td>
<td>18</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>10.8</td>
<td>45</td>
<td>37.5</td>
<td>120</td>
</tr>
<tr>
<td>Nepotism</td>
<td>28</td>
<td>23.3</td>
<td>39</td>
<td>32.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>12.5</td>
<td>38</td>
<td>31.7</td>
<td></td>
</tr>
<tr>
<td>Favouritism</td>
<td>43</td>
<td>35.8</td>
<td>21</td>
<td>17.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>19.2</td>
<td>33</td>
<td>27.5</td>
<td></td>
</tr>
<tr>
<td>Clanism</td>
<td>18</td>
<td>15</td>
<td>16</td>
<td>13.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>16.7</td>
<td>66</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>Regionalism</td>
<td>51</td>
<td>42.5</td>
<td>8</td>
<td>6.7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>15.8</td>
<td>42</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Political Interference</td>
<td>32</td>
<td>26.6</td>
<td>41</td>
<td>34.2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>27</td>
<td>22.5</td>
<td>20</td>
<td>16.7</td>
<td></td>
</tr>
</tbody>
</table>

From the study findings, slightly above half of the respondents (54.7%) indicated that tribalism was generally high, while 45.3% of the respondents indicated that it was generally low. Majority (55.8%) indicated that nepotism was generally high, while 44.2% indicated that it was generally low. Nepotism involved some BOGs influencing recruitment of relatives and friends. Applicants with low qualifications were hired because they were related to BOG members, leaving out more qualified applicants. Majority of the respondents (71.7%) indicated that regionalism is generally low, while 28.3% indicated that it was generally high. Regionalism involved recruitment of the teachers residing in Mombasa County only. In some instances applicants were supposed to have a voters’ card to be recruited in a school in the
constituency in Mombasa County. Slightly above half of the respondents (53.3%) indicated that favouritism was generally high, while 46.7% indicated that it was generally low.

Favouritism involved BOG members giving special treatment to some applicants. This made the recruitment exercise to be unfair to some candidates. Almost half of the respondents (50.8%) indicated that political interference was generally high while 49.2% indicated that it was generally low. Political interference involved politicians where the school was located influencing the decision on who was to be recruited for the job. Some of the politicians included area M.P, area Councillor among others. A previous study by Aloo et al (2011), on impact of the school based teacher recruitment policy on the distribution and retention of teachers in public secondary schools in Nyando District Kisumu Kenya, observed that some schools have influential stakeholders particularly politicians who influenced recruitment at the TSC for their schools unlike in other schools hence leading to biasness during teacher vacancy declarations.

In a study by Oirere (2011), the recruitment exercise is marred by malpractices which include discrimination of candidates from other Counties leading to irregularities and political interference. These findings resonate with the researcher’s findings. The study also found that more than half (50%) of the respondents indicated that factors like tribalism, favouritism and political interference was generally high. Thus teachers’ recruitment in secondary school is biased. Clanism involved some BOG members who had a common ancestor favouring their own members in the recruitment exercise. The findings include, BOG paid less attention on qualification
of teacher than clanism; they want their own people regardless of qualification or competence, corruption, nepotism and also BOG having a negative influence on the recruitment process. Such practices and behaviours are likely to undermine the effectiveness of the recruitment policy.

In support of these findings Aloo et al. (2011) found out that the recruitment exercise is marred by malpractices which include discrimination of the non-residential candidates leading to irregularities and political interference. The BOGs practices, conduct and/behaviours may result in ineffective teaching staff and therefore undermine the school-based teacher recruitment process.

4.5.1 Educational Standards of BOG Members

In establishing personnel and political factors affecting BOG members in their role of teachers’ recruitment, teachers and principals were asked how they rated educational standards of BOG members on Likert scale. Numbers were assigned on the alternatives to choose from where 1 = very high, 2 = high, 3 = very low, 4 = low

The educational standards are as follows-

Very high – Graduate and above
High – Diploma level
Low - Form four graduate
Very low - Standard eight graduate and below

Results are presented in diagram shown in figure 3.
Figure 3: Educational Standards of BOG Members as Indicated by teachers and Principals

From Figure 3, Fifty one (42.5%) of the respondents indicated that BOG members had high educational standards, slightly above a quarter (29.2%) of the respondents indicated that BOG members had very low educational standards, twenty (16.6%) of the respondents indicated that BOG members had low educational standards, while 11.7% of the respondents indicated that BOG members had very high educational standards.

From the study findings, most of the BOG members had high educational standards, and therefore were able to follow the guidelines during teachers’ recruitment. However in some schools, BOG members had very low educational standards, and therefore this could affect their ability to follow TSC guidelines during teachers’ recruitment. These findings corroborate previous research done by Githaiga (2008). It was revealed that some BOG members had low educational standards or illiterate.
The study also revealed that a number of the BOG members were not aware of the guidelines set by the TSC.

4.6 Other Challenges Facing BOG in Teacher Recruitment Duties

On research question four on other challenges BOG face as they perform their role of teachers’ recruitment, the researcher identified other challenges which are discussed below.

4.6.1 Challenges on Number Required to Make a Recruiting Panel

In order to find out challenges on teachers’ recruitment criteria teachers were asked if they knew the number required to make a recruiting panel. They did this by responding to the item in the respondents questionnaires. From their responses, frequencies and percentages were calculated. Results are presented in Figure 4

![Figure 4: Teachers' Opinions on Number of People in Teachers Recruitment Panel](image-url)
From the study findings 50% of the teachers did not know the number required to make a recruiting panel. This also shows that most of them did not know the criteria of teachers’ recruitment. Fifteen (18.75%) of the respondents are not even aware of the existence of a recruitment panel. It is only 31.25% of the teachers who knew the number of who should constitute the panel. From the study findings only small percentage of the teachers are computer literate. This is because the TSC policy on teachers’ recruitment is on the TSC website which can be accessed by all teachers.

4.6.2 Challenges on Representation in the Recruitment Panel

The study sought to find out if there was representation from the TSC during teachers’ recruitment by the BOGs. Teachers were asked to indicate whether there was a representative from TSC during teachers’ recruitment. From their responses, frequencies and percentages were calculated. Results are presented in Figure 5.

![Figure 5: Teachers’ opinions on TSC Representation in the Recruitment Panel](image-url)
Figure 4.4 shows that (32.5%) of the respondents indicated that during teachers’ recruitment, there was a representative from the TSC. Another 32.5% of the teachers indicated that there was no representative from the TSC. Thirty five percent (35%) showed that they were unaware whether there was a TSC representative or not. From this study findings, it can be concluded that some recruitment panels had no TSC representative during teachers’ recruitment resulting in biasness against some candidates.

This is in agreement with a previous research conducted by Githaiga (2008) on Decentralization of Teachers Service Commissions Issues and Challenges, in Murang’a South District, Kenya. She found out that some of the selection panel did not have the recommended number of people that make a panel. This was a challenge since there was nobody to ensure that TSC guidelines were followed.

4.6.3 Teachers’ Distribution across Subjects

On research question four on other challenges BOG face as they perform their role of teachers’ recruitment, the researcher identified teachers’ distribution across subjects as another challenge. On teachers distribution by subjects the principals were asked to indicate how teachers were distributed across various subjects. The study sought data from principals on the impact of school based – teacher recruitment policy on distribution of teachers across subjects. The data obtained from the principals was shown in Table 4.5.
Table 4.5: Teachers Distribution across Subjects as Indicated by Principals
N=12

<table>
<thead>
<tr>
<th>Subject</th>
<th>Well Distributed</th>
<th>Fairly Distributed</th>
<th>Poorly Distributed</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>%</td>
<td>Frequency</td>
<td>%</td>
</tr>
<tr>
<td>Languages</td>
<td>4</td>
<td>33.3</td>
<td>6</td>
<td>50</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2</td>
<td>16.7</td>
<td>6</td>
<td>50</td>
</tr>
<tr>
<td>and Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td>4</td>
<td>33.3</td>
<td>6</td>
<td>50</td>
</tr>
<tr>
<td>Technical</td>
<td>4</td>
<td>33.3</td>
<td>6</td>
<td>50</td>
</tr>
<tr>
<td>and Applied</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The study findings reveal that the following subjects, languages, humanities, technical and applied subjects, mathematics and sciences were fairly distributed as indicated by half (50%) of the principals. The school-based teacher recruitment policy had fairly contributed to the distribution of teachers across subjects in schools. However 33.3% of the principals indicated that mathematics and science were poorly distributed, while 16.7% of the principals indicated that all the other subjects were poorly distributed. The poor distribution of teachers in mathematics could be due to failure of attracting enough teachers of the subject during recruitment.

All teachers were not well distributed in schools and across subjects, this might be due to the fact that TSC replaces only those who have left the profession without considering new schools that have been established especially with Constituency Development Funds (CDF schools). Such schools exist without adequate teachers hence affecting distribution of teachers in schools and across subjects. BOGs members face a challenge in recruiting teachers for these schools.
4.6.4 Challenges Related to Recruitment Responsibility

The researcher also sought opinion of the respondents to see who should carry the responsibility of recruitment. Numbers were assigned on the alternatives to choose from where 1=very good, 2= good, 3= very poor, 4= poor.

The result is tabulated in the Table 4.6

<table>
<thead>
<tr>
<th></th>
<th>Very Good</th>
<th>Good</th>
<th>Poor</th>
<th>Very Poor</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
<td>f</td>
</tr>
<tr>
<td>BOG</td>
<td>27</td>
<td>22.5</td>
<td>25</td>
<td>20.8</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>44</td>
</tr>
<tr>
<td>County</td>
<td>39</td>
<td>32.5</td>
<td>34</td>
<td>28.3</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>21</td>
</tr>
<tr>
<td>Director</td>
<td>55</td>
<td>45.8</td>
<td>30</td>
<td>25</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

From Table 4.6, 43.3% of the respondents were of the opinion that BOG was generally good (very good and good) in carrying out its recruitment duties, while majority of the respondents (56.7%) were of the opinion that BOG was generally poor (very poor and poor) in carrying out its recruitment duties. Majority of the respondents (60.8 %) were of the opinion that County Director was generally good in carrying out recruitment duties, while forty seven (39.2%) of the respondents were of the opinion that County Director was generally poor in carrying out recruitment duties. Eighty five (70.8 %) of the respondents were of the opinion that TSC was generally good in carrying out its recruitment duties, while 29.2% were of the opinion that TSC was generally poor in carrying out its recruitment duties. It was therefore clear that majority of the respondents wanted the exercise be done by TSC and County.
Director. However, this defeats the purpose of school-based teachers recruitment exercise. The resistance by the respondents on school-based teachers recruitment is perhaps because of abuses of powers by the BOG and other local officials. Gaynor (1998), on Decentralization of Education, Teachers Management. Washington D.C. World Bank argued that many other countries of the world where the question of who gets hired in a decentralized system is political, teachers are lobbying for a return to centralized control over their recruitment in an effort to eliminate misuse of power by local officials.

4.6.5 Challenges on TSC Efficiency in Teachers' Recruitment Exercise in Mombasa County

The study sought to find out the efficiency of TSC in the teachers' recruitment exercise in Mombasa County secondary schools. The respondents were asked their opinions regarding the role of TSC in the implementation of school based teacher recruitment exercise in Mombasa County. The respondents were asked to state whether TSC was very efficient, efficient, fairly efficient, or not efficient in carrying its recruitment duties. The respondents' responses are presented in the Table 4.7.

Table 4.7: TSC Recruitment Efficiency in Mombasa County as Indicated by Teachers and Principals N=120

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>Very efficient</th>
<th>Efficient</th>
<th>Fairly efficient</th>
<th>Not efficient</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
<td>f</td>
</tr>
<tr>
<td>Advertisement of teachers, vacancy</td>
<td>42</td>
<td>35</td>
<td>30</td>
<td>25</td>
<td>33</td>
</tr>
<tr>
<td>Quick response on recruited teachers and posting</td>
<td>12</td>
<td>10</td>
<td>48</td>
<td>40</td>
<td>42</td>
</tr>
<tr>
<td>Support during teachers' recruitment</td>
<td>8</td>
<td>6.7</td>
<td>23</td>
<td>19.2</td>
<td>28</td>
</tr>
<tr>
<td>Declaring the correct Vacancies</td>
<td>6</td>
<td>5</td>
<td>9</td>
<td>7.5</td>
<td>45</td>
</tr>
</tbody>
</table>
Teachers and principals totalling to 35% indicated that TSC was very efficient on the advertisement of teachers' vacancy. A quarter (25%) of the respondents indicated that TSC was efficient, while those who rated it as fairly efficient was 27.5%. Those respondents who rated it as not efficient was 12.5%. Respondents who rated efficiency on quick response on recruited teachers and posting as very efficient was 10%, those who rated it as efficient was 40%, while 35% of the respondents rated it as fairly efficient and 15% of the respondents rated it as not efficient. On support during teachers' recruitment by TSC 6.7% of the respondents rated it as very efficient, while 19.2% of respondents indicated that it was efficient, 23.3% of the respondents indicated that it was fairly efficient and 50.8% of the respondents indicated that it was not efficient. On declaring the correct vacancies by TSC 5% rated it as very efficient, 7.5% of respondents indicated that it was efficient, 37.5% of the respondents indicated that it was fairly efficient and half 50% of the respondents indicated that it was not efficient.

From the study findings it can be concluded that the school based teacher recruitment policy has played a role in improving efficiency in teacher selection practice in schools. This is because teachers are now supplied to schools based on demand and need of schools contrary to the former supply driven system where posting was haphazardly done leading to imbalances in other subject areas. Teachers Service Commission even after teachers have been selected by Boards of Governors does not post them immediately thus leading to inefficiency in the exercise. Persistent complaints from teachers who fail to secure jobs during the selection process have also been causing delays in teacher posting hence leading to inefficiency of the exercise as already mentioned by Teachers Service Commission (2007). In support of
these findings Oirere (2005) found that the speed of posting teachers by BOG took unnecessary long time.

Inefficiency in advertisement of teacher vacancies is because every year certain schools get chances to recruit while others with similar needs are not given the chance. In declaration of vacancies some schools are given vacancies they do not require due to poor records. They therefore end up with more teachers than they require. Subject Combinations in some instances are not correctly declared by TSC hence having some subject teachers who are underutilized in schools. This is in agreement with TSC findings TSC (2007).

4.7 Resolving Challenges Facing School Based Teachers' Recruitment

Research question 5 sought to establish how to resolve challenges facing school based teachers' recruitment. The respondents were asked to indicate how the challenges might have been resolved. Their responses are indicated in the Figure 6.

Figure 6: Suggested Strategies for Resolving Challenges of Teachers Recruitment in Mombasa County as Indicated by Teachers and Principals N=120

45
From Figure 4.5, respondents suggested various strategies of resolving the challenges of teachers' recruitment in Mombasa County. Majority of the respondents (86.7%) indicated that more time to prepare for interviews should be allocated. Most felt that travelling to different places which are far apart needs enough time for one to prepare for the interview. This is because applicants attend many interviews in different schools, since they are not sure whether they would get the job if they attended in one school. One hundred (83.3%) of the respondents felt that interviews should be held at a central place, that is the County headquarters. Seventy six (63.3%) of the respondents, felt that standardized interviews would be fair to all candidates. Some claimed that they were asked irrelevant questions such as whether one had registered as a voter in the constituency where the school was located.

Ninety five (79.2%) of the respondents, felt that BOG members should have a set minimum level of education so that they would be able to follow the recruitment policy guidelines. Sixty nine (57.5%) of the respondents, felt that there should be a national recruitment criteria which would be known to all the candidates for recruitment and the other stakeholders. There were respondents also who felt that length of stay out of employment as a teacher, since graduating should not be given much priority but merit should be given priority so as have quality teachers in schools. In support of these findings Wise darling Hammonds and Berry, (1998) found that developed standardized interviews are commonly administered because they are considered as a medium cost approach.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings of the study, conclusions and recommendations of the study. The chapter ends by giving suggestions on the areas of further research. The main objective of the study was to determine factors affecting teachers’ recruitment in public secondary school in Mombasa County, to establish criteria used by BOG in selection of secondary school teachers, to establish personnel and political factors that affect BOG members in conducting their role of teachers’ recruitment, to determine other challenges BOG face as they perform their role of teachers’ recruitment, to determine how challenges that face BOG in teachers’ recruitment may be resolved. The study targeted 120 teachers and 12 principals. Questionnaires were used to collect data from the respondents.

5.2 Summary

The findings of the study are summarised below as per the research questions.

5.2.1 Factors Affecting Teachers’ Recruitment in Public Secondary Schools

In establishing the factors facing teachers’ recruitment, the study found that inadequate funds, subject combinations, declaration of vacancy and locality of the school were major factors affecting teachers’ recruitment in public secondary school in Mombasa County. Forty five (45%) of the respondents indicated that inadequate finances was one of the major factors affecting teachers’ recruitment. The TSC should therefore consider these factors seriously when developing guidelines for teachers’ recruitment.
5.2.2 Recruitment criteria in Selection of Secondary Teachers

In establishing the criteria used by BOG in selection of secondary teachers the study found that most BOGs followed the recruitment guidelines. Slightly above 42% of the respondents indicated that BOG members had high standards of education. Hence teachers of higher quality would be recruited raising the educational standards. However, the study found that where there was no TSC representative, recruitment criteria was not followed resulting against biasness to some candidates. This was a challenge since there was nobody to ensure that TSC guidelines were followed.

5.2.3 Personnel and Political Factors Affecting BOG Members in their Role of Teachers' Recruitment

In establishing personnel and political factors in teachers' recruitment the study found that nepotism, favouritism, tribalism, educational standards of BOGs members and political interference affected teachers' recruitment greatly. More than half (50%) of the respondents indicated that these factors was generally high. These factors were challenges which resulted in biasness against some candidates.

5.2.4 Other Challenges Facing BOG in Teacher Recruitment Duties

In establishing other challenges BOG face as they perform their role of teachers' recruitment the study found that 50% of the teachers did not know the number required to make a recruiting panel. In some schools there was no TSC representative in the recruitment panel therefore resulting in biasness against some candidates. The study also revealed that a number of the BOG members were not aware of the guidelines set by the TSC. Fifty percent (50%) of the respondents indicated that TSC was not efficient in declaring the correct vacancies. The study also revealed that, TSC was not efficient in, giving support during teacher' recruitment as indicated by 50.8%
of the respondents. However 75% of the respondents were of the view that TSC was generally efficient in quick response on recruited teachers and posting. The TSC should therefore consider these factors seriously when developing guidelines for teachers’ recruitment.

5.2.5 Resolving Challenges Facing School Based Teachers’ Recruitment
In establishing how some of the challenges were resolved, majority of the respondents (86.7%) indicated that more time for interviews should be allocated. Most felt that travelling to different places which are far apart needs enough time so as one to prepare for the interview. Respondents suggested that interviews should be held at a central place that is the County headquarters, standardized interview for all candidates, a national recruitment criteria which should be known to all the candidates and the other stakeholders should be developed.

5.3 Conclusions
In the light of the findings and discussions it is appropriate to conclude that there are challenges facing BOG members in recruitment of secondary school teachers in Mombasa County. The findings of the study are concluded below as per the research questions.

5.3.1 Factors Affecting Teachers’ Recruitment in Public Secondary Schools
The government should allocate enough funds so that recruitment exercise can be done effectively. The TSC should declare correct vacancies for the teaching jobs irrespective of the locality of the school. Correct subject combinations should be advertised by TSC to avoid having underutilized teachers in some schools.
5.3.2 Recruitment criteria in Selection of Secondary Teachers

The TSC should continue monitoring schools so that they follow the recruitment guidelines. All stakeholders in schools should be made aware of the recruitment criteria and what it entails.

5.3.3 Personnel and Political Factors Affecting BOG Members

Some schools, BOG members had very low educational standards and therefore not able to follow TSC guidelines. Very low educational standards hindered BOG members from participating effectively in the recruitment exercise because they often lack the prerequisite skills necessary in the recruitment process. Political interference of politicians and vested interests of BOG members prevented them from choosing the best applicants for the teaching jobs.

5.3.4 Other Challenges Facing BOG in Teacher Recruitment Duties

Teachers were fairly distributed across subjects despite newly established schools having inadequate teachers. The study concluded out that the advertisements of teacher vacancies were marred by lack of transparency since the advent of school based teacher recruitment policy in public secondary schools in Mombasa County. The speed of posting teachers recruited by BOG took unnecessarily long. However, Teachers Service Commission was efficient in supporting the recruitment exercise.

5.3.5 Resolving Challenges Facing School Based Teachers’ Recruitment

In resolving the challenges facing school based teachers’ recruitment, some of strategies included developing standardized interviews for all the applicants. Interviews for the teaching job should be held at a central place that is the County
headquarters. The Teachers Service Commission should involve the District Education Office and head teachers more frequently to ensure that the exercise of declaring teacher vacancies is transparent. The Teachers Service Commission should post newly recruited teachers immediately after selection; this is because delays have been there due to persistence complaints from applicants who never got the teaching jobs. The Teachers Service Commission should decentralize appeals tribunals to immediately address complaints emerging from recruitment exercise.

5.4 Recommendations

i. Government should allocate enough funds for the recruitment exercise. This will ensure that recruitment exercise is done continuously throughout the year when needs arises.

ii. Applicants for teaching jobs should be given enough time to prepare for the interview ie interview date be known at least two weeks before the interview. This is because some BOGs reveal the interview date one day before the interview to some applicants.

iii. BOG members should have a minimum level of education form four certificate, so that they can understand TSC guidelines during teachers' recruitment.

iv. During the interview a representative from TSC should be present to ensure teachers' recruitment guidelines are followed strictly.

v. The Teachers Service Commission should post newly recruited teachers immediately after selection; this is because delays have been there due to persistence complaints from applicants who did not get the teaching jobs.

vi. Interviews for the teaching jobs should be held at a centralized place e.g. at the County level. This will ensure that TSC can be able to send a representative to
the entire forty seven Counties in the Country. Presently it is difficult to have a representative in all the recruiting schools in the Country.

vii. Standardized interview questions should be developed for all the applicants in the country. This will ensure that irrelevant questions are not asked and the interview is fair to all the applicants.

viii. The Teachers Service Commission should involve the DEO and Principals more frequently to ensure that the exercise of declaring teacher vacancies is transparent.

ix. The Teachers Service Commission should decentralize appeals tribunals to immediately address complaints emerging from recruitment exercise.

x. Teachers unions should be involved in the recruitment exercise to ensure fairness to all applicants.

5.5 Suggestions for Further Study

Since the study was only carried out in Mombasa County the researcher recommends that a similar study be done in other Counties to examine challenges facing school-based teacher recruitment in public secondary schools.
REFERENCES


Daily Nation (July 31st, 2003). TSC sends two Commissioners to Monitor recruitment exercise in each province.

Daily Nation (August 20th, 2003). TSC Chief Executive Warning County Directors that they would be held Personally Responsible for any Malpractices.


Dear respondent

RE: Request to fill questionnaire

I am a student at Kenyatta University undertaking a research study for my MED. The title for the research is challenges faced by BOG members in school based recruitment of secondary school teachers in Mombasa County.

The purpose of this letter is to request you to fill in the questionnaire attached herewith.

May I also assure you that the information that you will give is for academic purposes only and will not be used for any other reason whatsoever.

The information will be treated with utmost confidentiality between you and me.

Thank you

Yours sincerely

KINYANJUI J.K
APPENDIX (B): Questionnaire for teachers

Part A: Background of the respondent

Please tick/fill in the appropriate box as it applies to you.

1. What is your gender?
   Male [ ]  Female [ ]

2. What is your experience since you started teaching?
   Below 1yr [ ]  2 Yrs [ ]  Above 3 Yrs [ ]

3. Have you ever been interviewed by the BOG for purpose of employment?
   Yes [ ]  No [ ]
   If yes how many times __________________________________________
   __________________________________________
   __________________________________________

4. Who recruited you as a teacher?
   TSC [ ]  BOG [ ]
   Others, (Please specify) __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

5. Were you informed of the interview date in good time so as to prepare?
   Yes [ ]  No [ ]  Not aware [ ]
Part B: Recruitment Responsibility

Complete the table below by just ticking /circling one answer

1= Very High  2= High  3.=Low  4=Very Low

Whom do you think should carry recruitment responsibility tasks?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. TSC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. BOG</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. County Director</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. Do you know the number of people required to make a recruitment panel?

Yes [ ]  No [ ]  Not aware [ ]

10. Do selection panels during school based recruitment have the recommended number of people that makes a panel e.g representative from TSC?

Yes [ ]  No [ ]  Not aware [ ]

11. How do you rate the educational standards of the BOG members in your school?

Very High [ ]  High [ ]
Very Low [ ]  Low [ ]

12. Are the BOG members aware of the guidelines set by TSC during teachers recruitment?

Aware [ ]  Not Aware [ ]  Unsure [ ]

13. Is there political interference in the teacher recruitment exercise?

Very High [ ]  High [ ]
Very Low [ ]  Low [ ]
Please briefly elaborate on the above question

Complete the table below by ticking the correct alternatives

1 = Very High 2 = High 3 = Low 4 = Very Low

Have you ever witnessed a qualified applicant for employment as a teacher being denied a chance because of the following reasons?

<table>
<thead>
<tr>
<th>Reasons</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. Tribalism</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Nepotism</td>
<td></td>
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<tr>
<td>16. Favouritism</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Clanism</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Regionalism</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Complete the table by ticking the correct alternatives

1= Very Efficient  2= Efficient  3= Fairly Efficient  4= Neutral  5= Not Efficient

How do you rate TSC in recruitment exercise by the reasons given below?

<table>
<thead>
<tr>
<th>Reasons</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. Advertisement of teachers vacancies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Quick response on recruited teachers and posting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. Support during teachers’ recruitment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Declaring the correct vacancies</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
23. Briefly state the factors affecting teachers’ recruitment.

24. What are the criteria involved in teachers’ recruitment?

25. Give your brief comments on how to resolve some of the challenges facing school-based selection and recruitment of teachers.

Thank you for accepting to respond to this questionnaire
APPENDIX (C): Questionnaire for Head teachers

Part A: Background information

Please tick/fill in the appropriate box as it applies to you.

1. What is your gender?
   Male [ ] Female [ ]

2. What is the type of your school?
   Mixed [ ] Boys [ ] Girls [ ]

3. How many TSC teachers do you have? ...........................................

4. Do you have a shortage of teachers in your school?
   Yes [ ] No [ ]
   If yes by how many ..........................................................

Part B: Recruitment Responsibility

Complete the table below by just ticking /circling one answer

1 = Very Good 2 = Good 3 = Poor 4 = Very Poor

Whom do you think should carry recruitment responsibility tasks?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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</thead>
<tbody>
<tr>
<td>5. TSC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. BOG</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. County Director</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. How many people should be in the recruitment panel? ........................................
9. Do selection panels during school based recruitment have the recommended number of people that makes a panel e.g. representative from TSC?

Yes [ ]  No [ ]  Not aware [ ]

10. How do you rate the educational standards of the BOG members in yours school?

Very High [ ]  High [ ]
Low [ ]  Very Low [ ]

11. Are the BOG members aware of the guidelines set by TSC during teachers recruitment?

Aware [ ]  Not aware [ ]  Unsure [ ]

12. Is there political interference in the teacher recruitment exercise?

Very High [ ]  High [ ]
Low [ ]  Very Low [ ]

Complete the table below by ticking the correct alternatives

1 = Very High  2 = High  3. Low  4 = Very Low

Have you ever witnessed a qualified candidate for employment as a teacher being denied a chance because of the following reasons?

<table>
<thead>
<tr>
<th>Reasons</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Tribalism</td>
<td></td>
<td></td>
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<tr>
<td>14. Nepotism</td>
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<tr>
<td>15. Favouritism</td>
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<td></td>
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<tr>
<td>16. Clanism</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Regionalism</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Complete the table by ticking the correct alternatives

1=Very Efficient 2= Efficient 3=Fairly Efficient 4= Neutral
5= Not Efficient

How do you rate TSC in recruitment exercise by the reasons given below?

<table>
<thead>
<tr>
<th>Reasons</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>18. Advertisement of teachers vacancies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Quick response on recruited teachers and posting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Support during teachers’ recruitment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. Declaring the correct vacancies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please tick/fill the correct alternative

1. Well distributed  2. Fairly distributed  3 = Poorly distributed

22. What is the impact of school based teacher recruitment policy on teachers distribution on the following subject areas?

<table>
<thead>
<tr>
<th>Subject</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>i). Languages</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii). Mathematics &amp; Sciences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii). Humanities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv). Technical &amp; Applied</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

23. What are the factors affecting teachers’ recruitment

....................................................................................................................
....................................................................................................................
....................................................................................................................
24. What are the criteria involved in teachers' recruitment? 

25. Give your brief comments on how to resolve some of the challenges facing school-based selection and recruitment 

Thank you for accepting to respond to this questionnaire
APPENDIX (D): Scoring Areas

<table>
<thead>
<tr>
<th>Scoring Areas</th>
<th>Maximum grade</th>
<th>Actual score</th>
<th>Average score by panel</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Academic and Professional certificates Degree (BED)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>first class/masters</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second class upper</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second class lower</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pass</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA-PGDE OR BSC+ PGDE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First class / master</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second class upper</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second class lower</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OR Diploma</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distinction</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pass</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pass</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SUB TOTAL</strong></td>
<td><strong>20</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) length of stay since qualifying as a teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i) 7 years and above</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(ii) 6 years</td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(iii) 5 years</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(IV) 4 years</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(v) 3 years</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(vi) 2 years</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(vii) 1 Year</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SUB TOTALS</strong></td>
<td><strong>50</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) length of teaching in current station under BOG</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i) 5 years and above</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(ii) 4 years</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(iii) 3 years</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(iv) 2 years</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(v) 1 year</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>25</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d) Communication ability, special talent and willing to participate in core-curricular activities and other duties assigned by the head</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GRAND TOTAL</strong></td>
<td><strong>100</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX (E): Grading

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>75 and above</td>
<td>A</td>
</tr>
<tr>
<td>70-74</td>
<td>A-</td>
</tr>
<tr>
<td>65-69</td>
<td>B</td>
</tr>
<tr>
<td>60-64</td>
<td>B</td>
</tr>
<tr>
<td>55-59</td>
<td>B-</td>
</tr>
<tr>
<td>50-54</td>
<td>C+</td>
</tr>
<tr>
<td>45-49</td>
<td>C</td>
</tr>
<tr>
<td>40-44</td>
<td>C-</td>
</tr>
</tbody>
</table>

We certify that the information entered above is accurate and that we shall be held responsible for any inaccuracy.

Signature .................................................... Signature ....................................................
Secretary BOG .............................................. Chairman BOG ..........................................
Name ........................................................ Name ....................................................
Date ........................................................... Date ....................................................

## APPENDIX (F): Work Plan

<table>
<thead>
<tr>
<th>MONTHS</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>March (2013)</td>
<td>Defence of proposal</td>
</tr>
<tr>
<td>March (2013) - March (2014)</td>
<td>Data collection and finalizing on report writing</td>
</tr>
<tr>
<td>June (2014)</td>
<td>Graduation</td>
</tr>
</tbody>
</table>
## APPENDIX (G): Budget Plan

<table>
<thead>
<tr>
<th>ITEM</th>
<th>COSTS (KSH )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typing</td>
<td>5,000</td>
</tr>
<tr>
<td>Transport</td>
<td>3,000</td>
</tr>
<tr>
<td>Research assistant</td>
<td>15,000</td>
</tr>
<tr>
<td>Photocopying</td>
<td>10,000</td>
</tr>
<tr>
<td>Data entry</td>
<td>10,000</td>
</tr>
<tr>
<td>Communication</td>
<td>4,000</td>
</tr>
<tr>
<td>Total</td>
<td>47,000</td>
</tr>
</tbody>
</table>
Julius Kiiru Kinyanjui  
Kenyatta University  
P.O Box 43844-00100  
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application dated 21st May 2013 for authority to carry out research on “Challenges facing school based teacher recruitment in public secondary schools in Mombasa County, Kenya.” I am pleased to inform you that you have been authorized to undertake research in Mombasa District for a period ending 30th June, 2013.

You are advised to report to the District Commissioner and District Education Officer, Mombasa District before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

DR. M. K. RUGUTT, PhD, HSC.  
DEPUTY COUNCIL SECRETARY

Copy to:  
The District Commissioner  
The District Education Officer  
Mombasa District
APPENDIX (I): District Commissioner Research Authorization

The Assistant County Commissioner,
Island Ward,
MOMBASA.

RE: RESEARCH AUTHORIZATION
JULIUS KIU KINANJUI

The above named is a student at Kenyatta University Nairobi who has been authorized by the National Council for Science and Technology to carry out research on “Challenges facing schools in Mombasa District for a period ending 30th June, 2013.

This is to request you to accord him all the necessary assistance to enable him achieve the research objectives.

ALEX K. MURITHI
For: DISTRICT COMMISSIONER
MOMBASA

C.C.
Julius Kiuru Kinyanjui
Kenyatta University,
P.O. Box 43844 - 00100,
NAIROBI.

The O.C.P.D.
Urban Division,
MOMBASA.
TO ALL PRINCIPAL
PUBLIC SECONDARY SCHOOLS
MOMBASA DISTRICT.

RE: RESEARCH AUTORIZATION
JULIUS KIIRU KINYANJUI

The bearer of this letter, Mr. Julius Kiiru Kinyanjui is currently a Post-graduate student of Kenyatta University, Nairobi. He is pursuing a Master (MA) degree in Education.

He requests to carry out his research on "Challenges facing school based teacher recruitment in public secondary schools in Mombasa County, Kenya"

The purpose of this letter is to request you to allow him to access in your school to collect data as long as his activities do not interfere with educational programmes. His research should be morally and ethically acceptable and be professionally carried out. The research period ends on 30th June, 2013.