EFFECTIVENESS OF BOARDS OF MANAGEMENT IN RECRUITMENT AND SELECTION OF TEACHERS IN PUBLIC SECONDARY SCHOOLS IN NYAMIRA COUNTY, KENYA

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APRIL, 2015
DECLARATION

I confirm that this research project is my original work and has not been presented in any other university/Institution for any award.

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DEDICATION

To my parents, Stephen Ocharo, Theresa Kemunto and my two children Beatrice Smaty and Ruth Lekha for their encouragement as I pursued this degree programme.
ACKNOWLEDGEMENTS

I thank God for giving me the opportunity, energy, courage and good health to pursue this degree course. I also thank Him more particularly for His constant reminder in the Holy Book (Bible), that the fear of the Lord is the beginning of knowledge. I acknowledge my parents too, Stephen Ocharo and Theresa Kemunto for they instilled in me the value of knowledge at my youthful age, which has ever stuck in my mind to date. Particularly, my mother who keeps encouraging me to pursue studies further. My late sister Beatrice Baby Ocharo who kept telling me “I know you are a learned man and years to come you will be most learned.” May God rest her soul in eternal peace. Further acknowledgement goes to my supervisors Dr. George Onyango and Dr. Michael Murage more especially Dr. Onyango who took time to study my document and gave the necessary corrections and guidance where required. His bit of guidance and advice increased my knowledge on academic research writing. May God bless him.

I appreciate the presence of young children in my family who surrounded me whenever I took time with books always inquiring to know more about my school and schooling and expressed their innocent wonder why I didn’t go to school when I was young like they, themselves. Time and nature will answer their innocent question at the right age. I wish them well. This particularly includes Junior, Baby, Carson and Steve.

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ABBREVIATIONS AND ACRONYMS

BoG : Board of Governors
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<th>Description</th>
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<tr>
<td>BoM</td>
<td>Board of Management</td>
</tr>
<tr>
<td>CBE</td>
<td>Curriculum Based Establishment</td>
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<td>CEB</td>
<td>County Education Board</td>
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<tr>
<td>CV</td>
<td>Curriculum Vitae</td>
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<tr>
<td>DEB</td>
<td>District Education Board</td>
</tr>
<tr>
<td>DEO</td>
<td>District Education Officer</td>
</tr>
<tr>
<td>EEO</td>
<td>Equal Employment Opportunity</td>
</tr>
<tr>
<td>ETSSC</td>
<td>Education Training Shared Service Centre</td>
</tr>
<tr>
<td>GoK</td>
<td>Government of Kenya</td>
</tr>
<tr>
<td>HoD</td>
<td>Head of Department</td>
</tr>
<tr>
<td>HR</td>
<td>Human Resource</td>
</tr>
<tr>
<td>HRM</td>
<td>Human Resource Management</td>
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<td>HRP</td>
<td>Human Resource Planning</td>
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<tr>
<td>KCSE</td>
<td>Kenya Certificate of Secondary Education</td>
</tr>
<tr>
<td>KIF</td>
<td>Kenya Integrity Forum</td>
</tr>
<tr>
<td>KNUT</td>
<td>Kenya National Union of Teachers</td>
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<tr>
<td>KSAO</td>
<td>Knowledge Skills Abilities and Other Characteristics</td>
</tr>
<tr>
<td>KSSHA</td>
<td>Kenya Secondary Schools Heads Association</td>
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<tr>
<td>MoEST</td>
<td>Ministry of Education Science and Technology.</td>
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<td>NACP</td>
<td>National Anti Corruption Program</td>
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<tr>
<td>PS</td>
<td>Public Sector</td>
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<tr>
<td>PSC</td>
<td>Public Service Commission</td>
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<tr>
<td>PSIP</td>
<td>Public Service Integrity Programme</td>
</tr>
<tr>
<td>Acronym</td>
<td>Description</td>
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<tr>
<td>RAMS</td>
<td>Recruitment Advertising and Management Systems</td>
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<td>SCN</td>
<td>Screening Clearance Number</td>
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<td>SE</td>
<td>School Education</td>
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<tr>
<td>SMS</td>
<td>Short Message Services</td>
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<td>STEPS</td>
<td>Strengthening of Education Projects</td>
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<td>TRBWA</td>
<td>Teacher Registration Board of Western Australia</td>
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<td>TRC</td>
<td>Teachers Remuneration Commission</td>
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<td>TSAT</td>
<td>Teachers Service Appeal Tribunal</td>
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<td>TSC</td>
<td>Teachers Service Commission</td>
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<td>VERS</td>
<td>Voluntary Early Retirement Scheme</td>
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ABSTRACT

In Kenya, before independence, teachers were employed by different missionary agencies to teach and help in spreading the gospel among the natives. After independence, Teachers Service Commission (TSC) was established by an act of parliament cap 212 (1967). Among other functions, it was meant to employ teachers. Since inception, TSC used supply-driven method to recruit teachers. The policy changed in 1997 following the government freeze in employment of civil servants and teachers due to budgetary constraints. Since 2001, the government has used demand-driven method to recruit teachers through BoMs. The purpose of this study is to establish effectiveness of the BoMs in the recruitment and selection of teachers in public secondary schools in Nyamira County, Kenya. The major factor the research considers is the recruitment process undertaken by teacher-selection panels. The yardstick of performance is the expected or ideal recruitment process. The objectives of the study includes: to determine the role and effectiveness of BoMs in recruitment of secondary school teachers in Nyamira County, determine the role, effectiveness of BoMs in selection of secondary school teachers in Nyamira County and lastly, identify issues and challenges faced by BoMs in recruitment and selection of secondary school teachers in Nyamira County. The study uses descriptive design as it is concerned with gathering facts and seeks to find out factors associated with outcomes. It also gathers data from a large population. The population consist two categories, schools and subjects (principals and teachers). Using stratified random sampling as the population consists of distinct categories. Questionnaire is the tool used as research instrument. Data collected is analyzed using both quantitative and qualitative techniques, then, presented by the use of tables, figures. The study finds that teacher recruitment through BoMs is ineffective, as most of the panel members posses wanting academic qualification levels. The study recommends that, BoMs should posses sound academic qualifications and be sensitized so as to implement effective recruitment and selection. The major issues and challenges ranges from short-changing candidates and that, stakeholders do have vested interest on the candidate to be considered for the position.
CHAPTER ONE
INTRODUCTION

The chapter gives background information on the general acquisition of human resource in an organization in reflection to teacher recruitment and selection in public secondary schools under the locale of study.

1.1 Background of the Study
The employees (human capital) are the most important assets in every organization. They make things happen through their individualized background, skills and abilities. They create strategies and innovations for which organizations are credited. Human resource makes or breaks an organization. How does an organization get employees? The goal of human resource management (HRM) is to attract individuals who show signs of becoming valued, productive and satisfied. These employees are acquired through a competitive recruitment and selection process. The one believed to be the best potential contributor to the organization is selected (Draft & Marcic, 2004).

What then influences employees’ effectiveness recruitment and selection process? It is important to note some of the mistakes you do not want to make while carrying out human resource practices of recruitment and selection. These includes: hiring the wrong person and hence wrong placement, experiencing high labour turnover, wasting time with unnecessary interviews, having the organization taken to court for discriminatory actions and committing any unfair labour practices (Dessler, 2004). From the foregoing, it is not just recruiting and selecting but effective recruitment, selection and right placement is important.
Effective recruitment and selection is increasingly important today for several reasons. First, performance of an organization always depends on its human resource. Second, the increasing emphasize on technology and therefore skilled human capital depends on amore selective hiring from the bigger application pool. Third, recruitment and selection must conform to equal employment opportunity (EEO) and dissemination roles (Dessler, 2003). In US for example, an individual can make “prima facile” a case for discrimination simple by showing that you belong to a minority (protected category), and had applied for a job for which employer is seeking applicants but was rejected and employer continue recruit applicants with the same qualifications. Given all the legal constraints placed upon an employer in recruiting, selecting and placing job applicants, professionalism, care and ability in human resource practices becomes more important than ever before in history (Boguamil, 1983 cited by Dessler, 2003).

It has been demonstrated convincingly that while natural resources are important, they do not guarantee sustainable development unless supported by well trained and healthy people. Human resource is the most important determinant of a country’s development prospects. Improving the quality of labour through investment in education and skills training is critically important if developing countries are to exit form their current state of poverty and slow growth (Saitoti, 2003).

Globally, the educational management of today is not the exact replica of their counterparts of past years. The challenges are to tax the abilities of educational managers than people of any other levels. Education managers of yesterday years had to deal with some change, but the change was not at rapid pace, scope and range as evident in more
recent years; and that promises to continue for at least the rest of this century (Knezerich, 1984:102). The ultimate goal is to improve the quality of school management as indicated by Schaeffer (1990:1). That, “improving the quality of education is a major goal of nations in the developed and developing worlds.” The outcome of education’s teaching and learning experience depends largely on HR practices on teachers’ recruitment, selection and retention in the service. In Ghana for instance, the department of education does the following:

Advertises the vacancy externally and documents the possibility of permanency in the advertisement. Following the advertisement, the principal/line manager; conducts comprehensive assessment of merit, document the possibility of permanency in all notifications to applicants, ensures that unsuccessful candidates are notified of their right to lodge a breach of standards claim and lastly, offer is given to successful candidate(s).

During the interview, the applicant is expected to: convey impression on his/her strength to take up the positions, answer questions appropriately and show his/her suitability on the job and finally, the applicant should show deep understanding of the working of the ministry of education.

The selection process involves psychometric assessments. It entails reference checks. This assessment determines how well a person suits a particular job on a given environment.
The reference of the applicant is only contacted with the consent of the applicant himself. This is under the obligation of the privacy act 1993. Once the selection decision is reached, the successful applicant is contacted and an offer is made.

Pre-employment checks like criminal convictions, screening and verification of ones’ application are made before the offer is finally offered.

The cornerstone for teaching and learning experience at any stage of institutionalized education is based on the national goals of a nation. For learning to take place, there must be qualified teachers. Availability of those teachers largely depends on those who manage the selection and recruitment of teachers and thereafter retain them in the teaching service. Teachers are probably the most important resource that a country has (Okumbe, 2001:58).

Okumbe (2001:162) says that before independence in Kenya, teachers were employed by diverse missionary agencies; these missionary agencies recruited teachers and trained them to help in spreading the gospel to the natives. Each missionary sect had its own terms and conditions of service to its teachers. The teachers owed their loyalty to those religious organizations which employed them. Teachers of one sect were not allowed to know what teachers of the other sect were doing. The understanding that Okumbe conveys here is that there was no uniformity in the selection and recruitment of teachers. Besides, there were no set qualifications expected of one so as to be appointed as a teacher.

After independence’ the teachers service commission was established by an act of parliament cap 212 1967 and revised in 1968. Okumbe (2001:171) adds that; after the
establishment of TSC, a lot of restructuring, re-organization and formalization of the employment and management of teachers in Kenya took place quite rapidly in order to fill the void which had been created by the diverse missionary organizations which employed teachers at the time. He further maintains that in 1968 TSC and the Kenya national union of teachers (KNUT) signed a collective recognition agreement which detailed negotiation procedure to be followed between the employer and the union KNUT on the recruitment of new teachers. This led to the establishment of teachers service appeal tribunal (TSAT) and the teachers remuneration commission (TRC). The implication here is that there was the establishment of uniformity in teacher selection recruitment and enumeration as opposed to before.

Okumbe (2001:171), further notes that TSC started registering teachers in public schools and colleges. Since then, TSC is charged with the responsibility of managing teachers in public primary, secondary and tertiary institutions below public universities.

As the number of teacher increased, TSC changed the recruitment procedures. TSC operation Manual (2002:10) indicates that the selection and recruitment of teachers shall be demand driven, a function to be performed as indicated below for the case of public secondary schools.

A sub-committee for academic affairs to be constituted to facilitate the selection and recruitment exercise of teachers. Members of the sub-committee shall include chairperson of the board of management as the chair of the sub-committee, head teacher of the institution as the secretary of the committee, two other members of the board of
management as members of the sub-committee, deputy head teacher as a member and subject head teacher (preferably head of the subject)–member.

TSC shall advertise vacancies stating the job description and personnel specification, issue guidelines and materials for selection and recruitment, receive and record the merit lists and accompanying documents from the BoMs. It shall also verify academic and professional certificates and other documents, process and issue letter of employment to the successful candidates, receive all appeals related to the recruitment exercise. All appeals to reach TSC 21 days from the set interview deadline and the appeal to be put in writing and attach any relevant evidence. (TSC operation manual 2002:10-11).

The underlying issue here is that, the selection and recruitment of new teachers became a shared responsibility between the TSC and the BOMS with each having specific duties and responsibilities to undertake.

The establishment of teachers’ service commission not only centralized and brought about equity and efficiency of management of teachers in public schools and colleges in Kenya, but it also brought some appreciable planning in the growth of hiring of teachers (Okumbe, 2001:172). After independence, there was a tremendous growth in pupil enrollment in both primary and secondary schools which brought about great pressure on teacher recruitment.

Mbiti (2007) argues that the Teachers’ Service Commission was established in 1967 under the teachers service commission act (1968) due to major demand by the Kenya national union of teachers (KNUT) for one employer for all teachers. Before the establishment of TSC, all teachers in Kenya were employed by various agencies, the
main ones being the churches and the colonial government. There was a lot of dissatisfaction among teachers because there was no uniformity of their remuneration and regulations governing the teaching force. Mbiti further maintains, as a major public employment agency for the teaching profession, the TSC has the following functions: Appointments, probation, salary and allowances, leaves, discipline, housing and retirement from the service.

On appointment, the employee is issued with a letter of appointment which constitutes an agreement between the teacher and the commission. The teacher agrees to render services in accordance with the specified code of regulations. The employer on the other hand agrees to pay salary commensurate the teachers’ qualifications. He further states that the management of public secondary schools and tertiary training institutions is the responsibility of board of management. Whose appointments and procedures are contained in the educational Act, and that any additional revision maybe gazetted by the minister for education from time to time. The Above explanation shows that initially, recruitment of teachers was entirely the function of TSC.

TSC (2006) indicates the following as the role of BoM in teacher recruitment and selection process: the secretary of BoM provides data on teacher shortage in their respective institutions, TSC then verifies the data and advertises the approved vacancies. The BoMs receive applications from interested candidates which is then followed by interviews which are conducted as per the subject(s) advertised. Finally, BoMs issue employment form to the successive candidates and forward to TSC for vetting which then offers letter of appointment to the successive candidate after vetting.
The great puzzle is, are all BoM members having the required educational and professional qualifications expected of them so as to effect the exercise with the required integrity. In 1997, there was a government moratorium on the employment of teachers in public schools due to economic depression which had hit the country at the time. This led to a total decrease of teachers in public schools and colleges due to natural attrition.

According to the Sunday Nation (June 14, 1998), the Minister for Finance in his speech budget 1998/99 proposed that the government freeze promotion and pay rise for civil servants, except for a four (4) percent a year for civil servants and teachers. No more teachers were to be employed and as a result 66,000 teaching jobs were to be lost within the following three years through the process curiously termed as ‘payroll cleansing’ possibly this was smoking out ‘ghost teachers’, there was non replacement of those who left the service, died or voluntary went on earlier retirement or were fired.

Teacher recruitment by BoMs was effected for the first time in 2000, when according to the East African Standard (May 5th 2001:14), TSC broke the tradition and advertised for 35 teaching positions which fall vacant when teachers involved were offered teaching jobs in Seychelles. After trial experiments, the commission has tried with big numbers. For example, in the year 2001, 1109 teaching vacancies for English and science subjects were advertised. In the year 2002 and 2003, 2134 and 2350 teaching vacancies were advertised respectively. The trend has been going on to date. All of which were through BoMs despite anomalies.
1.2 Statement of the Problem
Since inception, the Teachers Service Commission used the supply-driven method of recruiting teachers, which resulted in uneven distribution of teachers. This policy changed in 1997 following the government freeze on employment of civil servants, including teachers, due to budgetary constraints. Since the year 2001, the government has only been allowed to recruit teachers to replace those who leave service through natural attrition. Thus, the commission adopted demand driven policy in the recruitment and selection process TSC Act (2006:3). However, this time delegated to BoMs.

Even then, the problem still persists and of worthy studying due to; uneven distribution of teachers for which the demand driven policy was meant to address, the policy compromises the national goals like, promoting nationalism, patriotism and national unity. BoM members do not have adequate capacity at both school and district levels to effect effective teacher recruitment and selection. The challenges and issues faced by the BoMs in teacher recruitment and selection do persist.

There is a great concern for studying this area because since it was adopted as the recruiting policy, the following is notable:
First, it has led to complains bording on tribalism, nepotism and sectionalism (TSC, 2006). Besides, this policy only exists inform of policy guidelines and circulars without being followed to the latter. In addition, there are most cases of alleged malpractice through the print media whenever teacher recruitment and selection is conducted through BOMs. The academic and professional qualifications of the BoM members, as the implementers of the policy are really wanting. They are neither trained nor sensitized on
recruitment selection process. TSC has also not put in place proper checks and balances on BoMs in teacher selection and recruitment.

The study is important because ensuring quality education depends on effective human resource recruitment and selection in the teaching force. Quality education can generate a huge economic reward and increase the countries gross domestic product per capita by 23% in about 40 years. Besides, it will avoid legacy of illiteracy and have a populace which can foster national development (UNESCO, 2014). The study is of great concern because the number of teachers in service in the locale of study is almost similar to shortage i.e. 1650 teachers in the total county against 1233 shortage, defeating the criteria of BoMs’ identification of teachers’ shortage. Those teachers who graduated earlier with along serving experience should be given the first priority as opposed to fresh graduates. However, this is not the case in the locale of study. Fresh graduates may be considered leaving out the long experienced earlier graduants.

1.3 Purpose of the Study
The purpose of this study was to investigate the effectiveness of the board of management in the selection and recruitment of new teachers in public secondary schools; a case of Nyamira County –Kenya.

1.4 Research Objectives
The objectives of this study were:

i. Determine the role and effectiveness of BoMs’ in recruitment of secondary school teachers in Nyamira County.
ii. Determine the role and effectiveness of BoMs in selection of secondary school teachers in Nyamira County.

iii. Identify the issues and the challenges faced by BoMs in recruitment and selection of secondary school teachers in Nyamira County.

1.5 Research Questions
The research questions for the study:

i. What is the role of BoM and its effectiveness in the recruitment of secondary school teachers in Nyamira County?

ii. What is the role of BoM and its effectiveness in the selection of secondary school teachers in Nyamira County?

iii. What issues and challenges do BoMs face in selection and recruitment of secondary school teachers in Nyamira County?

1.6 Research Assumptions
The following were the research assumptions for the study.

i. All the BoM panel members are vast informed on the teacher selection and recruitment exercise so as to select the most qualified applicant.

ii. All the applicants are given equal opportunities and same treatment during the application period, selection and interviewing process.

1.7 Limitations of the Study
The study encountered financial constrains given that the researcher was self-financed. Besides, the researcher almost experience sufficient time to collect data as it was conducted when the schools were closing for the August holidays. The researcher also
experienced some non-cooperative respondents in supplying sufficient information conveniently.

1.8 Delimitations of the Study
The study was delimited to public secondary schools within the locale of interest because in most of these schools problems have always come up whenever teacher recruitment and selection by the BoMs is conducted. Besides, most of these schools are founded on clan basis with village elders, known to be having vested interests taking up positions as BoM members.

1.9 Significance of the Study
The study intended to reflect the effectiveness of the boards of management in the recruitment and selection of teachers in public secondary school in the locale under study. The finding of the study establishes whether the alleged malpractices in teacher recruitment and selection are true or false. The research then comes up with suggestions and strategies to be used to curb future anomalies in teacher recruitment and selection by the BoM. The study highlights what happens in the selection and recruitment exercise of public secondary school teachers. The recommendations made by the study intends to make the future exercise on teacher recruitment and selection to be a fair and transparent. If anomalies are revealed to exists, then the study forms a backbone or solid foundation for the policy-makers to; or as a benchmark for: policy makers to use as a reference on the functions of the BoMs on teacher recruitment process. It can also support related future research in the same field. Further, it spells out the possible legal implications for BoMs found not to be following the set policy guidelines. The research too can assist candidates who feel that the process is unfair for them. The study create public awareness
on the prevailing malpractice if any and how to curb them, so that the public can have confidence on the BoMs’ mandate to discharge this responsibilities in the exercise. Finally, the study creates trust and confidence in potential candidates undergoing recruitment and selection through BoM panels.

1.10 Theoretical Framework

Role theory

This study was guided by the role theory (Mead, Talcott & Monton, 1920). Role theory is a perspective in sociology and psychology that considers most of everyday activity to be acting out of socially defined categories. Each social role is a set of rights, duties, expectations, norms and behavior that person has to face and fulfill. The mode is based on observation that people behave in a predictable way and that an individuals behavior is context specific based on social positions and other factors. Role can be defined as a total and self-contained pattern of behavior typical of a person who occupies a social position (Keith, 1977).

Role theory posits the following proposition on social behavior. The division of labour in society takes the form of interactions among heterogeneous specialized positions that we call roles. Social roles include s appropriate and permitted forms of behavior guided by norms which are commonly known and hence determine expectations. These roles are occupied by individuals who are called actors. When individuals approve a social role; they consider the role legitimate and constructive. They will incur costs to conform to role norms and will also incur cost to punish those who violate the role norms. Changed conditions can render social role outdated out illegitimate, in which case social pressure
are likely to lead to role change. The anticipation of reward and punishment as well as the satisfaction of behaving in a pro-social way, explains why agents conform to role requirements.

Roles strain or role pressure arises when there is a conflict in the demand of roles, when the individual does not agree with the assessment of others concerning his/her performance in his/her roles, or from accepting roles that are beyond an individual’s capacity. Role making arises when a person may have limited power to negotiate away from accepting roles that cause strain, because he/she is constrained by social norms or has limited social status from which to bargain. The BoMs on the recruitment ad selection of teachers should be guided by the recruitment and selection policy so as to attain the expectations in teacher recruitment and selection process.
1.11 Conceptual Framework

**RECRUITMENT**
- BoM academic/professional achievements
- BoM in-service training sensitization and panel ethos in teacher recruitment
- Recruitment Attitude/Aptitude
- Preparations made prior to teacher recruitment interview

**SELECTION**
- Most suitable candidates
- Most experienced
- Duration of stay since graduation
- Document verification
- Personality traits
- Special talents in co-curricular activities
- Academic qualifications and gradings

**OUTCOME**
- Highly qualified teacher
- Most experienced teacher
- Longest period of stay since graduation
- High communication ability
- Most talented in co-curricular activities
- Most presentable personality
- Highly demonstrative ability in subject content
- High understanding of professional documents

Figure 1.1: Recruitment Processes of Teachers by BoMs

Source: Adapted (2004)
1.12 Operational Definitions of key Terms

**Appointment**: The issuance of a letter to a teacher who has been recruited and selected, specifying the terms and conditions of service including the salary entry point.

**Attitude**: Is one's perception i.e. the way one feels about something or somebody.

**Behavior**: Is basically what we “do” or “say”: it is the observable part of us.

**Decentralization**: The delegation of some of the teacher management functions to the county, district and school levels. The term also involves empowering the agents to make important decisions on issues related to teacher management.

**Ghost teachers/workers**: Teachers/workers in the payroll but are not physically existing.

**Interview**: Is procedure designed to obtain information from a person through oral response or inquires.

**Motto**: Plan of action, or basis on which action can be taken.

**Natural attrition**: The exit from service by teachers through various causes such as retirement, death, resignation etc.

**Payroll cleansing**: Removal of ghost workers from the payroll.
Personality: Is the unique characteristics that differentiates individuals one from one another. It influences the way a person interacts with people and reacts to situations.

Policy on teacher recruitment: Guidelines that facilitate decision making on teacher Recruitment /selection.

Public secondary schools: All government post primary learning institutions below Tertiary colleges and universities.

Recruitment: The process of locating, identifying and attracting capable Applicants to fill vacancies in the teaching service.

Selection: The process of screening job applicants to ensure that the most appropriate candidate is hired. The selection of suitable candidate is done through interviews conducted at school level.
CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction
This chapter discusses the following: concept of recruitment, recruitment and staff selection, role effectiveness of the BoM in teacher recruitment, role effectiveness of BoM in teacher selection, issues and challenges facing BoMs in teacher recruitment and selection and summary and identification of gaps.

2.2 Concept of Recruitment and Selection
David and Rober (2007) states that labour supply is the availability of workers who posses the required skills that employers needs while labour demands is the number of workers an organization needs. Estimating future labour supply and demand and taking steps to balance the two requires planning (Pietter & Surette, 2006) They further maintain that “human resource planning (HRP) is the process an organization uses to ensure that it has the right amount and right kind of people to deliver a particular level of output or service in future”.

For this to be done effectively, the organization uses employing techniques. Raymond and John (2009), singles out quantitative and qualitative techniques as the most commonly used employment techniques by most organizations in human resource planning (HRP).

Quantitative Techniques
It uses the past data of human resource to estimate the stipulated future of labour demand and supply. (Raymond & John, 2009) However, they sight this method as suffering from
two major drawbacks. It mostly relays on past data or previous relationships between staffing levels and other variables such as output or revenue. Secondly, this method is bypassed by time. It was applicable in the 1950s, 1960s, and early 1970s, by the then large organizations. The method is less appropriate today when firms are struggling with destabilizing forces like rapid technology change and the intense global competitions.

**Qualitative Techniques**

David and Robert (2007), asserts that; unlike quantitative approach, qualitative approach depends on experts who may include top managers whose involvement and support in (HRP) process is worth objective in itself. The approach has one major advantage of being flexible. However its potential drawbacks is that subjective judgments may be less accurate leading to rough estimate as compared to those obtained through quantitative approach (David & Robert, 2007).

Armstrong (2003), in his book; “Human Resource Management Practice”, states the aim of human resource management as; “the overall aim of human resource management is to ensure that organization is able to achieve success through people”. He further states, “human resource systems can be the source of organizational capability that allow firms to learn and capitalize on opportunities. The BoMs should use the guideline policy given by the TSC to get the best manpower through competitive selection and recruitment process. He states “organization should obtain and retains skilled, committed and well motivated workforce who are acquired through “rigorous recruitment and selection procedures and training linked to the needs of the organization.”
According to Wayne and Judy (2014); recruitment is the process of attracting individuals on timely basis, in sufficient number and with appropriate qualifications to apply for jobs within an organization. The firm selects those applications with qualifications most closely related to job description. The two maintain that “the recruitment process is critical because the employees quickly become either assets or liabilities depending on how they perform the value of the organization”. To maximize on the organization profit it is crucial to have a finely tuned recruitment process, if the selection process is to function properly (Wayne & Judy, 2014).

Recruiting and selecting a qualified labour force involves a variety of human resource activities which involves; analysis of labour market, long term planning, interviewing and testing. David and Robert (2007), defines recruitment as the process of generating a pool of qualified candidates for a particular job. The firm must announce the jobs’ availability to the market and attract qualified candidates to apply. They define selection as the process of “hire” or “not to hire”, decision regarding each applicant for the job. The process involves determining the characteristics required for effective job performance and then measure applicants on those characteristics; which are based on job analysis. Managers determine who will be offered the job depending on the applicants’ score on various tests or the impression they may have created on the applicant during the interview.

David and Robert in their book Managing Human Resources (2007) maintain that there are a great number of recruiting sources available to organizations. But the following are the most prominently used:
Print and Radio Advertisements

Print and Radio advertisements can be used for local, national and international advertisements. For instance, clinical psychologist in America often find jobs through listing in the American psychological association newsletters.

Internet Advertisements and Career Sites

In the recent past employers are increasing turning to the web as the recruiting tool. This is because it is cheap, more dynamic and can produce faster results than the newspapers.

Employment Agencies

Most organizations use external contractors to recruit and screen applicants for job positions. Employment agency is typically paid fee offered to the new employee. Agencies are particularly effective when organizations look for employees with specialized skills.

Temporary Workers

They are important to employers because they provide employers with flexibility to meet the fluctuating demand quickly. They enable employers bypass time consuming hiring process of interviews and background checks. Temporary labour can be used in the try out period to see if workers can be suitable for permanent employment. As contained in the mangers’ notebook;”Evaluation hiring” “try me before you buy me” (David and Robert, 2007).

College Recruiting

Most campuses in the western world have offices that help them make contact with the employers. Employers also value interacting with the college students, developing relationships and developing interest in employing college pool candidates.
Customers
An innovative recruitment source is the organization’s customers, who are already familiar with the organization and what it offers. Customers can be more valuable than simply buyers and consumers of products or service. These people are happy with the organization’s products or services because they have remained customers and therefore may bring more enthusiasm to the work place than other workers. They have insight on how the organization can be improved. (David & Robert, 2007). The school organization should give first priority to teachers working in the school under BoM in the school.

Current Employees
Most organizations inform current employees about job openings before trying to recruit from other sources. This is done through internal job posting. However an internal promotion automatically creates another opening.

Referral from Current Employee
Studies have shown that employees who are recruited through current employees stay in the organization longer and display a greater sense of loyalty and satisfaction than those employed by other means. Employee referral can also be an effective tool of employment because employee knows what it takes to be an effective worker and member of the organization. However using this method, current employees refer to people who are demographically similar to them. Other sources include former employee and former military.

2.2.1 Recruitment and Staff
Pieter and Surette in their book, “Human Resource Management In South Africa” (2006), asserts that once employees are placed in their positions, it is important that they be
introduced to the organization, their tasks, superiors and co-workers. This process is known as induction socialization or orientation. Internal promotions of employees is also important besides recruitment from outside the organization. Promotion and transfer of staff is healthy for efficient productivity. Newly recruited teachers through the BoMs should therefore undergo the above process if they are to exercise their duties effectively.

**2.2.2 Selection Process**

Cole (2002), the aim of selection is to identify the most suitable application occupy position in the organization. Recruitment and selection process requires job profile be matched with candidature profile (the job match principle). Recruiters and selectors must know the nature of the job and must be confident that the requirements of the job will be appropriate to the potential employee (Bogumil, 1983, cited by Dessler 2003).

Chan (1998) outlines in figure farm the various steps to be taken in implementing selection procedure.
Figure 2.1: Illustrate selection criteria of New Teachers by BoM selection Panel.

1. Job analysis
2. Specification of tasks and responsibilities
3. Hypothesis concerning knowledge, skills abilities and other characteristics required (KSAOS)
4. Development of job performance of KSAO
5. Evaluation of research hypothesis
6. Implementation and assessment of cost and benefits

Source: Modified From, Chan and Schmitt (1998)

Chan maintains, this basic paradigm appropriately underlines good person selection or staffing research. Assuming that, there are individual differences in knowledge, skills, ability and other characteristics that workers bring to job and that these differences manifest themselves in job performance. However, the principal aim is to uncover and understand the nature of the relationship between these KSAOS job performance and all organization are concern with the human capital they are capable of attracting and retaining. The BoMs then should be keen enough to match the applicant KSAOs with the job requirements, and how individual differences can manifest themselves in job performance either positively or negatively so as to arrive on selection decision.
For proper recruitment, Cole (2000:44) states,” there should be personnel specification on candidate profile to make explicit attributes that are sought in candidates of the job in question”. Cole points out that professor Alec Rodgers devised a serve point plan as a model of personnel selection. This plan is as follows:

i. Physical make up-This involves what is required in terms of health, strength, energy and personnel appearance.

ii. Attainments –what educational training and experience is required.

iii. General intelligence what does the job require in terms of thinking and mental effect.

iv. Special aptitudes –what kind of skills are required to be exercises in the job.

v. Interests –what personal interest would be relevant to the job performance?

vi. Disposition what kind of personality is required for the job.

vii. Circumstances –are there any special circumstances that the job requires of a candidate.

To attract the right candidate (s) the job vacancy must be advertised. (Cole 2000).

2.3 Determining Role and Effectiveness of the BoM in Recruitment of Teachers

TSC (2006); indicates that the head teacher; as the secretary to the BoM provides data on teacher shortage in their respective institutions. Then the TSC shall verify the data and advertise the approved vacancies. The BoM shall receive application from interested candidates and shortlist them as per the TSC guidelines. Then the BoM shall conduct interviews on the subject(s) advertised. Then submit dully completed application forms for the successful candidates along with the minutes and scores of all the interviewed candidates. TSC does the vetting and selection of the successful candidates. Farhad
(2001) defines recruitment as the process of seeking and attracting a collection of people from which candidates for the job can be chosen. He further maintains that other recruitment processes are prone to misuse. For effective recruitment to take place, it should be planned thoughtfully, managed and conducted effectively which then makes the selection process easier and more meaningful.

Dessler (2003), human resource management is the process of acquiring, training and appraising employees. The BoMs should therefore be capable of acquiring suitable candidates in teacher recruitment process. “indeed human resource refers to the design and application of formal system in an organization to ensure effective use of human talent to accomplish organizational goals” (Daff and Marcies, 2004). The BoM therefore should recruit the most suitable human resource who can be able to accomplish educational goals in the country. This can only be possible if only the recruitment process can be managed efficiently and effectively. Stephen and Robins (2001) refers to the term management as the process of getting things done effectively and efficiently. Armstrong (2003) in his book; “Human Resource Practice” states that the overall aim of human management is to ensure that; “the organization is able to achieve success through people”. Human resource system can be the source capability that allows firms to learn and capitalize on opportunities, entailing that the BoM should aspire to recruit the best and most qualified teacher recruits.

Chan (1998) also maintains that all organization are concerned with the human capital that they are capable of attracting and retaining. In the recruitment of teacher, the BoMs should take into consideration of knowledge, skill, abilities and other characteristics (KSAOS)
TSC (2006), states out five objectives of the recruitment and selection policy of teachers. These two below are of notable importance; firstly, improve efficiency in teacher recruitment and secondly improve capacity of recruiting agents.

While it is important to appreciate the goals of the above objectives; i.e improving efficiency and capacity of recruiting agents; the policy does not state how this can be achieved, whether through the training of the BoM s on recruitment procedures, or by giving them periodic seminars on the same. TSC (2006), the policy on recruitment reads in part; “However, the policy on teacher recruitment only exists inform of policy guidelines and circulars and hence the need to develop and document a policy on this area, which covers the need for training the BoMs on selection and recruitment procedures. The academic requirements of most BoM members, is wanting for effective conduct of the exercise.

Out of the statement above is worthy observing that the commission acknowledges of some of the existing weakness in teacher selection and recruitment by using the BoMs.

TSC (2006:I) reads in part; “ The decentralized ,demand driven method of teacher recruitment has faced new challenges including ; inadequate capacity at the district and school levels to manage the recruitment process. This has resulted to complaints bording on tribalism, nepotism, sectionalism and illiteracy of some members of the BoMs. In recognizing the need to ensure that the recruitment process is conducted effectively, the commission has developed a policy on teacher recruitment and selection. The question is, how has the commission ensured that the BoM members have owned and internalized this policy. Adhering to it so as to ensure that the recruitment exercise
runs smoothly, is developing a policy enough to make the BoMs academically sound, to analyze information and make informed decision and judgment on the basis of effective recruitment?

Cole (2000: 155) states that for an interview to be conducted fairly, the interviewing panel should be informed on areas on which they grill the candidate. The interviewers should have the following skills:

i. Ability to prepare adequately
ii. Ability to listen including picking up points implied in the candidate’s response
iii. Questioning skills-the ability to ask relevant questions at the right time.
iv. Ability to analyze the character of the candidate that is emerging during the interview.
v. Ability to summarize and make notes on the candidate’s performance.
vi. Ability to supply the relevant information to the candidate without boring him/her.

vii. Skills in maintaining and building high relationship with the candidate’s rapport.

viii. Ability to conform the interview with fact, diplomacy and fairness.

If the skills above are followed to the latter, in the current employment situation, where well qualified candidates are often in excess of requirements for certain posts such testing may well be of considerable help to the selection in narrowing down the field to the best potential candidate.
Cole (2000) also maintains that the received applications can be classified into three groups: clearly suitable, possible and unsuitable.

The short listing then commences with the elimination of the unsuitable. The clearly suitable applicants are invited for interview and the possible candidates are held temporarily in reserve, while unsuitable candidates are politely rejected. If the number accepting the invitation are disappointing, then some of the possible contenders may be invited.

For the above explanations to take place, it requires a panel of or persons of integrity record to effect an effective recruitment and selection process. Is the board of management capable of effecting such?

The ministry of education (January – April 2009), on the presidential launch of the national anti corruption plan (NACP), with the ministry motto “shed information, action and responsibility of all service providers”, singles out BOM members as being incompetent in teacher selection and recruitment process. Besides, it points out that there are unclear recruitment policy, poor internal communication, wrong recruitments, transfer of teachers/promotions and lecturers and bribery, as the mean used to secure employment and transfers to favorable place(s). If the BoMs were effective in recruitment, would they be pointed fingers from all angles as it is the case?

TSC (2006:17) reads in part; “the BoM is expected to conduct the selection exercise with all the highest degree of professionalism and transparency especially as stipulated in the public officer Ethics act (2003). The head teacher is expected to appraise the panel members on the act before the selection exercise commences”.

A point of interest to note here is that, the head teachers drive the management boards by appraising them on relevant sections of public officers act (2003). which in essence they are expected to know and master, they; as job providers. But to the contrary, some of them may not be knowing of its significance and purpose. Their integrity and competence therefore depends on that of headteachers. How can they then be competent and effective in teacher selection and recruitment exercise? How can they apply the contents of the public officers’ act (2003) to teacher selection and recruitment, being not familiar with the act. It is clearly notable that the academic and professional qualifications of BoMs are given least importance in the guidelines policy. Arising the question on how one with low academic qualifications can assist in assessing the qualities of a graduate teacher which are applicable in the teaching learning process so as to select him/her as suitable for the teaching position.

TSC (2006) states guidelines expected of the applicant as follows;

Professionally qualified. Having undergone training in pedagogical skills in the relevant subject, produce his/her original degree/diploma certificate together with the transcripts and authentic original academic and professional certificates.

The qualifications of the applicants are well stated as opposed to those of the selection panel which the BoMs should adhere to on recruitment of teachers.
Table 2.1: The table below shows the score guidelines for secondary school applicant teachers

<table>
<thead>
<tr>
<th>Scoring area</th>
<th>Maximum score</th>
<th>Actual score</th>
<th>Average score by the panel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic professional</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1\textsuperscript{st} class</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sec class upper</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sec 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><strong>Degree .B.A</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1\textsuperscript{st} class/masters</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sec class upper</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sec 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><strong>Sub total</strong></td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Length of stay since graduation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7yrs and above</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 years</td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5years</td>
<td>30</td>
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<td></td>
</tr>
<tr>
<td>4 years</td>
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<td></td>
<td></td>
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<tr>
<td>3 years</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 years</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 years</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Length of teaching in current station under BoG</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 years and above</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 years</td>
<td>20</td>
<td></td>
<td></td>
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<tr>
<td>3 years</td>
<td>15</td>
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<tr>
<td>2 years</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 years</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication, Ability ,special talent and willingness to participate in co-curricular Activities and other duties assigned by the head</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sub-total</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grand total</td>
<td>100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Source: TSC (2006)**

The above TSC guide is impressive in safeguarding diverse angles of individual candidates. However notable loop holes are evident. For instance, it does not cater for suitable applicants whose application is rigged out for the fear of outshining a candidate who is preferred due to other interests. It also does not indicate how some members of BoMs whose schooling is not beyond form four (4) or below can interpret the score
guide and the applicant’s academic and professional achievements. It also does not reveal how the documents indicating special interests of the applicant can be proven to be genuine since most of them are forged. Lastly, how can the commission tell that the evaluation based on section (d) of the score guideline is objective and not subjective. These questions remain unanswered and is the secret weapon of BoMs selection panel.

Daily nation (September 3rd 2003: 10) a letter to the editor, advises the government as follows on BoMs recruitment of teachers.

“...The government should consider changing the current system of recruiting teachers. It has the following shortcomings; BoG (current BoM) members are incompetent and below the required academic standards to recruit graduate teachers whose reasoning is above theirs. It has a wide base of unfairness, for example, recently graduated candidates (2000) have been offered jobs while those who graduated in 1998 are denied the chance. Secondary schools come up with their own subject combinations. This information is not made public, hence candidates fail to apply where suitable and apply where unsuitable. It fails to fill positions due to lack of co-ordination. For example, last year, some vacancies were not filled, yet suitable candidates were there. It requires one with experience, yet society has not offered a chance for the trained teacher to acquire it. Besides, the process is expensive to the candidate since they have to travel to several schools to drop applications and wait for interviews.

In conclusion, TSC should only be confident on recruiting teachers through BoMs when the BoM produce correct result in the selection and recruitment exercise of teachers. To
sum up these with the remarks of the national treasury (2014) ”’people become more confident when the things they do produce the correct result”.

2.4 Determining the Role Effectiveness of BoMs in Selection of Teachers

Hiring the right people is one of the organization’s management jobs. Therefore training of the selection panel is vital for effective selection. Interviewers should be prepared on the interviewing procedure and know what they expect out of the applicants. BoM selection panel are not exceptional to the above subjective shortcomings commonly experienced by interviewers. In their study, Sang and Otunga (2006) remarks that BoGs knowledge based on educational matters is wanting and they lack management abilities. The government annual report of 2004 -2005 noted that, field agents lack the capability to hire new teachers professionally due to limited training (RoK, 2006). The researcher assesses how the BoM preparations affect effectiveness of the recruitment and selection of teachers in public schools in Kenya.

TSC (2006) indicates that the BoM should shortlist the applicants as per the TSC guidelines. Then the headteacher to appraise them on relevant sections of the public officer ethics act before the commencement of the interview. Cole (2000) states that shortlisting should be done on the basis of classifying the applications received classification to be effected as below: Clearly suitable, possible and unsuitable. The clearly suitable to be invited for interview while the possible contentors are held temporarily in reserve. The unsuitable candidates to be politely rejected.

The selection interview has the following options for interviewing; one interviewer, two interviewer and panel interviewer.
Cole, further remarks, “generally speaking, the greater the number of interviewers at any given time, the greater the formality. Panel interviewers are favored in the public sector.”

TSC (2006:6) identifies the following as the role of BoM in the selection of teacher; identifying shortage areas and inform TSC in time, receive applications from interested candidates, conduct selection interviews once the vacancies have been advertised, submit the selection list with duly completed employment forms and the Board minutes to TSC. Then receive appointment letters and deploy recruited teachers to respective schools.

On conducting interviews the BoMs should use the recruitment and selection guidelines provided by TSC and conduct entire exercise as per the code of regulations for teachers and code of contacts and ethics. Besides, the BoM should use the score sheet provided in awarding marks to respective candidates. All the interviewed applicants should be listed together with their academic, professional certificates and transcripts, identification card and testimonials and be forwarded to TSC. The successive candidate should write a commitment letter to work in the school for a period of not less than five years before seeking a transfer. His medical certificate, photographs should be sought by the BoM and be forwarded to TSC. The selection panel is expected to demonstrate the highest degree of professionalism and transparency as indicated in Public Officer’s Ethics Act, 2003. In case of change of the interview date, each shortlisted should be notified within sufficient time. On interview candidates should not be discriminated on the basis of disability, tribe, section, religion or any other form. Once assessing the candidates individually, the panel should work out the candidate’s average score and the headteacher himself must verify the accuracy of the scores. Once the interview process is completed, the result must be communicated to all candidate(s) on the same day. The successful
candidates be issued with employment form and registration form if he/she was not previously registered. The completed form should be submitted to secretary BoM who will in turn forward it to TSC. Only candidate strained as teachers with both academic certificates and transcripts are the one to be considered for the selection.

Among the documents to be submitted to TSC are BoMs minutes showing clearly the selection process and performance of each candidate. These minutes must be signed by the BoM chairman and secretary.

2.5 Determining Issues and Challenges Faced by BoMs in Recruitment and Selection Process
In a letter to the editors, head teacher in Kuria district wrote, “teacher recruitment a recipe of tribalism”. The headteacher comments, that, the system is likely to worsen than previous years when the vacancies were many against even fewer subjects. The failure of the system is likely to be heaped on head teachers who undergo a lot of pressure from politician and community members. They will look like tribal and clan agents rather than professional, despite being victims of circumstances as ethnicity and clan factors take centre stage in the current employment of teachers. In spite of TSC employment procedures and guidelines being clear, it should not be forgotten their MPs, councilors and other local leaders have their own criteria. The headteacher rubber stamps decisions of politicians even when such decisions are in conflict with professionalism since his or her survival depends on them (EA standard August 30th 2003: 25 col 3).

A country that is healing from scars of tribalism cannot use a system that encourages the vice. If this system is entrenched in the education act as a module of employing
teachers, it is mostly likely that there will be a situation where “foreigners” will be coerced into seeking transfers to create employment opportunities for locals in certain communities (EA standard August 30th, 2003; 25 col 3-5). Mutuso in a Kenya times article, “reviewing the hiring method” highlights that “Vihiga district interviews just conducted were subjective, unfair, discriminatory and corrupted. Some unwanted candidates with potential threats to the preferred candidates in some Emuhaya division secondary schools were shown open bias and even intimated so as to give way to special people earmarked for the positions” (Kenya times august 31st 2003:7col 2-4).

The foregoing raises very serious issues. It compromises some national goals of educational unity. It also contravenes the public officer and ethic act (2003) such as, section 22 that states, “a republic officer shall practice and promote principles that officer would be selected on the basis of integrity, competence and sustainability”.

A study conducted in Taita Taveta district, BoM panel members were found to have vested interests. They wanted a candidate either of their choice or from the community given undue advantage over others (Nzuru 2004). In a paper published by a staff in school of education Moi University, Sang and Otunga (2006) found that the recruitment and selection of teachers by BoMs is ineffective and subject to manipulation. The government annual progress report of 2004-2005 noted that, interference by interested parties complicates the hiring process of teachers by BoMs. From the foregoing the effectiveness of BoMs in teacher selection and recruitment is wanting. It defeats the national goals of education of promoting nationalism and unity. Besides, it contravenes the Public Officer and Ethics Act (2003) section 12c and 22a, which states in part………”

A public officer shall use his best effort to avoid being in a position which his personal
interest conflict with his official duties, and that such an officer shall practice and promote the principle that public officers should be selected on the basis of integrity, competence and sustainability. The research, therefore, assess the effectiveness of the BoMs in the recruitment and selection of secondary school teachers a case of Nyamira county.

There is public outcry of the malpractice on recruitment of teacher through the BoMs. This is widely reported in the print media. Kenya times (August 31 200:14) warns ;TSC should take back the function of hiring teachers .The delegation of the function to DEB or the BoG is full of malpractices unsuccessful candidates; according to the paper alleged that; the interviews were subjective unfair, discriminatory and corrupted”. The complainant cited open biased and even intimidation of unwanted candidates “The TSC should get rid of this nightmare, it has subjected teachers to. Officers in charge of the recruitment are biased, propagate clanism and tribalism” he claimed.

The Kenya National Union of Teachers also is not happy with the recruitment criteria. The Daily Nation (August 6 2003:20) KNUT Brach official claimed that the hiring of additional teachers should be done by TSC and not the BoGs and educational officers since there would be no fairness in recruitment at the district and school levels. “There were corruption and other malpractice in the last recruitment. If this is repeated, the government is to blame, he remarked.

On the same note, the Daily Nation (September 2, 2003:10), a frustrated teacher alleges;’ teacher recruitment by school board of governors is riddled with favourism. Tribalism and Nepotism. To eliminate this problem, posting should be done directly by the ministry
of education through TSC. Delegating this sensitive responsibility to the board of
governors may lead to a drop in educational standards because of hiring of unqualified
teachers. Please do away with this method of recruitment because it has had bad motives
and we are really suffering. Some people who graduated in 2001 have already been
posted while those of 1998, 1999 and 2000 are still unemployed” the complainant stated.
From the presented arguments it is evident that the applicants face the vices based on
tribalism, nepotism, favourism and discrimination of all nature. The officers in charge of
the exercise misuse the exercise for private profit or advantage. Hence there is great need
to adjust this recruitment so that it can favour all.

TSC (2006) cites complaints on tribalism, nepotism and sectionalism as being some of
the challenges facing demand driven teacher recruitment exercise which therefore
necessitated the development of policy guidelines to curb the vice.

Permanent secretary, Prof Karega Mutahi was quoted in Saturday Nation article titled
“job letters sent out to new teachers” that, “appointments had been halt a few weeks ago
to allow investigations into questions of irregularities”. The TSC secretary also said that,
appointments had been halt a few weeks ago to allow investigation in the questions of
irregularities. He also said that “all cases had been strongly vetted by a selection team and
approved, and about 300 cases of irregularities were noted which involved missing
certificates, wrong grading of marks or failure by interviewing panels to submit minutes
of meetings”. (Daily Nation reporter, October, 23rd 2004: 3 column 1).

In an article in Daily Nation, “applicants for teaching jobs cry foul, “correspondents and
reporter noted that, “trained teachers in Kisii Nyamira and Gucha districts not short listed
for possible employment are crying foul as recruitment kicks off.” A notable case is James Ogeto Kinanga; a 43 years old graduate of Asumbi teachers college in 2002 who was not given special chance due to age” (Daily nation, August 23rd 2004,: 5 .col 1). This is critical because on attaining 45 years, such a person will forever miss the chance of working under the TSC in public secondary schools because, in TSC advertisements, the applicants’ basic requirements for eligibility includes one to be below 45 years of age.

In a letter to the editors, in the Daily nation, Njuguna of Gatundu south laments that, “every time teacher recruitment is carried out, applicants have been heard mourning, groaning, whining and grumbling because of being short-changed by those doing the hiring”. Some recruitments refuse to short list some applicants for interviews however qualified they might be, and use various dubious methods such as location and religion to ensure only those they want get the positions. But are applicants aware of the selection guidelines? For instance, if a graduate completed education the very year of interview, he or she would get zero marks out of the total 25 marks even if the qualification were first class or distinction (TSC 2006)). Ben Ireri from Embu marks that, “TSC issue new rules and guidelines on teacher recruitment every year, to try and tighten noose of corruption”. (Daily nation September 19th 2004: 10 col 3) However, the factor alleged to influence selection process if true would, negatively affect the exercise, the research assess factors that affect the said HR practices by BoMs.

Richard Cheso, in the Daily Nation (August 31st 2004:7 col 7) reported that, “committee of TSC officials had been established to screen the results from various district, education offices and school boards”. This is to ensure that TSC will not employ any teacher
recruited improperly. In the same paper, Nkatha Murungi, a public relations officer remarked that, “The commission has received complaints of bribery and removal of names from the interview list among others, in places like Transmara Kajiado, Migori, Gucha, Nyamira and Meru North. The selection panel should exercise the highest degree of professionalism and transparency especially as stipulated in the public officer and ethics act (RoK, 2003).

It is the duty of the head of the institution to appraise the panel members on the relevant sections of the act before the commencement of the exercise. If in doubt the headteacher should seek TSC headquarters assistance. Leaders from various districts have also petitioned TSC to nullify recruitment citing employment of non locals. For example, in Turkana, two job seekers were injured and local DEO Charles Katako’s official vehicle set blaze in a fracas over recruitment of non locals (Daily nation August 31st 2004:7 col 3). The foregoing reveals how teacher recruitment and selection through BOM have been faced with various challenges such as nepotism, religiousalism and tribalism. If the allegations are true, they are retrogressive to realization of national goals of education such as transferring national unity.

In an article “teacher hiring system failing” Wangethi in the editorial remarked that, “evidence is showing that devolution of teacher recruitment is wrought with challenges. Complaints abound about favourism, bribery, nepotism and other ill. There have been very many irregularities that no one can hope for fairness. Even where evidence has not been tabled, there is general impression that the process is not going on well” (Daily nation August 31th 2004: 8) It is on this account that the research assess the
effectiveness of BOMs in teacher recruitments and selection in Nyamira county, despite there being no documented evidence of irregularities in the exercise.

2.6 Summary and Identification of Gaps
From the literature review, the study establishes that teacher recruitment and selection through the BoMs is still wanting. There are alleged irregularities of all manners ranging from tribalism, sectionalism, favoritism and corruptions.

Besides, despite TSCs’ endeavor to provide policy guides on the conduct of the exercise the BoMs are alleged to be short-changing applicants so as to have the preferred candidate goes through. When TSC recruited teachers through BoMs for the first time in 2001, the decentralization elicited very important complaints from the citizenry, alleging irregularity in the way the exercise was conducted. Very few researches have been conducted to investigate the allegations. Sam and Otunga (2006) published a paper entitled “challenges and experience in decentralization of teacher recruitment in Kenya, a study of urban secondary schools in Uasin Gishu district.” They found out that the BoGs (BoMs) were wanting in knowledge based on educational matters. Besides, the recruitment process was ineffective and subject to manipulation. They concluded that, the general management of urban secondary schools in Uasin Gishu district was weak due to lack of management capabilities of BoMs. This research involves both urban and rural secondary schools in Nyamira County to assess the effectiveness of BoMs in the said HR practices.

In Taita Taveta district Nzovu (2006) found that BoMs possessed low academic qualifications, applicants’ characteristics had negligible influence on selection panel’s,
choice and that selection panel had vested interests. Since the complaints of irregularity are still bound, this study attempts to find out whether the nature of complaints are similar to those of the previous studies conducted in the same field. TSC has continued to be stricter by issuing new policy guidelines for the selection of secondary school teachers. For example in 2006, TSC gave a policy guidelines to give priority to those teachers who have stayed without employment by the commission longer since the graduation period to score more marks as opposed to those who had stayed for a lesser period, as illustrated in table 2:1.

Training of selection panel members to sensitize them on the pitfalls of the interview methods which are a highly subjective technique of employee selection is very important. However, past researches are silent on the extent of BoMs selection panels training and preparation (if any). Since past studies have not shown improvement in the performance of BoMs in recruitment and selection of teachers in public secondary schools, this research assess the effectiveness of BoMs in recruitment and selection of teachers in public secondary schools, Nyamira county which at the moment has 1650 TSC teachers in public secondary schools and a short fall of 1233 teachers, out of the national teacher shortfall in public secondary schools of 42,950, with a total of 174 public secondary schools.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction
This chapter discusses the research design applied in the study, locale of the study, the population studied, sampling and sample size and the research instruments it uses, piloting of questionnaire, data collection and finally the references.

3.2 Research Design and Methodology
The research uses descriptive survey design. The method is appropriate as its used involve collecting data in order to answer questions concerning the status of the subject. Descriptive study designs are concern with gathering facts rather than manipulation of variables (Kiddler, 1981:69). It is considered most appropriate method in behavioral science as it seeks to find out factors associated with certain occurrences, outcomes and conditions of behavior (Bell, 1993). Besides, it is used to gather data from a large population at a particular point in time. It is highly an economical way with an intention of describing the nature of existing situation (KNUT 2006). More still, it is perceived to be authoritative by people in general because it is easily understood, gives research control over the research process, and the data obtained is standardized, allowing easy classification (Saunders, Lewis & Thornhill, 2003).

3.3 Study Locale (Location)
The locale of study was Nyamira County. The locale was of interest because the number of teacher shortage is almost same to number of teachers in service i.e. 1,650 in service against 1,233 short fall. Besides, there are a large number of teachers who qualified long
ago and with long serving teaching experience but are not selected any other time the recruitment exercise takes off. Despite the TSC policy and guideline on selection favouring them.

For instance, in an article in a daily nation – “applicants for teaching jobs cry foul” – correspondent and reporter noted that, “trained teachers in Nyamira, Kisii and Gucha districts not short listed for possible employment are crying foul as recruitment kicks off.” a notable case is a 43 years old Mr. James Ogeto Kinanga, a graduate of Asumbi Teachers College in 2002 who was not given special chance because of age (Daily Nation, August 23 rd 2004:5 Col 1). To the contrary, some fresh graduates with no experience at all get quick recruitment as opposed to TSC policy guidelines (2006).

3.4 Target Population
The target population was of two categories; schools and subjects.

3.4.1 Schools
The schools’ target population was 174 in the entire county. Out of which 12 are girls boarding, 10 boys boarding, 29 mixed boarding and 123 are mixed day schools.

3.4.2 Respondents
The respondents target population was 1218 of which, 174 are principals and 1044 are teachers recruited through BoMs.

3.5 Sampling Design
The study used stratified random sampling. Gitau (2008) states where the population embraces a number of distinct categories, it can be organized by these categories into separate strata. It is used where there is fear that a certain groups in the population may be under presented or missed out altogether when using other techniques of sampling.
The technique also ensures that sub-groups that constitute the majority in the population are also represented appropriately.

The design therefore, would be used because the category of schools in the population includes; 12 girls’ boarding, 10 boys’ boarding, 123 mixed day schools and 9 mixed boarding schools.

3.5.1 Sampling of Schools
Seventeen (17) schools were sampled for the study out of the 174 schools in the county. One (1) school was sampled from the 12 girls’ boarding, 1 from the 10 boys boarding, 12 from 123 mixed day and 3 from the mixed boarding. The sample size was based on 10% from each strata.

3.5.2 Sampling of Subjects
Seventeen (17) principals were sampled for the study from which 1 principal will be out of the 12 girls’ boarding schools, 1 from the 10 boys’ boarding schools, 12 from 123 mixed day schools and 3 from the 29 mixed boarding schools.

One hundred and four (103) teachers were sampled from the 1044 teachers recruited through BoMs in entire County. Out of the 72 teachers from the 12 girls’ boarding schools, 7 were sampled for the study, out of the 60 teachers from the 10 boys boarding schools, 6 were sampled, out of 174 teachers from the 29 mixed boarding schools, 17 were sampled, and out of 738 teachers from 123 mixed day schools, 73 teachers were sampled. Giving a sample size of 120 correspondents.
### Table 3.1: Target population and Sample size

<table>
<thead>
<tr>
<th>Schools category</th>
<th>Target population</th>
<th>Total</th>
<th>Sample size</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Principals</td>
<td>Teachers</td>
<td></td>
<td>Principals</td>
</tr>
<tr>
<td>12 girls’ boarding</td>
<td>12</td>
<td>72</td>
<td>84</td>
<td>1</td>
</tr>
<tr>
<td>10 boys boarding</td>
<td>10</td>
<td>60</td>
<td>70</td>
<td>1</td>
</tr>
<tr>
<td>29 mixed boarding</td>
<td>29</td>
<td>174</td>
<td>203</td>
<td>3</td>
</tr>
<tr>
<td>123 mixed day</td>
<td>123</td>
<td>738</td>
<td>861</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>174</td>
<td>1044</td>
<td>1218</td>
<td>17</td>
</tr>
</tbody>
</table>

#### 3.6 Research Instrument

The study employed questionnaires as the data collection instruments. The questionnaires consisted of open-ended and closed-ended questions. They were divided into two parts. Part A containing personal data of respondents and part B containing the recruitment selection process.

#### 3.7 Piloting of the Research Instruments

Before the actual study was conducted, a pilot study was conducted in four schools which were not to be included in actual study. The pilot study enabled the researcher to adjust the research instruments so as to make the most valuable and reliable.

#### 3.7.1 Validity

Pretesting was conducted to assist in determining the accuracy, clarity and suitability of the research instrument. The purpose of pretest was to assist the researcher identify the items which may be inappropriate so as to make the necessary corrections, examine
responses to determine the level of ambiguity of the questions and determine the percentage of responses. Pilot study was carried out to validate the instruments and the responses were checked to verify whether they answered what they were supposed to answer in the actual study. This is important to ensure the validity of instruments. Based on the analysis of the pretest, the researcher was able to make corrections, adjustments and additions to the research instruments.

3.7.2 Reliability
Reliability refers to the consistency of the research and the extent to which studies can be replicated (Wiesma, 1986). A pilot was conducted to enable determination of instruments’ reliability. A test re-test method was applied by administering same questions to the subjects in the same locality after a period two weeks. The results of the two were compared. This is in line with Mugenda and Mugenda (2003) who asserts that one can wait for one to four weeks before administering the second test.

3.8 Data Collection Procedures
The researcher obtained an introduction letter from Kenyatta University which was presented to the ministry of education to attain a permit. Preliminary visits to each sampled school to inform principals and teachers of the intended research were made in advance. A date to administer the instruments was agreed upon. Questions were distributed directly to the respondents of each school by the researcher during the normal school days. Respondents were given instructions and assured of confidentiality of the information given. Then they were given time to fill in the questionnaire.
3.9 Data Analysis and Presentation

Once all the data was collected, data cleaning was done so as to eradicate inaccurate responses which were either incomplete or inconsistent responses. Once data cleaning was done, it was coded and entered in computer for analysis. Data analysis involved qualitative and quantitative procedures. Qualitative data was analyzed thematically using content analysis based on analysis of meanings and implications emanating from respondents information and comparing responses to document data on roles, effectiveness, issues and challenges of BoMs in teacher recruitment and selection process. Quantitative data were analyzed using descriptive statistics, being mean, frequency distribution and standard deviations on the responses received from the teachers and the principals.
CHAPTER FOUR
FINDINGS AND DISCUSSION

4.1 Introduction
This chapter presents the analysis of the data findings from the school principals and the teachers in Nyamira County, Kenya. The information collected by use of questionnaires were coded, keyed in and analyzed according to the set objectives of the study. In this chapter, the findings of the study are presented in four sections.

In section one is presented the demographic information of the employees, section two is to determine the role and effectiveness of BoMs in recruitment of secondary school teachers in the county. In section three is to determine the role, effectiveness of BoMs in selection of secondary school teachers and in section four is the identification of issues and the challenges faced by BoMs in recruitment and selection of secondary school teachers in the county.
4.2 General Demographic Information

4.2.1 Demographic Information of the Principals

Table 4.1: Demographic information of the Principals (n = 17)

<table>
<thead>
<tr>
<th>Demographic Information</th>
<th>( f )</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>14</td>
<td>82.4</td>
</tr>
<tr>
<td>Female</td>
<td>3</td>
<td>17.6</td>
</tr>
<tr>
<td>Length of service as a principal (Years)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 – 5 years</td>
<td>7</td>
<td>41.2</td>
</tr>
<tr>
<td>6 – 10 years</td>
<td>5</td>
<td>29.4</td>
</tr>
<tr>
<td>11 – 15 years</td>
<td>4</td>
<td>29.4</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>5.9</td>
</tr>
</tbody>
</table>

Majority (82.4%) of the principals were male while only 17.6% were female principals. They had served for mainly 1 – 5 years as principals of the current schools they were serving in.
4.2.2 Demographic Information of the Teachers

Table 4.2: Demographic information of the teachers (n= 103)

<table>
<thead>
<tr>
<th>Demographic information</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Age (Years)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Below 25</td>
<td>22</td>
<td>21.4</td>
</tr>
<tr>
<td>25 – 30</td>
<td>41</td>
<td>39.8</td>
</tr>
<tr>
<td>31 – 35</td>
<td>18</td>
<td>17.5</td>
</tr>
<tr>
<td>36 – 40</td>
<td>18</td>
<td>17.5</td>
</tr>
<tr>
<td>41 – 45</td>
<td>4</td>
<td>3.9</td>
</tr>
<tr>
<td><strong>Marital status</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Married</td>
<td>47</td>
<td>45.6</td>
</tr>
<tr>
<td>Unmarried</td>
<td>49</td>
<td>47.6</td>
</tr>
<tr>
<td>None committal</td>
<td>7</td>
<td>6.8</td>
</tr>
<tr>
<td><strong>Length of stay since graduating before absorbed by TSC (Years)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 – 3 years</td>
<td>35</td>
<td>34.0</td>
</tr>
<tr>
<td>4 – 6 years</td>
<td>32</td>
<td>31.1</td>
</tr>
<tr>
<td>7 – 9 years</td>
<td>13</td>
<td>12.6</td>
</tr>
<tr>
<td>10 and above</td>
<td>15</td>
<td>14.6</td>
</tr>
<tr>
<td>None committal</td>
<td>8</td>
<td>7.8</td>
</tr>
</tbody>
</table>

Table 4.2 shows the demographic information of the age brackets of teachers recruited through BoMs in Nyamira County. It shows the age frequency of teacher recruits through the system with their corresponding percentage. It further shows the frequency and corresponding percentage of their marital status. The frequency and percentage of those who remained none committal to disclose their marital status is too disclosed. The table
as well shows the length of stay of teachers before absorbed by TSC since graduation period. The period ranges from one year to 10 years and above. The frequency of each year bracket with a corresponding percentage is shown. Those who did not disclose their information, their frequency and percentage is also captured.

The teachers were mainly young adults in the ages of 25 – 30 years. Marjory (21.4%) were below 25 years whereas 3.9% were 41 – 45 years of age. In their marital status, majority of the teachers were unmarried (47.6%) while 45.6% were married teachers. The findings also shows that, majority (34.0%) of these teachers had stayed for only 1-3 years, 31.1% had stayed for 4 – 6 years, 12.6% had stayed for 7 – 9 years whereas 14.6% had stayed for 10 years and above since graduating before being absorbed by TSC.

### 4.2.3 Category of the schools

![Figure 4.1: Number of schools involved in the study](image)

**Figure 4.1: Number of schools involved in the study**
Majority, (70.6%) of the principals were in mixed day schools, 5.9% were in girls boarding schools, 5.9% were in boys boarding school while 17.6% were in mixed boarding schools.

### 4.2.4 Teachers’ Subject Combinations

Table 4.3 shows the subject combinations for which applicants for teaching positions have been interviewed for, in the locale under study.

**Table 4.3: Teachers’ subject combinations (n = 103)**

<table>
<thead>
<tr>
<th>Subject</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agric/Biology</td>
<td>8</td>
<td>7.77</td>
</tr>
<tr>
<td>B/S and Maths</td>
<td>5</td>
<td>4.85</td>
</tr>
<tr>
<td>B/S and Geography</td>
<td>4</td>
<td>3.88</td>
</tr>
<tr>
<td>Biology/Chemistry</td>
<td>5</td>
<td>4.85</td>
</tr>
<tr>
<td>Biology/Computer</td>
<td>1</td>
<td>0.97</td>
</tr>
<tr>
<td>Building and Construction</td>
<td>3</td>
<td>2.91</td>
</tr>
<tr>
<td>Chemistry/Maths</td>
<td>3</td>
<td>2.91</td>
</tr>
<tr>
<td>CRE/Geography</td>
<td>1</td>
<td>0.97</td>
</tr>
<tr>
<td>CRE/History</td>
<td>14</td>
<td>13.59</td>
</tr>
<tr>
<td>CRE/Kiswahili</td>
<td>5</td>
<td>4.85</td>
</tr>
<tr>
<td>Economics/ B/S</td>
<td>1</td>
<td>0.97</td>
</tr>
<tr>
<td>English/History</td>
<td>1</td>
<td>0.97</td>
</tr>
<tr>
<td>English/Literature</td>
<td>8</td>
<td>7.77</td>
</tr>
<tr>
<td>French and Kiswahili</td>
<td>1</td>
<td>0.97</td>
</tr>
<tr>
<td>Geography/Biology</td>
<td>1</td>
<td>0.97</td>
</tr>
<tr>
<td>Geography/History</td>
<td>1</td>
<td>0.97</td>
</tr>
<tr>
<td>History/Geography</td>
<td>2</td>
<td>1.94</td>
</tr>
<tr>
<td>History/Literature</td>
<td>1</td>
<td>0.97</td>
</tr>
<tr>
<td>Kiswahili/Fasihi</td>
<td>3</td>
<td>2.91</td>
</tr>
<tr>
<td>Kiswahili/Geography</td>
<td>5</td>
<td>4.85</td>
</tr>
<tr>
<td>Kiswahili/History</td>
<td>8</td>
<td>7.77</td>
</tr>
<tr>
<td>Maths/Geography</td>
<td>6</td>
<td>5.83</td>
</tr>
<tr>
<td>Physics/Chemistry</td>
<td>7</td>
<td>6.79</td>
</tr>
<tr>
<td>Physics/Maths</td>
<td>9</td>
<td>8.74</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>103</td>
<td>100.0</td>
</tr>
</tbody>
</table>
In the table, most (13.59%) of the teachers were teaching CRE/History in the schools. 8.74% were teaching Physics/Maths, 7.77% were Agriculture/Biology teachers, 7.77% were Kiswahili/History teachers whereas 7.77% were English/Literature teachers in their schools.

4.3 The Role and Effectiveness of BoMs in Recruitments of Secondary School Teachers in Nyamira County

The indicators of effectiveness which guided the study were: highly qualified teacher, most experience teacher and long period of stay since graduation without absorbed by TSC. These stood at a better chance of being recruited and selected. When short listing the applicants during recruitments, most of the principals (64.7%) stated that they constitute a panel in the schools whereas 29.4% of the principals do shortlist alone.

The criteria used during short listing in the schools which do shortlist were mainly; Academic qualifications, year of graduation, grade attained in the teaching subject (KCSE) and level of participation in co-curriculum activities. This concurs with Chan (1998) who maintains that on recruitment, the consideration of knowledge, skills and ability and other characteristics of the candidates should be sought. Cole (2002) also asserts that on recruitment process, requires candidature profile be merged with job profile. This is to identify the most suitable candidate to take up the job. Degree holders or diploma in education, C+ and above in the advertised teaching subjects and TSC registration certificate are considered as the qualification consideration for short listing. Other consideration for short listing includes; highest academic qualification besides professional qualification and length of stay outside since graduation are considered. The TSC recruitment guidelines are to be followed to the later. The Year of qualification and
qualification grades attained are among other considerations for short listing. Persons who appear to work with the administration better is short listed and given favorable conditions for recruitment.

The findings in table 4.4 reinforce TSC (2006) guidelines on teacher recruitment and selection as indicated in table 2.1. Cole (2000) maintained that there should be profile specification to explicit attributes sought of the candidate for the job in question.

**Table 4.4: Criteria used by the principals for short listing (n = 17)**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualifications</td>
<td>7</td>
<td>41.2</td>
</tr>
<tr>
<td>Year of graduation</td>
<td>4</td>
<td>23.5</td>
</tr>
<tr>
<td>Persons from the community</td>
<td>2</td>
<td>11.8</td>
</tr>
<tr>
<td>Subject combination</td>
<td>2</td>
<td>11.8</td>
</tr>
<tr>
<td>TSC guidelines for recruitment</td>
<td>4</td>
<td>23.5</td>
</tr>
<tr>
<td>TSC registration certificate</td>
<td>2</td>
<td>11.8</td>
</tr>
<tr>
<td>Teaching subjects</td>
<td>2</td>
<td>11.8</td>
</tr>
</tbody>
</table>

Table 4.4 shows the criteria used by principals on short listing applicants, for schools which do short list. Amongst the indicated criteria, ranges from the qualification of the applicant to, the teaching subject, as indicated in the table above.

When the principals constitute a panel, they involve stakeholders as; education officer, chairman BoM, Deputy Head teacher, teachers (HoDs) and the subject specialist. They also involve the subject head in the relevant teaching subjects. During recruitment, TSC has put measures so as not to short change applicants who are most suitable as opposed to
the preferred applicants. These measures include, awarding of marks according to applicants’ year of completion, giving the district education office a copy of application of the vacancy, issuance of employment form to a winner immediately upon declaration, a copy of application form sent to TSC and county director also, immediate declaration of results to all interviewees and signing against scores by interviewee. This concurs with Dessler (2003) who looks at recruitment as the process of identifying the best employee taking up the job positions. TSC has also ensured photocopies of the candidates’ documents and letter of application is approved in schools and in DEO's office-involves a member representing TSC during recruitment. They ensure that those who graduated earlier get more points and degrees are arranged on merit. Marks are given for year of graduation qualification, length of stay and qualification. TSC insists that all who apply must be interviewed and TSC has given a marking scheme which must be followed strictly (TSC policy on teacher selection and recruitment, 2006). If one candidate feels there is unfairness, TSC has given rooms for appealing.

Table 4.5: Formal means used by the principals to ensure all applicants are informed of the interview dates (n = 17)

<table>
<thead>
<tr>
<th>Mean of information</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notice boards in the schools and D.E.Os offices</td>
<td>7</td>
<td>35.3</td>
</tr>
<tr>
<td>Telephone calls</td>
<td>2</td>
<td>11.8</td>
</tr>
<tr>
<td>Mobile phones by sending SMS to applicants</td>
<td>8</td>
<td>47.1</td>
</tr>
</tbody>
</table>

Table 4.5 indicates that, to ensure that all applicants are informed on the interview date, the principals use mobile phones, notice boards in the schools and DEOs offices, send SMS or make telephone calls to the applicants.
School principals stated the reasons for the serious allegations that applicants who appear most suited are short changed in favour of the preferred applicants includes; Corruption, nepotism and Clanism. Some stakeholders have vested interests. This agrees with TSC (2006) which cites tribalism, nepotism and sectionalism as being the challenges facing teacher recruitment through BoM. Ministry of education (2009) singled out that most BoM members are incompetent and make wrong recruitment. Due to interest of the selection panel, there is notion that winners who are already teaching in the station under BoM have been favored when BoM/ selection committee/panel is faced with a tie which should be broken. The applicants feel lack of integrity since different interests play to the disadvantage of applicants due to vested interests of the H/M and panel members. This contradicts expectation of the public officers and ethics act (2003) which states that a public officer be recruited on the basis of integrity and competence. Principals feel that Loss of application marks awarded on communication is not fair.

![Figure 4.2: Number of schools where the selection panel make prior preparation](image)

Figure 4.2: Number of schools where the selection panel make prior preparation
In figure 4.2, majority (70.5%) of the schools, the principals noted that the selection panels make prior preparation for selection process. However, 29.4% of the schools, there is no prior preparation made by the selection panel.

The principals stated that preparation are made when doing appraisal in the selection guidelines and integrity, during briefing on the recruitment guidelines, when conducting a meeting to plan on how selection will be done by the BoM and members of the panel and during short listing. This is to ensure that all applicants’ documents are filed and the marks for specific areas awarded-informally and on receiving and recording the applicants until the last day of submission. This is inline with TSC (2006) which states, “The head teacher is expected to appraise the panel members on the public officer and ethics Act before the selection and recruitment process”.

Normally the extent of those preparations of the selection panel whenever there is teacher recruitment and selection, the interview is adequate (76.5%).

![Figure 4.3](image_url)

**Figure 4.3: Extent of the preparations to the selection panel during teacher recruitment as indicated by the principals**
Figure 4.3 shows the adequacy of preparedness of the BoM in teacher recruitment and selection which ranges from very adequate to adequate with corresponding percentage of each. The percentage of none committal respondents is also presented.

To evaluate BoM, the principals use indicators to measure either the adequacy or inadequacy by asking them of the professional documents required for teaching, to see if they are aware of them, checking the list of items to be availed, evaluating their education level and honesty. Indicators of honesty include lack of complains, whether the panel is able to interpret the selection guidelines and vice-versa. This concurs with Sang and Otunga (2006) who states that BoG knowledge on recruitment of teachers is wanting due to lack of management ability. The government annual report 2004 – 2005, field agents lack the capacity to hire new teachers professionally due to limited training.
4.4 The Role, Effectiveness of BoMs in Selection of Secondary School Teachers in Nyamira County

Table 4.6: Principals opinion on the BoMs during the interview

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
<th>Mean</th>
<th>Std</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are adequately prepared</td>
<td>1</td>
<td>5.9</td>
<td>9</td>
<td>52.9</td>
<td>4</td>
<td>23.5</td>
<td>5.9</td>
</tr>
<tr>
<td>Lacks good questioning skills</td>
<td>3</td>
<td>17.6</td>
<td>7</td>
<td>41.2</td>
<td>1</td>
<td>5.9</td>
<td>6</td>
</tr>
<tr>
<td>Ask relevant questions</td>
<td>1</td>
<td>5.9</td>
<td>7</td>
<td>41.2</td>
<td>8</td>
<td>47.1</td>
<td>-</td>
</tr>
<tr>
<td>Interviewed for the subject combination</td>
<td>4</td>
<td>23.5</td>
<td>11</td>
<td>64.7</td>
<td>2</td>
<td>(11.8)</td>
<td>-</td>
</tr>
<tr>
<td>Influenced by the politics of the day</td>
<td>-</td>
<td>1</td>
<td>5.9</td>
<td>6</td>
<td>35.3</td>
<td>4</td>
<td>23.5</td>
</tr>
<tr>
<td>Is above personal interest</td>
<td>4</td>
<td>23.5</td>
<td>7</td>
<td>41.2</td>
<td>1</td>
<td>5.9</td>
<td>4</td>
</tr>
</tbody>
</table>

SA-Strongly agree, A-Agree, U-Undecided, D-Disagree, SD-Strongly disagree

Based on the principal’s opinion, the BoMs are adequately prepared (52.9%), applicants are interviewed for subject combination (64.7%) and selection is above personal interest (41.2%). The principal however were of the opinion that during the interview, the panel does not ask relevant questions. This goes against Cole (2000) who states that, the selection panel should have the ability to ask relevant questions at the right time.

Using a likerts scale of 1 – 5 (1-strongly agree, 2-agree, 3-uncertain, 4-disagree, 5-strongly disagree) the mean responses from the principals on the tested statements on the
selection process were rated. The results based on the mean rating indicated that during selection, BoMs mainly interviewed for the subject combinations (mean 1.88) with a standard deviation of 0.60. Selection is not influenced by the politics of the day (mean 3.88) with a standard deviation of 0.99. This concurred with TSC (2006) which maintains that selection be based subject advertised.

Table 4.7: Principals opinion on the panel during the selection

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
<th>Mean</th>
<th>Std</th>
</tr>
</thead>
<tbody>
<tr>
<td>The BoM panel is competent</td>
<td>1</td>
<td>5.9</td>
<td>6</td>
<td>35.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All panel members actively participate</td>
<td>-</td>
<td>3</td>
<td>17.6</td>
<td>1</td>
<td>5.9</td>
<td>11</td>
<td>64.7</td>
</tr>
<tr>
<td>To be known in person is added advantage by panel members</td>
<td>1</td>
<td>5.9</td>
<td>8</td>
<td>47.1</td>
<td>-</td>
<td>4</td>
<td>23.5</td>
</tr>
<tr>
<td>There is canvassing for the job</td>
<td>1</td>
<td>5.9</td>
<td>5</td>
<td>29.4</td>
<td>2</td>
<td>11.8</td>
<td>4</td>
</tr>
<tr>
<td>Sponsors influence the outcome of the interview</td>
<td>-</td>
<td>2</td>
<td>11.8</td>
<td>3</td>
<td>17.6</td>
<td>7</td>
<td>41.2</td>
</tr>
<tr>
<td>Opinion of the H/T determines outcome</td>
<td>1</td>
<td>5.9</td>
<td>5</td>
<td>29.4</td>
<td>1</td>
<td>5.9</td>
<td>6</td>
</tr>
<tr>
<td>Board panel is fair in the practice</td>
<td>3</td>
<td>17.6</td>
<td>10</td>
<td>58.8</td>
<td>-</td>
<td>4</td>
<td>23.5</td>
</tr>
<tr>
<td>TSC guidelines are followed to the latter</td>
<td>4</td>
<td>23.5</td>
<td>7</td>
<td>41.2</td>
<td>1</td>
<td>5.9</td>
<td>5</td>
</tr>
<tr>
<td>Selection of teachers by BoM has stopped teachers from seeking transfer</td>
<td>2</td>
<td>11.8</td>
<td>-</td>
<td>2</td>
<td>11.8</td>
<td>13</td>
<td>76.5</td>
</tr>
</tbody>
</table>

SA-Strongly agree, A-Agree, U-Uncertain, D-Disagree, SD-Strongly disagree

The principals made assessment of the selection panel and the role they played during selection. During selection, to be known in person is an advantage by panel members (47.1%), board panel is fair in the practice (58.8%) and TSC guidelines are followed to
the latter (41.2%). The principals felt that, Board panel is fair in the practice (mean rating 2.29) and TSC guidelines are followed to the latter (mean rating 2.41). A majority of principals here conforms to T.S.C policy (2006) on teacher selection and recruitment which gives specific guidelines to be followed on the recruitment and selection process of teachers.

In the opinion of the school principals, recruitment and selection of secondary school teachers is mainly influenced by nepotism (mean rating 2.56) with a standard deviation of 1.38, and gender (mean rating 2.88) with a standard deviation of 1.05. Majority (52.9%) of the principals of the principals agreed that, gender influences recruitment whereas 41.2% agreed that it is influenced by corruption and 35.3% agreed that it influenced by nepotism. Contravening T.S.C (2006:17) which states; “the BoM is expected to conduct the selection exercise with the highest degree of professionalism and transparency as stipulated in Public Officer Ethics Act, (2003).
School teachers were of the opinion that recruitment and selection of the teachers by BoM is influenced mainly by regionalism (mean rating 2.72) with a standard deviation of
1.26 and nepotism, mean rating of 2.76 with a standard deviation of 1.26. Among the sampled teachers, 50.9% agreed that recruitment and selection is influenced by nepotism. 49.5% agreed that it is influenced by regionalism.

![Pie chart](image)

**Figure 4.4: Teachers preferred recruitment**

Figure 4.4 shows the preferred teachers in support of recruitment through BoM and through TSC. When the teachers were requested to state their preference, majority, (75.7%) of the teachers prefer to have teacher recruitment through TSC direct and not through board of management.

Teachers prefer TSC because; TSC is more objective, one is posted without struggling and it promotes unity as one can work anywhere. When done by TSC, they do not know the applicant in person and looks at the applicants’ qualifications and experience since TSC is competent and skilled on selection and recruitment and follow the policy to the latter. This agrees with the Ministry of Education (2009), which singles out that BoM is incompetent in teacher recruitment and selection unlike T.S.C which is efficient. Equal
chances are given to the applicants when recruitment is done by TSC since they follow the TSC number of the applicant. Employees in TSC have a different backgrounds thus have no biased interest and no strings attached. TSC is neutral and nonbiased. This complies with T.S.C (2006) which states that candidates should not be discriminated on the basis of disability, tribe, section, religion or any other form. The teachers felt that when TSC is involved, Nepotism, regionalism, religion might be reducing to a certain level. Teachers recruited by TSC are competent and committed to professionalism according to code of conduct.

![Figure 4.5: Principals supporting recruitment and selection of teachers by BoMs](image)

In this county, 58.8% of the principals stated that they do support the recruitment and selection of secondary school teachers by BoM. 41.2% of the principals however did not support recruitment by the BoMs.

Principals who do not support recruitment by BoMs state the reasons that; BoMs are not competent, the process is not objective and Some BoM members are not well trained. This conforms to TSC (2006) which reveals that demand-driven method of teacher
recruitment and selection is faced with challenges like inadequate capacity at school and district level to manage recruitment and selection process. The principals felt that TSC should be left to do it as it is mandated by the law.

Those who support recruitment by BoMs were of the opinion that, it provides for participation of stakeholders and choose the best teacher among many, they felt that they get teachers who are ready to work in the school at least for the first 5 years and that it accords the schools a chance to select according to their needs. When selection is done by BoM, corruption is reduced/minimize, enhances supervisory role of BoM on teachers and promotes teacher retention. The principals felt that they will understand the teachers who are going to work in their schools. This slot of respondents agrees with Chan (1998) who asserts that the basic paradigm on good person selection is being capable of acquiring the human capital they are capable of attracting and retaining.

4.4.1 Strength of BoM in Teacher Recruitment Process as Noted by the Principals
The result of this study indicated that there is always some problems with the BoM recruitment of the secondary school teachers, however, the principals noted some strength of the recruitment by the BoM as; It controls transfer of teachers, enables the BoM to monitor the discipline and commitment of the teachers, if not influenced, the BoM recruit the best teacher among many, this type of recruitment accords candidates a chance of getting employment within their centers, BoMs understands well the staffing needs of the school and they are normally guided by the principal and representatives from education/ministry/TSC offices. In this recruitment, the BoMs recruit one of their own and they employ the best teacher in terms of meritocracy. This is in agreement with Chan (1998) who maintains that the principle aim of recruitment is to uncover and
understand the nature of relationship between knowledge, skills and other characteristics on the person who has been selected. These characteristics must match with the job for which selection has been made.

4.4.2 Weakness of BoM in Teacher Recruitment and Selection Exercise as Noted by the Principals
The principals noted some of the weakness of the BoMs in the selection exercise includes; credentials in terms of academic and professional level of some BoM members. Some members do not actively engage the candidates in relevant questioning hence the BoMs become incompetent. Since they are not professional, they can easily short change the suitable candidate in favor of the preferred candidate. Some BoM members may abuse the privilege to recruit teachers and encourage nepotism and favourism. This kind of employment ensure that the candidates are employed within their homes hence does not expose them to other cultures. This is in support of Nzovu (2004) who points out that BOG has vested interests to candidates from their own community. Daily Nation (23rd 2004) too reveals that candidates from Gucha, Nyamira and Kisii districts, who were most suitable, were short changed in favor of the preferred candidates.

4.4.3 Weakness of TSC Selection Guidelines in the Recruitment and Selection Process
The teachers stated that, TSC is weak during recruitment and selection process in certain areas including; the areas where the award may not necessarily help them to get a good teacher e.g. no investigation and attempt to discover whether a teacher is a drug abuser. They would also allow candidates without TSC registration certificates to attend interview with proof of registration who may later fail to be registered. They are rigid in
changing subject combinations to suit the school(s)’ need once they have published the subject combination. TSC is not practical and cannot counter; short-changing of candidates. During selection, it is certificate oriented-oral interview which carters for only 5marks. TSC keep on changing year in year out on their guidelines. They are not flexible on transfer until 5years elapses. Conforming to T.S.C policy 2006 which states; “the policy on teacher selection and recruitment only exists in policy guidelines and circulars without specific measures of counter-checking faults thereof.”

4.4.4 Information on the Existing Vacancy

![Bar chart showing sources of knowledge on existing vacancies among teachers]

**Figure 4.6: Teachers knowledge of an existence of a vacancy**

Figure 4.6 shows the knowledge of teachers on existing vacancy in the schools. When there is an existing vacancy in a school, the teachers stated that they get to know mainly through the Newspapers (75.7%) and some are told by a friend (16.8%). In minimal cases 2.9% of the teachers get information on the vacancy through radio or school advertisement. Majority of teachers are in agreement with the TSC operation manual
(2002), which points out that TSC does the work of advertising of the existing vacancy; once informed by the secretary, BoM.

4.5 Issues and Challenges Faced by BoMs in Recruitment and Selection of Secondary School Teachers in Nyamira County

The Challenges principals encounter during short listing before interview process commences include; habit of canvassing from the interested parties and applicants’ anxiety to know their chances for selection, applicants from outside the county and contacting the applicants. When the selection interview is in progress, the principals also get challenges on getting rid of favorable applicants as opposed to the preferred ones. Countering the applicants’ anxiety to know their chances of selection, T.S.C (2006) informs that candidates should be informed of their scores immediately after the interview process. Getting rid of the suitable applicants in favor of the preferred candidates reveals the claims of The East African Standard (August 30th 2003) that suitable candidates in Emuhaya were shown open bias in favor of the preferred ones. Usually the school principals do not shortlist; all the applicants are invited for the interview. During recruitment, the BoMs experience late arrival of applicants since similar interviews are conducted elsewhere at the same time. There is always a problem of co-ordination so that all members of the panel are aware of the interview dates. On the coordination problem, the Ministry of Education (2009), singles out poor internal communication as a weakness of BOM in teacher recruitment and selection exercise. Most candidates have similar qualification and graduated at the same time and this makes it difficult to select and to know who to leave out. Short listing team often receives overqualified applicants and at times during the interview, teachers who did not tender
their applications would like to be interviewed. During selection, the BoMs are sometimes faced with the challenges of applicants, who are not satisfied with the process, applicants who come late with their application letters, conflicting interest of the panel members and individuals trying to push for their candidates. Nzovu (2004) attests that most BoMs are found to have vested interest on specific candidates irrespective of their qualifications. Daily Nation (Sept 2\textsuperscript{nd} 2003:10), a frustrated teacher alleges: “teacher recruitment by BoG is riddled with favoritism, tribalism and nepotism.” To eliminate this problem, posting should be done directly by the Ministry of Education through T.S.C. Panel members are faced with challenges from the influence of the education office when they have personal preference. Some BOG members are illiterate and some members of the panel ask irrelevant questions during selection. This contravenes Cole (2000) in his expectation of the selection and recruitment. He maintains, the panel should have the ability among other things to ask relevant questions during the interview and prepare for the interview exercise adequately. Daily Nation (September 3\textsuperscript{rd} 2003) points out that BoMs are incompetent, below academic standards to manage teacher recruitment and selection exercise.

4.5.1 Teachers’ Opinion of the Panel During the Interview

The opinion was rated in a likerts scale of 1 – 5 (1-strongly agree, 2-agree, 3-undecided, 4-disagree, 5-strongly disagree). The mean responses from the teachers on the tested statements on the panel were rated. The results based on the mean rating indicated that during interview, board panel ask questions on subject advertised, mean rating 2.74 with a standard deviation of 1.09. However, they lacked good questioning skills (mean 2.90) with a standard deviation of 1.21. The teachers noted that the board panel were not
adequately prepared (mean rating 3.07 with a standard deviation of 1.39 and they do not ask relevant questions, mean rating 3.05 with a standard deviation of 1.13.

Table 4.10: Teachers opinion on the board panel

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
<th>Mean</th>
<th>Std</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appeared adequately prepared</td>
<td>14</td>
<td>13.6</td>
<td>33</td>
<td>32.0</td>
<td>5</td>
<td>4.8</td>
<td>34</td>
</tr>
<tr>
<td>Lacked good questioning skills</td>
<td>9</td>
<td>8.7</td>
<td>43</td>
<td>41.7</td>
<td>8</td>
<td>7.8</td>
<td>35</td>
</tr>
<tr>
<td>Asked relevant questions</td>
<td>7</td>
<td>6.8</td>
<td>36</td>
<td>35.0</td>
<td>8</td>
<td>7.8</td>
<td>49</td>
</tr>
<tr>
<td>Asked questions on subject advertised</td>
<td>8</td>
<td>7.8</td>
<td>49</td>
<td>47.6</td>
<td>9</td>
<td>8.7</td>
<td>35</td>
</tr>
</tbody>
</table>

SA - strongly agree, A - agree, U - undecided, D - disagree, SD - strongly disagree

In the teachers’ assessments, the board panel members were not competent, mean rating 3.15 with a standard deviation of 1.33. This affirms to the Daily Nation (October 23rd 2004) which cites cases of irregularity in teacher recruitment ranging from wrong grading of marks and failure of interviewers to submit minutes of the meeting. However the teachers stated that giving bribe was not vital for short listing (mean rating 3.57) with a standard deviation of 1.03. The teachers stated that during recruitment, all panel members actively participate although; the board panel members were not fair in recruitment and selection. This supports the Kenya Times’ claim of August 31st, 2003, that BoMs are subjective, unfair, discriminative and corrupt. Unwanted candidates are shown open bias and intimidated to give way to special candidate earmarked for the positions.
Table 4.11: Teachers assessment on the board panel

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
<th>Mean</th>
<th>Std</th>
</tr>
</thead>
<tbody>
<tr>
<td>The board panel members were competent</td>
<td>12</td>
<td>11.7</td>
<td>27</td>
<td>26.2</td>
<td>13</td>
<td>12.7</td>
<td>37</td>
</tr>
<tr>
<td>All panel members actively participated</td>
<td>9</td>
<td>8.7</td>
<td>24</td>
<td>23.3</td>
<td>9</td>
<td>8.8</td>
<td>53</td>
</tr>
<tr>
<td>To be known by panel members was an added advantage</td>
<td>4</td>
<td>3.9</td>
<td>34</td>
<td>33.0</td>
<td>35</td>
<td>34.0</td>
<td>18</td>
</tr>
<tr>
<td>There was canvassing for the job</td>
<td>3</td>
<td>2.9</td>
<td>18</td>
<td>17.5</td>
<td>54</td>
<td>52.4</td>
<td>19</td>
</tr>
<tr>
<td>Giving bribe was vital for short listing</td>
<td>2</td>
<td>1.9</td>
<td>10</td>
<td>9.7</td>
<td>46</td>
<td>44.6</td>
<td>25</td>
</tr>
<tr>
<td>The board panel members were fair in recruitment and selection</td>
<td>11</td>
<td>10.7</td>
<td>28</td>
<td>27.2</td>
<td>15</td>
<td>14.6</td>
<td>29</td>
</tr>
</tbody>
</table>

SA-strongly agree, A-agree, U-undecided, D-disagree, SD-strongly disagree

As per table 4.11, the findings reveal that most teachers disagreed that BoM were competent. This is according to 35.9% who disagreed that BoM’s were competent in teacher recruitment and selection exercise. Majority (51.5%) of teachers also disagreed that all panel members actively participated during teacher recruitment exercise. On seeking to find if to be known by panel members was an added advantage, most (34%) of teachers were uncertain. Likewise, majority 52.4% of teachers were uncertain whether canvassing for the job prevailed. Majority 44.6% of them also were uncertain whether giving a bribe was vital for short listing. Most 28% disagreed that panel members were fair in teacher recruitment and selection exercise.

4.5.2 Teachers Service Commission Guidelines

The principals noted that the TSC guidelines for selection are not always strictly followed. Majority (35.3%) of the principals felt that the TSC guidelines for selection are not always followed. Figure 4.7.
Figure 4.7: Principals’ opinion on the following of TSC guidelines for selection

Guidelines are not always followed because; sometimes the BoMs find three quarters of the teachers are males in a girls schools and the BoM would want a female to be a role model for the girls. At times opinion of the head teachers prevails, the panel members have predetermined mind on the applicants they want despite the qualification and sometimes those who have been teaching in the school cannot be left out for the outsiders to be considered. This agrees with the Daily Nation (August 31st 2004) which indicates how teacher recruitment and selection is faced with challenges like regionalism, nepotism tribalism.

The principals think there are complains of irregularity over the media from this county since; the BoM could be having vested interests in some candidates and the guidelines are ignored. In some instances lack of understanding of procedures of selection by the media crew leads to dissatisfaction. There are always limited vacancies but individuals want benefit irrespective of whether better qualified or not. In cases of a tie, the use of KCSE subject grades and co-curriculum is in breaking ties between candidates leads to
dissatisfaction of the losers Some candidates have similar qualification but any difference in 5 marks in oral interview, the defeated candidates feels biased by the panel. It is difficult to satisfy everybody.

The reasons for complains were stated by the principals mainly as; Nepotism, corruption and lack of patriotism. Individuals from the community feel it is their institution and so demands to be given first preference. There is a notion that candidates already teaching in the station under BoM are favored if they are selected. Supporting the T.S.C policy on teacher decentralized demand-driven teacher recruitment as being faced with challenges bordering on tribalism, nepotism and illiteracy of BoM members.

Table 4.12: Principals opinion on TSC guidelines during the interview (n = 17)

<table>
<thead>
<tr>
<th>TSC guidelines</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makes BoM more effective</td>
<td>12</td>
<td>70.6</td>
</tr>
<tr>
<td>Makes BoM less effective</td>
<td>5</td>
<td>29.4</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>100</td>
</tr>
</tbody>
</table>

As in table 4.12, 70.6% of the principals felt that TSC guidelines make BoMs very effective. Whereas 29.4% stated the TSC guidelines make BoMs less effective.

4.5.3 Teachers’ Interviews as Noted by the Teachers
Teachers were asked to state if they had done interviews in other schools and 61.2% of the teachers stated that they had done interviews in other schools and failed to qualify for the job. 2.2% of the teachers had not done any other interview apart from in the current schools.
Those who did an interview in other schools and failed to qualify believe they were disqualified mainly because of selection panel interests (49.5%) and them being not from the community (41.7%). Sang and Otunga (2006) on teacher selection and recruitment through BoG indicates that it is subject to manipulation.

Table 4.13: Reasons why the teachers were disqualified when they did an interview in other schools

<table>
<thead>
<tr>
<th>Reasons</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lacked subject combination</td>
<td>4</td>
<td>3.9</td>
</tr>
<tr>
<td>There were more qualified applicants</td>
<td>19</td>
<td>18.4</td>
</tr>
<tr>
<td>Applicant was not from the community</td>
<td>43</td>
<td>41.7</td>
</tr>
<tr>
<td>Selection panel interests</td>
<td>51</td>
<td>49.5</td>
</tr>
<tr>
<td>Did not have TSC number</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>Applicant was short changed</td>
<td>2</td>
<td>2.0</td>
</tr>
</tbody>
</table>
Table 4.13 shows that most (49.5%) teachers, felt that they were disqualified because of selection panel interest. 41.7% claim that they were disqualified because they were not from the community. 18.4% felt that there were more qualified applicants while 3.9% claim that the lack subject combination. 2.0% claim that they were short chained and 1.0% did not have TSC registration number. In summery, the result showed that there is biasness in teacher recruitment through board of management.

**Table 4.14: Teachers opinion on recruitment and selection through the board of management**

<table>
<thead>
<tr>
<th>Promoted</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nationalism, patriotism and national unity</td>
<td>57</td>
<td>55.3</td>
</tr>
<tr>
<td>Social equality and responsibility</td>
<td>56</td>
<td>54.4</td>
</tr>
<tr>
<td>Sound moral and religious values</td>
<td>58</td>
<td>56.3</td>
</tr>
</tbody>
</table>

Teachers stated that recruitment and selection through the board of management has promoted sound moral and religious values, nationalism, patriotism and national unity.

### 4.5.4 Strength of Board of Management in Teacher Recruitment and Selection Process as Noted by Teachers

Teachers stated that the board of management reduces teacher shortage in schools, allows a teacher to choose schools they want and encourage teachers to transfer to schools of their choice.
Table 4.15: Teachers opinion on recruitment and selection through BoMs

<table>
<thead>
<tr>
<th>Strength</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reduces teacher shortage in schools</td>
<td>35</td>
<td>34.0</td>
</tr>
<tr>
<td>Teacher choose schools they want</td>
<td>25</td>
<td>24.3</td>
</tr>
<tr>
<td>After serving for five years, teachers request for transfer to school of their choice</td>
<td>20</td>
<td>19.4</td>
</tr>
<tr>
<td>Teachers restricted in a school in a specified period before seeking transfer</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>BoM recruit teachers who can stay in a given station for a long time</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>They choose a person they are pleased with</td>
<td>1</td>
<td>1.0</td>
</tr>
</tbody>
</table>

As indicated in table 4.15, majority (34%) of teachers stated that; BoMs reduce teacher shortage in schools, 24.3% allows teacher to choose schools they want, 19.4% of teachers stated that teachers can request for transfer to schools of their choice after serving for five years.

4.5.5 Weakness of Board of Management Noted by Teachers

The teachers noted that the weaknesses of BoMs were; having personal interests, lack professional skills, lack of competency and easily short change the candidates.

Table 4.16: Weakness of the BoMs

<table>
<thead>
<tr>
<th>Weakness</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have personal interests</td>
<td>73</td>
<td>70.9</td>
</tr>
<tr>
<td>Lack professional skills and the selection process is easily manipulated</td>
<td>68</td>
<td>66.0</td>
</tr>
<tr>
<td>Lack competence</td>
<td>62</td>
<td>60.2</td>
</tr>
<tr>
<td>Un-preferred candidates are easily short changed</td>
<td>61</td>
<td>59.2</td>
</tr>
</tbody>
</table>
Majority (70.9%) of teachers noted that BoMs have personal interests, while 66.0% stated that they lack professional skills hence selection process easily manipulated, 60.2% lack competence and 59.2% stated that suitable candidates are easily short changed for the preferred ones.

To strengthen teachers, recruitment and selection through BoMs, the teachers recommended that; Recruitment and selection be done in transparent and open manner, TSC should be involved in the recruitment and should preside over recruitment exercise. This backs the Public Officers and Ethics Act (2003) which provides that a public officer shall practice and promote principles that an officer be selected on the basis of integrity, competence and suitability. When the BoM is recruiting, there should be a body to oversee the program, academic qualification should be made key and age should be considered. The BoM members should be professionals and should understand their role. BoM members must be vetted to ensure that each member is qualified. They should be trained and should avoid personal interests during recruitments. This is in line with TSC guideline for awarding marks in which qualification and age are given primary considerations. The Government annual report (2004-2005) points out that field gents lacks the capacity to hire new teachers professionally due to limited training.

4.6 Principals’ Suggestion for Recruitment and Selection of Teachers in Terms of Selection Guidelines
The principals suggested that the guidelines should give priority to the length of stay after graduation and using grades i.e. classification of degree and the year of graduation. They were also of the opinion that it is important to attempt to know who this you want to employ and therefore conduct moral uprightness test e.g. drug abuse etc. The candidate
should bring certificate of good conduct. This is in line with www.dat.wa.edu.au stating that screening clearance number (SCN) from the screening units of professionals and conduct division is mandatory to be produced by any applicant of a given job position. Wayne and Judy (2014) points out that candidate should be recruited on a timely basis on sufficient number and with appropriate qualifications. BoM should allocate more marks to co-curricular/ talents, mastery of content and presentation.

In areas of short listing, the principals insist that the candidate brings certificate of good conduct. When awarding marks they should include KCSE grades, the oral interview should be awarded 10 marks from 5 marks since teaching involves talking at a great extent. BoMs should allocate more marks on co-curricular, talents mastery of content and presentation. David and Robert (2007) observe that to determine who will be offered the job depends on the applicant’s score on various tests or the impression they may have created during the interview. In areas of shortlisting, the principals recommended changes as follows; selection should be done centrally and should be automatic for qualified teachers and teachers’ experience should also be considered. Selection should be done in the presence of representatives from education office and government should equip schools with list of accredited universities/colleges, and the issuance of registration certificates for applicants should be done promptly. The list of applicants’ merits should be given to applicants to avoid speculations and misinformation. This concurs with TSC policy on selection and recruitment by pointing out that the results for the interviewed candidates be announced immediately after the interview, and whoever feels that the exercise was unfair, should appeal to the TSC headquarters.
In recruitment and selection of teachers in areas of interview process, the principals were of the opinion that; BoMs who are educationists should be involved and they should improve questioning skills, TSC professional personnel to conduct interviews and in cases where BoM members are not qualified enough, use TSC office or DEOs office to arrive at a candidate. Include written interviews and a lot of time to be given to HODs during the interviews. The applicants should be allowed to witness scores and why they were awarded so. Cole (2000) among other things notes that the selection panel should have the ability to ask relevant questions at the right time.

In other relevant areas, the principals suggested that; TSC should recruit from the headquarters for efficiency; the BoMs to be selected based on academic qualification and experience and should include county cabinet secretary's office in selection. Recruitment should be automatic to those who qualify.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
This chapter presents the summary of the study and the conclusions arrived at by the study, in which the study presents both policy recommendations and recommendation for further research.

5.2 Summary
The purpose of this study focused on the effectiveness of the Board of Management in recruitment and selection of teachers in public secondary schools in Nyamira County. As referred in literature review, recruitment and selection entail attracting individuals on timely basis, in sufficient numbers and with appropriate qualification in which the firm selects those applicants with qualifications most closely related to job description; (Wayne and Judy, 2014).

Effective recruitment of teachers in public secondary schools in the locale under study is hampered with wanting academic qualifications of most BoMs. As they have not undergone training on recruitment and selection, hence they do not ask relevant questions during the selection process. Cole points out that, interviewers should have the ability to ask relevant questions during the interview at the right time.

Candidates, in most cases are not selected on meritocracy of their qualifications as most BoMs shortchange the suitable candidates in favour of the preferred ones. Recruitment and selection entail attracting individuals on a timely basis, in sufficient numbers and
with appropriate qualifications most closely related to job description, (Wayne & Judy, 2014). The BoMs do not live in this expectation.

Candidates are selected on the basis of; locality, nepotism, tribalism, canvassing among other vices. This goes against the Public Officers and Ethics Act (2003), which maintains that public officer to practice and promote principles that an officer be selected on the basis of competence, integrity and suitability.

The principals in most cases do shortlist alone without the panel. This is because they encounter the problem of coordinating the panel member to prepare for the selection. This is against Cole’s expectation that shortlisting be made by the panel and candidates be classified on basis of meritocracy. Most members do not ask relevant questions as others do not ask at all. Most candidates tie up and create a problem on how to break the tie. Hence creates shortchanging loop hole. Recruitment through TSC direct is preferred compared to BoMs.

Among the challenges and issues experienced includes tribalism, regionalism, sectionalism, opinion of the headteacher accounting on the candidate to be considered for the position, tying up of applicants hence leading to shortchanging the most suitable to the preferred one, and influence of the various stakeholders.

5.3 Conclusions of the Study
This study has resulted in three (3) main conclusions. Firstly, based on the findings of the role, and effectiveness of BoMs in recruitment of public secondary school teachers in Nyamira County. Secondly, based on the findings of role, and effectiveness of BoMs in the selection of public secondary school teachers in Nyamira County and lastly, based on
the issues and challenges faced by BoM in the recruitment and selection of secondary school teachers in Nyamira county.

Most of the BoMs are incompetent in teacher recruitment due to low academic qualifications. The Ministry of Education (2009), BoMs are incompetent, have poor internal communication and make wrong recruitments.

The factors which hampers effective recruitment and selection involves: nepotism, clanism, giving applicants from the community first preference, short changing suitable applicant for the preferred ones, opinion of the principal to prevail on the candidate to be considered and vested interest by various stakeholders. This contradicts the Public Officer’s Ethics Act (2003), which states that public officer practice and promote integrity and that an officer be selected on the basis of competence integrity and suitability. It also conforms to TSC (2006), claiming that demand driven teacher recruitment has led to complains bordering tribalism, nepotism and sectionalism.

The study establishes that this recruitment is subjective and lacks objectivity as compared to recruitment through TSC direct. BoMs lacks effective interviewing techniques to arrive on the most suitable applicant. Cole (2000), interviewers should have the ability to ask relevant questions at the right time.

The study establishes that in most parts of the region, head teachers are used to rubber stamp decisions of supervisors and professionalism is not followed. This reflects the claims of a letter to the editors in Kuria District entitled “teacher recruitment is a recipe of tribalism”, in which head teachers are use to rubber stamp decisions reached by supervisors even when such decisions conflict with professionalism.
5.4 Recommendations of the Study

The study was based on the following recommendations:

5.4.1 Recommendations for BoM

i. The BoM members should possess sound academic qualifications so that when sensitized on implementing effective teacher recruitment and selection, they can easily grasp.

ii. On interviewing the candidates, the BoMs should analyze the character of the candidate that emerges during the interview so that other traits of the applicant other than academic qualifications and years of stay can also be considered on the candidate.

iii. Applicants should be encouraged to apply to schools outside their counties. This will care for the issue of short changing applicants and increases objectivity on selection and recruitments.

5.4.2 Recommendations for TSC

TSC headquarters needs to:

i. Set several arrival seminars to sensitize BoM members on what is required to make effective recruitment and selection of teachers making them aware of the changes in policy guidelines if any and also train them on the application of TSC guidelines on selection and recruitment.

ii. Policy should be formulated and enacted in the law of the land on the legal action to be taken against BoM members who are proved to vest their own interests in this exercise so that those prone to short changing candidates can fear of being comprehended by the law.
5.5 Recommendations for Further Study

i. Examine the considerations taken into account on appointing BoM members and their efficiency in the management of secondary schools in Kenya.

ii. The skills and training required of an effective manager in selection and recruitments; with specific reference to boards of management of Kenya secondary schools.

iii. Emerging issues and challenges in the recruitment and selection through the District Education Board and BoM in Kenya.
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www. minendu.govt.nzl accessed on April 12th 2014

www.dat.wa. edu. au  accessed on April 12th 2014
APPENDIX I

QUESTIONNAIRE FOR TEACHERS RECRUITED BY BOARD OF MANAGEMENT

Instructions

The research is investigating the effectiveness of board of management in recruitment and selection of secondary teachers. Kindly respond to all questions. DO NOT write your name please. All the information you provide will be treated in the highest degree of confidence and shall be used for the purpose of this study only.

PART A: PERSONAL DATA

Please indicate the appropriate option by a tick (✓) where applicable

1. Your age bracket

   Below 25   25-30   31-35  36-40

   41-45

2. Your length of stay since graduating as a teacher.

   1-3 years ( )  4-6 years ( )  7-9 years ( ) 10 and above

3. Marital status?  married   unmarried

4. Home district……………………………………………………………………………………………..

5. The district of the school you are currently teaching in …………………

6. Name the schools (s) you taught in before absorbed by TSC………………

7. Name your subject combination……………………………………………………………………..
PART B: RECRUITMENT SELECTION PROCESS

8. How did you come to learn of the existing vacancy in this school?

Through radio  
News paper  
Told by friend  
School advertisement  

Any other specify………………………………………………………

9. Respond by ticking (✓) the appropriate response using the key

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA</td>
<td>A</td>
<td>U</td>
<td>D</td>
<td>SD</td>
</tr>
</tbody>
</table>

a. In your opinion during the interview the board panel

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appeared adequately prepared</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lacked good questioning skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asked relevant questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asked questions on subject advertised</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

b. In your own assessment

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>The board panel members were competent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All panel members actively participated</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To be known by panel members was an added advantage</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There was canvassing for the job</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Giving bribe was vital for short listing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The board panel members were fair in recruitment and selection</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
c. In your own opinion recruitment and selection of teachers by BoM is influenced by

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tribalism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regionalism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corruption</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nepotism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sectionalism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religion</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Age</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Politicians</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Favourism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marital status</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Any other specify………………………………………………………………………………

10. (a) teacher recruitment through boards of management and recruitment through TSC direct which one would you prefer

BoM  [ ]  TSC  [ ]

If by TSC give reason…………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

Have you done interview in another schools (s) and failed to qualify for the job?

Yes  [ ]  No  [ ]

11. If yes ,tick the reasons why you think you failed

i. Lacked subject combination  [ ]

ii. There were more qualified applicants  [ ]
iii. Was not from the community
iv. Selection panel interests

Any other specify……………………………………………………………………

……………………………………………………………………

12. The following are some of the national goals of education:-

i. Promoting nationalism patriotism and national unity

ii. Promoting social equality and responsibility

iii. Promoting sound moral and religious values

(a) Has the recruitment and selection through the board of management compromised any of the national goals of education?

(b) If yes, tick ( √ ) all compromised goals stated above

13. In your opinion, tick ( √ ) all the strengths of board of management in teacher recruitment and selection process

a. Reduces teacher shortage in schools

b. Teachers choose schools they want

c. After serving for 5 years, teachers request for transfer to schools of their choice.

Any other; specify……………………………………………………………………..
Tick (✔) all the weakness of board of management in teacher recruitment and selection process

i. BoMs lack competence

ii. BoMs have personal interests

iii. Selection process is easily manipulated and BoMs lacks professional skills

iv. Un-preferred candidates are easily short changed

Any other specify……………………………………………………………………………….

14. What recommendations would you make to strengthen teachers, recruitment and selection through BoMs?

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

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

Thank you for your participation
APPENDIX II

QUESTIONNAIRE FOR PRINCIPALS

Instructions
The study is investigating the effectiveness of board of management in recruitment and selection of secondary school teachers. DO NOT WRITE YOUR NAME PLEASE. All the information you provided will be treated in the most strict confidence and shall be used for the purpose of this study only.

PART A: PERSONAL DATA

Please indicate the appropriate option by a tick (✓) where applicable

1. Indicate your gender? Male □ Female □

2. Length of service as a principal? 1-5 years □ 6-10 years □
   11-15 years □ any other, specify □

PART B: RECRUITMENT AND SELECTION OF TEACHERS

3. State category of your school?
   Girls boarding □
   Boys boarding □
   Mixed boarding □
   Mixed day □

4. Which criteria have you been using for short listing suitable candidates?....

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

5. (a) Do you short list individually or as a panel?
   Individually □
   Panel □
(b) If as a panel, name the other involved stakeholders

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

6. What measures has TSC stated in the policy so as not to short change applicants who are most suitable as opposed to the preferred applicants?

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

7. What formal mean do you use to ensure that all applicants are informed of the interview date?

8. According to you, why are there, serious allegations that applicants who appear most suitable are short changed in favour of the preferred applicants?

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

9. Does your selection panel make any prior preparations for the selection process?

Yes ☐ No ☐

b. If yes, state any four (4) of such preparations

……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
10. What is normally the extent of those preparations to the selection panel whenever you have teacher recruitment and selection interviews

   Very adequate  
   Adequate  
   Inadequate

11. What indicators do you use to measure either the adequacy or inadequacy of your panel?

12. What challenges do you encounter during short listing

   a. Before interview process commences  
   b. When selection interview is on progress

13. Are TSC guidelines for selection always followed strictly

   Yes  No

   a. If No state or suggest some of the reasons that make it difficult to follow the guidelines

   b. If yes, why do you think then are there complaints of irregularity over the media from this County?

   Give any four (4) reasons
14. During the interview does TSC guidelines make BoMs

<table>
<thead>
<tr>
<th>More effective</th>
<th>Less effective</th>
</tr>
</thead>
</table>

15. Respond by ticking (✓ ) the appropriate response against the statement using the key:- SA-strong agree   A-agree,   U-uncertain   d-disagree   SD- strongly disagree

i. In your opinion during the interview the board panel

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Are adequately prepared</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B Lacks good questioning skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C Ask relevant questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D Interviewed for the subject combination</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E Influenced by the politics of the day</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F Is above personal interest</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

ii. In your own assessment

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>A The BoM panel is competent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B All panel members actively participate</td>
<td></td>
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</tr>
<tr>
<td>C To be known in person is an added advantage by panel members is an added advantage</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>D There is canvassing for the job</td>
<td></td>
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</tbody>
</table>
### iii. In your own opinion recruitment and selection of teachers is influenced by;

<table>
<thead>
<tr>
<th>Factor</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tribalism</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Regionalism</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Corruption</td>
<td></td>
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</tr>
<tr>
<td>Nepotism</td>
<td></td>
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<tr>
<td>Favourism</td>
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<tr>
<td>Politicians</td>
<td></td>
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<tr>
<td>Religion</td>
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<tr>
<td>Gender</td>
<td></td>
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<tr>
<td>Marital status</td>
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</tr>
</tbody>
</table>

16. (a) Do you support recruitment and selection of teachers by BoMS

   Yes ☐   No ☐

(b) Give reasons for your answers

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

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

   ........................................................................................................................................................................
17. (a) In your opinion, what are the strengths of BoMs in teacher recruitment process?

(b) What are the weakness of BoMs in teacher recruitment and selection exercise?

(c) What are the weakness of TSC selection guidelines in the recruitment and selection process?

18. Taking into account of your professional experience, what changes would you suggest for recruitment and selection of teachers in areas of:

   a. Selection guidelines
   
   b. Short listing
   
   c. Interview process
   
   d. Any other specify

Thank you for your participation
APPENDIX III

BUDGET

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Stationary</td>
<td>10,000</td>
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<tr>
<td>TRAVELLING AND ACCOMMODATION</td>
<td>25,000</td>
</tr>
<tr>
<td>LUNCH /SUPER</td>
<td>15,000</td>
</tr>
<tr>
<td>TYPING AND BINDING</td>
<td>15,000</td>
</tr>
<tr>
<td>PREPARING THE TEN (10) DOCUMENTS</td>
<td>8,000</td>
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<tr>
<td>UNFORESEEN EXPENSES</td>
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<td>GRAND TOTAL</td>
<td>83,000</td>
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</table>
# APPENDIX IV

## TIME FRAME

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>10/1/2014 – 31/1/2014</td>
<td>Identifying Supervisors</td>
</tr>
<tr>
<td>1/2/2014 – 12/2/2014</td>
<td>Topic Identification and Approval by Supervisors</td>
</tr>
<tr>
<td>25/3/2014</td>
<td>Presenting Proposal to Supervisors</td>
</tr>
<tr>
<td>4/4/2014</td>
<td>Collection and Making Possible Corrections</td>
</tr>
<tr>
<td>22/4/2014</td>
<td>Field for Data Collection</td>
</tr>
<tr>
<td>25/4/2014</td>
<td>Presenting to Supervisors for Possible Corrections</td>
</tr>
<tr>
<td>12/5/2014</td>
<td>Presenting Final Document to Supervisors a Waiting Graduation</td>
</tr>
</tbody>
</table>
APPENDIX V

RESEARCH AUTHORIZATION LETTER

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471, 2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacost.go.ke
Website: www.nacost.go.ke
When replying please quote
Ref: No. NACOSTI/P/14/7108/3274

Date: 25th September, 2014

Livingstone Ocharo
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “The effectiveness of Board of Management in recruitment and selection of teachers in public secondary schools in Nyamira County, Kenya,” I am pleased to inform you that you have been authorized to undertake research in Nyamira County for a period ending 30th December, 2014.

You are advised to report to the County Commissioner and the County Director of Education, Nyamira County 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. S.K LANGAT, OGW
FOR: SECRETARY/CEO

Copy to:
The County Commissioner
The County Director of Education
Nyamira County.
APPENDIX VI
RESEARCH PERMIT

THIS IS TO CERTIFY THAT:  
MR. LIVINGSTONE OCHARO  
of KENYATTA UNIVERSITY, 0-100 Nairobi, has been permitted to conduct research in Nyamira:  
the topic: THE EFFECTIVENESS OF MANAGEMENT IN RECRUITMENT AND SELECTION OF TEACHERS IN PUBLIC SECONDARY SCHOOLS IN NYAMIRA COUNTY, KENYA  
for the period ending: 30th December, 2014  

Applicant’s Signature:  

Secretary:  
National Commission for Science, Technology & Innovation

CONDITIONS:
1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do this may lead to the cancellation of your permit.
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved by the Ministry of Education.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two (2) hard copies of your final report. In addition, you must submit one (1) soft copy to the Commission.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

RESEARCH CLEARANCE PERMIT:

Serial No. A

REPUBLIC OF KENYA

National Commission for Science, Technology & Innovation

CONDITIONS: see back page