2ND International Annual
October Conference on
Education and Lifelong Learning 2015

"Post 2015 Development Agenda:
Moving Education Forward"

CONFERENCE PROCEEDINGS / WORKING PAPERS / VOLUME ONE
SCHOOL OF EDUCATION
FUNDAMENTAL STATEMENTS

Vision Statement
To be a globally competitive hub of education development professionalization of educators, educationalists, researchers and mentors

Mission Statement
To provide exemplary leadership in transformative skill-based education services founded on quality teaching and learning, research, innovation, and life-long community service

Philosophy
Quality education for the service of humanity

Core Values
Honesty, respect, integrity, team spirit, democracy, inclusivity, transparency and accountability

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School of Education, Kenyatta University, KENYA

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MESSAGE FROM CONFERENCE CHAIR

The School of Education, Kenyatta University successfully hosted the 2nd International Annual Conference on Education and Lifelong Learning at Kenyatta University, on 8th-9th October 2015, dubbed "the KU October Conference on Education". The conference was graced by renowned educationalists, namely, Dr. Evangeline Njoka (Chief Guest Speaker and First Chief Executive Officer of the Kenya National Commission for UNESCO); Prof. Kabiru Kinyanjui (Keynote speaker and International Development and Education consultant); Prof. Alemayehu Bishaw (Keynote Speaker and Associate Professor, Dean Graduate Studies, Bahir Dar University, Ethiopia); Dr. John Mugo (Guest Speaker and Director, Data and Voice, Uwezo, East Africa) and Dr. Hellen Amunga (Host Speaker and Lecturer, Department of Educational Communication and Technology, Kenyatta University). These high profile speakers provided the framework for thematic discussions guided by expertise, experience and knowledge in education and the various thematic areas of the conference.

The conference was organised to fall in October, which is the month the World Teachers' Day (October 5) is celebrated globally. The conference theme titled, "Post 2015 Development Agenda: Moving Education Forward" helped to accommodate a variety of relevant sub-themes that allowed the authors to address salient concerns in education in context of accomplishments of the Millennium Development Goals (MDGs) and recast in the era of Post 2015 Sustainable Development Goals (SDGs). The sub-themes covered in this issue focus on educational processes including pedagogy, curriculum development, use of technology and innovation, equity and inclusiveness, educational management and transformation, as well as planning for the overall quality of education. In this context, the conference was able to pursue its core objective of providing a structured platform via which education scholars, policy makers, practitioners, and students disseminate and share knowledge generated through research in the field of education under the chosen broad theme.

Being a relatively young conference that was launched on 31st October 2014, it is indeed a great pleasure to witness the fruition of this publication which adds value to our October Conference which, without doubt, enhances the mandate of disseminating evidence-based knowledge, elicit wider feedback from readers and motivate further discussions and research on topical educational issues. This publication goes a long way to strengthen the processes of conferencing beyond the event of the conference per se. I therefore take this opportunity, on behalf of the Conference Committee and on my own behalf, to wish you meaningful and enjoyable readership and welcome you to the forthcoming Annual October Conference.

Prof. Fatuma Chege
Chairperson, Conference Organising Committee & Dean, School of Education, Kenyatta University
January 2016
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CONFERENCE PROGRAMME

2nd International Conference on Education and Lifelong Learning
8th -9th October 2015
School of education, Kenyatta University

THEME: POST-2015 DEVELOPMENT AGENDA: MOVING EDUCATION FORWARD

Sub-themes:
1. Education and Emerging Issues
2. Research in Education Policy and Planning
3. ICT, Virtual Learning Technology in Education
4. Quality Education and Transformative Leadership
5. Education and Equity, Gender, Culture and Marginalisation
6. Teaching in Diversity and the Teaching Profession
TRENDS IN PROMOTIONS AMONG SECONDARY SCHOOL TEACHERS IN CENTRAL, WEST AND NORTH SUBCOUNTIES OF NYANDARUA COUNTY, KENYA

Abstract

This research investigated the determinants and distribution of promotions for secondary school teachers in North, West and Central sub-counties of Nyandarua County. The problems of stagnation that relate to burnout and discriminative performance based promotion policy that negatively influence curriculum delivery method and outcome led to this study. Objectively, school type that created diversity in work environments and gender due to historical gender imbalances in promotions were considered. The study was guided by the expectancy theory. Qualitative and quantitative methods of data collection using questionnaires for teachers and interview schedules for the rest of the respondents were used. 58 teachers in extra-county schools, 51 in county and 79 in district day schools were involved. 13 school principals, 3 sub-county education human resource officers and 2 officers in the national Teachers’ Service Commission were involved. The study found promotion through interview to be majorly once in teachers’ career. Out of the promoted teachers, 30.1 per cent were female while 69.9 per cent were male. 74.1 per cent of extra-county school teachers, 48.1 per cent of county and 29.1 per cent of district day schools teachers had been promoted making school type a promotion determinant. The study recommends: reducing overemphasis on examination scores during promotions, creating an integrated promotion system with many lateral openings, automatic promotion for teachers with long experience and satisfactory performance and entrenching constitutional provisions for gender equity. Further research on effect of using student examination results as a factor of teachers’ promotion on teaching methods and learning outcomes is necessary.

Key words: Promotion, Stagnation, Performance.
Introduction

Promotion according to Heathfield (2000) can be defined as the advancement of an employee from one job position to another that has a higher job title, higher level job responsibilities, a higher salary range and is associated with higher skills or experience. In the light of this definition, Cunningham and Cordeiro (2009) noted that successful organisations promote continuous professional development throughout their employees’ career with an aim of achieving intended organisational and employees’ individual goals.

In terms of gender, as observed by a World Bank Working Paper Number 99 (World Bank, 2007), only a few female teachers had ‘climbed the ladder’ to reach the leadership positions despite being critical in expansion and improvement of secondary education. The gender disparity in promotion observed in this report had a negative effect on learning outcome and output not only in education but also other economic fields.

Studies on job satisfaction of teachers have found significant difference when promotion was used as a factor of satisfaction. This was evident in a study on secondary school teachers’ satisfaction in Transkei, South Africa (Mwamwenda, 2000) and a similar study by Mwangi (2013), in Nakuru north sub-county of Kenya.

Bennel and Akyeangpong (2007) in a study conducted in SSA focusing on teacher motivation and incentives noted that teachers were facing ‘motivation crisis’ which negatively affected learning. A comparatively poor donor funding for research on motivation of teachers was noted as indicator of failure to recognise teachers as critical in educational goals achievement.

In Kenya, many studies over a long period of time have produced similar findings. Kimengi (1983), Shymala (1990), Karugu and Kuria (1991) and Wasonga (2010) found low promotion opportunities, advancement and general difficulties in upward mobility in the teaching profession among Kenyan teachers as causing job dissatisfaction.

Purpose of the Study

The purpose of the study was to investigate the influence of gender and school type in determining promotion chances among secondary school teachers in Nyandarua North, Nyandarua West and Nyandarua Central sub counties of Nyandarua County.

Objectives of the Study

The study sought to:

1. Investigate the extent to which type of school was linked to teacher promotion to a higher job group among secondary school teachers in North, West and Central sub counties of Nyandarua County.

2. Find out the extent to which gender played a significant role in determining promotion of secondary school teachers to a higher job group in North, West and Central sub counties of Nyandarua County.

Conceptual Framework

The conceptual framework for this study took into account that human behaviour can be viewed as stemming from arousal that generates energy for action. This is the motivation that
is therefore taken to be a force to perform (Orodho, 2008). In this context, the study considered teachers and school types as the independent variables. The school type was perceived to determine the facilities availability and student achievement level dictated by the admission criteria which is dependent on learners' academic achievement level at primary.

**Figure 1:** Conceptual framework on promotion of teachers and its effect on learning

<table>
<thead>
<tr>
<th>INDEPENDENT VARIABLES</th>
<th>INTERVENING VARIABLES</th>
<th>DEPENDENT VARIABLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>Rewards</td>
<td>Good Performance</td>
</tr>
<tr>
<td>• Facilities available</td>
<td>• higher remuneration</td>
<td>• innovative and improved teaching</td>
</tr>
<tr>
<td>• Student characteristics (high or low achievers)</td>
<td>• professional growth</td>
<td>• good performance in exams and co-curricular activities</td>
</tr>
<tr>
<td>Gender</td>
<td>• challenging tasks</td>
<td>• motivating learners.</td>
</tr>
<tr>
<td></td>
<td>• more responsibilities</td>
<td>• completing tasks in time</td>
</tr>
<tr>
<td></td>
<td>• recognition</td>
<td>• low dropout cases</td>
</tr>
<tr>
<td></td>
<td>• job satisfaction</td>
<td>• reduced unrest</td>
</tr>
</tbody>
</table>

**Theoretical Framework**

The expectancy theory postulated by Victor Vroom in 1964 (Lunenburg and Ornstein, 2008) guided the study. The theory postulates that people join organizations with prior expectations which affect their reactions towards the organization and consequently make conscious choices to optimize outcomes for personal gains (Teklemariam, 2009). This theory gives the personal dimension of the workers which is dependent on the benefits they get or expect to get from the organisation. Figure 2 below shows the diagram of the expectancy theory and interrelationship with variables.

**Figure 2:** Diagrammatic representation of expectancy theory

**Sources:** Lunenburg and Ornstein (2008).
The expectancy as shown in Figure 2 above refers to the belief in the workers that a certain level of effort can lead to expected level of performance. Instrumentality is the relationship between that expected performance (first level outcomes) and rewards accrued to that performance (2nd level outcomes). Valence denotes employee's preference for the reward awarded for the performance at a certain level (Lunenburg and Ornstein, 2008). A preferable reward motivates employees and therefore the study perceived promotion as a preferable reward to all secondary school teachers making them strive for betterment of their lives through a work related 'reward for performance' promotion strategy.

**Literature Review**

**Promotion of teachers in general**

Boband Shelton (1995) observe that teaching satisfies the criterion of a profession despite absence of professional associations, high status in the society or high salaries compared to other professions. Neugarten (1977) acknowledges the complex and dynamic nature of teaching associated with social and economic changes describing it as a relativistic and situational profession with no absolutes.

While acknowledging teachers as the most important participants in the implementation of education policies, Weeden and Andrews (1987), and Townsend and Bates (2007) note partiality in teacher development programmes where teachers' needs are less emphasized by ministries of education.

Wilmore (2007) notes that teaching at the same level jeopardizes the quality of work due to the cyclic and repetitive nature of the tasks involved. The same subject content may be taught for many years affecting teachers' psychological health, job satisfaction and consequently motivation to work. Regular promotions to higher job groups may help cushion teachers who seemingly are disadvantaged by improving their life standards and social status.

More research findings show that teachers are dissatisfied with methods used to promote them. A study done in Sub-Saharan Africa (World Bank, 2007), noted that mechanisms for recruiting teachers to secondary school principals posts was unsystematic and did not follow any professional criteria. The study recommended a review of policies on selection of principals for quality leadership. Wong and Wong (2010), concur that promotion of teachers should not only be based on administrative skills or simply across the board. They note that when promotion is used as a reward for performance, teachers rise to higher job levels because of good performance which may not be replicated in another job with different requirements which necessitates the need to create incentives for teachers to remain in active teaching.

In Nigeria, Adelabu (2005) notes that there is a tendency to take teaching only when one cannot find another job citing overwork, low social status, few career advancement opportunities and low wages as factors that propagate this attitude. Study findings in Temekere district of Tanzania made similar observations (Bennel and Mukyanuzi, 2005) where young degree graduate teachers working in rural areas were the most demotivated. Delays in promotions and inequitable promotion opportunities above point to the teachers' anticipation to grow along the job ranks.

**Promotion of teachers in Kenya**

A survey conducted by TSC itself, Siringi (2010), on employer/customer satisfaction found that teachers wanted, among other things, faster promotions and review of methods used to reward hard working teachers. Promotion procedures were found to be slow and merit was not adequately considered resulting to stagnation in the same job group which negatively affected teachers' job satisfaction.

According to Nyongesa, Manduku and Shiundu (2010), application of policy on promotion of secondary school teachers in Kenya does not seem to cater for the variety of school categories mainly due to examination performance based promotions. They bear titles that sideline teachers who do not get into school administration implying a need for a promotion design for teachers who do not have impetus for the headship positions.

**Job Group and Job Titles**

<table>
<thead>
<tr>
<th>Job Group</th>
<th>Job Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>Head of department</td>
</tr>
<tr>
<td></td>
<td>(Principal III)</td>
</tr>
<tr>
<td>N</td>
<td>Principal II</td>
</tr>
<tr>
<td>P</td>
<td>Principal I</td>
</tr>
<tr>
<td>Q</td>
<td>Senior principal</td>
</tr>
<tr>
<td>R</td>
<td>Chief principal</td>
</tr>
</tbody>
</table>
Further, allocation of vacancies for promotion and selection of a small group of teachers for promotion does not seem to be clear. These sentiments were echoed by the Kenya Education Sector Integrity Report (Transparency International 2010) which observed apparent slow promotions of teachers. The Kenya Union of Post Primary Education Teachers (KUPPET) questioned the value of SMASSE (in-service training programme) noting that the programme does not earn merit during promotions. According to Oyaro (2010), Mutungi (2011) and Machio (2011) it takes many years before promotion beyond job group L. The importance of teacher promotion in Kenya attracted the attention of the then President during the Annual General Meeting of Kenya National Union of Teachers (President Kibaki’s speech, 2007) where he promised that the government would ‘complete the process of promotion of teachers who had served for a long time without promotion’. Such public and political declarations indicate lack of independence and consistency in promotion procedures for teachers.

The TSC promotion policy guidelines

The TSC is responsible for promotion of all teachers employed by the government in primary schools, secondary schools, teachers training colleges and technical training institutes. According to the TSC promotion policy (Teachers Image, 2012), common criteria considered are: the academic qualifications, a service in a lower job group for a period of three years, performance on the job, discipline, two additional years after the mandatory three years in a lower job group for teachers who had been on disciplinary measures, a degree qualification and familiarity with the function of various organs of the Ministry of Education for those applying for job groups above P, and participation in co-curricular activities.

Promotions of teachers acts as a link to their well being in terms of social-economic stability implying that the apparent slow promotion rate (Mutungi, 2011; Transparency international 2010; Wasonga; 2010) negatively affected career, personal development besides teachers optimal performance on the job.

Teachers’ promotion is therefore a necessary tool in education for various reasons that include; creating a progressive and vibrant work force that owns the system of education, to cater for future human resource needs, attract best qualified workforce, appreciation of the efforts made by the teachers and creation of clear and motivating career progression pathways.

Promotion of teachers and school type

Measuring performance particularly in different work environments (Mc Nergney and Mc Nergney, 2006, Telfer and Swann, 1993) creates a challenge to teacher managers, with some schools requiring purely individual approach due to their uniqueness. Kemble (1971) in a study on teachers’ perceptions as to whether teaching is a profession or not in some London schools did not confirm teaching as a profession. Four teachers in the sample from different kinds of schools illustrated diversity of schools, each requiring a completely individual approach.

Schools categorization portraying different status for not only the students but also teachers provides divergent perceptions and attitudes. According to Kamau (2003), secondary school teachers’ morale depends in part, on students’ achievement with high achievers motivating teachers. Accordingly, admission of students in Kenya to different secondary schools considering their level of academic achievements in primary school may provide a basis of motivation and demotivation respectively, particularly due to the ranking of schools according to performance in national examinations (Republic of Kenya, 2005). This entrenches disparities that underrate some schools. The table below shows performance in KCSE examination for public schools in one of the districts under study for a period of five years according to the school type.

Table 1: Five years KCSE Mean scores for schools in one district under study

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>TYPE</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>EC</td>
<td>8.42</td>
<td>9.18</td>
<td>9.09</td>
<td>9.09</td>
<td>9.16</td>
</tr>
<tr>
<td>B</td>
<td>C</td>
<td>5.79</td>
<td>6.00</td>
<td>6.13</td>
<td>6.45</td>
<td>6.19</td>
</tr>
<tr>
<td>C</td>
<td>C</td>
<td>4.51</td>
<td>5.47</td>
<td>6.51</td>
<td>6.16</td>
<td>7.58</td>
</tr>
<tr>
<td>D</td>
<td>DD</td>
<td>4.76</td>
<td>4.47</td>
<td>4.57</td>
<td>4.82</td>
<td>4.95</td>
</tr>
<tr>
<td>E</td>
<td>DD</td>
<td>3.81</td>
<td>3.56</td>
<td>4.53</td>
<td>3.78</td>
<td>4.57</td>
</tr>
<tr>
<td>F</td>
<td>DD</td>
<td>4.06</td>
<td>4.07</td>
<td>4.60</td>
<td>4.45</td>
<td>4.43</td>
</tr>
<tr>
<td>G</td>
<td>C</td>
<td>3.72</td>
<td>3.64</td>
<td>4.38</td>
<td>4.52</td>
<td>4.22</td>
</tr>
<tr>
<td>H</td>
<td>DD</td>
<td>2.87</td>
<td>3.30</td>
<td>3.22</td>
<td>3.71</td>
<td>4.09</td>
</tr>
<tr>
<td>I</td>
<td>DD</td>
<td>4.18</td>
<td>3.40</td>
<td>3.52</td>
<td>3.57</td>
<td>3.63</td>
</tr>
<tr>
<td>J</td>
<td>DD</td>
<td>3.76</td>
<td>3.66</td>
<td>3.36</td>
<td>4.09</td>
<td>3.36</td>
</tr>
</tbody>
</table>
From the data above, no district day school had achieved a mean score of five for the five year period. The extra-county school under study had a higher mean score than all the other schools for the five years. Apart from one school, the rest of the county schools had means of six and above for most of the years. This clearly shows diversity due to school type.

With respect to the disparities in schools, Kenya Secondary School Heads Association (KESSHA) (Siringi, 2012) was against signing of performance contracts until the differences in schools were adequately addressed. English (2008) notes that students' achievement is inherent to existing schooling operations and therefore as observed by Okumbe (1999), teachers efforts do not necessarily lead to performance by learners since performance is greatly influenced by innate abilities, traits and role perceptions.

According to studies (Mwangi, 2010) The Nyandarua District Integrated Development Plan (NCIDP) (2013-2017), most of the district day secondary schools were characterised by poor performance particularly in sciences and mathematics. Education inputs, both human and physical, were found to be unevenly distributed amongst schools, particularly boarding facilities and laboratories, affirming variations earlier discussed.

**Promotion and gender**

Honeyford (1982), Riley (1994) and UNESCO report (1993) observed some barriers preventing participation of women in decision making arena. These include: discriminatory appointments and promotion practices, inadequate policies and legislation that do not ensure participation of women and the stress of dual family and professional roles. The report recommended review of appointment and promotion procedures to increase women representation. Affirmative action was recommended 'before attainment of genuine change' in attitudes towards gender equality, institutional and government support through policies which are enforceable. Anonvero (1995), on another UNESCO report on women education and empowerment, notes that most decision makers in education are men. This constrains the decision making process in considering the diverse needs of women, suggesting increasing women leaders at all levels as the option. Such observations were equally made by Sauvage, Jourdan, Jacquemin, and Makhubu (1998) and Kirk (2006). They observed that even with significant improvement at all levels, the critical mass of women in decision making process remained inadequate.


The government of Kenya's gender policy (Republic of Kenya, 2011) aims at ensuring opportunities for development and empowerment are created and awarded equitably. The policy is meant to work towards gender equality and women's empowerment in all sectors of development.

Article 27 (6) and e (8) requires the state to put in place policy, legislative and other measures to 'rectify imbalances caused to women due to discrimination' for the purpose of realizing the guaranteed rights and also ensure that 'no more than two-thirds of members of an elective or appointive bodies' should be of the same gender.

Oluoch (2006) and Kagoda (2010) note that efforts on equal access to education do not translate to equitable outcomes in some districts in Tanzania and Uganda respectively. In Uganda, most district education officers and head teachers are male hence the need for gender action on deployments to such posts.

The NCIDP 2013-2017 (Republic of Kenya 2013) cites lack of property, constrained access to credit from financial institutions and traditional gender roles as barriers of women development and ascent to leadership positions in Nyandarua County, hence the call for affirmative action.

**Research gaps addressed by the study**

Most studies cited did not consider job mobility for the many teachers who remained inactive teaching. This study therefore investigated promotion among the majority of teachers who had not been promoted to administrative and management posts, but who nonetheless sought upward mobility through TSC interview process.

The gender gap in promotions has been mainly addressed in terms of the number of
teachers in leadership positions. However, this study addressed the gender gap at lower level considering that those in leadership positions are mostly teachers who get promoted on the job first before getting to education management and administration positions.

Most studies cited on factors of secondary school teachers' job satisfaction have found negative responses using promotion as the criterion. Promotion in these studies is taken as a component of other studies which are considered more central. The study gave promotion a preference as a study on its own.

Many of the studies on teachers' motivation and job satisfaction with promotion as the determinant have been done mainly by seeking teachers' opinions. This study used triangulation method. It involved TSC as the teachers' employer and education officers as teachers' managers hence went a step further in obtaining detailed information on the application of promotion policies and their effect on the many players.

### Research Methodology

#### Research design

A descriptive research design was used in the study. Both quantitative and qualitative techniques of data gathering were applied. The study involved a wide category of respondents who played various roles in promotion of teachers. Descriptive research design was the most appropriate for getting qualitative and quantitative information across all the various respondents' categories. Through this design, the data generated was used to evaluate the application of secondary school teachers' promotion policies in North, West and Central sub-counties of Nyandarua County.

#### Study locale

The study was done in North, West and Central sub-counties of Nyandarua County. Nyandarua County is the largest of the five counties of the central region of Kenya covering an area of 3,245.2 square kilometres. According to the Nyandarua County Integrated Development Plan (NCIDP) 2013-2017 (Republic of Kenya 2013), most of the county land is subdivided and settled by small scale farmers. Most of the 38 public secondary schools which formed majority of the secondary schools in the districts under study were district day schools sparsely distributed within the settlement schemes.

#### Target population

The study population was 569 secondary School teachers employed by the government though the TSC in North, West and Central districts of Nyandarua County with a teaching experience of six years and above. These were the teachers eligible for promotions through the interview process (TSC Code of Regulations, 2005). The 49 school principals of government secondary school were targeted since they forwarded reports on teachers' performance which were used by the TSC for promotion purposes. The three District Education Human Resources Officers' (DEHROs) were the representatives of TSC in the district for all human resource functions of which promotion is part and therefore were targeted. Officers in charge of promotion in post primary institutions in TSC headquarters were also targeted to shed more light on promotion methodology and policy matters.

#### Data collection instruments

A questionnaire for teachers and interview schedules for school principals, Sub-County Education Human Resources Officers' (SCEHROs) and TSC officials in the headquarters were the main tools used to generate information for the study.

#### Sub-County Education Human Resources Officers' and school principals sample

All the three SCEHROs from the three districts under study were purposively sampled because they were not only few but also important informants in the study. The school principals from the sampled schools were involved in the study to represent all types of schools under study.

#### Teachers' sample

<table>
<thead>
<tr>
<th>School Type</th>
<th>Approximate Eligible Teacher Population</th>
<th>Sample Size(n)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>County</td>
<td>134</td>
<td>58</td>
<td>43.3</td>
</tr>
<tr>
<td>District Boarding</td>
<td>113</td>
<td>52</td>
<td>46.0</td>
</tr>
<tr>
<td>District Day</td>
<td>329</td>
<td>79</td>
<td>24.0</td>
</tr>
<tr>
<td>Total</td>
<td>576</td>
<td>189</td>
<td>32.8</td>
</tr>
</tbody>
</table>
Data collection instruments
A questionnaire with both closed and open ended items for teachers and interview schedules for school principals, DEHROs and TSC officials in the TSC headquarters were the main tools used to generate information for the study.

Data analysis
The years of teaching experience were put into classes which formed the basis of analysis for the other variables of the study. Class intervals of three years starting from the sixth year of service were used. This was because eligibility for promotion to a higher job group through the interview process was dependent on working for a minimum of three years in the previous job group. Bar graphs were constructed from teachers' frequency of distribution to make the findings visibly clear. Qualitative data generated was thematically analysed by use of statements considering the most recurrent viewpoint, similarities and differences to provide additional information on responses. Responses from the TSC informants were very important for the purpose of triangulation and were obtained last to shed light on promotion methodology over time and the reason behind the use of such methodologies.

Findings of the Study
Type of school and promotion
The first objective sought to investigate whether the type of school was linked to teacher promotion to a higher job group. The chart below shows the number and percentage of teachers promoted to job group M in each of the three types of schools.

The chart shows that almost three quarters (74.1 per cent) of the extra-county school teachers had been promoted once to job group M. Slightly less than half (48.1 per cent) of county schools and about a third (29.1 per cent) of the district day secondary schools teacher had been promoted to job group M. These results indicate that the type of school is a factor in determining chances of promotion.

Notable from the study was that only two teachers had been promoted twice and were therefore in job group N implying that promotion for teachers was only once to the head of department job group M post. Although the teachers were not required to respond on the role of school type on promotions, many teachers who taught in district day schools and those in county schools raised issues that suggested the schools they worked in determined their promotion chances.

On the question of whether the school category influenced promotion to higher job groups, nine principals agreed, one strongly agreed while three were not sure indicating that they considered school type as a factor of promotions.

The TSC informants interviewed however noted that the interview questions and scoring system had been improved over time to cater for all school categories. Students' mean scores in national examination as a criterion was introduced as a measure of 'teacher's performance' in the class. District day school teachers were awarded high interview score for lower student score than county, extra-county and national schools to cater for schools disparities. Performance evaluation was also done based on recent deviation of mean scores from previous years with a higher positive deviation earning teachers higher interview scores. The study was informed that a teacher who improved students' subject mean score by two points (2) could get maximum interview score for performance.

Discussion 1
A TSC survey (Siringi, 2010) had found need to reward hard working teachers, but the method of using students' scores in national examinations to identify hard working teachers still created variations between teachers in extra-county, county and district day schools even after refinement. The finding in a previous study by Nyongesa, Ndiku and Shiundu (2010), that the
TSC majorly considered students' performance in national examinations favouring teachers teaching highly motivated and well-performing students in national and extra-county schools, still prevailed against the TSC plan of reducing the disparities influence on promotions. The TSC did not consider that teachers might have taught a class at a lower level but not in the final year and vice versa besides the results obtained being the effort of many stakeholders. Mean score drop or rise can be attributed to multiple factors. The method created loopholes where teachers could use favourable results for classes they had not taught hence lack of credibility besides negative influence on teaching methodology aligned to obtaining high examination scores rather than teaching detailed content for application in further learning. For schools with many teachers promoted to job group M, the job title did not change their status since only one head of department was needed at a time hence they did not play their role. In addition most aspects of value addition may not be measurable as learning is multifaceted.

Promotion and gender

The second objective aimed at finding out whether gender played a significant role in determining promotion chances for the respondents. The teachers answered a question on their gender and those promoted to job group M for either gender were tabulated according to years of service as Figure 1 below shows.

Figure 1: Promotion to job group M and teachers' gender and experience

According to Figure 1, slightly more than half and almost a half of the female and male teachers respectively had been promoted once to job group M. Out of the 93 teachers who had been promoted, a slightly more than a third (30.1 per cent) were female while the male teachers were slightly more than two thirds (69.9 per cent). Findings from 12 to 15 years experience showed that the proportion of women who were promoted was higher than that of men and between 15 and 21 years of teaching experience, the proportion of female teachers promoted reduced steadily compared to that of male teachers. Although the number of teachers with between 24 and 33 years of teaching experience were relatively few, there was a higher proportion of female teachers' promotion compared to that of male teachers in this category.

The TSC informants explained that gender was not considered during promotion and all teachers were treated equally on 'merit'. It was noted that with increasing number of female teachers in the profession, gender equity in promotions was assumed to be automatic when merit was applied. It also emerged that the confidential reports and teachers' annual appraisal reports written and forwarded by school principals to the TSC informed the commission further on the teachers' discipline and performance on the job. In addition to students' performance in KCSE, other competitive co-curricular activities were found to be highly valued. The information was obtained from certificates of participation in the activities that a teacher had guided the students.
Discussion 2

A relatively higher percentage of female teachers than male teachers had been promoted to job group M. Affirmative action was not applied in computing the number of teachers of either gender to be promoted. However, achievement of affirmative action and the section 27(8) constitution requirements (Republic of Kenya 2010), to ensure that no gender got more than two thirds of any government positions during promotions, had just been marginally achieved. Section 27(6) which calls for affirmative action to 'rectify past imbalances' for the purpose of realizing the guaranteed constitutional rights, was not considered. There is gender disparity as indicated by the small number of female teachers promoted to job group M. The trend of distribution of promotions showed a higher proportion of female than male teachers were promoted during their early years of employment and late years compared to the middle years of between 15 and 21 years of experience.

The rigid interview scoring procedures used by TSC during promotions sidelined some female teachers. This was particularly the participation at high levels of competitions in co-curricular activities which took place after class hours and during weekends as noted by some female teachers.

The findings mirror Fiske (2012) observations on the effect of work life balance, performance measurement methods and promotion criteria reducing chances of qualified women being promoted.

Summary, Conclusions and Recommendations

Type of school and teachers promotion to a higher job group

Many teachers were dissatisfied with the use of student scores to determine promotions. The extra-county schools were found to be associated with better scores in national examination and facilities which enabled their learners to participate in a variety of activities that earned teachers higher scores in the interviews compared to those from other types of schools.

It emerged that performance in national examination had the most scores in all the interview items. The study was informed that the method of awarding scores had catered for school differentiations by lowering expected scores from national schools to district day schools and also checking deviation of scores from previous years' examinations. The use of different methods of promotion over time had not put adequate measures in place and was found to have had a negative effect on promotion chances of many teachers. The use of students' performance for promotions was found to have created attitudes and differentiations amongst teachers dependent on whether a teacher worked in good performing schools in national examinations or schools with persistent low KCSE mean scores.

Gender and promotion of secondary school teachers

The study found that the percentage of the female teachers who had been promoted to job group M (29.1 per cent) was far much less than that of male teachers (69.9 per cent). A study of the distribution of promotions along years of experience however found that more female teachers were promoted during the early years of their career than men. It emerged from the education management and administration officials that affirmative action as stated in the constitution was not applied during TSC promotions. All teachers were treated equally and therefore merit rather than other factors was considered during the promotions. Some female teachers were found to be negatively affected by the awarding of scores during interviews, which was very rigid and highly regarded participation in sports activities up to high levels of the competitions.

Conclusions

The type of school had a great effect on the teachers' likelihood of being promoted as a relatively big proportion of teachers in the established extra-county schools had been promoted compared to a small proportion of teachers working in district day schools. County schools had a moderate proportion of their teachers being promoted. The application of the same method for promotion of teachers regardless of their fundamental differentiations and the unfairness to various groups of teachers, tended to reduce chances of promotion to some. For many of the teachers, this approach consequently lowered their motivation to work in schools that were historically underprivileged.
The criterion also made teachers alter the teaching and learning process and create a purely examination oriented system at the expense of acquisition of the required skills and attitudes that predispose learning to creativity and further learning.

Secondly, because TSC did not consider gender factor during promotions but used a rigid promotion criteria for all teachers equally implied contravention of the constitutional requirements thereby reducing the number of male teachers who had been promoted. This promotion practice did not ensure adequate representation of women in education hence negatively affecting efforts towards their empowerment and assuming roles in decision making positions.

Recommendations
1. There is need for automatic promotion after stay in one job group for specified time subject to satisfactory performance in that job position to cater for the many qualified and experienced teachers left out by past methods of promotion.
2. Teachers' appraisal areas should be diversified and data bank created for all information on the past and current duties and responsibilities for every teacher. Emphasis on student examination scores should be reduced.
3. Consideration of constitutional gender requirement is necessary. Lessening emphasis on rigid factors like reaching higher levels in sports and broadening the scope of issues considered during promotions will ensure increased female teachers are promoted at all career stages.
4. Promotion should be redesigned by creating an integrated teacher centered design with many officially recognized lateral openings which show the reality of the many activities that go with the teaching job. Sub-job groups for example heads of subject, dean of studies, boarding master, career guidance, class masters, form masters among others can widen promotion avenues and cater for many teachers.

Suggestions for further research
1. A study on exploring the effects of secondary school teachers' promotions on their attitudes, perceptions, and curriculum delivery methods based on findings on use of students examination scores.
2. A study on effects of TSC promotions of secondary school teachers on gender representation at higher job positions in education administration and management is necessary. This is due to noncompliance to gender policy in promotions.
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Teachers image, (2012)


