DETERMINANTS AND DISTRIBUTION PATTERNS OF PROMOTION AMONG SECONDARY SCHOOL TEACHERS IN CENTRAL, WEST AND NORTH SUBCOUNTIES OF NYANDARUA COUNTY, KENYA

MUGWERU WOKABI
E55/CE/15403/2008

A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR AWARD OF THE DEGREE OF MASTER OF EDUCATION IN THE SCHOOL OF EDUCATION OF KENYATTA UNIVERSITY

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I declare that this thesis is my original work and has not been presented in any other University/institution for consideration of award of a degree. This thesis has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited in accordance in line with anti-plagiarism regulations.

CANDIDATE

Signature __________________________ Date 2/12/2015

Mugweru Wokabi
E55/CE/15403/2008

SUPERVISORS

This thesis has been submitted for examination with our approval as university supervisors.

Signature __________________________ Date 02/12/2015

Prof. Fatuma N. Chege
Department of Educational Foundations,
School of Education.
Kenyatta University.

Signature __________________________ Date 02/12/2015

Dr. Salome Nyambura
Department of Educational Foundations,
School of Education.
Kenyatta University.
DEDICATION

This work is dedicated to my children, Stanley Mugweru and Louis Kiunga, to inspire them to love and pursue knowledge and to my late dad, Stanley Mugweru, who though never lived to see it complete, was a master and a teacher of excellence to his family.
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Last but not the least I would wish to acknowledge the invaluable moral support from my classmates, friends and well wishers who were always there to cheer me up whenever the going seemed tough.
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<td>Full Form</td>
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<td>--------------</td>
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<tr>
<td>BOM</td>
<td>Board of Management</td>
</tr>
<tr>
<td>CDF</td>
<td>Constituency Development Fund</td>
</tr>
<tr>
<td>CRE</td>
<td>Christian Religious Education</td>
</tr>
<tr>
<td>SCEHRO</td>
<td>Sub County Education Human Resource Officer</td>
</tr>
<tr>
<td>EFA</td>
<td>Education For All</td>
</tr>
<tr>
<td>ILO</td>
<td>International Labour Organization</td>
</tr>
<tr>
<td>JICA</td>
<td>Japan International Cooperation Agency</td>
</tr>
<tr>
<td>KCPE</td>
<td>Kenya Certificate of Primary Education</td>
</tr>
<tr>
<td>KCSE</td>
<td>Kenya Certificate of Secondary Education</td>
</tr>
<tr>
<td>KNUT</td>
<td>Kenya National Union of Teachers</td>
</tr>
<tr>
<td>KSSHA</td>
<td>Kenya Secondary School Heads Association</td>
</tr>
<tr>
<td>KUPPET</td>
<td>Kenya Union of Post Primary Education Teachers</td>
</tr>
<tr>
<td>MOEST</td>
<td>Ministry of Education Science and Technology</td>
</tr>
<tr>
<td>NCST·</td>
<td>National Council for Science and Technology</td>
</tr>
<tr>
<td>NCIDP</td>
<td>Nyandarua District Integrated Development Plan</td>
</tr>
<tr>
<td>OECD</td>
<td>Organization of Economic Cooperation and Development</td>
</tr>
<tr>
<td>SMASSE</td>
<td>Strengthening Mathematics and Sciences in Secondary Education</td>
</tr>
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<td>SSA</td>
<td>Sub-Saharan Africa</td>
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<tr>
<td>TPC</td>
<td>Teachers’ Proficiency Test</td>
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<td>TSC</td>
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<td>UNESCO</td>
<td>United Nations Education Scientific and Cultural Organization</td>
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ABSTRACT

The study purposed to investigate the determinants and distribution of promotions to higher job groups for secondary school teachers in North, West and Central sub-counties of Nyandarua County. The problem of stagnation in a job group that relate to negative attitudes towards work, burnout and reduced teachers' performance was investigated. Objectively, teachers' differentiations along the school type that created variations in work environments, gender, due to the historical gender imbalances, teaching experience, academic qualifications and teaching subjects of specializations were investigated. The study was guided by expectancy theory as analyzed by Victor Vroom. The theory perceives people to join organizations with personal expectations which affect their reactions towards the organization. Descriptive research design was used with both qualitative and quantitative methods of data collection applied to generate necessary data. From a target population of about 569 eligible teachers, purposive sampling of two extra county schools enabled 58 teachers to be involved while 51 County school teachers and 79 teachers from a stratified random sample of district day schools were involved. Principals from the 13 sampled schools, 3 Sub-County Education Human Resource Officers (SCEHROs) and 2 officials in the national Teachers' Service Commission (TSC) headquarters were also involved in the study. Questionnaires with both structured and unstructured items for teachers and interview schedules for school principals, SCEHROs and national TSC officials were used to generate the data. The data obtained was organized into frequency tables with percentages and analyzed using coefficients of variables in the study and thematic analysis of the qualitative data. The findings showed that the teachers' were mainly promoted once in their entire career to job group M. Years of teaching experience were found to be highly correlated to promotion with a strong positive correlation coefficient of 0.83 computed. Majority of promoted teachers (66.7%) had worked between twelve and twenty seven years. A higher proportion of degree graduates (48.9%) had been promoted compared to diploma graduates (45.8%). Diploma graduates were found to be promoted later than degree graduates. In all the promoted teachers 30.1% were female while 69.9% were male indicating gender imbalance. Almost three quarters (74.1%) of extra county secondary school teachers had been promoted while 48.1% of County schools and 29.1% of district day school teachers had been promoted indicating that the type of school was a factor of promotion. A strong positive Correlation coefficient of 0.8 computed between science and art based teachers showed that the two were highly related. The study recommends; increasing the number of promotion posts, automatic promotion after staying in one job group for a specified period of time to cater for qualified and experienced teachers left out by previous promotions methods, increasing interview scores on teachers' subject areas of specialization, provision of better incentives for teachers qualifications beyond the first degree and consideration of gender equity by applying constitutional provisions during promotions. Teachers' perceptions, attitudes and performance in relation to a single promotion in entire career and women representation at higher job positions in education management needs further exploration.
CHAPTER ONE

INTRODUCTION AND CONTEXTUALISATION OF THE STUDY

1.0 Introduction

The research investigated into the policies and practices that determined career progression through promotion of secondary school teachers in three sub-counties of Nyandarua County. The value of promotion aspect for professional development that directly impacted on teachers' attitude and performance on the job and also sentiments of overstaying in one job by the teachers in the national media and through teachers trade unions in Kenya motivated the research study. Specifically, the study was geared towards finding out the extent to which experience, the school type, teacher's qualifications, teacher's subject areas of specialisation and their gender played a role in their promotion to higher job groups. This chapter therefore introduces the study on promotion of teachers by giving; its background, the statement of the problem, objectives that guided the study, the significance and purpose of the study, its limitations and delimitations and finally the theoretical and conceptual frameworks that guided the research.

1.1 Background to the study problem

As acknowledged by MC Nergney and MC Nergney (2006) with regard to the question of whether teaching is a profession or not, teaching is a job which posses all aspects of a profession. They note the main aspects of a profession to be; use of specialised skills, fulfilment of licensure requirements, payment for service, operating within a professional set of standards, driven by sense of responsibility, adding value to an organisation and having influence to people's expectations. This description clearly places teaching as a profession.
Heathfield (2000) describes promotion 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 associates it with higher skills or experience. In the light of this definition, Cunningham & Cordeiro (2009) noted that successful organizations promote continuous professional development throughout their employees' career with an aim of achieving intended organizational and employees' individual goals. Arriaza and Krovetz (2006) assert that most people are more likely to take up jobs in organisations where they are entrusted with important tasks and those with clear paths of career progression and avenues for their professional development and opportunities for personal growth.

As in many other professions (Travers & Rabore, 2000), promotion of teachers has a direct relationship to an incremental remuneration structure based on hierarchical job groups which determine upward mobility. In appreciation of the value of promotion to teachers, Wong and Wong (2010) observe that teacher promotion is an important issue particularly because pay levels in education unlike in the business world, are relatively fixed leaving promotion as an important reward tool through which teachers can strive to meet standards set by their employers.

The minimum qualification to join secondary school teaching in Kenya by the TSC (Teachers Image, 2009) is a diploma in education from a recognized teachers training institution. The job group structure (TSC code of regulations, 2005) for all secondary school teachers employed by the government in Kenya, at the start of employment follows the teacher's qualifications. Those who hold a diploma in education start at job group J while those with a degree start at job group K. The diploma holders move to job group K automatically after three years and then to L after another three years. For the degree holders, progression is also automatic to job group L after three years. Any further ascent beyond job group L for all teachers is through an interviews process. This shows that promotion is valuable for career
progression for teachers in Kenya. Table 1.1 below shows the financial implication of rise in job groups for secondary school teachers in Kenya.

Table 1.1: Secondary School Teachers Basic pay per Job Group in Kenya (KSh) 2011.

<table>
<thead>
<tr>
<th>Job group</th>
<th>J</th>
<th>K</th>
<th>L</th>
<th>M</th>
<th>N</th>
<th>P</th>
<th>Q</th>
<th>R</th>
</tr>
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<tr>
<td>Monthly basic pay (Kenya shillings)</td>
<td>25,895</td>
<td>31,996</td>
<td>35,275</td>
<td>42,877</td>
<td>49,636</td>
<td>81,404</td>
<td>98,947</td>
<td>120,270</td>
</tr>
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Source: Education news, April 17, 2011.

From the Table 1.1 above it is evident that as the teachers move up the job group ladder, their monthly basic pay increases considerably. The increase on promotion to job group P from N is the highest with an increase of thirty one thousand seven hundred and sixty eight shillings. This implies that promotions can be linked to teachers' well-being in terms of social-economic stability and therefore a useful tool for minimizing the common industrial unrests over pay issues. The slow promotion rate for the teachers (Mutungi, 2011; Transparency international 2010; Wesonga; 2010) that appear to have negatively affected career, personal development and optimal performance of teachers in their work can be addressed by reconsideration of teachers promotion to higher job groups.

The value of promotion of secondary school teachers in Kenya for motivation through achievement of higher order needs is acknowledged by Okumbe (1999). He notes that secondary school teachers in Kenya can afford basic needs hence the need for higher level needs of self esteem and self actualisation. He notes that workers at higher job levels are more satisfied with their jobs due to better working conditions and fuller use of their abilities. From the authorities cited above, teachers' professional development through promotions to higher job positions in the teaching job is advocated for. This is in ways that make it more meaningful to the teachers regardless of their differentiations. The teachers strikes in Kenya in 2013 (Daily Nation, 2013) amongst other numerous strikes of between years 2010 and 2015 organized by their trade unions (KNUT and KUPPET) had much of their grievances
revolving around unresolved pay increases and delayed promotions as the main reasons behind the strikes that had negatively affected teaching and learning in most secondary and primary schools. A report by South East Asia Ministers of Education Organization (SEAMAO) on achieving EFA goals by year 2015 recognized the great role played by teachers and consequently recommended teacher motivation strategies through pay and regular performance based promotions besides other measures as key component of education development plans (Jeradechakul, 2011). From the cited studies above it is clear that promotion to a higher job grade which automatically culminate to pay increase has been acknowledged as an important component in motivation of teachers requiring national policy outlook to reduce de-motivation when teachers are dissatisfied with stay in one job position for many years.

A study by Organization of Economic Cooperation and Development (OECD) in Sub-Saharan Africa (SSA), (Bennel and Akyeangpong, 2007), observed brain drain of teachers to other professional fields due to ‘erosion of their working conditions’. According to the study, lack of avenues for professional growth among other factors discouraged many teachers from effectively performing their jobs. Bennel and Akyeangpong (2007) study conducted in SSA focusing on teacher motivation and incentives noted that teachers were facing ‘motivation crisis’ and as a result, learners were not taught properly due to low job satisfaction. One of the reasons cited for the low job satisfaction among the teachers was the apparent irregular promotions particularly in rural schools where learners’ performance was low. The study further observed comparatively poor donor funding for research on motivation and incentives as an indicator of failure to recognize teachers as critical in EFA goal achievement.

Several studies done in Kenya (Kimengi, 1983; Karugu & Kuria, 1991; Sifuna cited in Kamau, 2003; Wesonga, 2010 and Transparency International, 2010) found that low promotion opportunities, advancement and general difficulties in upward mobility in the
teaching profession among Kenyan primary and secondary school teachers were the major causes of job dissatisfaction. Kimengi’s (1983) study on factors determining commitment and non-commitment of primary school teachers in Keiyo, Kakamega and Nyeri district, found promotion opportunities as a major factor of job dissatisfaction. Other studies done in Kenya continue to underscore the link between teacher promotion and their motivation to perform. For instance, a study focusing on job satisfaction levels of secondary school teachers in Githunguri division in Kiambu district (Kamau 2003) with one of its study items being promotion found that policies and procedures in promotion were a great source of dissatisfaction among 70% of the teachers. This was in concurrence with Oketch (2003), (Mwangi, 2013) and (Siringi, 2010) in studies done in Homa Bay and Nakuru North sub counties and also a survey conducted by TSC itself to find out employer/customer satisfaction respectively. These studies done in Kenya, point to the displeasure of many teachers on the aspect of promotion hence the necessity of exploring it widely with a view to finding out the reasons behind it and possible solutions.

Besides the less promotion and advancement chances, Nyongesa, Manduku & Shiundu (2010), observed another dimension of the same problem noting that application of policy on promotion of secondary school teachers in Kenya ‘does not seem to cater for the variety of school categories’. They cited examination performance based promotions that elicited concerns among teachers and stakeholders as to the ‘criteria and consequent role’ of the whole promotion process due to variations in the schools as per provision of learning materials. Allocation of vacancies for promotion and selection of a small group of teachers for promotion did not seem to be clear to many teachers. Accordingly, Machio, (2011) and Mutungi (2011) also noted that teachers in Kenya unsuccessfully attend interviews, even when qualified and with necessary experience with some taking up to twenty years before promotion beyond the ‘common establishment grade’ job group L. As noted by Barongo
(2010), promotion is easier and faster in the civil service than in T.S.C. The importance of teacher promotion in Kenya attracted the attention of the then President in an Annual General Meeting of KNUT (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 consistence in promotion procedures for teachers.

In a report by Kenya Secondary School Heads Association (KESSHA), (Machio, 2011) it was noted that in year 2008 alone, more than six hundred secondary school teachers left teaching for other jobs citing poor pay and conditions of service as the main reasons. Such attrition automatically increases the workload for the remaining teachers which reduce their efficiency and effectiveness. As a consequence, because of reduced chances of professional advancement opportunities many teachers have been found to combine teaching and other jobs mostly unrelated to teaching (Republic of Kenya, 2005) in an effort to increase their income. These adjustments by the teachers negatively affected their performance in teaching which also translated to poor learning outcomes.

With respect to gender disparities in promotions teachers, a report by World Bank Working Paper Number 99 (World Bank, 2007) noted that only a few female teachers had climbed the ladder to reach the leadership positions despite their being critical in expansion and improvement of secondary education sector. Further, a UNESCO report on Education For All (EFA, 2008) acknowledged quality education as a ‘catalyst’ in attainment of Millennium Development Goals (MDGs). The report noted that absenteeism in poor rural Indian schools with between 19% to 25% of teachers recorded as being absent from duty at each time. Poor motivation and a weak teacher support system linked to inadequate pay, poor conditions of service which were noted as systemic teachers’ problems in many developing countries. The
report was similar to another report (Daily Nation, 10\textsuperscript{th} April, 2015) on primary school teachers' attendance to duties in Kenya which reported that 20\% of teachers in Kenyan public primary schools did not teach at any time when they were required to. The high rate of teacher absenteeism implied distraction of the learning process leading to poor leaning outcomes. From the reports above, it is clear that issues of promotion of teachers are surrounded by many issues ranging from few vacancies hence few teachers promoted, unclear methods of promotion, long period of time taken before promotion and gender imbalances besides other issues. These are some of the sources of the dissatisfaction that affect the learning in schools. The attrition, de-motivation, absenteeism among other related negative attributes of proper learning may be aggravated by lack of promotion besides other forms of professional growth avenue noted by the studies above. They lead to reduction in the workforce which implies that teaching and learning may not take place effectively if replacement of the teachers who leave and motivating the ones who are in active teaching is not done in adequate measure. Further, disruptions in learning activities and inefficiencies in carrying out tasks by de-motivated teachers result to poor leaning achievements and outcomes by the students. Promotions of teachers in such circumstances as a way of professional development could act as a motivating factor that can make them more committed to their work. Studies are therefore necessary to find out the roots of the promotion problems and the best ways to address them.

1.2 Statement of the Problem

The issue of promotion of teachers has been generating a lot of debate among the teaching fraternity in Kenya and has been at the centre of trade dispute between teachers in secondary schools through their trade unions the Ministry of Education and the teachers' employer the TSC. The implementation of promotion policies and procedures used by the TSC has always
appeared to be at variance with expectations of upward mobility and professional growth among majority of secondary school teachers who did not get promoted. Slow promotion rates and uncompetitive promotion criterion that paid less attention to schools and teachers differentiations reduced teachers’ motivation to perform. Teachers in well established schools were considered more than the majority who taught in less established rural day secondary schools. This led to stagnation and consequently negatively impacted on their motivation to perform their work. Because of this, many teachers tended to seek job satisfaction, professional and personal growth outside the school setup through private tuition, part time teaching in other institutions, engaging in non-educational trade activities like food kiosks, passenger transport (matatus), among other activities. This creates a staffing problem and negatively affecting proper utilization of available teachers in educational activities. Teachers’ motivation is directly associated with learning achievements of students in many of the secondary schools. This research therefore studied the stagnation of teachers in one job group vis-à-vis the promotion criteria used by the TSC among secondary school teachers. It established the distribution of the promotion opportunities by considering unequal work environments, unequal gender histories and teachers differentiations.

1.3 Purpose of the Study

The purpose of the study was to find out the distribution patterns and the factors that determined promotion opportunities among secondary school teachers in Nyandarua North, Nyandarua West and Nyandarua Central sub counties of Nyandarua County with reference to their differentiations along gender, academic qualifications, school type, experience in terms of years of service, and subjects taught.
1.4 Objectives of the Study

The study sought to:

i) Investigate the relationship between secondary school teachers’ academic qualifications and years of teaching experience and their promotion to higher job groups in North, West and Central sub counties of Nyandarua County.

ii) Investigate the extent to which the type of school influence secondary school teachers’ promotion to higher job groups in North, West and Central sub counties of Nyandarua County.

iii) Find out the relationship between the duration before promotion to higher job groups for Science and Art based secondary school teachers in North, West and Central sub counties of Nyandarua County.

iv) Find out the relationship between gender and promotion of secondary school teachers to a higher job group in North, West and Central sub counties of Nyandarua County.

v) To suggest ways of improving the promotion process of secondary school.

1.5 Research Questions

i) What is the relationship between secondary school teachers’ academic qualifications and years of teaching experience and their promotion to higher job groups in North, West and Central sub counties of Nyandarua County?

ii) To what extent does the type of school influence promotion rate to higher job groups among secondary school teachers in North, West and Central sub counties of Nyandarua County?
iii) What is the relationship between the duration before promotion to higher job groups for Science and Art based secondary school teachers in North, West and Central sub counties of Nyandarua County?

iv) What is the relationship between gender and promotion of secondary school teachers to a higher job group in North, West and Central sub counties of Nyandarua County?

v) How can the promotion process of secondary school teachers be improved?

1.6 Assumptions of the Study

This study assumed that,

I) The respondents participated willingly giving correct and valuable information for the study.

II) All teachers had expectations to advance along the career ladder with time through the Teachers Service Commission promotion process.

III) Schools of the same category offered a comparable work and learning environment for teachers and students respectively.

1.7 Limitations of the Study

The correlation method of analysis used does not necessarily show cause/effect relationship between variables. Triangulation of findings from teachers, school principals SCEHROs and TSC was used to give possible dimensions that explained the findings of the study. Some teachers were out of school during the study. Appointments were made at an appropriate time and the study undertaken for a longer period to reach most of them. This helped to increase the response rate particularly due to the number of eligible teachers who had attended TSC promotion interviews who were less than expected.
1.8 Delimitations of the Study

The study was restricted to teachers in public secondary schools in North, West and Central sub counties of Nyandarua County. Teachers employed through the B.O.M (Board of Management) in the public schools and those employed by the government through the TSC but had less than six years of teaching experience since employment were not eligible for promotion through the interview process and therefore were not included in the study.

1.9 Significance of the Study

The study generated data on important secondary school teachers' promotion related issues which was valuable in increasing the knowledge on factors and effects on their promotions to higher job groups. The study was important in informing the TSC on the impact and implications of applying the policies and procedures of promotion over time. The study was valuable in generating findings that could inform teachers and their trade unions on the specific determinants and their effect on promotions that led to trade disputes with an aim of deeper understanding and creating better and more effective ways for addressing them. This is important for possible action planning and formulating better promotion policies and procedures that are more responsive, inclusive, and equitable to majority of the teachers. The study is important for revealing pertinent secondary school teachers promotion issues for public scrutiny and also opening up avenues for consultations between teachers and stakeholders on promotion.

1.10 Theoretical Framework

The contribution of Friedrich Taylor to the theory of scientific management, (Lunenburg & Ornstein, 2008) and Victor Vroom to the expectancy theory (Lunenburg and Ornstein, 2008) guided the study. The scientific management theory gives the organizations perspective of
how workers can be motivated to increase their output for its profitability and growth while the expectancy theory gives the personal dimension of the workers which is dependent on the benefits they get or expect to get from the organisation. The two theories were therefore complementary in guiding the study. The scientific management theory (Lunenburg and Ornstein, 2008) acknowledges the value of incentives on workers motivation and suggests a pay rate system that can spur them to strive for more pay and better working conditions. In accordance with this theory therefore, promotion chances as a way of motivation for all teachers irrespective of their diversities like work environment, qualification, gender and teaching subject specialisation, should be clearly outlined and attainable to motivate the teachers. The benefits attached and time frame of the promotions should be made clear to provide a good base for motivation. The expectancy theory describes people as joining organizations with prior expectations which affect their reactions towards the organization and consequently make conscious choices to optimize outcomes for personal gains which could be in terms of good pay, job security, advancement in the job (Teklemariam, 2009).Figure 1.1 below shows the diagram of the expectancy theory and interrelationship with variables.

![Figure 1.1: Diagrammatic Representation of Expectancy Theory](source: Lunenburg and Ornstein (2008).)
As shown in figure 1.1 above, expectancy determines or ‘triggers’ the effort which workers put to lead to expected 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 while a reward that is not preferable de-motivates them. This implies that less preferable reward has low valence while a more preferred reward has a high valence.

The study perceived promotion as a preferable reward to all secondary school teachers.

With reference to the two theories above, promotion of teachers brings about personal and professional growth which motivated them and made them more receptive to efforts in pursuit of intended school goals. The increased teachers level of performance with increased urge for their personal betterment lead to improved learners performance and better results in academic and co-curricular work in accordance with the theories above. This ultimately lead to more promotions for their future career progression as they strived for betterment of their lives through a work related ‘reward for performance’ promotion strategy. In case of lack of promotions and in line with the two theories therefore, teachers’ motivation strategies of which their promotion to higher job positions is a major component, lack of or poor promotion strategies can result to de-motivation and poor on job performance that translate to poor learning achievements.

1.11 Conceptual Framework

Human behaviour can be viewed as stemming from arousal that generates energy for action (Orodho, 2008) and therefore motivation can be perceived to be a force that directs performance. The study considered teachers’ academic qualifications, subject specialisation, gender and school types as the independent variables. Promotion to higher job groups was the
outcome whose link to the variables was investigated. Figure 1.2 below shows the relationships between variables of the study. This is in terms of their perceived influence on the promotion, the expectations or lack of it and the expected results on fulfilment of teachers' expectations or failure to fulfil these expectations.

Figure 1.2: Conceptual Framework on Promotion of Teachers and its Effect on learning

As the Figure 1.2 above shows, the school type was perceived to determine the facilities availability and student achievement level dictated by the admission criteria which was dependent on learners' academic achievement at primary school level. Upon promotion or lack of promotion, the teachers were perceived to perform at different levels due to motivation and de-motivation respectively. On one hand, promoted teachers were perceived...
to be motivated and therefore put more effort that led to high performance of learners, which translated to achievement of school and general education goals. Consequently, the higher level performance led to more subsequent promotions, leading to increased rewards. On the other hand, de-motivated teachers were perceived to perform poorly in their duties. This poor performance would consequently lead to stagnation in low job group thus creating vicious cycles of stagnation associated with low standards of performance at personal and school level as the Figure 1.2 above clearly shows.
1.12 Operational Definition of Key Terms

Board of Management: Refers to a body mandated to manage the operations of secondary schools on behalf of the ministry of education in Kenya.

Common Establishment Grade: Refers to a grade attained by all teachers through acquisition of teaching experience.

Curriculum Based Establishment: Refers to the number of teachers required in a school usually dependent on the number of classes at each level, number of subjects taught in a school and number of lessons that each teacher should teach according to their job groups and administrative positions.

Functional Responsibility: Refers to responsibilities within employees' job description.

Job Group: Refers to classification of jobs that determine entry point and progression route for teachers mostly dependent on factors like academic and professional qualifications, performance on the job among others.

Principal: Refers to the teacher in charge of a secondary school.

Professional Development: Refers to growth of an employee in both performances in their tasks by increasing skills along career progression paths in the job.

Promotion: Refers to ascent to a higher job group from a lower job group mostly associated with increased academic qualifications and experience, performance in a lower job group, higher job title and higher pay after satisfactory.

Promotion Distribution Patterns: Refers to allocation of secondary school teachers' promotions posts according to school category, gender, experience, qualifications and subjects taught by the teachers.

Promotion from Outside: Refers to when an employee from another school is promoted in a vacancy that arises in a school rather than an employee from the school with such a vacancy.

Resigning in the Job: Refers to a situation where, an employee works without being fully committed to the tasks that go with the duties and responsibilities in their job description, but does not resign officially from the job.

Secondary School Category: Refers to Division of schools in Kenya which is determined by academic achievements in primary school examination (KCPE) of students who join them. The school category also may determine the facilities available for learners and teachers alike.

Stagnation: Refers to remaining in the same low job group over longer time than Expected.
Conclusion

The chapter has related the study with other similar studies done in Kenya and other countries and synthesised their viewpoints to underscore the methodologies, nature and value attached to teacher promotion and other closely linked issues. It has stressed the need for more studies on promotion for the interest of educational development and more exposure to keep promotion issues in the public domain. The key areas that were of interest to the study were addressed for the purpose of directing the research in a way that could draw focused and viable conclusions and recommendations. The next chapter gives an analysis of literature that is in line with the study by individual scholars, researchers, governmental and none governmental organisations, international organizations, teachers trade unions, the teachers employers amongst other authorities.
CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.0 Introduction
In this chapter, research findings and authorities' views on promotion of teachers that place secondary school teachers' promotion issues in their context within the various aspects of value to the study objectives are highlighted. The first section looks into promotion as a factor of motivation while the second part describes the nature of teaching job as a profession followed by a section on teachers' professional development in relation to promotion. The section that follows summarises the criteria of promotion of teachers followed by an analysis of key policies and practices applied in promotion of teachers in Kenya. The next section describes promotion within the study variables of teachers' experience, their academic qualifications, the school types, teachers' subject areas of specialization and their gender. The last part provides a summary of the literature review that also shows the gaps that the study sought to fill.

2.1 Promotion as a factor of teachers' Motivation.

The Victor Vroom’s contribution to the expectancy theory cited in Okumbe (1999), acknowledges that people have personal expectations and motives which are greatly influenced by personal needs and past experiences. As noted by Orodho, (2008), human behaviour can generally be viewed as stemming from arousal that generates energy for action and therefore, motivation can be perceived to be a 'force that directs performance'. According to the motivation cycle analogy (Okumbe, 1999), physiological and psychological needs create imbalances in a person that forms motives or drives for action to satisfy them. When incentives are provided, action can be stimulated in a direction that leads to goal achievement and satisfaction of needs. In this case therefore, motivation in a general sense is
a set of predispositions to act in a certain manner. In the Vroom’s theory (Lunenburg & Ornstein, 2008) it is noted that peoples’ reactions are usually for personal benefits. Promotion of teachers to higher job positions has many personal benefits like increased pay, self esteem through tasks that are more socially recognized and rewarding amongst other benefits. This makes it a strong incentive that can motivate teachers to perform in their work.

It teaching however, due to few vertical promotion chances to administrative and management positions (Adelabu, 2004 and Simmons, 2005) most promotions do not lead to change of job or tasks. Most teachers do the same jobs (Wilmore, 2007; Cowley, 2003) as they did before promotion but such promotions go with a new job title, new job description and a higher pay. This makes the promotions to higher job positions to be a rich motivational aspect.

Kershaw & Mc Kean (1962), Baldwin & Migneault (1996), Travers & Rabore (2000), Kamau (2003), and Gamage (2006) acknowledge pay, advancement, desire to get results, reasonable challenge, responsibility, variety of work, a good work environment and recognition amongst other factors as motivators. Travers & Rabore (2000) in particular observe that satisfaction of needs is the motivation for all actions. In concurrence, Teklemariam (2009) describes the guiding principles of motivation as participation, communication, recognition and delegation of authority. The implications inferred here is democratic and supportive leadership with shared responsibilities in the part of school administrators and managers.

Against the observations above, Swann & Telfer (1993) studied application of principles of motivation in some schools in London checked against promotion structures. The principles studied were; acting as an intrinsic motivation source, source of job enrichment, encouraging participative management and offering non administrative career paths. These principles were not found to be satisfied in the schools sampled. Similar observations were made by Kagoda
(2010) noting that most teachers in Uganda work under conditions that do not allow decision making, freedom to plan and act on independent thoughts.

Glickman (2009) identifies factors that motivate staff as working in an environment where differences are valued, new ideas welcomed, risk taking encouraged, a culture of cooperation rather than competition, frank performance appraisal with a feedback mechanism and a positive reinforcement. Taking promotion as a way of motivating teachers, Wong and Wong (2010) notes that teachers seeking promotion wish to maximize their influence and power within their schools which creates more freedom, establish new challenges and reduce boredom associated with routine tasks.

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, low wages and en-mass promotions as factors that propagate this attitude. Findings in Temekere district of Tanzania made similar observations (Bennel & Mukyanuzi, 2005) where 61% of the teachers rated their job satisfaction as poor or very poor and 60% said they would stop teaching if possible. Young degree graduate teachers working in rural areas were the most de-motivated while female teachers were more motivated in comparison to male teachers. Delays in promotions, inequitable promotion opportunities and long duration of salaries adjustment after promotions were cited as the sources of dissatisfaction among other factors. The findings above point to the teachers’ anticipation to rise through the job ranks to higher job positions which is curtailed by the prevailing practices and procedures, work environments and the teachers diversities.
2.1.1 The Nature of Teaching and Promotion

Despite absence of professional associations, high status in the society or high salaries compared to other professions (Moon & Mayes, 1995 and Me Nergney & Mc Nergney, 2006) teaching satisfies the criterion of a profession. Goble (1977), acknowledges the complex and dynamic nature of teaching associated with social and economic changes describing it as a relativistic and situational profession where there are no 'absolutes'. Teachers are described as (Goble, 1977) social interrogators, attitude changers and community workers hence employees with multiple roles. In accordance with these observations, promotion policies should consider teachers within a broader viewpoint to accommodate many factors that characterize their job.

Kemble (1971), Shor in Kagoda (1986) and Wilmore (2007) note 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. Variation of teaching methods may reduce the negative consequences of the routine tasks when promotions are not forthcoming.

Teachers need to choose between devotion to learners when they remain as class teachers on one hand which limits progression along existing career paths (Lindsey in Honeyford 1982, and Cowley 2003) or on the other hand, additional responsibilities on promotions to administration or supervision positions. The two alternatives oppose each other since promotions usually move the teachers out of class work when they can actively engage in teaching activities. Teachers tendency to work in the same school for many years however reduce advancement opportunities for younger teachers.
The International Labour Organisation (ILO) and United Nations Education Scientific and Cultural Organization (UNESCO) Paris conference of 1974 (Kamau, 2003) recommended that teachers be offered salaries which compare with employees of similar qualifications in other professions. Since most pay systems are structured according to job groups, promotion to higher job groups becomes a salient factor towards the higher pay advocated for. In concurrence, Sadker & Zittleman (2010), Bennel (2004) and Kagoda (2010) observed that teachers were comparatively less paid than other professionals. In particular, Sadker and Zittleman (2010) noted that ‘American teachers needed a pay rise of 35% to become competitive with other professionals’ adding that a third of American teachers have other part time jobs to enhance income and cope with family financial demands. Table 2.1 shows a comparison of pay between teachers and other professionals in three SSA countries.

<table>
<thead>
<tr>
<th>Occupational group</th>
<th>Malawi</th>
<th>Tanzania</th>
<th>Uganda</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other professionals</td>
<td>166</td>
<td>144</td>
<td>49</td>
</tr>
<tr>
<td>Teachers</td>
<td>62</td>
<td>105</td>
<td>35</td>
</tr>
</tbody>
</table>


Adelabu (2005) noted a significant difference in graduate teachers pay in Nigeria compared to nurses despite a low job entry point by the nurses. Employment of teachers on contracts with lower pay in Kenya (Mutungi, 2011) despite performing same tasks as permanent teachers further aggravates the differentiation of teachers. Industrial actions with one of the issues raised being permanent employment of teachers working under contract were staged hampering learning activities in schools.
Table 2.2: A comparison of Nurses/Teachers Pay on Selected job Grades in Nigeria (Year, 2005)

<table>
<thead>
<tr>
<th>Job</th>
<th>Entry</th>
<th>Grade 8</th>
<th>Grade 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurses</td>
<td>16,407</td>
<td>20,489</td>
<td>38,711</td>
</tr>
<tr>
<td>Graduate teachers</td>
<td>12,933</td>
<td>16,198</td>
<td>32,588</td>
</tr>
</tbody>
</table>

Source: Adelabu, M.A. 2005

Regular promotions to higher job groups with more pay may cushion teachers who seemingly, according to the Table 2.2 above, are disadvantaged. This is by improving their life standards and social status hence reduce their engagement in other jobs which jeopardize proper participation in school work as the case is in Kenya as well as many other countries.

Teachers in Kenya with reference to Goble (1977) observations, perform variety of tasks besides their subject specialization including, supervision during meals, cleaning activities, sports, guidance and counselling as well as disciplining learners as social changes demand. Consideration of these work related tasks during promotions is necessary.

Promotion of teachers in Kenya, for those who take up administrative positions in the school setup, reduces their contact time with learners hence their teaching expertise is not put to full use if such a promotion leads to leaving active teaching for management or administrative roles. The reduction in teaching time is confirmed by Table 2.3 below.

Table 2.3: Number of lessons taught by teachers in Kenya in a week per job group.

<table>
<thead>
<tr>
<th>Job level</th>
<th>Teacher</th>
<th>H.O.D</th>
<th>Deputy Principal</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lessons Taught</td>
<td>27</td>
<td>18</td>
<td>12</td>
<td>6</td>
</tr>
</tbody>
</table>

Source: TSC code of regulations, 2005.

However for those teachers who get promoted but do not take up administrative positions, same work is performed as before promotions and therefore the promotion does not impact on their daily tasks. It therefore does not generate adequate motivation for the teachers.
2.1.2 Promotion and teachers' Professional Development.

Teachers' professional development according to Goble (1977) and Gooding in Glickman (2009), can be viewed as a process of maintaining and improving skills to keep up with changing world. It leads to additional responsibilities and professional mobility hence a shared responsibility of the individual, formal education providers and professional associations. Castling (1983) suggests a program for staff development which considers credibility, job pride, recognition and reward for work. The observations by the three authorities above, point at the element of promotion as one of the main factors of professional development. This is because in teaching, the additional responsibilities, recognition, reward and the other aspects advocated for can only be achieved through promotion to a higher job position.

While acknowledging teachers as the most important participants in implementation of education policies, Main (1985), Weeden & Andrews (1987) and Wilmore (2007), make similar observations that it is impossible to separate personal and professional aspects of teacher development. Staff development strategies (Wilmore, 2007) should therefore attempt to improve teachers' skills and harmonize their career interests with school needs. Promotion then becomes an important factor that can accomplish most of the teachers concerns for both personal and institutional development. There is however noted deviations and piecemeal applications of promotion policies contrary to the expectations for most of the teachers.

Weeden & Andrews (1987), Hargreaves & Fullan (1996) and Townsend & Bates (2007) note partiality in teacher development programmes where teachers' needs are less emphasized by ministries of education. This observation was also made by Arriaza & Krovetz (2006), who noted that, most teachers' professional development opportunities are piece meal, inconsistent and seldom lead to improvement in classroom instruction. Leithwood (1994),
Hargreaves & Fullan (1996), Digby (1998) and Glickman (2009), underscore the importance of teaching staff development for effective implementation of education policies. Factors like age, gender, social and economic background, stage of career, personal aspirations, qualifications and life experiences make up the total person. Their assessment alongside opportunities available for advancement should be done during performance appraisal to ensure that the abilities and interests of teachers are considered by teachers' development programmers.

The diversities observed from the studies cited above suggest different development programmes to be put in place. This is due to different motivational needs and prospects for mobility within the profession for different schools and teachers alike. Kenyan schools are particularly diverse (Nyongesa, Ndiku & Shiundu 2010) in terms of traditions and cultures upheld by the communities they serve, geographical locations, categorizations of schools, sponsors among other factors calling for broadening of approaches to teacher professional development strategies.

Wawire in Sifuna, Chege & Oanda (2006) and Kagoda (2010) note that in Kenyan schools and Ugandan rural schools respectively, opportunities for teachers' lifelong education for professional growth are very few. The rural areas are more vulnerable in many countries due to concentration of institutions of higher learning in major towns thus increasing the cost of study for rural teachers through higher travelling and accommodation expenses. There is no proper information on career progression paths for teachers in Kenya. This could be partly because of the very few available pathways that are majorly restricted to administrative posts. The award of study leaves to teachers by TSC is therefore mostly limited to educational courses geared towards improving teachers in their areas of specialization or acquisition of school management skills. Some teachers' subject
specializations for example CRE (Wesonga, 2010) are not included as areas worth study leave with pay hence limiting some teachers’ chances to advance along career paths of personal interest.

2.1.3 Criteria for promotion of teachers

There are several salient factors that characterize the teaching job that can be considered to determine promotion of a teacher to a higher job group. According to Durey (1976) promotion structures for teachers should be designed according to the length of service, teachers’ academic qualifications, demonstrated capacity, and special teachers’ experiences. Crowley (2003) observes that promotion rely on other multiple factors besides being good at the job citing being at the ‘right place at the right time’ as an important factor. There are also many promotions done through internal appointments within a school usually on ‘acting capacity’. As observed by Hopson & Hough (1973), such appointments do not necessarily change the status or financial positions of teachers but in many circumstances improve chances of success during actual promotion interviews.

In a study done in Sub-Saharan Africa (World Bank, 2007), it was noted that mechanisms for recruiting secondary school principals was unsystematic and did not follow any professional criteria. The study recommended a review of policies on selection of principals for quality leadership. Durey (1976), Glickman (2009), and Wong (2010), concur that promotion of teachers should not only be based on administrative skills, seniority, job title, or simply across the board. Accordingly, Wong (2010) describing promotion of teachers in Hong Kong, where promotion is used as a reward for performance, note that teachers rise to higher job levels because of good performance which may not be replicated in another job with different requirements. This implies that a good subject teacher may not necessarily be a
good school administrator hence the need for promotion of all teachers along other considerations like academic qualifications, subject responsibility besides other work related responsibilities. This can create an incentive for teachers to remain in active teaching. The Australian salary scheme for secondary school teachers (Durey 1976), has fixed annual increments leading to automatic progression but has a bar beyond which recommendation is required. Such a scheme balances teachers who are promoted to administrative and management positions and those who remain as teachers. This method also caters for the teachers’ diversities like subject areas of specializations, gender, school type, qualifications and also spreads the incentive along experience.

Although teachers have been found to like equality of treatment and status, Campbell (1970), a common promotion policy based on experience only, does not discriminate them but is nonetheless deficient as a motivation strategy. This method does not create a drive for the teachers to be more creative and fully involved in the teaching and learning activities since the reward is the same regardless of effort put in the work. Adelabu (2005) argues against en-masse promotion and absence of reliable performance evaluation mechanism in Nigeria. Other studies in South Africa (Mwamwenda, 2000; Mwamwenda, 2004), found a significant difference when promotion was used as the criterion of job satisfaction measurement in Transkei and Eastern Cape regions with a feeling of unfairness prevalent.

Teachers’ performance appraisal and consequent promotion is aimed at Creation of an attractive merit based career structure with performance component. It is however a challenge since performance in some schools has remained high over time as other schools persistently perform poorly in both academic and co-curricular activities. This has been the case in Nyandarua County as a study by Mwangi (2010) in Nyandarua North District noted prevalent
poor performance in science and mathematics according to type of school mostly day schools. The diversities therefore potentially influence teachers’ promotions to higher job groups. According to the (TSC code of regulations, 2005) secondary schools principals forward all correspondence between teachers and the TSC informing on teachers' performance in their work. The information is filed and has implications on promotion interview results. This may adversely affect teachers who may be in poor working relationship with school principals particularly if a bad report is written about a teacher. This is unlike in Guyana (Ramson, 2009) where there is a proper feedback mechanism after interviews and dissatisfied teachers file complaints within two weeks of promotions for reconsideration.

With reference to the observation from the studies cited above, there is no uniformity in methods used to promote teachers. It is clear that there are diverse philosophies and practices employed in promotion of teachers in different countries ranging from promotion on performance, en-mass promotions, and fixed policies with avenues for appeal among other divergent viewpoint. All practices however seem to rotate around the importance of teachers’ promotion for motivational purpose, improved performance on the job and personal development when they rise through the job group hierarchies.

### 2.1.4 Teachers’ Promotion Policies and Practice in Kenya

The TSC is responsible for promotion of teachers employed by the government in primary schools, secondary schools, Teachers Training Colleges (TTCs) and Technical Training Institutes (TTIs). According to the TSC promotion policy guidelines, common criteria are used for all the teachers in each category of promotion. The main considerations according to TSC code of regulations (2005) are; the teachers’ academic qualifications and service in a
lower job group for a period of three years. For teachers who had been on disciplinary measures, two additional years after the mandatory three years in a lower job group is a requirement. A degree qualification and familiarity with the function of various departments of the Ministry of Education is a mandatory requirement for those applying for job groups above P. Other important factors that are given consideration are good performance on the job in terms of teaching and participation in co-curricular activities. The teachers discipline record as in the teachers file and a reference letter from the school principal are of utmost importance.

Promotions for job group M above are usually done in a national scale for the qualified teachers when advertised. There are however many concerns about the few promotion vacancies, promotion method used and stagnation in one job group (Karugu & Kuria 1991; Mutungi 2011; Sang 2010; Transparency international 2010) suggesting that conditions for promotion of teachers should be reviewed so as to benefit a larger group of teachers. Vacancies awarded per school, qualifications sought and promotion to head teachers’ and deputy head teachers’ posts remain unclear. As observed by Sang (2010), promotions to head teacher position require teachers to have served in deputy head teacher’s position regardless of performance in previous appointments. Mwiria (2012) observes uncompetitive promotions of school head teachers and education managers particularly sub county directors of education and county directors who play a great role in promotion of teachers. Table 2.3 below shows teachers promoted to various job groups in 2008/2009 period. The teachers were selected from about 300,000 teachers (Transparency international, 2010) in primary schools, secondary schools, technical institutes of vocational education training and colleges and primary school teachers training colleges who are employed through the Teachers Service Commission.
Table 2.4: Teachers Promoted to Various Job Groups in Kenya in Year 2008/2009.

<table>
<thead>
<tr>
<th>Job group</th>
<th>M</th>
<th>N</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of teachers promoted</td>
<td>9,165</td>
<td>55</td>
<td>115</td>
</tr>
</tbody>
</table>

Source: Integrity report on education in Kenya year 2010

According to the table 2.4 above, no teacher was promoted above job group P. The report also decried head teachers discretion to recommend teachers for promotion creating a system that was not properly checked and without a systematic way of addressing the problem of stagnation.

The Secretary General KNUT argued against Teachers’ Proficiency Course (TPC) method of promotion determination in primary sector as the only criterion of promotion where a small number of teachers of only about 2% qualified for promotion (Silsil, 2011). The method was viewed to disregard important factors as years of service, professional development, academic qualifications and level of responsibility in favour of TPC tests results. Acknowledging the value of promotion, Sang (2010) observes that extrinsic financial incentives for achieving school performance may interfere with teachers’ commitment to students’ holistic development which may have negative effect in their future lives.

Kimengi (1983), Ngaroka (1985), Kamau (2003) and Sifuna cited in Kamau (2003), (see study background) found that promotion opportunities were a major cause of job dissatisfaction suggesting review of promotion procedures by TSC. Okumbe (1999) observes that secondary school teachers in Kenya meet their basic needs hence the need for motivation through higher order needs provision. In a study on levels of job satisfaction among secondary school teachers in Kenya with an aim of ranking factors of job satisfaction (Okumbe, 1999) promotion was ranked as fourth among eight factors that were related to each other. This confirms the high value accorded to promotion.
The advise by the TSC to primary school head teachers to improve their ‘academic and professional qualifications to degree level’ (TSC circular no. 8/2011) to remain relevant indicates that academic qualifications are a major factor in promotions. Paradoxically, the secretary to the TSC (Siringi, 2010) noted that the number of teachers pursuing further education in foreign universities merely for promotion purposes was ‘uncalled for’ suggesting lack of consistency in career progression plans for the teachers by the employer. This comment could have resulted from the financial implications of upgrading of the job groups for the many teachers who had graduated.

The secondary school teachers’ promotion structure in Kenya is based on job groups with responsibilities attached to the promotions (Teachers Image, 2009) and reward system being pegged on the job hierarchy. This is a ‘straight jacket’ kind of promotion that tends to create a philosophy of promotion for administration positions only regardless of whether teachers are interested in performing the work attached to the offices they are promoted to. This contrasts suggestions (Wong, 2010) to broaden reward and promotion system to cater for more teachers hence the need for a study that investigates into the possible shortcomings of such a system.

Teachers’ performance appraisal and consequent promotion aimed at creation of an attractive merit based career structure with performance component remains a challenge. This is as earlier noted, some schools performance has remained high over time as other schools persistently perform poorly in both academic and co-curricular activities. A study by Mwangi (2010) in Nyandarua North District noted prevalent poor performance in science and mathematics according to type of school mostly district day schools. The schools diversities therefore potentially influence teachers’ association with performance and consequently chances of promotions to higher job groups.
2.2 Teaching experience and promotion of teachers

Studies on teachers' personal and professional development have produced similar findings described in the form of a life cycle theory. The cycle is perceived to start from the time of employment through mid-career to retirement. According to Glickman (2009), motivation shifts depending on the age of employees. Young employees thrive on challenge, training and new opportunities while older employees are motivated by freedom, balance in their lives and transferable retirement packages. Leithwood, Begley & Bradley (1994) classify stages of career development in teaching as; launching career, stabilizing stage, new challenges and concerns, professional plateau and finally preparing for retirement. The first stage is accompanied by reality shock in trying to motivate and discipline students simultaneously. At stabilizing stage, teachers are committed to their work seeking promotions and participation in many school activities. The third stage involves self assessment of success in and out of work after which one group of teachers stop striving for promotions and concentrate on teaching while the other group stagnate, become bitter and disinterested in further professional growth. The first group becomes the pillar of the school while the second is usually critical and frustrated.

Hargreaves & Fullan (1996), observe that experience goes with consolidating achievement and identifying ones career objectives. They associate early career stage with search for status, comfort, and happiness in work, family and friends while the middle age stage provides disillusionment, reflection and reordering priorities according to re-assessment of one's capabilities and available opportunities. Experienced teachers who fail to advance may reduce their input in school work and concentrate on their families, particular interest or alternative supplementary careers. This can have negative consequences to their input into their work with adversely affects on the teaching and learning process.
According to Levine cited in Hargreaves & Fullan (1996) midlife permits a combination of teaching and administrative responsibilities which expands teachers’ authority and mobility without sacrificing their expertise with learners. This can be possible on promotion to such administrative positions but as observed by Simmons (2004), few teachers get to administrative positions due to few vacancies that exist making upward mobility within the school less likely. Appointment of secondary school head teachers in Kenya by the TSC (Okumbe, 1999 and Sang, 2010) is done based on years of service. The tendency of teachers to stay in one work station for many years deter hard working teachers with less experience from pursuing promotion to the administrative positions. Bennel (2004) and Kagoda (2010) observe low prestige, negative image and inadequate appreciation of value of teachers work in most Sub-Saharan countries where many schools do not provide role models to help teachers grow professionally. They attributed this to low motivation of experienced teachers.

Most of the observations made above are broad and cut across the teaching profession in many countries but are not explicit on career paths available to teachers. In Kenya as in many other countries, most teachers have same job, status, and conform to the same routines work related activities. This make them vulnerable to stress factors associated with their work.

2.3 Promotion of Teachers’ and academic qualifications

According to the ILO (2004) report on how education and training affects the economy, education and training does not only benefit the worker but the employer and the country as a whole. Cowley (2003), Glickman (2009) and McNerney & McNerney (2006), note that teachers demonstrate intellectual leadership through additional schooling and advanced degrees thereby assuming new responsibilities besides enhancing their salaries. McNerney & McNerney (2006) give an example of American high school teachers where over 40%
have master's degrees and 5% have PhD qualifications. Additional skill in specialized courses (Glickman, 2009) may not directly translate to performance but have a great indirect contribution to the success of the school. Honeyford (1982) acknowledges that teachers without degrees have little chances of promotion in secondary schools which is the driving factor of the demand for higher qualifications by teachers. When promoting teachers by the Guyana Teachers Service Commission (Ramson, 2009), teachers with same qualifications and experience may differ due to recommendations by their head teachers on their performance. A two weeks appeal period is however given for teachers who feel unfairly omitted in promotion lists for reconsideration.

Additional education does not always change tasks carried out by teachers in Kenya as earlier noted in other countries. According to TSC code of regulations (2005), Diploma teachers who advance to Degree level have their salaries and allowances upgraded to their new status. In alignment to this TSC policies on promotion and remuneration, many diploma graduate teachers who wished to improve their status joined universities in great numbers (Siringi, 2010) particularly regional universities which were less costly than Kenyan universities to acquire the valuable degree qualifications needed for automatic progression to job group L (Teachers Image, 2009) and therefore a worthy investment. This urge for more education indicates the value teachers accorded to promotions. Despite additional education being a prerequisite for promotion at higher job levels, academic credentials for master and doctorate degrees (Oyaro, 2010) attracted an insignificant pay change of three annual increments. In this case, once a teacher reached the highest limit in their job groups, promotion became the only way in which the teacher could progress to higher levels. This made some teachers to have a tendency to seek avenues for upward mobility outside teaching due to the reduced incentive to acquire more education beyond the first degree level in the context of the TSC policies.
The need for higher education for promotion purposes notwithstanding, the award of study leaves by TSC in Kenya was found to depend on the value the commission attached to the course. As indicated in the TSC code of regulations (2005), some courses, particularly those outside teaching realm were not awarded study leaves with pay. This implied that teachers had to take such courses during the school holiday at their own cost. The relatively high cost of study and tightly scheduled mode of study for teachers in Kenya deterred their prospects for additional education necessary for promotion and the other positive aspects that go with it to make the job more fulfilling.

In consideration to academic qualifications for promotion cited in the above findings academic qualifications form an integral part in determining chances of promotion of secondary school teachers. The study was therefore conducted to establish in a more specific way, the extent to which the TSC valued teachers' academic qualifications during promotions.

2.4 Promotion of Teachers and School Type

Campbell (1970) observes teachers opposition to attempts to differentiate them and their desire to retain equality of treatment and status. Merit pay is opposed by teachers since it is viewed to differentiate them besides challenges of measuring performance (Mc Nergney & Mc Nergney 2006) in different working environments. Swann & Telfer (1993) studied application of principles of motivation in some schools in London checked against promotion structures and observed that some schools required a purely individual approach due to their uniqueness. Kemble (1971) 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 in Kenyan 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 by considering their level of academic achievements in primary school provide a base of motivation and de-motivation respectively particularly due to the ranking of schools according to performance in national examinations (Republic of Kenya, 2005b). This mode of admission entrenches disparities that underrate some schools. It may partly explain why most promotions to deputy principal and principals by TSC in Kenya are done through transfer from established schools to less established schools (Sang, 2010) hence less consideration of teachers in 'small schools' with necessary experience and qualifications.

The table below shows performance in KCSE examination for public schools in one of the sub counties under study for a period of five years according to the school type.
Table 2.5: Five years KCSE Mean scores for schools in one Sub County under study.

<table>
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<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<td>C</td>
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<td>4.47</td>
<td>4.57</td>
<td>4.816</td>
<td>4.949</td>
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<td>3.56</td>
<td>4.53</td>
<td>3.78</td>
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<tr>
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</tr>
<tr>
<td>G</td>
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<td>3.64</td>
<td>4.38</td>
<td>4.52</td>
<td>4.22</td>
</tr>
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<td>H</td>
<td>DD</td>
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<td>3.22</td>
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<td>I</td>
<td>DD</td>
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<td>3.625</td>
</tr>
<tr>
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<td>3.032</td>
<td>3.056</td>
</tr>
<tr>
<td>O</td>
<td>DD</td>
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<td>X</td>
<td>X</td>
<td>3.1</td>
<td>3.0</td>
</tr>
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<td>DD</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>2.39</td>
<td>2.39</td>
</tr>
</tbody>
</table>

Adapted from central province KCSE analysis (2013)
Key: EC-Extra County school, C-County School, DD-District Day School, x-no exam (New school).

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 implies that when such results are used for
promotion purposes, teachers in extra county schools will be bound to have an upper hand, followed by county schools and this can be a source of de-motivation for the teachers who are left out but had performed their work satisfactorily.

According to the central province examination analysis (2009), out of the five hundred and sixty six schools (566) with a mean score of four and below, there were two county schools only while the rest were either County schools or district day schools and no national school. The national schools according to the analysis had aggregated mean of above ten from year 2006 up to year 2009. These examination results clearly show difference in performance according to school type. Duhey (1976) observed that when a promotion vacancy is filled by a teacher from another school rather than one from the school where such a vacancy arose, a condition termed as 'promotion from outside', it negatively affects teacher's morale in a school where the vacancy arises. This is due to reduction of their chances of being promoted particularly if they were not competitively considered.

The Kenya Secondary School Heads Association (KESSHA) as observed by (Siringi, 2012) advocated for declining to sign performance contracts until the differences between schools were adequately addressed. Differentiation of teachers (Campbell, 1970) is entrenched in secondary schools. This is particularly the case in Kenya with the perception that learners' performance in national examination indicates teachers' performance in their work. 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 which are outside the teachers control.

Most secondary school students in Nyandarua North, (Mwangi, 2010) perform poorly in national examinations. Education inputs both human and physical were found to be un-
uniformly distributed amongst schools particularly boarding facilities and laboratories affirming variations earlier discussed.

2.5 Promotion and subject specialization

There has been a persistent poor performance of Sciences and Mathematics compared to other subjects in Nyandarua North District (Mwangi, 2010) in most secondary schools particularly district day schools. This trend is also observed in other parts of the country as a report by MOEST (Republic of Kenya, 2005a) that secondary education is characterized by poor performance in some subjects particularly mathematics and sciences necessitating periodical training programmes for the science and mathematics teachers. A baseline survey done in Kenya (Nui & Nyachomba, 2007), on consistent poor performance in Mathematics and Sciences noted it as a matter of serious concern. Poor performance in these subjects had almost been accepted as the norm in some schools. The MoEST and Government of Japan through JICA initiated the SMASSE in-service training project as an intervention strategy. Lack of facilities and inadequate staffing were always cited as the major causes of the problem.

According to Kibe, Othiambo and Ogwel (2008), even with qualified teachers and well equipped laboratories, science and mathematics performance was not necessarily high. The poor performance was found to reduce teachers' morale particularly the knowledge that the learners' performance is a criterion used for their promotion. They noted teachers' poor working conditions and terms of service including incentives and stagnation in one job group as issues of concern in relation to poor performance.

A study on C.R.E. teachers in Migori district (Wesonga, 2010) recommended that the teachers should not stagnate in one job group for more than three years recommending regulation of promotion discrepancies. The C.R.E. teachers were not awarded study leaves
with pay in their area of specialization like other teachers thereby reducing their competitiveness during promotions and also hampering their professional development. This study therefore sought to investigate the effect of the subject specialization on the rate of promotion of the teachers.

2.6 Promotion and Gender.

A UNESCO report (1993) observed barriers preventing participation of women in decision making arena as discriminatory appointments and promotion practices, inadequate policies and legislation that do not ensure participation of women and stress of dual family and professional roles. The report as a result recommended a 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 clear and effective policies which were enforceable. Anonvero (1995) on another UNESCO report on women education and empowerment note that most decision makers in education are men which 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, & Makhubu (1998) and Kirk (2006) that even with significant improvement at all levels, the critical mass of women in decision making process remained inadequate. They noted that problems identified in the Beijing conference (1995), like unequal participation in power structure of the society and insufficient mechanism to promote the advancement of women were unresolved in many countries. Kirk (2006) observed that women were underrepresented in teaching profession and teacher organizations in terms of leadership due to lack of proper government support through appropriate policies and social-cultural attitudes.
An education and gender report (UNESCO, 2004) recommended entrenching gender in education policies and plans to ensure parity. The report wanted prevalent disparities along gender lines addressed legally. Along the same line, an ILO report (2004) on labour standards advocated for equal opportunities in international labour markets to redress ‘gender inequality’ at work. A World Bank working paper (2007) acknowledged the need for involvement of more women in secondary education sphere not only for role modelling purposes, but also participation in policy formulation with a view to making better and gender inclusive policies is necessary. This is particularly ensuring that policies that are more responsive to reduction of gender disparity in entire education system are formulated. The disparities in promotion observed in the World Bank (2007) noted negative effect on learning outcome which also affected other economic fields that were dependent on education levels of entire populations. The report recommended that affirmative action be instituted to increase women representation in leadership.

According to Honeyford (1982) and Riley (1994), under-representation of women in education management in England and Scotland respectively needs exploration. Riley (1994) observe that Scottish women in education sector gained promotion later than their male counterparts. Complexities of making choices of managing a career and a home were cited as barriers which women had to contend with. The tread was common in many other countries.

In Kenya, the need for gender equity and balance is a major concern and therefore has been strategically been placed in the constitution. Article 27 (3) of the constitution, (Republic of Kenya, 2010) gives women and men ‘equal’ opportunities in all spheres. Section six (6) and eight (8) of the same article requires the state to put in place ‘policy, legislative and other measures including affirmative action’ to rectify imbalances caused to women due to discrimination for the purpose of realizing the guaranteed rights by ensuring that ‘no more
than two-thirds of members of an elective or appointive bodies' should be of the same gender.

In line with the constitutional provision, the government’s gender policy (Republic of Kenya, 2011) has a main aim of ensuring opportunities for development and empowerment are created and awarded equitably. The policy is meant to work towards gender equality and women’s empowerment and mainstreaming their needs and concerns in all sectors of development. This is meant to ensure their participation and equal benefit from all development initiatives. Affirmative action intervention targeting women is therefore a corrective measure in actualization of this policy.

Fiske (2012) observes that developing regions fall behind on aspects of gender equality whereby high level of education does not necessarily translate into better employment opportunities due to discrimination in the labour market and as a result most women do not get an opportunity to use many of their skills. Work life balance, gender stereotyping, performance measurement methods, promotion criteria and governance makes qualified women less likely to be promoted and are therefore consistently clustered in lower job ranks. The policies set in place therefore are meant to be legally binding and therefore have automatic gender equity in distribution of promotions.

In a study done in Tanzania and Uganda (Oluoch, 2006 and Kagoda, 2010), it was noted that efforts on equal access to education do not translate to equitable outcomes in some districts in Tanzania and Uganda respectively. In particular, most district education officers and head teachers in Uganda were found to be male hence the need for gender action on deployments to such posts. Findings in Soroti, Kimili, and Iganga and Mokono districts in Uganda cited heavy domestic chores (88%) lack of systematic salary increment after upgrading (97%), lack
of day care centres, short maternity leaves and leadership positions held mostly by male officers as factors that hamper female teachers' professional development.

The Nyandarua District (current Nyandarua County) strategic plan (2005-2010) advocated for a mechanism that ensured equality of participation of both men and women at all levels in all sectors of development which suggested that the disparities along gender lines may have been prevalent in most sectors. The NCIDP 2013-2017 (Republic of Kenya 2013) noted 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 advocating for implementation of the legal requirement of affirmative action.

2.7 Summary of Literature Review

Variations in the criteria of promotions advocated for by various studies and the ones applied by ministries of education and the teachers' service commission in Kenya have been noted in the literature cited. Teachers were found to differ in experience, qualifications, functional responsibilities, gender, age and working environments which affect their perceptions and aspirations to advance in their job. The less attention given to the diversities of teachers and their working environments during promotions was investigated through the study to provide more information on influence of some of the factors.

Many studies have been done on promotion of teachers to school headship and education management mostly in terms of skill requirements for such posts. This study investigated some of the requirements for promotion among the majority of teachers did not get to the administrative and management posts, but nonetheless sought upward mobility through promotions by the 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 moved a step further and addressed the gender
gap by considering length of service before promotions to a higher job group which is an added dimension in addressing gender factor *Vis a Vis* promotion.

The literature reveals that there is less information on promotion of teachers against the few career paths mostly due to few academic studies. The few studies done on promotions provide less information for guiding policy which necessitates more studies on specific facets to explore promotion issues with objectivity for action planning.

The 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. In addition, the studies done on teachers' motivation and job satisfaction with promotion as the determinant have been done mainly by seeking teachers' opinions. The study involved the TSC as the teachers' employer and education officers as teachers managers hence went a step further to explain the application of promotion policies and their effect on overall promotion from many players.

**Conclusion**

Chapter two has given an analysis of relevant information from various sources that included other studies done in similar areas and other authorities view points. It has confirmed promotion of teachers as an important aspect worth attention and action by bodies responsible for teachers' management. The next chapter gives the methodology that was used to study the promotion issues in accordance to the study variables.
CHAPTER THREE
METHODOLOGY OF THE STUDY

3.0 Introduction

This chapter describes the research design, and the guiding methodology. It presents the location of the study, the target population, sampling techniques and sample size, research instruments, piloting of research instruments reliability and validity of instruments and the methods of data analysis which were used in the study.

3.1 Research Design

A descriptive research design was used in the study. A research design according to Mugenda and Mugenda, 1995) is a plan that assists a researcher in determination, reporting on current treads and also giving clues for more research with the goal of problem solving. (Mwiria & Wamahiu (1995), note that descriptive research design in education deals with distribution and relationships between education variables of interest to researcher while Borg and Gall (cited in Orodho, 2008) acknowledge descriptive research design as that which produces statistical information useful to policy makers and educators that is necessary for summarizing, presentation and interpretation of data for the purpose of clarification. It is against this background that descriptive research design was found to be appropriate for the study. This was partly because the study involved a wide category of respondents, who played different roles in the teachers’ promotion process besides the teachers themselves. The descriptive research design used was appropriate for generation of both qualitative and quantitative data across the varied respondents’ categories by use of questionnaires and interview schedules. Most of the quantitative data was generated through the close ended items in the questionnaires and interview schedule which involved the number of teachers and their attributes as per the variables of the study. The qualitative data was obtained by use
of open ended questionnaire and interview schedule items. Information on promotion was obtained from the various respondents and used to evaluate the application of TSC promotion policies for secondary school teachers’ in North, West and Central Sub-counties of Nyandarua County. Data on the factors which were considered during promotions and how they affected the distribution of promotion chances was generated.

3.2 Location of the Study

The study was done in three Sub-Counties of Nyandarua County. These were North, West and Central Sub counties. According to the Nyandarua County strategic plan (2005-2010), the County is the largest of the five counties of the central region of Kenya covering an area of 3,245.2 Km² lying between 0°8' north and 0°50’ to the south and between 35°13’ east and 36°42’ west. The county had a population of 596,268 people hence a population density of 184 people per square kilometre according to national population census of year 2009 (Nyandarua district strategic plan, 2005-2010). 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. The main economic activities in the county includes small scale farming of food crops like maize potatoes, cabbages carrots and also small scale livestock keeping. Large scale cut flowers farming for export market is done where many local people are employed as casual labourers.

Teachers in government secondary schools are employed by the TSC and therefore there is uniformity the terms of service besides qualifications needed for employment. The study could have therefore been done in many other counties. However, due to limitations of time and resources, the research was conducted in Nyandarua County. The map below shows the location of Nyandarua County in a map of Kenya.
As the map above shows, Nyandarua County is located in the central region of Kenya formally known as the central province. It bounders; Laikipia county to the North, Nyeri and Murang’a counties to the East, Kiambu county to the South and Nakuru county to the West. The study sites were sparsely distributed within this region.
### 3.2.1 Composition of Study Sites

Table 3.1. Secondary schools in the Three Sub-Counties

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<th>School</th>
<th>Category</th>
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<td>DD</td>
<td>Kieni</td>
<td>DD</td>
</tr>
<tr>
<td>Kaheho</td>
<td>DD</td>
<td>Muyeki</td>
<td>DD</td>
</tr>
<tr>
<td>Wera</td>
<td>DD</td>
<td>Huruma</td>
<td>DD</td>
</tr>
<tr>
<td>Ngano</td>
<td>DD</td>
<td>Githunguri</td>
<td>DD</td>
</tr>
<tr>
<td>Uruku</td>
<td>DD</td>
<td>Kahia</td>
<td>DD</td>
</tr>
<tr>
<td>Kiriogo</td>
<td>DD</td>
<td>Manyatta</td>
<td>DD</td>
</tr>
<tr>
<td>Ndivai</td>
<td>DD</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adapted from the County Education Office, Nyandarua County.

Key: DD-District Day School, CG-County Girls School, CB-County Boys School, CM-County Mixed School, EC-Extra County School, ECN*-Extra County earmarked for elevation to National School status

As the table 3.1 above shows, out of the forty nine (49) public secondary schools in the three sub-counties in the period of study, the majority (38) were district day schools. According to the NCIDP (2013-2017), most of these district day secondary schools were characterized by poor road network impassable during heavy rain, lack of electricity, had poorly equipped or...
no science laboratories besides other missing but essential infrastructure. They were therefore earmarked for financing to improve their status. The table 3.1 above also shows that there were four (4) extra county schools with one earmarked for elevation to a National school status and seven (7) County schools within the Sub Counties under study. A previous study in the county on poor performance of science and mathematics (Mwangi, 2010) had observed poor performance particularly in the poorly equipped CDF funded district day secondary schools.

3.3 Target Population

Secondary school teachers were targeted because they entered the profession at relatively higher job groups (J for Diploma in education holders and K for Degree holders) and therefore take fewer years to reach job groups L beyond which promotion through interview process was mandatory in comparison to primary school teachers. Many teachers were expected to have reached the job group L hence providing an adequate study population that could allow analysis and generalizations of the data on promotion through the TSC interview process. The target population was five hundred and sixty nine (569) secondary School teachers employed by the government though the TSC in North, West and Central sub counties 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 forty nine (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 (3) SCEHROs are the representatives of the TSC in the sub counties 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 issues.
3.4 Sampling Techniques

3.4.1 Sampling Procedure for the study sites

The numbers of schools of each type and teacher population per school were varied. Even within the same type of schools, diversities existed. Purposive sampling technique was therefore used to sample the schools using criteria of categories which included: extra County, County and District Day schools.

Table 3.2 Sampled Schools

<table>
<thead>
<tr>
<th>School</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Nyandarua High School</td>
<td>ECN*</td>
</tr>
<tr>
<td>2 Nyahururu Boys High School</td>
<td>EC</td>
</tr>
<tr>
<td>3 Salarient High School</td>
<td>C</td>
</tr>
<tr>
<td>4 Shamata Girls High School</td>
<td>C</td>
</tr>
<tr>
<td>5 Kangui Boys High school</td>
<td>C</td>
</tr>
<tr>
<td>6 Munyeki</td>
<td>DD</td>
</tr>
<tr>
<td>7 Weru</td>
<td>DD</td>
</tr>
<tr>
<td>8 Kaheho</td>
<td>DD</td>
</tr>
<tr>
<td>9 Gathanji</td>
<td>DD</td>
</tr>
<tr>
<td>10 Kiganjo</td>
<td>DD</td>
</tr>
<tr>
<td>11 Pondo</td>
<td>DD</td>
</tr>
<tr>
<td>12 Matura</td>
<td>DD</td>
</tr>
<tr>
<td>13 Manyatta</td>
<td>DD</td>
</tr>
</tbody>
</table>

As shown in the table 3.2 above, two extra county schools (Nyandarua High School and Nyahururu Boys High School) were sampled. These were the most established extra county schools and were purposely sampled because they were presumed to possess the desired characteristics of extra county schools of interest to the study. Three county schools, two with three streams (classes per each level) of which one was for boys and the other for girls were purposively sampled while one mixed county school was selected by simple random sampling from the available four mixed boarding schools. This selection catered for heterogeneity of schools and increased teachers’ sample size. Most district day schools were either double or single streamed. Only double streamed schools were considered. This made
it possible to increase the teachers sample significantly. Stratified random sampling was used to get eight district day schools proportionately from the three districts. According to Mugenda and Mugenda (1995) random sampling can be used to obtain actual sample cases after purposive selection has been done. Nyandarua west and north sub counties had majority of the day schools and therefore three schools were randomly obtained from each of them. Names of schools were written on papers and shuffled and three schools picked randomly. Two district day schools were randomly sampled from Nyandarua central sub county for proportionate representation since it had the least number of schools of the sub counties under study. Newly started schools were not studied since they were understaffed and had many teachers with less than six years of teaching experience according to documentary analysis and education officials from sub county education office. This information guided the researcher in choice of specific schools for the study.

3.4.2 Sub County Education Human Resources Officers’ and School Principals Sample

All the three SCEHROs from the three sub counties 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.

3.4.3 Teachers Sample

The number of teachers in schools varies considerably. Their population in each school is dependent on CBE (Curriculum Based Evaluation) which is determined by the number of classes at each level, number of subjects taught in a school, and lessons taught per teacher according to their job groups (TSC code of regulations, 2005). It is usually an approximate of nine teachers for a school with one class at each level (single streamed school). Understaffing
in many schools however reduces this number. All the eligible teachers in the sampled schools were purposively sampled to increase the number of teacher respondents. The two county schools understudy had four streams with an expected population of a hundred and thirty four teachers. Fifty eight (58) teachers which made forty three percent (43%) of teachers from county schools were involved in the study. The three County schools were three streamed while four were double streamed. Fifty two (52) teachers making forty six percent (46%) of the expected 113 teachers were involved in the study from the sampled schools. Double streamed district day secondary schools were preferentially sampled to increase the number of eligible teachers. Seventy nine (79) teachers which made twenty four percent (24%) of the expected 329 teachers were studied in the eight sampled schools. The respondents in the study had many similarities and therefore responses obtained were taken to be representative of all the teachers in North, West and Central sub counties of Nyandarua County.

Table 3.3: Teachers Sample Size

<table>
<thead>
<tr>
<th>School Type</th>
<th>Actual 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>County</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>

From the Table 3.2 above, a sample of about 32.8% of teachers eligible for promotion through interview were involved. According to Kothari cited in Kago (2010), a sample of between 10% and 30% is considered appropriate for descriptive studies hence the samples taken were adequate for the study.
3.5 Instruments for Data Collection

A questionnaire for teachers and interview schedules for School Principals, SCEHROs and TSC officials in the national TSC headquarters in Nairobi were the main tools used to generate information for the study.

a) Teachers Questionnaires

The teachers were issued with a self-administered questionnaire. This was because the respondents in the study were secondary school teachers who were presumed literate and therefore expected to fill in the appropriate responses. The questionnaire was designed to generate quantitative information on the teachers characteristics needed for analysis which included: type of school they worked in, their years of experience their job groups, their gender interviews attended their rating of job groups and interviews conducted by the TSC. The items were therefore structured and unstructured. The structured items allowed for generating uniform information on teachers characteristics for ease of analysis. The unstructured items were equally important in generating rich qualitative data by providing the respondents with a chance to express their personal views on promotion which supplemented the information obtained from structured items and therefore important to the study.

b) Interview Schedules

Interview schedules for school principals, SCEHRO and the TSC officials in the TSC headquarters were used to get information on promotion criterion, policies and procedures and their development over time. Items on factors considered and their scores in interview, what is done to reduce the effect diversities of work environments in determining promotions, how the number of vacancies were determined, the history of the promotion process and future plans among other items were included to generate detailed data. For the school
principals, an item on their views on effect of the promotion process and different work environment was included to seek their views on the effects of TSC application of the promotion policies. The data generated also captured challenges that teachers and the Teachers Service Commission faced during promotions.

3.6 Pilot Study

A pilot study was conducted in the neighbouring Mirangine Sub County. This Sub County is one of the four Sub Counties which were curved from the former larger Nyandarua North District. The schools in sub county share common geographical and economic factors with the other three Sub Counties that were studied. The questionnaires for teachers and interview schedules for principals and SCEHROs were piloted. Piloting of the study tools enabled the researcher to make necessary changes ensuring that the items were appropriate for the study intended by adding items that were left out and adjusting the others to generate the most appropriate data for the study.

3.7 Validity and Reliability

3.7.1 Validity

Pre-testing of the questionnaire was done in the field during the pilot study. The same questionnaires and procedures as the ones used in the actual study were administered to respondents in the pilot study. Expert judgments through consultations with supervisors and lecturers in the Department of Educational Foundations enabled the researcher to include items that allowed more precise probe into study issues. Promotion factors and requirement per each job promotion post as per interview items were included to assist determine the value and also to help explain the value attached to study variables during promotion interviews. Items on allocation, number and timing of promotion interviews nationally were sought which made it possible to get adequate information from all participants in the whole.
promotion process. Views and feelings of respondents were sought by use of open ended items for clarity.

3.7.2 Reliability

Test-retest method was used to test the reliability of the instruments. The questionnaires was administered to seven teachers in a school which was not included in the actual study and then administered again after a period of one week to the same teachers. The comparison of the first and the second responses for each teacher using Correlation coefficient was used to determine the reliability of the instruments. According to Orodho (2008), a score of 0.75 and above should be high enough and therefore reliable. The correlation coefficient obtained was 0.98 and therefore the instrument was considered reliable.

3.8 Ethical and logistical Considerations

3.8.1 Ethical Considerations

To ensure confidentiality and anonymity of respondents, questionnaires were put in envelops and teachers’ personal details like names and registration numbers were not required. Numbers were written on the envelopes after data collection and used to refer to the respondents during analysis. The researcher briefly introduced the subject of the study to all respondents to get an informed consent. This made it possible for planning for the appropriate time of issue and collection of questionnaires from the teachers and appointments for conduction of interviews for principals SCEHROs and TSC officials.

3.8.2 Logistical Considerations.

The researcher obtained an introductory letter from the department of Educational Foundations of Kenyatta University which was forwarded to the National Council of Technology Science and Innovation for issue of a research permit. The pilot study was done
and adjustments were made to the questionnaire. Schools under study were visited and a brief introduction on the intended study made to both the school principal and teachers. An appropriate time for administration and collection of filled questionnaires and interview appointment for school principals was agreed upon. The researcher visited each of the SCEHROs and made appointments for interview. The research department of the TSC gave the researcher a permit to interview two officials involved in promotion of teachers. Appointments were there after planned and interviews conducted. Interview schedules guided the researcher in directing the interviews according the objectives of the study. Important information from the interview was written down in notes form.

3.9 Data Analysis

The quantitative data generated from the field study was coded and analysed using Statistical Package for Social Sciences software programme (SPSS). The years of teaching experience were put into classes of three years interval and they formed the basis of analysis for all the variables of the study. Class intervals of three years starting from the sixth year of service were used. This was important because teachers’ eligibility for promotion to a higher job group by the TSC (TSC code of regulation, 2005) was dependent on working for a minimum of three years in the previous lower job group whereby the first promotion was automatic. The number of promoted teachers in each class interval and their percentages were tabulated in frequency distribution tables for all the variables of the study. Correlation coefficients of promoted teachers according to years of service for each variable under study were computed to determine their degree of relatedness. Bar graphs were constructed from teachers’ frequency distribution tables to make the findings visibly clear. The comparisons of the correlation coefficients and the proportions of promoted teachers for each variable was used to answer the research questions. Qualitative data generated from the open ended items in the
teachers' questionnaires was analyzed thematically by use of statements. Much of the qualitative data from the school principals, SCEHROs and TSC informants was analyzed thematically by considering the recurrence of similarities and differences of responses. Additional information on responses for same question posed to different informants was also noted. Responses from the TSC informants were strategically obtained last and were analyzed based on the findings from other respondents thematically. This was because they were perceived to help in giving in much detail, the explanation of the practices and policies of promotions identified from the other respondents.

Conclusion

Chapter three has looked into the methodology by giving details on the design, study location and study sites and the instruments that were used by the research to generate the necessary information that was later analysed to draw conclusions for the study. The next chapter presents the findings of the field study in table and thematic form that were used to respond to the study objectives.
CHAPTER FOUR
PRESENTATION OF FINDINGS

4.0 Introduction

Chapter four presents the findings of the study on promotion of teachers as was guided by the research objectives and questions. The objectives of the study aimed at:

a) Investigating the relationship between secondary school teachers' academic qualifications and years of teaching experience and their promotion to higher job groups in North, West and Central sub counties of Nyandarua County.

b) Investigating the extent to which the type of school influence secondary school teachers' promotion to higher job groups in North, West and Central sub counties of Nyandarua County.

c) Finding out the relationship between the duration before promotion to higher job groups for Science and Art based secondary school teachers in North, West and Central sub counties of Nyandarua County.

d) Finding out the relationship between gender and promotion of secondary school teachers to a higher job group in North, West and Central sub counties of Nyandarua County.

e) Suggesting ways of improving the promotion process of secondary school teachers.

This chapter is therefore organised to reflect the logic of the study objectives outlined above.

4.1 Biographic Data of Respondents

For purposes of contextualisation of the study finding, the chapter begins with a presentation of biographic data of the study subjects referred herein as respondents.
Table 4.1 below shows the number and the gender of the school principals, TSC officials and SCEHROs involved in the study.

Table 4.1: Interviewed Respondents by Gender

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Principals</td>
<td>10</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>TSC Officials</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>SCEHROs</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

The table 4.1 above shows that the male school principals were the majority and there was no female sub county human resource education officer. The two TSC officers that the study was done were also males.

The Table 4.2 below shows the demographic data of teacher respondents by gender, qualifications and their subject orientation dependent on whether they were science or arts teachers.

Table 4.2: Demographic Data of Teachers.

<table>
<thead>
<tr>
<th></th>
<th>Diploma</th>
<th>Degree</th>
<th>Masters</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Art</td>
<td>Science</td>
<td>Art</td>
<td>Science</td>
</tr>
<tr>
<td>MALE</td>
<td>21</td>
<td>14</td>
<td>58</td>
<td>39</td>
</tr>
<tr>
<td>FEMALE</td>
<td>8</td>
<td>5</td>
<td>23</td>
<td>17</td>
</tr>
<tr>
<td>Sub Total</td>
<td>29</td>
<td>19</td>
<td>81</td>
<td>56</td>
</tr>
<tr>
<td>TOTAL</td>
<td>48</td>
<td>137</td>
<td>4</td>
<td>189</td>
</tr>
</tbody>
</table>

From the Table 4.2 above, male teachers were more than two third of all teachers. The degree graduates were the majority while those with masters degree were very few. There were more arts teachers than science teachers.
The first objective aimed at investigating whether secondary school teachers' years of teaching experience and academic qualifications were important in contributing to their promotion to higher job groups in North, West and Central sub counties of Nyandarua County. To achieve this objective, teachers responded to questions on their years of teaching experience under the TSC, their academic qualifications and their current job groups. The findings are as presented in Table 4.3 below.

Table 4.3: Teachers Promoted to Job Group M and Their Years of Teaching Experience

<table>
<thead>
<tr>
<th>Experience</th>
<th>6-9</th>
<th>9-12</th>
<th>12-15</th>
<th>15-18</th>
<th>18-21</th>
<th>21-24</th>
<th>24-27</th>
<th>27-30</th>
<th>30-33</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>no</td>
<td>0</td>
<td>10</td>
<td>13</td>
<td>17</td>
<td>17</td>
<td>15</td>
<td>8</td>
<td>8</td>
<td>3</td>
<td>91</td>
</tr>
<tr>
<td>%</td>
<td>0</td>
<td>5.3</td>
<td>6.9</td>
<td>9.0</td>
<td>9.0</td>
<td>7.9</td>
<td>4.2</td>
<td>4.2</td>
<td>1.6</td>
<td>48.2</td>
</tr>
</tbody>
</table>

The Table 4.3 above shows the number and percentage distribution of promotions of teachers to job group M. It is organized according to teachers’ years of teaching experience to help in finding out the significance of teaching experience on promotions. The data shows that no teacher with an experience of less than nine years had been promoted to job group. Two thirds of the teachers, who had been promoted, had between twelve and twenty seven years of service. There was a strong positive correlation of 0.83 between experience and number of teachers promoted to job group M up to twenty four years. Significance of years of experience for promotion however diminished from twenty seven to thirty three years of experience.

Table 4.4 below shows the teachers promoted to job group M, their number, qualifications and their percentages for each class interval of years of experience. This data was used to find out the significance of qualification on promotions.
From the table 4.4 above, nearly 46% and approximately half of diploma and degree graduate teachers had been promoted to job group M. The data also shows that diploma graduates were promoted later than degree graduates. Most of them were promoted after teaching for a period of between twenty one (21) and thirty (30) years whereas majority of the graduate teachers were promoted with experience of between fifteen and twenty four years. Two of the respondents, both with degree qualifications, had been promoted twice in their career hence in job group N. Out of the four teachers with a master's degree, one with between nine and twelve years was in job group L while the other three with experiences of above fifteen years were in job group M.

The findings from the data in Tables 4.3 and 4.4 above show that the years of teaching experience and teachers' academic qualifications were important factors considered by the TSC during promotions. The study found that almost three quarters of teachers with twelve years of teaching experience and below had not been promoted. Many of them complained of the 'long experience' required and wished that their effort in school activities be accorded more weight during interviews. A male teacher working in a district day school had taught for a relatively shorter period of between 9 and 12 years and had been promoted to job group M on his first interview. He rated the interviews as excellent commenting:
they failed in interviews. It's very frustrating to attend interviews that you
cannot succeed even after trying to upgrade yourself in education sector.'

These comments were a show of despair and were common implying that there were
other underlying factors that affected promotions besides the teachers experience and
performance. Findings from SCEHROs, school principals and TSC informants
confirmed that teachers’ academic qualifications, length of stay in one job grade,
performance on the job and answering interview questions were priority factors
considered during promotions. The more the years of experience and academic
qualifications, the more the interview points awarded to interviewees. The TSC
officials noted that the number of vacancies were national and not according to school
needs. The same criteria were used for all the teachers. The high number of qualified
teachers compared to few promotion vacancies advertised was due to low funding by
the government. It emerged that when short listing, the TSC was compelled to
increase the minimum years of teaching in a lower job group beyond the officially
required three years due to limited funds availed by the government for promotion
purposes. The period was sometimes increased by up to five years which reduced the
bulk of qualified teachers and left a number that was commensurate with allocated
funds. The promotion process was a yearly event but sometimes took a longer time
depending on funding delaying advertisements, interviews and promotion processes.
The study was informed by TSC informants that the promotions were pegged on
satisfactory performance devoid of 'indiscipline' cases. Letters showing indiscipline
cases were usually sent to TSC by principals and placed in the teachers’ files. Such
letters were found to determine teachers’ eligibility for promotion. It was further
noted that besides three years of teaching experience in a lower job group, higher job
groups from P and above required a university degree as the minimum qualification.
The high job groups were noted to be reserved mostly for school principals as exemplified by the job titles which were found to also imply the seniority of the principals. The table 4.5 below shows the job groups and their job titles.

Table 4.5: Job Groups and Their Titles

<table>
<thead>
<tr>
<th>Job Group</th>
<th>Job Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</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>

The table 4.5 above clearly shows that promotions are basically to administrative job positions since each of the title shows the hierarchy of the principal. The study was further informed by the national TSC informants, school principals and SCEHROs through interviews that job group M was for heads of departments and principals in district day schools, while job group N was for principals in County schools and big day schools. Job group P was mostly associated with principals in county schools while job groups Q and R were usually for principals in national schools, technical institutes and teachers training colleges. Teachers with masters’ degree and PhD degrees were prioritized during interviews and plans were in place to automatic promotion to a higher job group to be determined by the TSC for teachers with such qualifications. It emerged that such teachers were awarded a pay rise equivalent to three annual increments after forwarding their qualification certificates to the TSC. This contrasted findings from two of the masters graduates who noted that they were not awarded the expected increments after forwarding their qualification certificates since no such fund
Discussion 1

The findings from all respondents of the study showed that teaching experience and academic qualifications were important determinants of teachers’ promotion. This is in concurrence with studies by Okumbe (1999) and Sang (2010), which observed that promotions in secondary schools in Kenya were majorly based on experience. A study by Bermel and Mukyanuzi (2005) that found young teachers in Tanzania were being de-motivated by delayed promotions and Mwangi (2013) which observed dissatisfaction of teachers with factors relating to promotion and advancement in their career.

The large number of experienced and qualified teachers left out during promotions resulted to stagnation in one job group for many years minimizing their career aspirations and could bring about burnout and its associated negative effect on teachers' effectiveness. This confirmed the findings by Adelabu (2005), Karugu and Kuria (1991) and (Siringi, 2010) on few chances for advancement and promotion in teaching leading to stagnation.

The lack of consideration of vacancies in each school particularly for HODs’ job group made the distribution of the vacancies to be haphazard and lacked objectivity increasing chances of schools to get more or less posts than needed. The ‘indiscipline’ cases reported to TSC by its agents disqualified teachers from promotions even with long teaching experience and academic qualifications. The observations made by Mutungi (2011) and Oyaro (2010) could be explained by this finding besides few vacancies funded for by the government. Such teachers and others who felt left out unfairly had no forum for addressing their issues to the
commission for reconsideration implying lack of a laid down mechanism for addressing
promotion related cases.

Promotion to high job groups was mostly found to be vertical with a strong link between
higher job groups and administration and management positions clear from the job group
titles. The title principal in all promotion posts from job group M suggested that the job
groups were mostly entitled to administrators but not class teachers. This could explain why
promotion for secondary schools teachers was found to be a one step ladder up to job group
M with only two teachers in job group N and the absence of teachers in job group P and
above. This implies that teachers’ upward mobility reached a dead end for the many that did
not get a chance to get to administration. The findings were in concurrence with observations
made by Crowley (2003) that devotion to learners limited teachers progression along existing
career paths while moving to administration opened up avenues for career progression and
Dwyer (2014) that lack of advancement opportunities push many employees to seek for
alternative jobs. This impacted negatively on teaching and learning process. It is the major
factor for many teachers going back to colleges with the view to progress in their careers in
concurrence with Honeyford (1982) findings that teachers without degrees have little chances
of promotion in secondary schools. The high demand for higher education is propelled by this
factor. Since in-service trainings attendance was not found to have interview scores, teachers
could give them less attention negatively affecting such education enhancing programs. The
three annual increments on advancement of academic credentials to master and doctorate
degrees were not found to motivate teachers adequately. This implied that these teachers
moved to other forms of more paying jobs with a negative impact on education hence the
need for review of promotion process to motivate teachers who advanced their education
level such higher qualifications.
4.3 Type of School and Promotion

The second objective sought to investigate whether the type of school was linked to teacher promotion to a higher job group for the respondents. The teachers answered a question on the type of schools they taught and this was used together with the previous data on their years of teaching experience. The Table 4.6 below shows the number and percentage of teachers promoted to job M in each of the three types of schools.

Table 4.6: School Type and Teachers Promoted to Job Group M

<table>
<thead>
<tr>
<th>Exp. in years</th>
<th>6 9</th>
<th>12 15</th>
<th>18 21</th>
<th>24 27</th>
<th>30 33</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC No</td>
<td>0</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>%</td>
<td>0.0</td>
<td>12.1</td>
<td>13.8</td>
<td>15.5</td>
<td>10.3</td>
<td>8.6</td>
</tr>
<tr>
<td>C No</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>%</td>
<td>0.0</td>
<td>3.8</td>
<td>5.8</td>
<td>7.7</td>
<td>9.6</td>
<td>11.5</td>
</tr>
<tr>
<td>DB No</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>%</td>
<td>0.0</td>
<td>1.3</td>
<td>2.5</td>
<td>5.1</td>
<td>7.6</td>
<td>5.1</td>
</tr>
</tbody>
</table>

Key: EC- Extra County school, C- County school, DD- District Day school, Exp-Experience

The data in Table 4.6 above was used to find out the extent to which the type of school influenced promotion to job group M for teacher. It shows that almost three quarters (74.1%) of the extra county school teachers, had been promoted once to job group M. Slightly less than half (48.1%) of County schools and about a third of the district day secondary schools teacher (28.1%) had been promoted to job group M. Computation of a correlation coefficient produced a value of 0.57 which was a moderately positive correlation. Correlation between County school teachers and district day school teachers was 0.88 which is a strong positive correlation. However; the correlation between the extra county and district day schools was a weak positive one with a value of 0.46. These results indicate that the type of school a teacher works was a factor in determining chances of promotion.
Although the teachers were not required to respond on the role of school type on promotions, many teachers particularly those who taught in district day schools and those in County schools raised issues that suggested the schools they worked in determined their promotion chances. A frequent and common observation among teachers was made by a male diploma graduate teaching in a County school. He had an experience of between 21 and 24 years and had not been promoted after attending interviews thrice. When suggesting ways of improving promotion process he noted:

"The school category should not be a factor for promotion, rather performance as per increase of value to whichever type of students one has is important"

A similar comment was made by a female teacher who held a Diploma in Education Science and had an experience of between 15 and 17 years of teaching in a district day school. She had been promoted once to job group M after attending interviews thrice and commented:

"The long list of promoted teachers from national and provincial schools is a clear indicator that TSC does not give equal opportunities to teachers in all categories. It favours teachers in provincial schools (Extra County Schools) and National Schools where the entry behaviour is higher and schools score higher means in national examinations. Those teaching in small schools are given a low deal due to poor performance"

The show of displeasure by the teacher’s comment above when students KCSE examination results are used for promotion was common to many teacher respondents even those who taught in the well performing Extra County Schools. It was seen by the teachers as biased and misleading since it did portray all the efforts made by teachers in school and therefore a poor
promotion criteria. A male respondent who held a Bachelor of Education arts degree had taught in a district day school for a period of between 12 and 15 years and had not been promoted after attending interviews twice. Commenting on ways in which promotion process can be improved, he noted:

"Sometimes the principal sends students home for fees and they stay at home for a long time which affects their performance. Besides the results I carry during interviews are not mine. Other teachers had taught the same class before. The TSC should stop using students' performance to promote teachers."

On the question of whether the school category influenced promotion to higher job groups posed to school principals, nine principals agreed, one strongly agreed while three were not sure indicating that school type was a factor during promotions. The two TSC informants interviewed however noted that the interview questions and scoring system had been improved over time to cater for all school categories. Every year the score sheet was improved to cater for emerging issues and increase objectivity. It emerged that the initial interviews were pegged on answering interview questions on educational issues and current affairs. Students mean scores in national examination as a criterion in a subject taught by the interviewee was introduced as a measure of ‘teacher’s performance’ in the class. The teachers were consequently expected to attend interviews with KCSE results of students they had taught in two previous occasions. Student mean scores per each type of school were awarded interview marks accordingly. District day school teachers awarded high interview score for lower student score than County, extra county and national schools to cater for disparities created by the admission of students to different types of secondary based on achievement in primary examination. From the interview, it also emerged that a mean score of 4 in a district
day school was considered high enough for a maximum score. The commission with time however noted that many day school students never attained this mean score. Performance based on deviation of mean scores from previous years’ scores was introduced for consideration alongside the subject mean scores. The Study was informed that a teacher who improved students’ subject mean score by two points (2) from the previous year, could get maximum points for performance. This was in case the recent mean score was low (mean scores range from 1-12). According to the commission informants therefore the school type had been catered for hence did not negatively influence promotions of secondary school teachers. This was however in contrast to the finding where the school type was found to determine promotion since the extra county secondary school teachers had the greatest proportion of promoted teachers while the district day school had the least proportion.

Discussion 2

The method of using students’ scores in national examinations to identify hard working teachers created variations between teachers in extra, county schools and district day Schools. This was even after adjustments were made in the methodology to make it responsive to the differences in schools performance in examinations created by differences in facilities availability and achievement level of the learners. A TSC survey (Siringi, 2010) had found need to reward hard working teachers.

The finding in a previous study by Nyongesa, Ndiku and Shiundu (2010), that the TSC majorly considered students’ performance in national examinations favouring teachers in highly motivated and well performing students in National and extra county schools still prevailed against the objectives of the TSC. Although the variation could be attributed to the long period of using the performance in national examinations and co-curricular activities as major factors of promotion, the method applied by the TSC in this study that gave more
consideration to learners score in the national examinations alongside yearly deviations of the
same scores still created differences with negative effects on teachers’ promotions.
Considerations were not made that teachers might have taught a class at a lower level but not
in the final year and vice versa. Understaffing may have effected teachers and learners
preparation with some teacher being engaged in many classes thereby negatively affecting
performance. Teachers employed by Boards of Management to cater for understaffing in
many schools may have taught for a short period of time and left. The results obtained are
therefore from the effort of many stake holders besides the subject teacher. Mean score drop
or rise can be attributed to previous performance depending on whether it was very high or
very low, school culture and stability in addition to the teachers effort to perform. A very
high mean score may not increase or may be hard to maintain whereas, there is a high chance
of a low mean score increasing. A class could be taught by the same teacher and still record
deviations over the years due to factors beyond the teacher’s control like students innate
abilities and availability of facilities which the commission did not consider. This made the
promotions less effective in reinforcing the reward system that is motivating to all teachers.
The method created loopholes where teachers use favourable results for classes they had not
taught to gain interview points hence the method could lack credibility. Although some
principals’ suggested use of value addition by considering increase of mean grades from the
primary examination to secondary examination this approach could still bring about new
dimensions of similar variations as noted by English (2008) that teachers’ effort did not
necessarily lead to performance by learners. In addition most aspects of value addition may
not be measurable.
The distribution of the teachers in job group M where some schools had more teachers in this
job group than the departments available meant that some teachers did not perform the
responsibilities of a HOD while in other schools, there were few HODs than the departments.
The promotions were therefore not accompanied by the expected motivating, new and more challenging responsibilities for the higher post to many teachers as was suggested by Okumbe (1999). This is against recommendation by Dyer (2014) that a promotion post should go with the level of responsibility and the value of work attached to such a post. This also meant many HODs in schools with less teachers promoted to that post were appointed on acting capacity.

4.4 Promotion and Subject Specialization

The third objective sought to verify whether there was a significant difference in duration before promotion to a higher job group between Science and Art based secondary school teachers in North, West and Central sub counties of Nyandarua County. Teachers responded to a question on their subject areas of specialization to generate the necessary information. The data obtained was merged with previous data on teacher’s job groups and years of service. Table 4.6 below shows the findings of the study.

Table 4.7: Arts and Science teachers promoted to job group M

<table>
<thead>
<tr>
<th>Years of Exp.</th>
<th>6</th>
<th>9</th>
<th>12</th>
<th>15</th>
<th>18</th>
<th>21</th>
<th>24</th>
<th>27</th>
<th>30</th>
<th>33</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts no</td>
<td>0</td>
<td>5</td>
<td>7</td>
<td>10</td>
<td>11</td>
<td>7</td>
<td>5</td>
<td>6</td>
<td>1</td>
<td>52</td>
<td></td>
</tr>
<tr>
<td>%</td>
<td>0.0</td>
<td>4.4</td>
<td>6.2</td>
<td>8.8</td>
<td>9.7</td>
<td>6.2</td>
<td>4.4</td>
<td>5.3</td>
<td>0.9</td>
<td>46.0</td>
<td></td>
</tr>
<tr>
<td>Science no</td>
<td>0</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>8</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>%</td>
<td>0.0</td>
<td>6.6</td>
<td>7.9</td>
<td>9.2</td>
<td>7.9</td>
<td>10.5</td>
<td>3.9</td>
<td>2.6</td>
<td>2.6</td>
<td>51.3</td>
<td></td>
</tr>
</tbody>
</table>

Key: Exp- Experience

From table 4.7 above, a greater proportion of science teachers than arts teachers with required experience had been promoted once to job group M. A strong positive correlation coefficient of 0.8 showed that promotion of Science and Arts teachers along the years of teaching experience were highly correlated. One of the two teachers in job group N, was a science
teacher while the other was an art based teacher. From the TSC informants' interviews, it emerged that the awarding of interview scores per school category and deviations from previous school means was the only method used for awarding performance scores that catered for the different types of Schools. The schools were presumed to perform at the same level for all subjects. When performance was low in a subject, the deviation of subject mean score from previous years were checked and scores awarded to teachers accordingly. It also emerged from the TSC informants, school principals, and SCEHROs that all teachers were asked similar interview questions on education management issues and current affairs. Their subject areas of specialization were not considered during the questioning. However, the scores for the interview questions were less than those of performance, experience and academic qualifications. The questions asked were more specific for higher job groups since such job groups were not only for school administrators but for preparation for posts of senior officers in the Ministry of Education who were required to be knowledgeable and conversant with the structures and the functioning of all arms of the Ministry of Education.

Discussion 3

Although the research findings that found poor performance in Science and Mathematics in many secondary schools (Republic of Kenya, 2005b) created a potential difference amongst teachers for promotion purposes, the KCSE examination performance criterion of promoting teachers was not found to have negatively affected their promotion chances along subject of specialization. Despite the poor performance recorded in Sciences than in Arts subjects, proportionately more Science teachers were found to have been promoted compared to Arts teachers. The methodology of lowering the expected subject mean score for day schools by the TSC compared to National and extra county schools could have catered for not only the
school type but also subject category at the same time. This is bearing in mind that most of
the schools that performed well in Sciences still performed well in Arts subject and those that
had poor performance in Sciences still performed relatively lowly in Arts subjects. The
observations by Nui & Nyachomba (2007), Kibe, Othiambo and Ogwel (2008), on poor
performance in Science and Mathematics linked to poor working conditions and terms of
service including incentives and stagnation in one job group did not uniquely have a negative
effect on Science and Mathematics teachers during promotions. The findings by Wesonga
(2010) that CRE teachers stagnate in one job group for more than three years may to an
extent be supported by the relatively less proportion of arts teachers who were found to have
been promoted. However, in a general sense, stagnation affected all categories of teachers
since less than half of all teachers with required experience and qualifications had not been
promoted.

4.5 Promotion and Gender

The fourth objective aimed at finding out whether gender played a significant role in
determining promotion chances for the respondents. The teachers responded to a question on
their gender. For either gender, the number and percentages of those promoted to job group
M were tabulated and comparative bar graphs made as the Figure 4.1 below shows.
From the Figure 4.1 above, slightly more than half of the female teachers had been promoted to job group M while almost a half of male teacher had been promoted. Out of the ninety three (93) teachers who had been promoted, slightly less than a third (30.1%) were female while the male teachers were slightly more than two thirds (69.9%). A weak positive correlation coefficient of 0.22 was worked out between the male and female teachers suggesting less relationship between gender and promotion. The weak link can be attributed to the finding from twelve to fifteen years of teaching experience, where the proportion of female who were promoted was found to be higher than that of male and between fifteen and twenty one years of teaching experience, where the proportion of female teachers promoted which was initially increasing was found to reduce steadily compared to that of male teachers. A strong negative a correlation coefficient of -0.98 was computed. This was a strong negative value suggesting an inverse relationship between the genders and promotion. Although the number of teachers with an experience of between twenty four and thirty three years of teaching experience were relatively few, there was a higher proportionate female teachers promotion compared to that of male teachers.
The TSC informants explained that gender was not considered during promotion and all teachers were treated equally on 'merit'. This is despite the fact that promotions are linked to appointment to higher grades and the Kenya Constitution (2010) is clearly articulate regarding the threshold of one-third for either gender in public appointments. The merit considered performance on the job per KCSE results for the subject taught by the teacher, academic qualifications, experience, and participation in co-curricular activities and teachers' discipline. It was noted that with increasing number of female teachers in the profession, gender equity in secondary schools promotions was assumed to be automatic when merit was applied.

Teachers who had no examination classes prior to the interviews were required to take with them the KCSE results of the last examination classes they had taught. The promotions therefore according to education administrators and managers were on merit based on interview items. 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 and co-curricular activities. Students' performance in sports, music, drama festivals, Science congress and other competitive activities was found to be valued. The information was obtained from certificates of participation in the activities that a teacher had guided the students. Interview scores were awarded only if students reached the sub county level and beyond.

The gender factor as a determinant of promotion had very few direct responses but had many implied remarks particularly from the female teachers. There was a common comment by female teachers on the high value attached to co-curricular activities by the TSC when awarding scores. When responding to the item on rating TSC interviews in determining promotion chances female teacher who was a Bachelor of Education art degree holder
teaching in a district day school with an experience of between twelve and fifteen years and had not been promoted after attending interview twice noted:

"The interviewers ask for co-curricular certificates which I don’t have. All teachers cannot be in the field at the same time officiating a few games. If a teacher has no interest in games or have other urgent things to do in the afternoons after school they will never get promoted by the TSC."

The comment by the teacher above shows a disadvantage for a category of teachers who other roles to play. This is particularly female teachers due to issues of family roles conflicting with the timing of school activities particularly those that are beyond the time within the school programs.

Discussion 4

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 presidential directive (2006) of affirmative action and the section 27(8) constitution requirements (Republic of Kenya 2010), 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 also advocated for by UNESCO report (1993) to rectify past imbalances for the purpose of realizing the guaranteed constitutional rights was not given consideration by the TSC. This made gender parity to be far from being reached as indicated by the small number of female teachers promoted to the administrative 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 fifteen and twenty one years of experience. The findings were similar to those made by
Honeyford (1982) and Riley (1994) on under-representation of women in education management in England and Scotland respectively and women in education sector gained promotion later than their male counterparts due to Complexities of making choices of managing a career and a home.

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 had negatively affected their success in promotion interviews since they scored less one extra-curricular activities participation. The findings are in congruence with Fiske (2012) observations on the effect of work life balance, performance measurement methods and promotion criteria reducing chances of qualified women being promoted. The commission assumption for gender equity on merit did not take into account the considerations that were made in suggesting application of affirmative action to cater for the past short falls.

Many commitments for the female teachers in their families could be a contributing factor which could have determined their attendance to interviews and also participation in co-curricular activities most of which were held after normal class teaching hours. Such activities were necessary for gaining interview scores. The award of scores for participation in sports from sub county level onwards however was a deterrent and negatively affected some female teachers who did not reach the level and those who did not participate in sporting activities for lack of interest or other personal reasons particularly as noted by some teachers the time when the activities were conducted.

4.6 Teachers Rating of Their Job Groups and the TSC Interviews

The fifth objective aimed at suggesting ways of improving the promotion process of secondary school teachers. To achieve the objective, respondents were asked to rate their
current job positions and also the TSC promotion interviews they had attended during their
teaching career. The table below shows the teachers rating of their current job positions.

Table 4.8: Teachers Rating of Their Current Job Groups.

<table>
<thead>
<tr>
<th>Response</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Poor</th>
<th>Very Poor</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rating Scale</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>189</td>
</tr>
<tr>
<td>No.</td>
<td>0</td>
<td>2</td>
<td>72</td>
<td>106</td>
<td>9</td>
<td>445</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>8</td>
<td>216</td>
<td>212</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

The data on the teachers' rating of their job positions in the Table 4.8 above shows that on
average, (445/189=2.35) they rated them as poor.

From the Figure 4.2 above, more than a half of the teachers rated their job groups as poor.
However more than a third of the teachers rated their Job groups as good while a small
number of less than five percent rated them as very poor. No teacher rated their job groups as
excellent. The teachers who rated their job positions as poor had cited method of promotion
which the TSC officials used as the reason for their failure. They noted that the method
required many years of teaching experience which they did not have. Poor performance in
KCSE examinations, which they associated with students' poor entry behaviour, rather than their performance was found to be a major factor of failing in TSC teacher promotion interview besides lack of necessary certificates of participation in interschool sports competitions.

Table 4.9: Teachers Rating of TSC Interviews

<table>
<thead>
<tr>
<th>Response</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Poor</th>
<th>Very Poor</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rating Scale</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>3</td>
<td>5</td>
<td>61</td>
<td>92</td>
<td>13</td>
<td>174</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>20</td>
<td>183</td>
<td>184</td>
<td>13</td>
<td>415</td>
</tr>
</tbody>
</table>

The mean of the teachers' rating of TSC interviews on the five point rating scale as in Table 4.9 above \((415/174 = 2.38)\) was therefore poor.

Figure 4.3: Teachers rating of interviews conducted by the TSC

The findings in figure 4.3 above show that more than half of teachers rated the interviews conducted by the TSC as poor with more than a third rated them as good. Almost a tenth of the teachers rated them as very poor while on the contrary a small proportion of 1.5 % rated the interviews as excellent.
Although the study was informed by the two TSC informants that the commission worked within a specified time frame during interviews, raised issues about the long period of time taken for vacancies to be advertised. It was noted that sometimes it took up to six months to be invited for interviews after applying for vacancies advertised. Teachers who were not shortlisted for interviews and those who attended interviews unsuccessfully were concerned about lack of feedback from TSC. They suggested the interviews to be conducted in the county headquarters rather than the TSC headquarters. Centralization of interviews in Nairobi was seen as a barrier to promotion due to cost implications.

Some teachers were concerned about few interview questions and lack of questions on their areas of specialization. They noted that there were cases where they only presented their testimonials or were asked a single question by a panellist and then requested to wait for results as the respondent below informed the research. The respondent was a male teacher working in a County school who had an experience of between eighteen and twenty one years and unsuccessful after attending three interviews. He commented:

"There was no interview. I was asked to produce my certificates and testimonials and then to give the name of the room where MPs go to read the rules of the house proceedings and then told to wait for results. How did they expect a Physics teacher to answer history questions? The results are predetermined."

The lack of interview items specific to teachers' subjects of specialization created a perception that the interviews results may have been presumed and therefore biased as noted by the respondent above. Recommendations by school principals, according to the TSC informants gave details of the teachers' performance on the job. They were however considered by some teachers as biased particularly those who were not in good working relationships with their school principals.
Where more than one teacher had been promoted to job group M in a school implied that these teachers did not have the chance to play the role of HOD as long as they remained in these schools. A female teacher who had worked in a district day school and had an experience of between fifteen and eighteen years having been promoted once to job group M after attending interviews four times commented:

"I am a HOD Science but I still teach 30 lessons per week instead of 18 just as when I was not a HOD. The government should employ more teachers so that my work load reduces to that of a HOD to allow me play my roles"

The teachers who had been promoted commended the TSC officials for merit and experience consideration, participation in co-curricular activities, value addition on students' performance in examinations, friendly panellists and straight forward questions. Those who had stayed in job group M for a long time complained of lack of advertisements for job group N and above and a very small number of vacancies whenever they were occasionally advertised.

Discussion 5

The study shows that majority of the teachers were not satisfied with the promotions done by the TSC. This could be mainly attributed to the majority of the teachers who had attained the minimum required duration of three years in job group L and were not promoted. They were more than those who had been promoted which is in congruence with Transparency International (2010) and Mutungi (2011) on teachers' stagnation in same job position for many years. The number of respondents on rating interviews (174) was less than respondents who rated their job groups (189). This was because of the qualified teachers who had not been shortlisted and therefore had not attended any interviews.
The waiting time before advertisement of vacancies, and after interviews was found to be longer than the teachers expected hence not motivating. The findings are against Friedrick Taylors' argument (Lunenburg and Ornstein, 2008), that to achieve the objectives of motivation, motivation factors should be clearly outlined to the employees. The planning and timing for the interviews was found to be solely determined by the governments' budgetary allocations. Inadequate funding, lack of advocacy and fear of future budgetary implications for promotion of the huge number of teachers may have been the major factors deterring the government from allocating funds for promotion of all qualified teachers. In addition, the large number of teachers might have prolonged the time taken for short listing and conducting interviews and promotion of the teachers countrywide.

Consideration of school principals' recommendations in determining the discipline and therefore eligibility of teachers for promotion though necessary might have in effect put off some teachers chances of being promoted mostly those who were not in good terms with school administrators. This is in agreement with Ramson (2009), findings on Guyana Teachers Service Commission where teachers with same qualifications and experience may differ in point awarded for promotion due to recommendations by their head teachers on their performance. Unlike Guyana teaching service commission which offers an appeal period before promotions, teachers in Kenya do not know their interview scores and have no forum for appeal.

The distance from the TSC headquarters in Nairobi was a hindrance due to the finances needed for transport and accommodation arrangements of the thousands of teachers prior to the interview day. This particularly affected teachers who worked and lived far from the city. It emerged that many of the teachers who had been promoted were still performing the roles they played as teachers in their lower job groups. Despite six departments only being

83
recognized officially by the Teachers Service Commission in each secondary school, (TSC code of regulations, 2008) each of the extra county schools studied had more than twenty (20) teachers promoted to HOD status. This worked against the observations made by Okumbe (1999) that promotion to higher job groups provide employees with opportunities to attain full potential by doing different tasks along the job hierarchy ladder. The job group M, which is titled Head of Department (HOD), was the main job group of promotion in secondary schools. Many teachers never practiced as HODs despite the title. This title therefore lacked functional responsibilities as per the job description due to more than one teacher being appointed to the same job in the same school.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction
This section presents the summary of the main findings of the study, conclusions and gives recommendations for both policy and further research.

5.1 Summary of the Findings
The study was done in North, West and Central sub counties of Nyandarua County to investigate the factors that determined promotion of secondary school teachers and also find out promotion patterns along the specific objectives. The specific objectives of the study were to establish whether teachers’ academic qualifications and years of teaching experience were important in contributing to their promotion to higher job groups, investigate whether the type of school was linked to teacher promotion, finding out whether there was a significant difference in duration before promotion to a higher job group between Science and art based teachers, establish whether gender played a significant role in determining promotion of secondary school teachers to a higher job groups and lastly suggesting ways of improving the process of promoting secondary school teachers.

*Teaching Experience and Academic Qualifications and Their Contribution to Promotion of Secondary School Teachers to Higher Job Groups*

From the study, it was clear that out of the qualified teachers, majority (50.8 %) were not promoted even once through the TSC interview process. A large number of teachers with long experience and necessary qualification had been left out after attending interviews severally. Apart from two teachers who had been promoted to job group N the rest of
promoted teachers were in job group $M$ implying that promotion for secondary school class teachers was basically done once leading to job group $M$. There was no teacher with an experience of less than nine years who had been promoted through the interview process. This observation can be linked to the findings from TSC informants that the years of teaching experience were sometimes increased beyond the advertised ones to reduce the bulk of the qualified teachers to be commensurate with the funds allocated for teachers’ promotions. A strong positive correlation of 0.83 between experience and number of teachers promoted to job group $M$ was computed implying that experience was an important factor in determining promotion chances.

The study found that 45.8% and 48.9% of diploma and degree graduates respectively had been promoted once to job group $M$. The data also revealed that diploma graduates were promoted later than degree graduates. None of the two teachers who had been promoted twice to job group $N$ in their career was a diploma graduate. However, there was no teacher who had been promoted beyond job group $N$ regardless of their qualifications and years of teaching experience. Three out of four teachers with a Master’s degree had been promoted once to job group $M$. The majority (51.8%) of the teachers who had long experience of over nine years most of whom had degree qualifications as prerequisites but had not been promoted even once suggested that other factors besides experience and qualifications were considered. The study has shown these considerations to be; students’ performance in KCSE in a teacher’s subjects of specialisation, teachers’ participation in sports activities, their discipline and also recommendations from school principals.

It also emerged that in the actual promotion exercise due to low funding by the government the minimum years required for promotion were increased beyond the advertised three years of service in a lower job group. Higher job groups from $P$ and above required a degree
qualification as the mandatory minimum academic qualification. Promotion to high job
groups was mostly found to be vertical with clear link between higher job groups and
administrative positions from the title principal which was attached to all job groups above L.

Type of school and teachers promotion to a higher job group

There were three types of schools studied namely extra county, County and district day
schools. The schools offered different working environments with the extra county schools
being the most established and equipped while the district day schools were the least
established. The type of school a teacher worked was found to determine chances of
promotion. 74.1% of extra county school teachers, 48.1% of County schools and 29.1% in
district day schools teachers who responded had been promoted once to job group M. Many
teachers were found to be dissatisfied with the use of student scores in their promotions. They
felt that they were not solely responsible for them. This was particularly in the district day
school where many teachers associated the examination scores to the admission method
which used student achievement in primary schools. 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 scores in the interviews
compared to other types of schools.

It emerged that performance in national examination had the most scores in all the interview
items. The TSC officials informed the study 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. Majority of
the school principals however still believed the school category affected teachers’ promotion
chances. The use of different methods of promotion over time had not put adequate measures

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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 terms of national examinations particularly extra county schools or schools with persistent low KCSE mean scores.

**Teachers’ Subject Specialization and its Effect on Promotion**

The study found that more Science teachers (51.3%) than Arts teachers (46%) had been promoted to job group M. Promotion of Science and Arts teachers was found to be highly correlated with a strong positive Correlation coefficient of 0.8 computed. Only two teachers, a Science and an art based teacher had been promoted beyond job group M to job group N. The study found that the TSC did not consider teachers subject specialization when awarding interview scores. The poor performance in Science and Mathematics recorded in many secondary schools was not found to have an effect on promotion of teachers despite the potential differentiation. The reduction of expected student performance in examination according to school type during previous interviews was found to cater for all subjects. Interview questions were similar for all teachers regardless of their subjects of specialization with increased specificity for higher job groups.

**Gender and Promotion of Secondary School Teachers**

The study found that although the percentage of the female teachers who had been promoted to job group M (51.9%) was greater than that of male teachers (46.7%); the number of female teachers promoted was still small compared to that of male teachers. Out of all the teachers who were promoted, 30.1% were females while 69.9% were males. A weak positive
correlation coefficient of 0.22 suggested little relationship between gender and promotion. 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 males. The trend was found to reverse between 15 and 24 years where the number of male teachers promoted increased while that of female teachers dropped. Between 24 and 33 years of teaching experience, the percentage of female teachers promoted increased compared to that of male teachers. 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.

5.2 Conclusions

Based on the study findings, the researcher makes the following five conclusions

Firstly, promotion through interviews by the TSC, seem to take place once from Job Group L to M in an entire career, a situation that affected the teachers’ motivation negatively. Interviews for job positions above M were rare as indicated by the negligible number of teachers in these job groups. Limited vacancies being advertised and the rigid promotion criteria were found to be a barrier to promotion for many of teachers. The attrition rate and teachers combining teaching and other jobs unrelated to teaching as was cited in literature was in part due to the stagnation in the profession.

Secondly, with regard to teacher promotions, TSC seemed to consider highly years of teaching experience and teachers’ academic qualifications hence, teachers with less than nine years had not been promoted. Most of the promoted teachers had worked for more than
twelve years. Teachers with a Diploma in Education were promoted later than degree graduates which confirmed that teachers' academic qualifications were highly considered thus necessitating increased acquisition of academic credentials. There was however, an observed inconsistency whereby academic credentials of Master's and Doctorate degrees did not get adequate award although they were considered in promotion interviews.

Thirdly, gender was not a prerequisite for promotions which contravened the constitutional requirements of ensuring that at least one gender does not exceed two-thirds of the other in public appointments. The number of male teachers who had been promoted was therefore twice that of female teachers. The promotion practice did not apply policies and legislation to ensure adequate representation of women in education hence negatively affecting efforts towards their empowerment reducing the proportion of women in administration and management.

Fourthly, since the type of school in which a teacher taught had a great effect on the teachers' likelihood of being promoted, a relatively big proportion of teachers in the established extra county schools had been promoted compared to a comparatively small proportion of teachers working in district day schools who had been promoted. County schools had a moderate proportion of their teachers being promoted. The application of the same method for promotion of all categories of teacher brought about unfairness to various groups of teachers, tended to reduce chances of promotion to some of the teachers particularly those working in schools that were historically underprivileged.

Finally, a higher proportion of Science teachers than Arts teachers had been promoted implying that the TSC promotion method was effective in reducing possible disparities in promotions arising from differences in examination performance. However, since interview questions were generally similar for all teachers regardless of their areas of specialisation, the method lacked fairness among many teachers.
5.3 Recommendations

The recommendations below are directed at informing the TSC for policy formulation, practice and for further research. They are geared towards making promotion process more effective in rewarding and motivating teachers besides creating a vibrant and progressive teaching workforce.

5.3.1 Recommendations for policy

• There is a need to increase the levels in the job groups ladder vertically and laterally for teachers. This will create more avenues for career progression which are both motivating and challenging for the teacher rather than the single promotion to job group M in the whole of the teachers career. This can be achieved by introduction of other officially recognized job positions particularly those that were found to be already fully operational in schools created by necessity like heads of subjects, heads of studies, examination department heads, boarding masters, career guidance, clubs and societies patrons amongst others which are not formally recognized by the employer.

• There is need for automatic promotion to cater for the qualified and experienced group of teachers who had performed well in overall moulding of learners’ character and schooling but who were nevertheless left out by existing methods of promotion over the years. Increase of funding will make interviews to be more frequent, periodical and predictable and therefore more meaningful and effective in motivating teachers. This would also cater for the larger portion of the qualified teachers.

• The awarding of teachers score during interviews should reduce overemphasis on mean scores of students’ performance in KCSE in a subject and the level a school
reaches in sports as key criteria for teachers' promotion. A portion of scores to be attained by a teacher from students KCSE performance and sports activities should be spread out to other areas like length in teaching experience, mentorship of students and teachers qualifications. It is necessary to strengthen teachers' appraisal and create a data bank for all information on the past and current duties and responsibilities for every teacher. This will put more weight on the job performance cumulatively and also cater for responsibilities and other tasks which were not captured during existing promotions criteria for interviews. Interview scores should be awarded for such tasks that promote the course of achievement of goals rather than awarding the final goals achievement only.

There is a need to create incentive for acquisition of more knowledge through continued learning particularly beyond the first degree. Additional academic qualifications should be accompanied by a specified automatic qualification as a motivator for teachers to obtain more education. This is particularly for masters and PhD qualifications which were found to be considered during promotions but lacked meaningful incentives compared to acquisition of degree by diploma graduates.

Gender equity needs a consideration to increase female teachers' representation at higher job groups. 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 promotion. Consideration of constitutional gender requirement is important to increase appointment of female teachers which will indicate the reality of social change and help address the factors that prevent women's ascent to top positions.
5.3.2 Recommendations for further research

- Since promotions of secondary school teachers was found to have a great gender imbalance due to lack of application of gender policy during promotions, and also the strong link between promotion to higher job groups and administrative and management positions, there is a need to conduct a study on women representation at higher job positions in education.

- A study on level of motivation, attitudes, teachers' professional growth perceptions and performance on the job in relation to promotion based on the study findings of a single promotion throughout a teachers' career is necessary.
REFERENCES


APPENDIX I

Teachers Questionnaire

The information you give in this questionnaire is confidential and only be used for the purpose of the intended study. Your participation is very valuable and was highly appreciated.

Instructions

Please complete the questionnaire by filling in the correct responses in the spaces provided. Where choices are given, mark the most appropriate. Where a question does not apply in your case please mark it with a letter X and continue with other questions.

1. What is the category of school that you teach?

<table>
<thead>
<tr>
<th>Extra County</th>
<th>County school</th>
<th>District day school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. What is your experience in years of service since employment by the T.S.C?

<table>
<thead>
<tr>
<th>6-8</th>
<th>9-11</th>
<th>12-14</th>
<th>15-17</th>
<th>18-20</th>
<th>21-23</th>
<th>24-26</th>
<th>27-29</th>
<th>30-32</th>
<th>33-35</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. What is your current job group?

<table>
<thead>
<tr>
<th>L</th>
<th>M</th>
<th>N</th>
<th>P</th>
<th>Q</th>
<th>R</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.a) Please indicate the number of times you attended promotion interviews for each of the job groups.
<table>
<thead>
<tr>
<th>Job group</th>
<th>M</th>
<th>N</th>
<th>P</th>
<th>Q</th>
<th>R</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of interviews attended</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b) If you have not attended promotion interviews please give a brief reason----------------------


c) What category of school were you teaching at the time of promotion to each of the job groups?

Groups.

<table>
<thead>
<tr>
<th>SCHOOL TYPE</th>
<th>Extra County</th>
<th>County</th>
<th>District day</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>N</td>
<td>P</td>
</tr>
</tbody>
</table>

c) What was your level of education at the time of promotion to each job group? Please tick.
5. How do you rate your current job group as reflection of your roles, responsibilities and achievements in your work?

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Very good</th>
<th>Good</th>
<th>Poor</th>
<th>Very poor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6.a) What is your rating of the interviews conducted by the teachers' service commission in determining promotion chances?

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Very good</th>
<th>Good</th>
<th>Poor</th>
<th>Very poor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b) Please explain your rating above

________________________
________________________
________________________
________________________

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7. Which subjects do you teach? 

8. What is your highest level of academic qualification?
   a) Diploma in education Science
   b) Diploma in education arts
   c) Degree in education Science
   d) Degree in education arts
   e) Master
   f) Doctor of philosophy

9. What is your gender?
   a) Male
   b) Female

10. State in your opinion the recommendations you would suggest for the purposes of improving the teachers' promotion process along job groups.

THANK YOU FOR YOUR PARTICIPATION
APPENDIX II

Interview schedule for the HRO (TSC Headquarters)

1) a) What are the most important considerations by the commissioners during promotion interviews?
   b) What is the maximum interview score awarded to teachers for the factors mentioned above?

2) a) Does the type of school affect chances of promotion of secondary school teachers?
   b) What does the commission do to counter the possible effects of school categorization on promotion?

3) Is teachers' subject specialization given consideration during interviews and awarding of interview scores?

4) How does TSC cater for gender equity during promotion of secondary school teachers?

5) a) Does the TSC consider teachers' performance in routine school work for promotion purposes?
   b) What is the source of this information?
   c) What weight is awarded to this performance in school?

7) What chances are there for promotion of a class teacher to job group above M?

8) What requirements are there for high job groups beyond M (N, P, Q, R, and S)?

   a) How many vacancies are advertised nationally?
   b) What determines this number of vacancies?
   c) How are the vacancies awarded to schools?
   d) What role does the commission have in determining the number of vacancies awarded?

10) When are the interview a) advertised?
   b) Conducted?
11) When are the interview result communicated to the teachers?

12) What options are there for experienced and qualified teachers who are left out during promotions?

13) What challenges are meet in the process of promoting teachers in secondary school?

14) What changes have been done over time to improve on interview process?

15) What plans do you have for making promotion process better?
APPENDIX III

Interview schedule for SCEHROs

1) What are the main factors considered by the teachers' service commission for promotion of secondary school teachers to higher job groups?

2) How are the possible effects of school categorization catered for during promotion?

3) Does the subject taught affect the method used to interview teachers?

4) How is the gender factor catered for during promotion?

5) a) What value is put in teachers' performance in school work for promotion purposes?
   b) What is the source of this information?

6) What options are there for teachers who may feel unfairly omitted during promotions?

7) How is the number of vacancies for promotion allocated per school?

8) What reforms have been made to make the promotion process better in secondary schools?

9) What challenges do you meet in the process of promotion of secondary school teachers?

10) Are there special preferences for schools with shortage of HODs?

11) How do promotions cater for the teachers who may not go into school administration and management jobs?

12) What changes would you recommend to make the process better?
APPENDIX IV

Principals' Interview schedule

1. What are the main factors considered by the teachers' service commission for promotion of secondary school teachers to higher job groups?

2. a) Do secondary school categorizations as National, extra county, County, and district day schools have any impact in determination of promotion chances of teachers in secondary schools? (Please mark)

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Not sure</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
</table>

b) If your choice above is agree or strongly agree, what would you recommend?

3. Does the subject taught affect the method used to interview teachers?

4. How is the gender factor catered for during promotion?

5. a) What value is put in teachers' performance in school work for determination of promotion chances?

<table>
<thead>
<tr>
<th>Highly valued</th>
<th>Valued</th>
<th>Not sure</th>
<th>Less valued</th>
</tr>
</thead>
</table>

b) What is the source of this information?

6. What options are there for teachers who may feel unfairly omitted during promotions.

7. How is the number of vacancies for promotion allocated per school?

8. In your opinion, does your school get adequate slots after promotion interviews?
9. What reforms have been made to make the promotion process better in secondary schools?

10. What challenges do you meet in the process of promotion of secondary school teachers?

11. What changes would you recommend to make the process better?
Mugweru Wokabi  
Kenyatta University  
P.O.Box 43844-00100  
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application dated 3rd January, 2013 for authority to carry out research on “Determinants and distribution patterns of promotion opportunities among secondary school teachers in three Districts of Nyandarua County, Kenya,” I am pleased to inform you that you have been authorized to undertake research in Nyandarua County for a period ending 31st December, 2013.

You are advised to report to the District Commissioners and the District Education Officers, Nyandarua 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 M.K. RUGUTT, PHD, HSC.  
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioners  
The District Education Officers Nyandarua County.
Mugweru Wokabi  
Kenyatta University  
P O Box 43844-00100  
NAIROBI  

AUTHORITY TO CARRY OUT A RESEARCH INTERVIEW IN THE ORGANISATION  

Your request to “interview two officers in the department dealing with promotion of secondary school teachers as part of your research on the Determinants and distribution patterns of promotion opportunities among secondary teachers” has been granted.  

Upon the completion of the survey you will be expected to share the report with the Teachers Service Commission.  

J. NG’ETICH  
FOR: SECRETARY  
TEACHERS SERVICE COMMISSION