FACTORS AFFECTING THE RECRUITMENT OF TEACHERS IN PUBLIC SECONDARY SCHOOLS BY THE BOARD OF GOVERNORS MEMBERS. (A CASE OF MAKUENI DISTRICT).

BY:

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AUGUST 2005. Kimuyu, Mary N. Factors affecting the recruitment of
DECLARATION

This research project is my original work and has not been presented for a degree in any other university.

SIGNATURE: ____________________________  DATE ______________

KIMUYU, M. N.

This research project has been submitted with my approval as University Supervisor.

SIGNATURE: ____________________________  DATE ______________

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DEDICATION

This project is dedicated to the Almighty God for being so faithful to me and my family.
ACKNOWLEDGEMENT

I am immensely indebted to my supervisor, Dr. Gongera G. who worked tirelessly to ensure that I complete my studies within the stipulated time schedule. I also appreciate contributions from other lecturers in the Department of Business for their invaluable resource material and spiritual support.

I convey my sincere gratitude to all the principals and BOG Chairmen of different secondary schools of Makueni District who were involved in the study. Similarly, I appreciate receiving data and support from the TSC, and the office of the DEO, Makueni District.

I am particularly so grateful to my husband Moses K. Kisumba and my children Ruth Mulike, Irene Kanini, Enoch Kisumba and Grace Mumo for their love, patience, support and encouragement throughout my study period.

I deeply appreciate my sisters Beatrice K. Ndivo, Miriam M. Sila, Jeniffer M. Kithome (Twin), Jacintah S. Ndunda and Judy M. Kimuyu for their prayers and encouragement. I owe my father Kimuyu Ngulu and my mother, Martha K. Kimuyu special appreciation for their great support and encouragement.

I sincerely acknowledge the speed and thoroughness with which David Shingoli and Lucy Wanja of Datapro computer Centre typed the Manuscript during the report writing sessions.

Above all, I give God all the honour, glory and adoration for giving me favour, time and resources to undertake this study.
ABSTRACT

The Human Resource Management (HRM) Movement emerged during the 1980s and can be defined as a strategic approach to acquiring, developing, managing, motivating and gaining the commitment of the organization's key resource – the people who work in and for it. HRM may therefore be defined as a set of management initiatives which have the specific aim of securing the organizations competitive advantage by utilizing the labour resource more effectively. (Rainbird 2000).

This study sought to identify the factors affecting the recruitment of teachers in public secondary schools by the Board of Governors members in Makueni District. Out of the 134 public secondary schools in the district, 64 were taken for closer observation through simple random sampling. The research was conducted through the administration of questionnaires to the BOG Chairmen of the selected 64 schools. 56 out of the 64 returned their filled inn questionnaires while the rest promised to do so though they failed to honour their promise.

Generally the research was quite a success as the responses in the returned questionnaires revealed some of the factors that influence or affect the recruitment of teachers in public secondary schools by the BOGs and some of the weaknesses or shortcomings facing the same system.

The researcher hopes that the findings of the research will make useful contribution in the recruitment process. The recommendations made after the data analysis and interpretation are aimed at giving possible suggestions to some of the problems faced in teacher-management by the Ministry of Education, Science and Technology in co-ordination with TSC, the schools' BOGs and other relevant stakeholders in education.
Definition of Terms

i. **BOG Members**-refers to Board of Governors. It is a body about 15 persons appointed either by Minister/Ministries of Education co-opted by the Board into the membership, who run/manage the school affairs by virtue of the authority/powers bestowed on them on appointment.

ii. **Decentralization**-refers to the transfer or devolution of the TSC’s functions to the PDE, MEOS, DEOS, and BOGs.

iii. **Head of Subject**-refers to the teacher who is in-charge of a given subject in a school.

iv. **Headteacher/Principal**-refers to a teacher appointed by the TSC or office of the PDE as the administrative head of a secondary school or college.

v. **Mission**- Statement that defines the purpose for which an organization exists.

vi. **Moratorium**-refers to a temporary stopping of an activity especially by official agreement.

vii. **Objectives**- Short term plans undertaken on day-to-day functioning of the organization through which the organization meets its mission and vision.

viii. **Potential candidate**-refers to an applicant with desired requirements.

ix. **Public secondary school**-refers to a secondary registered as public utility and its teachers are employed by the government.

x. **Recruitment of teachers**-refers to the process of seeking, attracting and identifying a pool of qualified candidates in sufficient numbers to fill current and, future workforce need in the teaching profession.

xi. **Selection guidelines**-refers to the written rules or official advice used in assessing the candidates/applicants who best fit the selection criteria for a given position.

xii. **Selection interviews**-refers to the process through which interested potential candidates are asked questions to establish their suitability for the particular job.
xiii. **Selection panel**-refers a team entrusted with the task of identifying the suitable applicants for the teaching posts.

xiv. **Shortlist**-refers to a small number of candidates picked or selected from a large group for a job vacancy.

xv. **Successful candidate**-refers to the most suitable applicant (candidate) identified.

xiv. **Unsuccessful candidate**-refers to the candidate who does not qualify or meet the selection criteria for a job vacancy.

xiiiv. **Vision**- The written/stated dream an organization pursues to achieve.
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<td>BOG</td>
<td>Board of Governors</td>
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<tr>
<td>CBE</td>
<td>Curriculum Based Establishment</td>
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<td>CORFT</td>
<td>Code of Regulations for Teachers</td>
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<td>DEB</td>
<td>District Education Board</td>
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<td>District Education Officer</td>
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<td>EEO</td>
<td>Equal Employment Opportunity</td>
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<td>GOK</td>
<td>Government of Kenya</td>
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<td>HODs</td>
<td>Heads of Departments</td>
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<td>HRM</td>
<td>Human Resource Management</td>
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<td>KESI</td>
<td>Kenya Education Staff Institute</td>
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<td>KNUT</td>
<td>Kenya National Union of Teachers</td>
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<td>MBA</td>
<td>Master of Business Administration</td>
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<td>MOEST</td>
<td>Ministry of Education, Science and Technology</td>
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<td>PDE</td>
<td>Provincial Director of Education</td>
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<td>PTA</td>
<td>Parents Teachers Association</td>
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<td>STEPS</td>
<td>Strengthening of Primary and Secondary Education</td>
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<td>TSAT</td>
<td>Teachers Service Appeal Tribunal</td>
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CHAPTER 1

1.0 Introduction

One of the most important Human Resource activities is the recruiting of a high performing work force. We exist in a society of large, medium and smaller organizations. In these organizations such as a school institution, managers and employees work together to accomplish goals that are too complex to be achieved by any single individual. Before the organization can hire employees it must locate and attract people who want the job. Emphasizing the essential nature of the recruiting function in today’s business environment, Peter Drucker notes that, “every organization is in competition for its most essential resources; qualified, knowledgeable people”.


After independence the Kenyan government took over the management of education. To this end, education commissions and committees were appointed to review and study the education system in Kenya. Among the first Commissions was the Ominde Report of 1964. The report focused on among other issues Institutional Management. It recommended the management of government maintained schools and training institutions by the Boards of Governors (BOGs) and that of primary schools by Committees. The report too outlined the functions of these groups. Following the Ominde Report BOGs were formed in secondary schools and training institutions but remained weak without an operational legal framework until 1968 when an Act of Parliament was enacted to provide for the regulation and progressive development of education. (GOK 1988).
The government vests the management of public maintained and assisted schools and institutions in BOGs and Schools Committees and expects them to provide the development of their institutions and the management of finances, discipline of pupils and teachers and the employment of non teaching staff. The establishment of BOGs and School Committees is intended to decentralize the day to day management of institutions to the boards and their institutional heads. The government will ensure that BOGs and School Committees are competent to enhance the maintenance of high standards of education and training. In view of the crucial role of the heads of intuitions the government will also ensure that those who are appointed as heads of institutions have appropriate academic and professional qualifications, experience, ability, competence, integrity and initiative.

The government puts it clearly by saying “members of BOGs and School Committees be appointed from among persons who have qualities of commitment, competence and experience which would enhance the management and development of educational institutions” In the event that a vacancy arises, it will be advertised and the procedure for recruitment will be applied to ensure that all qualified candidates are given equal opportunity for selection. (TSC 2002).
1.1 Background of the Study

Before independence in Kenya, teachers were employed by diverse missionary agencies. These missionary agencies recruited teachers and trained them to help in spreading the word of God to the natives. Each missionary sect had its own terms and conditions of service for its teachers. After the establishment of the Teachers Service Commission (TSC), a lot of restructuring, reorganization and formalization of the employment and management of teachers in Kenya took place quite rapidly in order to fill the void which had been created by the diverse missionary organizations which employed teachers at the time. In 1968 the TSC and Kenya National Union of Teachers (KNUT) signed a collective recognition agreement which detailed the negotiation procedures to be followed between the employer and the union (KNUT). This followed the establishment of Teachers Service Appeal Tribunal (TSAT) and the Teachers Services Remuneration Committee (TSRC). The establishment of the TSC not only centralized and brought about equity and efficiency in the management of teachers in public schools and colleges in Kenya but, it also brought some appreciable planning in the growth of hiring of teachers. (Okumbe 2001).

The Teachers Service Commission was established by an Act of Parliament Cap 212 1967 and revised in 1968 and in 1970 TSC started registering teachers in public schools and colleges. Since then, the TSC is charged with the responsibility of teacher management in primary, school and tertiary public institutions below the public universities.

In 1997, there was a governmental moratorium on the employment of teachers in public schools due to economic depression, which hit the country at that time.
This brought about a general decrease of the total number of teachers in public schools and colleges mainly due to natural attrition. The number of the total teaching force in all levels of public institutions in 1999 was 247,143. (TSC 2002).

In 2000, the government lifted the ban on teacher employment, but it devolved to the Board of Governors (BOG), with guidelines and procedures on how to conduct the recruitment process. At this point in time, we have to acknowledge the fact that organizations are compelled to be responsive to global changes and challenges. Apart from the challenges of globalizations, the environment within which organizations operate need to demonstrate their flexibility to adapt to these changes. The TSC was not exempted from facing challenges hence had to undergo change and BOGs had to take up some functions among them the recruitment of teachers.

Following the devolution of teacher recruitment to the BOG, now the Board constitutes a vital human resource in public schools management than before. According to the Education Act (Cap 211) of the Laws of Kenya, Section 6 (b) provides that "every maintained or assisted school other than a primary school maintained by a local authority shall be managed by a Board of Governors or as the Ministry may otherwise direct in accordance with this Act and any regulation made under this Act". The BOG is now faced with the big challenge of effectively recruiting teachers who would match with the demand at the right time, in right place and right quality. This is referred to as "Human Resources Planning" which has been defined by the Institute of Personnel and Development as "the systematic and continuing process of analyzing an organizations human resource needs under
changing conditions and developing personnel policies appropriate to the longer -
term effectiveness of the organization”.

The school BOG is constituted by the following members:

- A chairman appointed by the Minister of Education.
- Three persons representing the community served by the school
  appointed by the Ministry of Education.
- Four persons appointed by the Minster representing bodies or organizations that in
  the opinion of the Minister should be represented in the board.
- Not more than three persons who might be considered necessary for the school
  appointed by Minister in consultation with the board.
- Not more than three persons co-opted by the board.
- The headmaster of the secondary school or the principal of the college (often the
  secretary).

The Board of Governors therefore has 15 members. For those schools which are
established by voluntary bodies e.g. a Church, the membership is similar except that
the voluntary body consults with the Minister on the appointment of the members,
including the chairman.

It is to be remembered that the Teachers Service Commission was established in an
endeavor to have a sole employer for all teachers. This centralized system of teacher
management was perceived to be suitable in order to ensure that there was a fair and
equitable distribution of teachers country wide . This was as a result of the inherited
colonial structures, which were unbalanced, unfair and discriminatory. The functions
of the Commission include registration, recruitment, deployment, remuneration,
maintenance of standards of education and discipline of all teachers in the above
mentioned institutions”. (TSC 2002).
Makueni District was curved from Machakos District in 1992 and is one of the thirteen (13) districts that form Eastern Province and one among the four that comprise Ukambani Region. The district borders Kajiado District to the West, Taita Taveta to the South, Kitui to the East, and Machakos District to the North. The district comprises sixteen (16) divisions with sixty six (66) locations and a hundred and eighty seven (187) sub locations. The district has 134 public secondary schools as at May 2005. (Makueni District Development Plan 2002 - 2008).

On the introduction of the new recruitment process, just like other parts of the country, Makueni District started applying the new recruitment process in all the public secondary schools by the Schools’ BOGs in accordance to the stipulated guidelines for interviews for secondary school teachers by the TSC. (TSC 2001).
1.2 Statement of the Problem

This study is designed to conceptualize factors affecting the recruitment of teachers in public secondary schools by Boards of Governors. In the past, recruitment and promotion of teachers was handled by the technocrats at the Ministry of Education, Science and Technology (MOEST) and the Teachers Service Commission (TSC). However, after decentralization of teacher management in public secondary schools, the function of recruitment of teachers is now delegated to the BOGs. Decentralization of the management of education and training services require that the scope of authority at each level of management be well defined and the requisite legal framework established.

Such delegation is constitutionally correct according to TSC Act Cap 212 (1968) of the Laws of Kenya Section 4 (1) (b) which says that it shall be the duty of the Commission to establish and maintain a teaching service adequate to the needs of public schools in Kenya, and for that purpose the Commission shall have powers “to delegate to any person or body with the consent of the Minister and subject to such conditions as he may impose, any of its powers under paragraph (a) of this subsection”.

From the year 2000 when the government lifted the moratorium on the employment of teachers, TSC headquarters developed a manual handbook, 'Operational Manual on Teacher Management', for use by its various agents to understand the Commission's redefined role on policy formulation and regulation of teacher - management activities nationally. According to this manual, a sub committee for academic affairs is
constituted in every public secondary school to facilitate the recruitment process with well stipulated guidelines for selection panels.

This research intends to establish the factors affecting the recruitment of teachers by the BOG members. It also intends to establish whether the BOG has the capacity to recruit teachers in public secondary schools, with a view of determining whether there are any issues of unfair recruitment or malpractices such as nepotism and tribalism among others.

1.3 The Purpose of the Study

The general objectives of this study will be to establish the factors affecting the recruitment of teachers by the BOG members in public secondary schools in Makueni District.

1.4 Objectives of the Study

The specific objectives of the study are:-

(i) To find out if there are minimum academic/educational qualifications and experience set for BOG members.

(ii) To establish if there are any guidelines for the interviews from relevant stakeholders to the BOG members.

(iii) To find out if the BOG members are given the relevant orientation in the recruitment process and management of teachers

(iv) To determine how the BOG selection panels arrive at the most suitable candidate(s).
1.5 Research Questions

The research questions that are formulated to guide the study are:

1. What minimum academic/education qualifications and experience are required for the BOG members?
2. Are there any guidelines that the BOG selection panels follow in a recruitment process?
3. What orientation do the BOG members need to dispense their duties accordingly?
4. What criteria do the selection panels use to come up with the most suitable candidate(s)?

1.6 Significance of the Study

The study seeks to provide empirical data on the factors affecting the recruitment of teachers in public secondary schools by the BOG members in Makueni District.

The findings of the study may form a benchmark for:

1. Policy makers as a reference on the functions of the BOGs to recruit teachers.
2. Supporting related research by other researchers in the field in future.
3. Filling in the gaps left on the recruitment of teachers in public schools
1.7 Limitations

1. Inadequate funds and time available to the researcher which will make the researcher not reach a larger number of respondents.

2. The study will be based on a rural province and rural district and the findings of such a study maybe unique to the geographical setting.

3. There is a dearth in literature on the recruitment of teachers by the BOG members in public secondary schools.
CHAPTER 2

2.0 LITERATURE REVIEW

2.1 Introduction and a brief review of governing bodies in other countries:
Organizations are social systems and people orientation is key to their success. In this view, human resources is the most important asset of an organization, however, it is important to note that physical resources are equally important since they are what enables the human resource to produce either the desired goods or services.

Britain
Boards of schools phenomena is seen throughout most schools in the world. In Britain, the management of education is shared between the Central Government and Local Education Authorities (LEA) a system adopted to ally traditional fear of centralized control. The present position, duties and other aspects of School Governors are a creation of 1988 Education Act. As discussed by Les Bell in her book, ‘Working with Governor (1991), she concurs that Governor takes the greater responsibilities for determining over all policies in schools, although day to day administration management of every school, remains with the headteacher. She further says governors working with the whole staff of schools are expected to exercise greater collective responsibility for the content of the curriculum, the deployment and centralization of resources and the routine decisions which are taken about children and the ways in which they are taught.
Governors are also required to do their best in seeing to it that proper provision is made for any people within the school identified for having a special need, give parents mechanisms for making complaints about aspects of the curriculum, set school term dates, staffing in schools, budgeting responsibilities, school changing policies, inspecting school physical resources and premises and reporting to LEA, strengthening links between school and communities, admission of pupils to school and discipline of pupils and staff.

The governors give general direction of the conduct of the curriculum of the school, they ensure that the curriculum is free from political bias and promotion of partisan view is forbidden. Further, they are seen as board of directors, lay advisors, watchdogs guardians, consultants, supporters, counselors, critical friends and reconciliation council of schools. The headteacher as the executive professional advisor, managing director, public servant, team captain, and manager of the governing body.

The governors are standardized according to the size of the pupils and balance of power is maintained by increasing the representatives of the parents and co-opted governors and reducing the members of representatives appointed by LEA. The governing bodies are made up of parents governors-elected by parents whose children register in the school. Teacher governors elected by teaching staff in the school, foundation governors elected by foundation on trust whether religious or charitable, local authority governor nominated by LEA, co-opted governors chosen by parents, teachers, LEA and head teacher if a governor, they can choose whether or not to be governors though they have a right to attend and speak at all meetings of
governing bodies. The governors are usually chosen from the influential members of the business communities.

The term of office is four (4) years in maintained special schools and in aided schools vary from 2-4 years. They can be removed any time by the appointed body although they can challenge the removal legally. They have a Chair person who is elected annually and meetings are held three times a year.

**America**

In *America*, local school boards known as **Boards of Education** control education. The boards deal with education at all levels and are either elected or appointed. These boards exist and function under the principle of **lay control** by which control over education rests with the people themselves. Members of boards are drawn from more influential strata of the community. They are named by the mayor or elected by the citizens of school district but they derive power from state legislature.

In public common schools, they employ and pay teachers, provide revenue for the schools in their districts, they determine education programmes and levy taxes in support of education. They are free to set their own budget and specify the size of local school levy without control except the ceiling placed upon permissible school levies by state legislature. The boards are agents of state and do appoint presidents and superintendents to exercise actual administrative control over staff, budget among other things. *(Mutai 2002).*
After achieving independence in Kenya in 1963, a centralized system of teacher management was perceived to be suitable in order to ensure that there was a fair and equitable distribution of teachers countrywide, Teachers Service Commission (TSC) was then established by an Act of Parliament. TSC Act Cap 212 in 1967 and was entrusted with the mandate of teacher management in all public primary, secondary and college institutions. The function of TSC include the registration, recruitment, deployment, remuneration, maintenance of standards of education and discipline of all teachers in the above institutions established under the Ministry of Education, Science and Technology. TSC has appointed agencies to help execute its functions at various levels. The BOGs are the agents for public secondary schools in accordance to Education Act Cap 211, of Laws of Kenya, Section 6 (b) as stated earlier. (TSC 2002).

In that case, the BOG members should be very conversant with management processes whose general functions include planning, organizing, coordination, staffing and directing, controlling and evaluation. To carry out these management processes effectively and efficiently, the BOG members need:-

(i) Technical skill to apply knowledge and use techniques acquired from education, training and experience.

(ii) Human skills to effectively work, with people through better people understanding.

(iii) Conceptual skills to understand and analyze organization complexities intelligently and with common sense. (Chopra 1993).
The process of recruitment can not be complete unless it attracts qualified job applicants. The process cannot be started until the organization decides what type of employees are required and how many. In a professional approach, when a section, unit or department has a need for more personnel, the person in charge is supposed to fill in an employee requisition form and send it to the personnel department. This is a request to employ. An employee requisition is a form that gives details of the job to be filled for example, job title, department, and when the employee(s) should be on duty. Thus, the personnel department uses this information to check on the right job description and job specification. (Nzuve 1997).

To attract the right potential candidates, the job/vacancy is advertised. The main sources of job advertising outside the organization are:

- Local newspapers
- National newspapers;
- Technical/professional journals;
- Via job centers;
- Posters at the factory gates. (Cole 2000).

The brief review of the governing bodies in other countries would help the Ministry of Education, Science and Technology, in collaboration with other relevant stakeholders in education to either borrow some key practices into our education system governance or help to shed off some unnecessary practices in the same.

Meanwhile, review into past researches undertaken in our country on the main functions of the BOGs in Secondary Schools has revealed that the following areas in this study area have been researched on, such as:

- The current crisis facing our education sector, mainly management of finances;
Managing discipline in secondary schools of both teachers and students;

Effectiveness of the BOGs in the process of facilitating the provision of adequate educational facilities;

Effectiveness of BOGs in managing Education Curriculum and instructions in order to ensure good academic performance;

Problems and challenges faced by the BOGs in schools.

Consequently this research has taken into consideration some of the gaps left in this area of study and has also sought to contribute to what has already been researched on in the same.

2.2. Legal Aspect of Teacher Recruitment

Teacher Service Commission was established by an Act of Parliament, TSC Act Cap 212 in 1967 and revised in 1968. The purpose of establishing TSC was to create one employer for all teachers in Kenya. One function of TSC among others according to TSC Act Cap 212, Section 4 (1) (a) was to recruit and employ registered teachers, to assign teachers employed by the Commission for service in any public school, to promote or transfer any such teacher, to terminate and to exercise the powers conferred on the Commission by the Code of Regulation For Teachers (CORFT) published under Section 6 of this Act. The BOGs are empowered legally to recruit teachers according to both Education Act Cap 211 and TSC Act Cap 212. The TSC Act Section 4 (1) (b) says, the commission shall have the power “to delegate to any person or body with the consent of the Minster and subject to such conditions as he may impose, any of its power under paragraph (a) of this sub section”.

(Okumbe 2001).
2.3 Decentralization of Teacher-Recruitment

Organizations exist to get work done. The organization itself is an entity, which is there for a purpose. The organizations are systems which as affected by their environment, have a structure which has both formal and informal elements. On the same note the structure must be appropriate to the organization’s purpose and to the situation in which it exists. Organizations are seen as patterns of human tasks and relationships, shaped so as to allow at least survival, at most growth and development, in environments which constrain, but which also offer opportunities.

The need to respond to change, challenge and uncertainty, and the impact of new technology, have combined to emphasize the need for flexibility and teamwork. The process of federalizing and flattening organizations (stripping out layers of middle management) have added to this emphasis. This has been described as the ‘post entrepreneurial corporation’. This prescription for the new model organization is:

- The creation of self-managing teams, responsible for their own support activities such as budgeting and planning;
- Managers who act as ‘on call’ experts, spending most of their time helping teams;
- Managers who encourage constant front-line contact among functions;
- No more than five layers of structure;
- The use of small units, ‘small within big’ configurations everywhere.


Decentralization of teachers recruitment process to distinct and even to school levels is a universal trend, and not a preserve of the education system in Kenya. Due to tremendous growth in the teaching force, TSC’s centralized and bureaucratic structure
was plagued with a number of problems which included delays in processing teacher recruitment documents, delayed payment of teachers' salaries, inefficient promotion procedures, delays in handling teachers disciplinary cases and inefficiencies in teachers' transfers.

In response to the recruitment of teachers in secondary schools, the BOG declares the vacancies existing in their school based on the Curriculum Based Establishment (CBE) and sends copies to TSC and District Education Board (DEB). When time for recruitment is due, TSC declares the existing vacancies for teaching posts in specific schools with specific instructions. The BOG receives and records applications of interested applicants and shortlists them as per the guidelines. Short listed candidates should be invited formally at least 14 days prior to the interview date and time specified as well as the venue. Copies of the same should be send to DEB. (TSC 2002).

2.4 Education/Academic Qualifications and Training for BOG Members.

Training is the systematic modification of behaviour through learning which occurs as a result of education, instruction, development and planned experience. On the same note, the manpower service commission says, “training is a planned process to modify attitude, knowledge or skill behaviour through learning experience to achieve effective performance in an activity or range of activities. Its purpose in the work situation, is to develop the abilities of the individual and satisfy the current and future manpower needs of the organization”.
Education refers to the activities which aim at developing the knowledge, skills, moral values and understanding required in all aspects of life rather than a knowledge and skill relating to only a limited field of activity. The purpose of education is to provide the conditions essential to young people and adults to develop an understanding of the traditions and ideas influencing the society in which they live and to enable them to make a contribution to do it. It involves study of their own cultures and the laws of nature, as well as the acquisition of linguistic and other skills which are basic to learning personal development creativity and communication. Equipping the BOG members with the necessary training and education is a necessity not a luxury so as to perform their duties of teacher management well. The objectives of any training events or programmes should be defined in terms of deliverables—this is what people will be able to do after training, and this is what they will achieve. (Armstrong 1991).

In a Kenya Education Staff Institute (KESI) training manual entitled Education and Training of Management Boards, Commissioners and Committees (1999), it is evident that training is very educative but very few probably get to know whether it exists or they have the commitment and will to train.

It is worth noting that, parents have increasingly become much more aware of the rights of their children. Furthermore, communities, due to services, are demanding a greater say in terms of how their schools are run, and how teachers perform. Therefore, some of the specific objectives of the teacher management system are seeking to strengthen the District Education Boards, Boards of Governors and the primary school Committees. In particular, the Teachers Service Commission has come up with a view to co-opt professionals to the boards who shall hopefully infuse professionalism in management of teacher-issues. Several monitoring and evaluation
mechanisms have also been evolved to ensure that professional standards in service provision are maintained by the DEBs and BOGs. At a later development, it is noted that "the BOG members should be those with professional education experience" who can further be trained to acquire the necessary knowledge and skills that can impart positive change on behaviour especially on culture dynamism and the laws of nature. (TSC 2002).

The government has established the Kenya Education Staff Institute (KESI) to provide management training aimed at improving the performance and efficiency of the educational personnel involved in the management and supervision of each. The use of competent heads of institutions is central to the successful management of educational institutions and the implementation of the total curriculum.

The government will therefore strengthen the KESI to offer in-service training for the heads of educational institutions and other personnel involved in institutional management such as the BOGs. The Institute has a great potential for the training of educational managers, supervisors and will therefore be developed as a centre of excellence in this field and established as a corporate body with its board of management. (G.O.K 1998).

2.5 Interview Guidelines and Leadership of DEOs and BOG Members.

An interview has been described as a conversation with a purpose but the conversation has to be planned, directed and controlled to achieve the main purpose of the interview, which is to make an accurate prediction of the candidate's future performance in the job for which he or she is being considered. An interview is
basically an exchange of information which will enable both parties to make a decision. To offer or not to offer a job; to accept or not to accept the offer. Good, interviewers know what they are looking for and how to set about finding it. This is what is called “the interview guidelines”. These are the laid down regulations or stipulated requirements that the organization sets for every job or candidate targeted. On the other hand leadership is the way in which managers exercises their leadership roles – it characterizes their approach to managing people. (Armstrong 1991).

The government provides management and professional services in the administration and inspection of education and training programmes; the environment and implementation of various policies among other things. In this regard the government continues to strengthen the original structure and the capacity of the Directorates of education and training in order for them to respond to the increasing demands for effective administration and professional services for various cycles and areas of education and training. The government policy of the district focus strategy for development has resulted in the District Education Officers (DEOs) assuming greater responsibility for the management and administration of all education programmes and services in their respective districts. The government will therefore strengthen the districts by assigning them with qualified and experienced professional and support personnel who will be able to guide teachers with competence and confidence. The government established Districts Education Boards (DEBs) to provide advice in the development and management of each in their respective districts.

The DEOs and BOGs have been empowered legally to recruit teachers according to both Education Act Cap 211 and TSC Act Cap 212 as quoted earlier. (TSC 2002).
2.6 Orientation of the BOG Members

Employee orientation is the next step after recruitment and selection. Orientation provides new employees with basic background information about the employer, information they need to perform their jobs satisfactorily, such as what the work hours are. It is actually one component of the ongoing socialization process of instilling in all employees the prevailing attitudes, standards, values and pattern of behaviour that are expected by the organization and its departments. Orientation programme ranges from brief informal introductions to lengthy formal programs. In the latter, (i.e. formal orientation), the new employee is usually given a hand book or printed materials that cover matters like working hours, performance reviews, getting on the payroll, and vacations, as well use of the facilities. Other information given includes benefits, personnel policies, the employee’s daily routine, company/organization operation and safety measures and regulations.

The BOG members have been equipped with the TSC operational manual on Teacher Management which contains all the necessary details on the Ministry of Education, Science and Technology, the Teachers Service Commission, and secondary school structures and systems and their functions. This TSC manual also contains the stipulated guidelines on the recruitment of teachers among other things. So, immediately when a person becomes a member of BOG in any public secondary school, they are well oriented so as to perform their duties with the knowledge, dignity and integrity attached to education as depicted clearly in the TSC Vision “Effective Service for Quality Teaching”. (TSC 2002).
2.7 Nature of Candidates and School Objectives and Mission

Candidates are the applicants or potential interviewees for any job vacancy who have to be interviewed for a job vacancy.

School objectives are the set specific day-to-day performances which have to be measured. They are the yardstick against which a school measures the achievement of its set goals which have to be congruent with the school mission. A mission is usually enduring and timeless.

A mission statement defines the purpose for which the organization exists, where it is going and the guiding principles to be followed to get there. A mission statement is best prepared by the top management. In view of this, the BOG members should seek to recruit teachers whose capabilities, and values are congruent to what the school intends to do, and who are ready to maximize their abilities to bring to reality both the short term and long term goals of the school. These are candidates whose academic qualifications and experience are well articulated to pursuing and attaining what the school exists to do and achieve. (Armstrong 1991).

Selection is the process of determining which job applicants fit the job. It is matching the people with the jobs. Selection is the stage that follows recruitment. It involves assessing the candidates by various means and making a choice followed by an offer of employment. (Nzuve 1997).

To this effect, the BOG interviews panels have interview guidelines for secondary school teachers contained in the TSC Manual to guide them in the selection so as to be able to recruit the most suitable candidate(s). Candidates earn marks commensurate to their academic and professional achievement. (TSC 2002).
2.8 Recruitment and Selection of Candidates

The overall aim of the recruitment and selection process should be to obtain at minimum cost the number and quality of employees required to satisfy the manpower needs of the organization.

The first step is to set person specifications, also known as recruitment, personnel/or job specifications, define the qualifications, experience and personal qualities required by the jobholder to perform the job as required.

Attracting candidates is primarily a matter of identifying, evaluating and using the most appropriate sources of applicants. Applications for jobs can arrive in four ways in an organization:

(i) Individual turn-up in person;
(ii) An application form is returned;
(iii) A letter of application is sent (received);

The received applications can be classified into three categories:-

(i) **Very Suitable** – Must be interviewed.
(ii) **Quite Suitable** – Called for interview if insufficient numbers in category (i) or send holding letters.
(i) **Unsuitable** - Send polite refusal letter, thanking them for their interest in applying.

The criteria used in categorizing the applicants is determined by the scoring areas in the selection guidelines issued by the TSC as per the arising vacancies. Short listing then commences with the elimination of the unsuitable applicants. Very suitable applicants are called for interview, quite suitable contenders are held temporarily in
reserve, while unsuitable applicants are rejected. If the number accepting the invitation for interview are disappointing, then some of the quite suitable contenders may be invited. (Cole. 2000).

A well considered and pre-planed recruitment policy, based on corporate goals, study of environment and the corporate needs, may avoid hasty or ill considered decisions and may go a long way to man the organization with the right type of the personnel. A good recruitment policy must contain these elements:

a. Organization’s objectives—both in the short term and long term;

b. Identification of the recruitment needs to take decisions regarding the balance of the qualitative dimensions of the would be recruits;

c. Preferred sources of recruitment, which would be tapped by the organization;

d. Criteria of selection and preferences which should be based on conscious thought and serious deliberations. In some cases, trade unions may be consulted in the working out the recruitment policy. In others management may take the unilateral decision; and lastly;

e. The cost of recruitment and financial implications of the same.

A “recruitment policy” in its broadest sense involves a commitment by the employer to such general principles as:

i. To find and employ the best qualified person for each job;

ii. To retain the best and most promising of those hired;

iii. To offer promising opportunities for the life-time working careers; and

iv. To provide programmes and facilities for personal growth on the job.

(Mamoria 1998).
Prior to the formulation and implementation of the TSC manual guide, there were major concerns raised due to insufficient recruitment and deployment system of teachers’ regulations on the role of BOGs, PTAs and School Committees in monitoring teacher performance. Consequently, the TSC mainly wanted to formulate policies and regulate operations of the agents through provision of advice and guidance. Professionals have now been co-opted to the BOGs and thus, each panel member assesses the candidates individually as per the score sheet. (TSC, 2002).

2.9 Composition of Selection Panel

The selection panel should consist of the following members:-

1. Chairman, Board of Governors - Chairman.
2. Head Teacher - Secretary
3. Deputy Head Teacher - Member
4. Subject Teacher (Preferably Head of Subject) - Member.
5. A maximum of three (3) other of the Board of Governors members, one whom should be an Educationist - Member.
6. Education Officer in relevant area/subject Inspector in the DEO’s Office- Member.
7. Subject inspector in the District Education Officer’s Office- Member.

The selection panel verifies original academic and professional certificates to ensure their authenticity with the head of the institution certifying the photocopies. (TSC 2003).
2.10 Conceptual Framework

We can summarize issues or points emerging from the literature review as shown in the following conceptual framework.

The conceptual framework is used to show the independent and dependent variable and their inter-relationship with one another or rather their expected directional effects on each other and on the output.
3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the research design, study population and the sampling strategy used in carrying out the research study. It also includes the data collection tools and the method of data analysis used in the study.

3.2 Research Design

The design of this study is mainly descriptive research design, where the researcher went to the population of interest in form of a field survey for respondents to describe the factors affecting the BOG members in the recruitment exercise of secondary school teachers.

3.3 The Study Population

The population of the study involved all the BOG Chairmen of all the public secondary schools in the (16) Divisions of Makueni District. There were 134 public secondary schools in the district as at May 2005.

3.4 Sampling Strategy

In this study, 64 schools out of the 134 public secondary schools in Makueni District were taken for closer observation. The number was selected through stratified sampling to incorporate 8 of the 16 divisions. Simple random sampling was further used to get 8 schools from each of the 8 selected divisions. The results obtained were generalized on all the schools in the 16 divisions. The schools’ names from each division were obtained from the DEO’s Office.
3.5 Data Collection Tools

The tools used to collect data in this study are questionnaires that were administered to the schools' Chairmen of the BOGs. The questionnaires carried questions related to the independent and dependent variables contained in the conceptual framework. Their inter-relationship sought to establish how the input factors affect the output factor which is recruitment.

3.6 Method of Data Analysis

After the data was collected by use of questionnaires, it was edited, coded and classified in respective groups or classes of statistical tables, charts or shown in percentages for further analysis. This is what is referred to as simple descriptive statistics.
4.0 DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

In this study, 64 out of the 134 public secondary schools in Makueni District were randomly selected for research. These schools were picked from the following 8 divisions:

1) Matiliku
2) Mbitini
3) Kathonzweni
4) Wote
5) Kasikeu
6) Kilome
7) Kibwezi
8) Makindu

The Chairmen of the BOGs of the selected schools were then provided with questionnaires to fill. Out of the 64 questionnaires handed out, a total of 56 were returned, representing a response rate of 87.5%. The non-response rate can be explained by the fact that some respondents promised to mail back their responses but failed to do so.
4.2 General Information

4.2.1 Types of Schools

Table 1: Category of Schools

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Provincial</td>
<td>10</td>
<td>17.86</td>
</tr>
<tr>
<td>District</td>
<td>46</td>
<td>82.14</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>56</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

In response to the category of schools, 82.14% of the respondents chaired district schools, 17.86% provincial schools while none chaired national schools. This suggests lack of national schools in the district.

4.2.2 Number of Teachers

Table 2: TSC Teachers

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-10</td>
<td>32.14</td>
</tr>
<tr>
<td>11-20</td>
<td>39.29</td>
</tr>
<tr>
<td>Above 20</td>
<td>28.57</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Asked about the number of teachers TSC has employed/ posted directly to their school, 32.14% of the respondents said between 0 and 10 teachers, while 39.29% said 11 to 20 teachers and 28.57% said TSC had posted above 20 teachers.
Table 3: BOG Teachers

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-1</td>
<td>10</td>
</tr>
<tr>
<td>2-3</td>
<td>22</td>
</tr>
<tr>
<td>4-5</td>
<td>18</td>
</tr>
<tr>
<td>6-7</td>
<td>05</td>
</tr>
<tr>
<td>8-9</td>
<td>01</td>
</tr>
<tr>
<td>TOTAL</td>
<td>56</td>
</tr>
</tbody>
</table>

Responding to the number of teachers, the government had employed /posted in their schools through BOG since the year 2001, 17.86% said between 0-1, 39.29% between 2-3, 32.14% said 4-5, 8.92%, 6-7 and a small 1.79% said 8-9. The above results reflect the growing role of BOG members in recruiting teachers in various public secondary schools across the district.

4.2.3 Size of the school

Table 4: Number of Students

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 200</td>
<td>17</td>
</tr>
<tr>
<td>200-500</td>
<td>25</td>
</tr>
<tr>
<td>500 and above</td>
<td>14</td>
</tr>
<tr>
<td>TOTAL</td>
<td>56</td>
</tr>
</tbody>
</table>

Concerning the student population in their schools, 30.36% of the respondents said their schools had less than 200 students, 44.64% said their schools had between 200 and 500 students, and 25.00% said their schools had 500 and above.
The results show that on average, a good portion of the public secondary schools in Makueni District have between 200 and 500 students.

4.3 Information on BOG Chairmen

4.3.1 Level of education, occupation and experience of BOG Chairmen.

Table 5: Level of Education

<table>
<thead>
<tr>
<th>Level</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>10</td>
<td>17.86</td>
</tr>
<tr>
<td>Secondary</td>
<td>30</td>
<td>53.56</td>
</tr>
<tr>
<td>University</td>
<td>8</td>
<td>14.29</td>
</tr>
<tr>
<td>Others</td>
<td>8</td>
<td>14.29</td>
</tr>
<tr>
<td>TOTAL</td>
<td>56</td>
<td>100</td>
</tr>
</tbody>
</table>

On level of education 17.86% of respondents said they had only undergone primary education, 53.56% said they had secondary certificates, 14.29% were university graduates, while 14.29% said they held other certificates in addition to their secondary education. Some of them were diploma holders, others had higher diplomas while others had taken professional courses such as accounting.

These results show that a good number of the respondents were serving as chairmen of school boards with only secondary level of education.
Table 6: Experience

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 3 years</td>
<td>20</td>
</tr>
<tr>
<td>4-6 years</td>
<td>16</td>
</tr>
<tr>
<td>7-9 years</td>
<td>10</td>
</tr>
<tr>
<td>Above 10 years</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td>56</td>
</tr>
</tbody>
</table>

Asked about their experience as either members or chairmen of school Boards, **35.71%** of the respondents said they had served for less than 3 years, **28.57%** said between 4 to 6 years, **17.86%** between 7 to 9 years, and **17.86%** more than 10 years.

Table 7: Occupation

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional</td>
<td>26</td>
</tr>
<tr>
<td>Businessman</td>
<td>30</td>
</tr>
<tr>
<td>TOTAL</td>
<td>56</td>
</tr>
</tbody>
</table>

It was revealed that **46.43%** of the respondents were professional such as educationists (retired teachers), accountants, doctors, etc while **53.57%** were either businessmen or politicians.

This shows that a bigger number of BOG chairmen are not professionals. Majority of the respondents concurred that while they are compelled to stick to the guidelines from the Ministry of Education, Science and Technology through the TSC, there are a lot of manipulations and interference especially from politicians in the undertaking of recruitment of teachers. They cited this fact
with great distress and fears as they said they risked their positions in the BOGs, should their outcry be made public and followed up accordingly. They urged that there is need for proper mechanism to be put in place to check the political influence and interference together with unprofessional practices such as nepotism that would work to undermine a well-planned and well intended recruitment process.

4.4 Information on BOG members

4.4.1 Qualifications for BOG members

Table 8: Qualifications

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>56</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>56</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 9: Minimum Qualifications

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal Education not a must</td>
<td>20</td>
<td>35.71</td>
</tr>
<tr>
<td>Primary Education</td>
<td>16</td>
<td>28.58</td>
</tr>
<tr>
<td>Secondary education</td>
<td>20</td>
<td>35.71</td>
</tr>
<tr>
<td>University Education</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>56</td>
<td>100</td>
</tr>
</tbody>
</table>

This data is further displayed in the following chart.
Asked whether there were minimum requirements for one to be a member of the BOG all the respondents agreed as shown in table 8.

Asked about the specific required qualifications for membership, 35.71% responded that formal education was not a must, 28.58% said one should have at least gone through primary education, 35.71% said secondary education was a prerequisite while none of them said university education was required.

The results show that higher education is not a serious issue to be considered when selecting BOG members.

4.4.2 Training of the BOG members

Table 10: Need for Training

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>56</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>56</td>
<td>100</td>
</tr>
</tbody>
</table>
All the respondents were unanimous on the need for training of BOG members as depicted by the results in table 10.

They strongly suggested that the members required training on key areas such as school management, recruitment of teachers, discipline of students and teachers and interviewing skills among others.

4.4.3 Role of government and Stakeholders in training BOG members.

Table 11: Extent of Training

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very great</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Great</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Moderate</td>
<td>8</td>
<td>14.29</td>
</tr>
<tr>
<td>Low</td>
<td>20</td>
<td>35.71</td>
</tr>
<tr>
<td>Very low</td>
<td>28</td>
<td>50.00</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>56</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Fig 2: Extent of Training
Asked to comment on the extent to which the Ministry of Education, Science and Technology and relevant stakeholders were offering to educate and train BOG members, 14.29% of the respondents said it was moderate, 35.71% said low while 50.00% said it was very low.

The results show that the government was playing a near to no role or taking no initiative in trying to educate or train the BOG members.

4.4.4 B.O.G Members Induction /Orientation

Table 12: Induction /Orientation

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>26</td>
</tr>
<tr>
<td>No</td>
<td>30</td>
</tr>
<tr>
<td>TOTAL</td>
<td>56</td>
</tr>
</tbody>
</table>

Table 12 shows that 46.43% of the respondents said that newly elected BOG members go through some induction/orientation while a bigger 53.57% said the new members do not undergo any induction/orientation at all. However, the respondents in both categories were quick to point out that induction/orientation of the BOG members is an important factor towards the selection/recruitment of teachers in the secondary schools among other duties entrusted with the schools’ BOGs.

The above results explain the inefficiency and ineffectiveness with which the BOG members handle important school matters such as recruitment of teachers and management of teachers and students in such areas as discipline among others.
4.5 Guidelines followed by BOG in recruiting teachers.

Table 13: Guidelines

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>56</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>56</td>
<td>100</td>
</tr>
</tbody>
</table>

All the respondents agreed that MOEST together with the TSC give guidelines to be followed by BOG panels when recruiting teachers. Some of the guidelines include:

i) Panel scrutinizes interviewees’ academic qualifications.

ii) They check on the candidates’ professional qualifications.

iii) They consider years of experience.

iv) Panel looks at essentials of teaching such as the ability to prepare schemes of work and lesson plans.

v) Panel checks on the applicants’ training in the subject that has been advertised.

vi) The applicant must have trained in the field of education i.e. must be a holder of Bachelor of Education or a postgraduate diploma in education.

All the respondents were unanimous in pointing out that the guidelines given through the Ministry of Education, Science and Technology, together with the TSC are the criteria used by the selection panels to come up with the most suitable candidate(s), hence, the objective dealing with this has not been discussed separately.
4.6 Satisfaction with BOG system of Recruiting Teachers

Table 14: Level of Satisfaction

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely Satisfied</td>
<td>0</td>
</tr>
<tr>
<td>Satisfied</td>
<td>10</td>
</tr>
<tr>
<td>Neutral</td>
<td>2</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>28</td>
</tr>
<tr>
<td>Extremely dissatisfied</td>
<td>16</td>
</tr>
<tr>
<td>TOTAL</td>
<td>56</td>
</tr>
</tbody>
</table>

Fig. 3: Level of Satisfaction

As asked on whether they were satisfied with the BOG system of recruiting new teachers in secondary schools, majority of the respondents expressed dissatisfaction with the system, citing lack of professionalism, as evidenced by a big percentage of 35.71 agreeing that formal education is not a must and 28.58 percent only having attained primary education certificate level. Consequently, such boards are crippled by lack of skilled and knowledgeable members. At the same time the respondents felt that the BOGs are faced with external interference by politicians, while nepotism is quite high among other challenges facing the
BOGs. The findings also revealed that University level of education for BOG members is not a must though it is a necessary requirement to the BOGs since it would serve to incorporate professionals into the BOGs.

5.1 Summary

The researcher concludes the following:

5.1.1 Background

It was concluded that BOGs are bodies that play a vital role in the governance of the school. These bodies are empowered by the government to make policies on the running of the school.

An analysis of the data showed that the majority of the respondents were satisfied with the BOGs. This could be attributed to the fact that the respondents believed that the BOGs were able to make decisions that were in the best interest of the school.

5.1.2 Qualifications and Experience of BOG Members

The research indicated that most of the respondents were of the view that the necessary experience and qualifications required in order to serve as a BOG member are adequate. Most of them are either business owners or professionals who have served in BOGs in their business or work. They have served as BOG Chairmen for over a decade. Most of them are either businessmen or professionals who have served in BOGs in their business or work.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter gives a summary of the results of data analysis and findings, conclusions drawn by the researcher from the findings and recommendations of the study.

The chapter also contains suggestions for further areas of research.

5.1 Summary

The researcher summarized the results of the study as follows:

5.1.1 Schools

It was found out that most of the schools in Makueni district were categorized as district schools with 82.14 percent and only a small percentage of 17.86 percent being provincial schools, and no national school.

Most of the schools had a student population of between 200 and 500 with a percentage of 44.64 while schools with a population of less than 200 had a percentage of 30.36. Those schools with a student population of 500 and above were only 25 percent as depicted in table 4.

5.1.2 Qualification and Experience of the BOG chairman

The results showed that some of the BOG chairmen lacked the necessary experience since the findings revealed that 35.72 percent have served as BOG Chairmen for less than 3 years. Most of them are either businessmen or politicians who may lack the knowledge
and skills to carry out the recruitment process. These were represented by a percentage of 53.57. The professionals such as educationist, accountants or doctors were represented by a percentage of 46.43 as shown in table 7.

The study also showed that some of the BOG chairmen hold other responsibilities in other public places apart from the respective schools.

5.1.3 Qualification and training of the BOG members

It was found out that one does not need to have undergone formal education in order to be elected as a BOG member. In fact, this took up to 35.71 percent according to table 9. It was also noted that the government and other stakeholders in education are doing very little in an effort to educate and train BOG members. This is evidenced by the results in table 11 with 50 percent respondents citing very low extent of training BOG members.

It was also found out that new BOG members rarely undergo any induction/orientation when they are elected into the board, whereas this is a very important factor to help familiarize the BOG members with the relevant structures of the Ministry of Education, Science and Technology (MOEST), and the TSC so as to enable them meet the expectations of the communities and society that they are elected to serve.
5.1.4 Guidelines on Recruitment of Teachers

The study showed that MOEST and TSC give guidelines to be followed by the BOGs when recruiting new teachers. These guidelines have previously been outlined in the analysis and interpretation of the findings of this study.

5.1.5 Challenges facing BOG members

The study revealed various challenges facing BOG members thus rendering the BOG system of recruiting teachers highly ineffective and inefficient. Some of the challenges include lack of training of BOG members, short notice from the MOEST and the TSC to the BOG members to prepare for the recruitment exercise and external interference such as by politicians during the recruitment process.

5.2 Conclusions

From the findings cited above, the researcher made the following conclusions:

1) A majority of BOG members are not highly educated. This is evidenced by table 5 where 17.86 percentage hold primary education level, 53.56 percent hold secondary education while those with university education and other certificates tie with a percentage of 14.29 only.

2) Most of the BOG members are not professionals especially in the field of education. This was revealed in table 7 where the bigger percentage of the BOG members were either businessmen or politicians (53.57 percent) and the professionals are only represented by 46.43 percent.

3) There are no policies put in place for the training of BOG members.
4) There are no clear guidelines on requirements for one to be eligible for elections as a member of BOG. This has been clearly portrayed by the findings in table 9 whereby the percentage stating that formal education is not a must is 35.71.

5) There are serious challenges facing the BOG members in the course of the recruitment as it was revealed that some of the BOG members lack the necessary skills and knowledge required to carry out the exercise.

6) There are serious irregularities during the teacher recruitment exercise done by the BOGs as majority of the respondents felt that nepotism and political interference are on the increase though they feared these facts to be made public.

7) There is an increased role played by the BOGs in the recruitment of teachers in public secondary schools country wide since the year 2001 as the MOEST and the TSC have continued to rely on the schools’ BOGs.

5.3 Recommendations

Due to the vital role played by the BOGs in recruiting teachers in public secondary schools, the government should develop policies that would facilitate the training of BOG members so as to equip them with the knowledge and skills requisite for managing schools.

A policy should be put in place by the government and the various stakeholders in education on the minimum requirements for eligibility for one to be elected as a member of a BOG.
The various BOGs should develop a system whereby any newly elected member is given a proper orientation and inducted into the system. This will ensure the smooth running of BOGs.

The government should adopt a policy that will protect members of BOGs from external interferences especially on important issues such as recruitment of teachers.

The government should sensitize members on the need for higher education.

5.4 Suggested areas for further research

The researcher suggests that further research should be done on the challenges facing the teacher recruitment exercise by the BOGs.
REFERENCES


## APPENDICES

### Appendix I

### RESEARCH BUDGET

<table>
<thead>
<tr>
<th>ITEM</th>
<th>Ksh.</th>
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<tr>
<td><strong>1. Printing Services</strong></td>
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<tr>
<td>(a) Proposal 40 pages @ 10 Ksh for 6 copies</td>
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</tr>
<tr>
<td>(b) Research Report 140 pages @ 10 Ksh for 1 copy</td>
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<td><strong>2. Photocopying Services</strong></td>
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<td>(a) Proposal 6 copies @ 180 Ksh (40 pages @ ksh.2 each)</td>
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<tr>
<td>(b) Research Report 6 copies (140 pages @ 2 Ksh)</td>
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</tr>
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<td><strong>3. Binding Services</strong></td>
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<tr>
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<td>(b) Research Report 6 copies @ 300 Ksh</td>
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<td><strong>4. Data Collection</strong></td>
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</tr>
<tr>
<td>(b) Transport during data collection 5 days @ 2,000 Ksh</td>
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<td><strong>5. Telephone Services</strong></td>
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<td>During field work (Mobile)</td>
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<td><strong>6. Data Analysis</strong></td>
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<td><strong>7. Plus 10% miscellaneous expenses</strong></td>
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## APPENDIX II

### WORK PLAN (TIME SCHEDULE)

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<th>ACTIVITY</th>
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<tr>
<td><strong>Research proposal</strong></td>
<td></td>
</tr>
<tr>
<td>a) Writing and submission of proposal to the supervisor for examination</td>
<td>March/April 2005</td>
</tr>
<tr>
<td>b) Correction and rewriting proposal and submission of the proposal to the supervisor for approval</td>
<td>June 2005</td>
</tr>
<tr>
<td><strong>Piloting</strong></td>
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<tr>
<td>a) Piloting and validation of research instruments</td>
<td>July 2005</td>
</tr>
<tr>
<td>b) Review of research instruments</td>
<td>July 2005</td>
</tr>
<tr>
<td><strong>Project Preparation</strong></td>
<td></td>
</tr>
<tr>
<td>a) Visiting selected schools for study and data collection</td>
<td>July 2005</td>
</tr>
<tr>
<td>b) Data analysis and write-up</td>
<td>August 2005</td>
</tr>
<tr>
<td>c) Submission of the write-up to the supervisor</td>
<td>August 2005</td>
</tr>
<tr>
<td>d) Correction and submission of final write-up to the supervisor</td>
<td>August 2005</td>
</tr>
</tbody>
</table>
Dear Sir/Madam,

RE: REQUEST FOR YOUR CO-OPERATION

I am currently undertaking a Master of Business Administration degree course (Human Resource Management), in the above mentioned institution. I am required to carry out a research project as a partial fulfillment of my degree course.

I have chosen to do my research on the Recruitment of Teachers in public Secondary Schools by the BOG Members. My research topic is; "Factors Affecting the Recruitment of Teachers in Public Secondary Schools by the Board of Governors Members in Makueni District".

I would therefore like to request you to complete the questionnaire honestly and to the best of your knowledge. The information you provide will be treated with the strictest confidence and will be used only for the purpose of this study.

Kindly, do not write your name or the name of your institution on the questionnaire.

Your co-operation will be greatly appreciated.

Thanks in advance.

Yours sincerely,

KIMUYU MARY N.

Post Graduate Student.

Kenyatta University.
Appendix IV

The BOGs Chairman Questionnaire.

PART A: General Information

Please tick [✓] or fill appropriately for each item.

1. Administrative location of school ____________________________

2. Category of school
   i. National [   ]
   ii. Provincial [   ]
   iii. District [   ]

3. Year of establishment ____________________________

4. Current number of :-
   i. TSC teachers ____________________________
   ii. BOG teachers since 2001 ____________________________

5. Size of student population in the school
   i. Less than 200 students [   ]
   ii. 200-500 students [   ]
   iii. 500-800 students [   ]
   iv. over 800 [   ]

PART B Pertinent issues on the Recruitment of Teachers by the BOG Members.

5. (a) Kindly indicate the level of your education
   i. Primary [   ]
   ii. Secondary [   ]
   iii. University [   ]
   iv. Other (specify) ____________________________
5. (b) Please state your occupation
   i. Professional
   ii. Businessman

6. Apart from being a BOG chairman, do you have other responsibilities in the community? YES [ ] NO [ ]
   If YES Please specify__________________________________________

7. How many schools have you served as a BOG Chairman?____________________
   Please state the locations in which they are found________________________

8. Kindly indicate the years of service in your present school
   i. 3 years and below [ ]
   ii. 4-6 years [ ]
   iii. 7-9 years [ ]
   iv. 10-15 years [ ]
   v. above 15 years [ ]

9. (a) Are there any minimum academic/education qualifications for the BOG members?
   YES [ ] NO [ ]

(b) If the answer to the question above in (a) is YES kindly indicate by putting a tick [✓] the minimum academic qualifications a BOG member should have.
   (i) Formal education not a must [ ]
   (ii) Primary education completed [ ]
   (iii) Secondary education completed [ ]
   (iv) University completed [ ]
   (v) Other specify _________________________________________
10. (a) Do you think the BOG members should be in-serviced/trained?

YES [ ] No [ ]

10. (b) If your answer to (10 a) is YES kindly assign **Numbers in order of importance** in the key areas of this training.

[ ] School management (Equipment and finances)
[ ] Recruitment of teachers and other staff
[ ] Interviewing skills
[ ] Discipline of teachers and student
[ ] Public relations

11. To what extent does the Ministry of Education Science and Technology (MOEST) in coordination with TSC and relevant stakeholders offer to educate and train the BOG members. Indicate your response appropriately from the choices given below

a. Very Great [ ]
   b. Great [ ]
   c. Moderate [ ]
   d. Low [ ]
   e. Very Low [ ]

12. (a) Do newly elected BOG members go through any induction/orientation to familiarize them with their duties in your institution?

YES [ ] NO [ ]

If YES, please specify what type.

13. (a) Does the Ministry of Education Science and Technology together with the TSC give any guidelines to be followed by the BOG panels when recruiting teachers?

YES [ ] NO [ ]
13. (b) If the answer above is YES list the guidelines in order of importance with (i) being the most important.

i

ii

iii

iv

v

vi

14. List in order of importance with (i) being the most important the five key qualifications that the interview panel looks for in every teacher-aplicant whenever a vacancy arises.

i

ii

iii

iv

v

15. Please indicate your level of satisfaction with the BOG system of recruiting teachers in public secondary schools by circling one of the following choices.

i. Extremely Satisfied    ii. Satisfied    iii. Neutral
iv. Dissatisfied    v. Extremely Dissatisfied

16. Kindly list down at least four major problems/challenges that you feel the BOG members experience in their undertaking of the recruitment process.
17. What suggestions / recommendations would you give concerning the BOG system of recruiting teachers in secondary schools?

END

Thanks a lot for your valuable contributions on the factors affecting the recruitment of teachers by the BOG members.