AN ANALYSIS OF FACTORS AFFECTING THE CAREER PROGRESSION OF TUTORS

A CASE OF SELECTED PUBLIC TEACHERS' TRAINING COLLEGES IN KENYA

BY

BENSON KIBE K KAGIRI (MBA-HRM)
REG.NO. D53/OL/1518/03

A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF BUSINESS ADMINISTRATION IN HUMAN RESOURCES MANAGEMENT.

DEPARTMENT OF BUSINESS ADMINISTRATION, SCHOOL OF BUSINESS, KENYATTA UNIVERSITY
DECLARATION

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

BENSON KIBE K. KAGIRI
D53 / OL / 1518/03

This research has been submitted to the department of business administration with our approval as university supervisors.

MR. WANJERE M D
LECTURER
DEPARTMENT OF BUSINESS ADMINISTRATION
SCHOOL OF BUSINESS

MR. DOMINIC NGABA
CHAIRMAN
DEPARTMENT OF BUSINESS ADMINISTRATION
KENYATTA UNIVERSITY
# TABLE OF CONTENTS

Declaration.................................................................................................................. ii
Acknowledgement........................................................................................................ iii
Dedication .................................................................................................................... iv
Definition of operative terms .................................................................................... xi
The Abstract ............................................................................................................... xiii

## CHAPTER ONE: INTRODUCTION ........................................................................... 1
1.1 Background to the study ...................................................................................... 1
1.2 Statement of the problem .................................................................................... 2
1.3 Objectives of the study ....................................................................................... 3
1.4 Research questions ............................................................................................. 3
1.5 Significance of the study .................................................................................... 4
1.6 Assumptions of the study ................................................................................... 5
1.7 Justification for the study .................................................................................. 5
1.8 Scope of the study .............................................................................................. 7
1.9 Limitations of the study ..................................................................................... 7

## CHAPTER TWO: LITERATURE REVIEW ............................................................... 8
2.1 Introduction ......................................................................................................... 8
2.2 Importance of tutors in national development .................................................. 9
2.3 Promotion policies in the schemes of service ..................................................... 10
2.4 Appraisal systems in place ............................................................................... 14
2.5 Tutors’ academic qualification ......................................................................... 18
2.6 Other factors ..................................................................................................... 20
2.7 Towards professionalism in teaching: experience elsewhere ......................... 25
2.8 Summary of literature review ........................................................................... 26
2.9 Conceptual framework ...................................................................................... 27

## CHAPTER THREE: RESEARCH METHODOLOGY .............................................. 30
3.1 Introduction ....................................................................................................... 30
3.2 Research design ............................................................................................... 30
3.3 Target population ............................................................................................. 30
3.4 sampling design ............................................................................................... 31
3.5 Reliability of research instruments ................................................................... 32
3.6 Data collection procedures and instruments .................................................. 32
3.7 Data analysis ..................................................................................................... 33

## CHAPTER FOUR: DATA ANALYSIS ................................................................. 35
4.1 Introduction ....................................................................................................... 35
4.2 Overview of the collected and analyzed data ................................................... 35
4.3 Data analysis and findings ................................................................................ 38
4.3.1 Interview attendance and feedback ......................................................... 38
4.3.2 Training in performance appraisal techniques ........................................ 38
THE ABSTRACT

Tutors in Kenya’s public Teacher Training Colleges perennially complain about the lack of promotions, which resulted in some of them seeking employment in other fields and countries. This study sought to analyse the factors affecting the career progression of these tutors.

The literature review covered the process of performance appraisal, the promotion policies in place, the roles of teachers’ unions in professional growth, and personal characteristics of these tutors in influencing their career progressions.

Respondents were sampled from four teacher-training colleges, some officials of TSC, KNU and KUPPET. Questionnaires were used to gather information. Descriptive statistics of the measures of central tendencies were used to analyze the data using the statistical package for social sciences, (SPSS).

Research results showed that majority of the tutors have stayed in their current job group predominantly in L, M and N, for less than three years, while a third of them have stagnated in their current stations for more than 12 years. The most important policy that affects tutors’ career progression is passing the interview while higher academic qualification is the most influential factor towards their promotions. Majority of those interviewed did not receive an appraisal feedback from TSC. Still, most of the tutors preferred interviews for promotional appraisals. Majority of the respondents had not been trained in performance appraisal techniques, and most tutors would pursue higher academic qualification for promotion.

The principal components analysis revealed six most salient factors affecting tutors’ career progression. Factor one hinges on tutor’s personal characteristics. Factor two was named service time and the third factor was named the enabling environment. Factor four was called the conditions. Factor five was named policy limitations, while the sixth factor was named the opportunity.

It is recommended that the TSC trains its staffers in performance appraisal techniques; give feedback for motivation and offer promotion courses to all its teachers.
CHAPTER ONE: INTRODUCTION

1.1 Background to the study

In the year 2005, the Rwandese government offered teaching jobs to the Kenyan teachers. As was the case in an earlier Seychelles job offer, the response from the teachers including those employed by TSC was overwhelming. So many teachers wanted to leave TSC, and this pointed to the existence of a great level of dissatisfaction among the Kenyan teachers with their conditions of work.

In the year 2005, the announcement by the government that it will in future place civil servants and teachers on performance contracts elicited a fearful response from teachers led by the secretary general of KNUT, Mr. Francis Ng’ang’a. Ng’ang’a (2005) contends that performance contracts could be misused to hound people out of office, are one way of witch hunting and could be used to reduce the workforce indirectly.” It appears that teachers are suspicious of the performance contracts born out of their past experiences with appraisals. According to Mairura (2003) the recent reengineering of services by TSC has introduced new avenues for discrimination in identification, processing, appraisal, recommending and approving promotions of these teachers by TSC agents. Mairura further says that the majority of Nairobi secondary school teachers she interviewed were highly dissatisfied with the processes, methods and pace of promotions.

Mungai (2005) observed, that “Some teachers had served in the same grade for fifteen years”. Although casual examination reveals that there are only ten or so substantive positions available for the eighty tutors, compared to the six available for twenty-seven teachers in a secondary school. Insufficient deployment positions and non-availability of the same could contribute to stagnation of tutors in same job groups for long periods.

Irregularity and corruption in teacher promotion have been cited in Kenya and they could substantially contribute to the rate of progression of tutors’ job groups. There are many KNUT members whose salary is being recovered by the TSC over wrongful promotions. The Teachers Service commission was ranked eleventh in a corruption index published in April 2001, by Transparency International, (TI) a non-governmental watchdog on
corruption (Teachers Image, 2nd Quarter, 2002). It would be informative to find out to what extent corruption affects the rate of career progression for tutors.

The former Head of state Mr. Daniel Arap Moi, frequently promoted head teachers by decrees when these teachers called on him or when he attended their annual conferences. These unplanned promotions introduced a disharmony between the teachers' salaries and those of other civil servants. Because of these decrees, the other deserving teachers who were qualified but were not principals by then, were disadvantaged and left behind.

Mwiria (2005) acknowledged that "most schools had been mismanaged by school heads who had assumed office through patronage, and the government wants churches sponsoring public schools to refrain from interfering with selection of Principals." This clearly demonstrates that the so called stake holders interfere in the management of teachers' affairs. If this situation obtains in colleges, it could explain some of the fast promotions and also the long stagnations observed with some tutors.

Currently, many primary schools, secondary schools and college teachers continue to enrol in great numbers into the open and distance learning programs offered by the universities. Obaki (2005) had observed that when promotion on academic grounds was in place in the early 1970s, many teachers used to study and got promotions to the next grades after passing their examinations. That policy was replaced with merit promotions depending on the number of the advertised vacancies. Consequently, teachers decided not to pursue advanced degrees and certificates. This renewed interest in higher academic qualifications could probably indicate that the promotion policy has once again changed in favour of academic excellence at the expense of merit based promotions.

1.2 Statement of the problem

From the foregoing literature, it is evident that the process and practice of tutor promotion in Kenya, is replete with problems of ineffectiveness, irregularity and unfairness, which make many of the tutors in public teacher training colleges to stay in same job groups for unnecessarily too long, sometimes even up to fifteen years. While there are many factors that contribute to this situation, no research is available that addresses the plight of public colleges' tutors in Kenya and their struggles with
promotions. Hence the purpose of this study was to analyze the factors and their relative prevalence, which affect careers progression for tutors in Kenyan public teacher training colleges

1.3 Objectives of the study

The main objective was to analyze the factors affecting the progression of tutors' careers as indicated by the rate of change of their job groups. Specifically, the researcher was guided by the following study objectives.

(i) To establish how promotional policies in place affect the career progression of tutors.

(ii) To establish how the appraisal system in place, affects the career progression of tutors.

(iii) To establish whether availability of deployment vacancies affects the progression of tutors' careers.

(iv) To establish whether tutors' academic qualifications affect their career progression.

(v) To establish whether tutors' personal characteristics affect their career progression.

(vi) To identify any other factors which affect the tutors' career progression.

1.4 Research questions

In order to achieve the stated objectives, the researcher attempted to answer the following research questions:

i. How does the appraisal system in place affect the tutors' career progression?

ii. How do the promotion policies in place affect the tutors' career progression?

iii. Does availability of deployment vacancies affect the tutors' career progression?

iv. Do tutors' academic qualifications affect their career progression?

v. How do personal characteristics of tutors affect their career progression?

vi. Which other factors affect the tutors' career progression?
### 1.5 Significance of the study

The outcomes of this study are expected to help the following:

i. The future researchers who may wish to carry out more research in related fields.

ii. The management of TSC and College Principals who will get a first hand feedback from their tutors, on their feelings about the fairness, or lack of it, in the observed appraisal and promotion practices; thus they may use this information to improve their performance appraisal and reward systems for the benefit of the teaching fraternity and the country in general.

iii. The college tutors in particular who are disadvantaged by the deficiencies of the TSC’s appraisal system. They will have a chance to express their feelings freely to their employer. The recommendations of this report might prompt some of them to change their attitude towards further studies and transfers on promotion.

iv. Any organizations, which may in future want to review their performance appraisal systems, or otherwise use this information for decision making on teacher-related issues.

v. The KNUT and KUPPET, the two main teacher representative organizations in Kenya, as they address teacher related issues with the TSC, the MOEST and the Ministry of labour.

vi. The Government, which is the biggest employer, may use the information to improve its performance appraisal systems for all its workers.

vii. The researcher in completing his studies and gaining an in-depth understanding of the subject.
1.6 Assumptions of the study

The study made the following assumptions:

i. That all tutors interviewed and working in Kenyan, public TTCs are employees of the TSC.

ii. That some form of tutor appraisal takes place in all TTCs and that the TSC uses information from such appraisals to grade and promote the tutors.

iii. That the factors identified in the conceptual framework were the major ones affecting the rate of career progression of tutors in Kenyan public teacher training colleges.

iv. That all respondents faithfully gave their honest opinions on each question asked.

1.7 Justification for the study

Meeting the goals of education for all (EFA) requires sufficient numbers of primary school teachers to be trained. The tutors who train these teachers should themselves be dedicated to their work and satisfied that their individual careers, academic, social and professional development is assured. The fact that when Rwanda recently advertised teaching jobs and thousands of Kenyan TSC employed teachers sent in applications is an indication that a sizeable number of them were not happy working for the TSC. Their employer must pay and develop their careers well enough for them to stay in teaching, without forever looking for better employment conditions.

Despite the existence of the schemes of service for Technical, non-graduate and graduate teachers, the progression of the said tutors from one grade to the next has not been as smooth as originally envisioned in the schemes of service. This is evidenced by the many complaints the KNUT has expressed to the TSC demanding the full implementation of the agreements teachers reached with the TRC (teacher remuneration committee) of TSC in 1997. Up to now many teachers continue to complain to their employer through KNUT that they have served for upwards of fifteen years in the same job groups.

The Kenyan government’s intention to place the head teachers on performance contracts has attracted fearful and hostile reaction from KNUT. The Secretary General of KNUT,
Mr. Francis Ng’ang’a, believes “the contracts are one way of witch hunting and reducing the work force indirectly.” According to Dr. Gongera (2004), poor appraisal practices “can cause employees to be de-motivated if they are unclear about their responsibilities or performance standards, are uninformed about how well they are doing, or feel that their performance assessments are unfair”, which seems to be the case in TTCs.

As Ole Tumuka (2005) observed, “the procedure of promoting teachers was influenced by corruption, tribalism, nepotism, politics and even religious bias.” Many are the deserving tutors who have retired, or are likely to retire before they get promotion to their next grades. Sucha (2005) quoted the assistant ministers for education, Dr. Mwiria, who acknowledged that the government was aware of the discontent among teachers with the right qualifications yet they have been overlooked during promotions.

Inequality of rewards at work or denial or delay of deserved promotion breeds disgruntlement in workers and is against the principles of equal opportunity in employment (EEO) as explained by the American Equal Employment Opportunity Commission (EEOC).

The TSC should benefit from information gathered by this research and use it to streamline its evaluative and appraisal system so that tutors see appraisals in a more positive light than Mr. Ng’ang’a of KNUT. When tutors remain in one job group or station for as much as a decade, then there must be something wrong with the staff appraisal, promotional and development practices that needs to be addressed.

There are many studies done on human resource issues for teachers in primary and secondary schools, the polytechnics and private international schools. More studies were done on the staffers of the TSC secretariat and even the University of Nairobi. Nevertheless, despite the crucial role tutors in Kenyan public teacher-training colleges play in training of teachers, no studies dealing with their career related problems were available.

There is therefore an information gap and a worthy problem for the research. The usefulness of such information to human resources issues, education management and the national fiscal budget, justifies an investigation to expose the deficiencies of the tutor appraisal polices, processes and the practices that hinder tutors’ career progression.
1.8 **Scope of the study**

Although aimed at the more than twenty public teacher-training colleges in Kenya, the researcher could not reach them all. The study therefore covered four colleges spread in the Eastern and Central provinces of Kenya, which have an average of 80 tutors each, or about 320 tutors in total. The study was limited to establishing and analyzing the factors, which affect tutors’ career progression as perceived by tutors themselves, the TSC and trade unions officials.

1.9 **Limitations of the study**

i. The study could not take a survey of all Kenyan tutors because of their large numbers and the vast geographical distribution of these colleges.

ii. Only 41 of the established sample size of 45 respondents were interviewed for collection of data.

iii. Insufficient funds limited the number of tutors and other officials questioned to only those determined in the sample size calculations.

iv. There was insufficient time to visit all Kenyan colleges because the researcher is in full-time employment.

v. Not all respondents were interested in participating in the study and some out rightly refused to respond to the questionnaire.
CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

The literature related to this research came from research journals, articles from the Internet, newspapers, magazines, dissertations, pamphlets, booklets and textbooks. More information was got from the Ministry of Education Science and Technology policy papers, TSC publications and policy guidelines, seminar presentations and lecture notes given by various lecturers at Kenyatta University.

The researcher sought to analyze issues of appraisal and their relevance to rewarding and motivating tutors. Motivation theories by various writers were compared to actual practices by the TSC, with the purpose of identifying any deviations from those theories, as applied to the Kenyan college tutors.

The chapter is organized into the following sub-headings:

a) The importance of the tutors in national development

b) The promotion policies in place:
   i. Merit, ability and work performance.
   ii. Approval by Director of Education and others
   iii. Existence of a vacancy
   iv. The current promotional grades for tutors

c) The appraisal system in place:
   1. The need for competent appraisals
   2. Limitations of the appraisal system;
      i. Construction of the appraisal documents
      ii. The style in which appraisal is approached.
      iii. The culture of the organization
      iv. Irregularities of the promotion practices

d) Tutors’ academic qualifications

e) Other Factors
   i. Willingness of tutors to improve their qualifications or to change stations
   ii. Political, religious and other influences
iii. The roles of teachers’ organizations in promoting professional appraisals
f) Towards professionalism in teaching: experiences elsewhere.
g) Summary

2.2 Importance of tutors in national development

Ryan (1999) defines Teaching, as the systematic presentation of facts, ideas, skills, and techniques to students. Achimugu (2000) underscored the importance of the teacher by saying that anything that affects the teacher affects the nation and thus leads to the agonies of the nation. Achimugu observes that this could manifest (itself) in terms of disruption of classes, poor achievement of students in public examinations, moral decadence of youths, undisciplined adult society and underdevelopment of the nation.

In addition to this view, the ILO report (2000) on World education matters quotes the Köln Charter on Aims and Ambitions for Lifelong Learning (1999), as having declared: “Teachers are the most vital resource in promoting modernization and higher standards; their recruitment, training, deployment and appropriate incentives are critical to any successful education system”. Further more Olekambaine (2002) observed that the teachers’ role in the teaching and learning process is very essential in producing people who are sufficiently equipped with the knowledge and skills needed to competently and competitively solve developmental challenges, which face the human race in varied environmental conditions.

Indeed, the Education International report (2003) stated that the Kenyan Government realizes the important role the teachers play in the Education for All (EFA) process. Therefore, in 2003, “in order to convince teachers to stay in their profession, the government promised the KNUT that the revision of teachers' salary would be implemented once the country's economy improved” the report says.

Because of the introduction of free primary education in 2003, the KNUT estimates the shortage at 60,000, teachers. Obviously, the country must train more teachers to meet not only the deficit, but also to replace those retiring or leaving through natural attrition and the aids scourge.
As for college tutors, Pons (2003) summarizes their important roles in provision of training to teachers. Pons asserts that “the uniqueness of (tutors) instruction methods is intended to go beyond the elementary transmission of information, (and) is meant to provide learners with skills and knowledge they can apply to their functioning as adults in the management of their lives and often in their work”.

Finally, Inlow (1965) summarized the demands on a tutor thus; “The dual requirements of preparation for the next day and also evaluating the work of that morning or afternoon are ever his...the academic responsibilities are almost infinite.”

2.3 Promotion policies in the schemes of service

The Scheme of Service for Graduates (2003) states that besides academic qualifications, advancement from one grade to another will depend on the following conditions:

(a) Merit and ability as reflected in work performance and results

Chesos (2005) quotes the Secretary to the TSC, Mr. Lengoiboni as having declared that teachers will henceforth have to sit for proficiency tests before they are promoted. The problem with merit performance and student results as criteria for promoting teachers is that they are riddled with the appraisal shortcomings of the process and efficiency of the appraisers.

In addition, the working conditions, the students’ backgrounds and the endowment of schools or colleges are not uniform countrywide. The criteria to determine a good performance for a teacher in a national school cannot be used for another teacher in a school that is struggling to acquire even the basic facilities. The merit criteria and process has been miss-used before to reward those not deserving and to deny those who deserve.

Although KESI offers Management training for Head Teachers and Principals, management training for institutional managers is neither a regular nor a compulsory undertaking. It is not even a pre-requisite before one becomes a principal, or for such a principal to write appraisal reports for other tutors. Unfortunately, for TSC to gauge merit
and ability as reflected in work performance and results, it has to rely on the reports made by the Principals irrespective of how objective these reports might be. Perhaps that's why Cole wonders; "how can a manager (read principal), fairly assess qualities of leadership and judgment for example?"

Bernadin et al, (1987), and Casio et al (1981) say the process of appraising employees is made difficult by the fact that the criteria of effective and ineffective performance are frequently hard to define. They add that the areas of performance for which a single individual is responsible are often unclear and evaluations tend to be based on the perceptions and judgments of an individual's immediate supervisor. It is also not clear what constitutes an outstanding, very good, fair or an unsatisfactory performance for a tutor. There is no universal tool of concretely measuring a tutor's output, in order to compare him with another in a different college.

(b) The approval of the Director of Education, Director of Technical Training or the Secretary to the Teachers Service Commission

Pritchett and Filmer (1997) found an insignificant relationship between teacher satisfaction and student achievement. Consequently, they suggested reduction of spending on teachers' salaries and allowances and greater spending on physical facilities. Their views were adapted in 1997 by World Bank as policy in Kenya, and up to now teachers are lowly paid for their work.

The Director of Education, Director of training, the TSC secretary and other policy makers, represent the employer or Government of Kenya. These policy makers would not approve promotions that would go against the advice of the department of personnel management or force the government to pay more money. Consequently most of these vacancies never get easily be approved, and hence tutors do not get their deserved promotion.
The existence of a vacancy in the authorized establishment

In public teacher training colleges, deployment positions are those of the Principal, Deputy Principal, DOC, DOS and heads of departments of Science, Social Sciences, Education, Creative Arts, Mathematics, and the Languages. The status of departments of Learning Resource Centre, Guidance and Counselling, Games and ICT are undefined in the scheme of service. The TSC does not recognize the positions of Head of subjects or the director of teaching practice. As observed, only about ten out of about eighty tutors per college can hold administrative offices, which unfortunately, are tied to job groups.

During an interview, the first vice chair of KNUT, Mr. George Wesonga, criticized the promotion system used by TSC, complaining that TSC promotes only two and a half per cent of deserving cases, and so some people may never be promoted in their lifetime. Wesonga believes that upgrading of tutors should be fashioned on a system that does not equate promotion to administrative positions. Therefore, their salary should be increased while in the classroom, even to the level of Director of Education, without minding the attendant titles.

To support Wesonga’s view, Aduda (Daily Nation, April 21, 2004) states that, the promotions are not automatic but are subject to teacher promotion courses (in primary schools) and interviews (for all other teachers). He argues that since teachers do not create the promotional vacancies, they should not be subjected to waiting for vacancies to come up before they get salary adjustments. Aduda observes that a teacher only gets automatic promotion to job group L, and after that promotion chances (which are too few) must be advertised, (which is not often enough) and consequently, some teachers have therefore served in certain grades without moving up.

The ILO (2000) report on education asserts that promotion need not be tied to availability of or be equated to mean administrative positions. Therefore, there is no longer any excuse for the TSC not to enrich the teachers’ jobs by giving them opportunities to higher education (and salaries) in research related fields. The failure of the TSC to fill the positions in the correct time delays and denies deserving tutors the chance of promotion.
Table 1: Grading for graduate teachers

<table>
<thead>
<tr>
<th>Designation of teacher</th>
<th>Job Group</th>
<th>Recommended Deployments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Untrained Graduate</td>
<td>J</td>
<td>Classroom teacher</td>
</tr>
<tr>
<td>Graduate Teacher II</td>
<td>K</td>
<td>Class teacher</td>
</tr>
<tr>
<td>Graduate Teacher I</td>
<td>L</td>
<td>Head of subject in secondary schools</td>
</tr>
<tr>
<td>Senior Graduate</td>
<td>M</td>
<td>A Senior Graduate Teacher may be deployed as a Head of Department in a school with one or two streams. He/she can also be a subject head of a National School or in a school with three or more streams.</td>
</tr>
<tr>
<td>Principal Graduate Teacher II</td>
<td>N</td>
<td>A Principal Graduate Teacher may be deployed as a Senior Head of Department in a National School or a secondary school with three streams and above; or a Deputy Head teacher of a secondary school with one or two streams</td>
</tr>
<tr>
<td>Principal Graduate Teacher I</td>
<td>P</td>
<td>Head Teacher in a school with one or two streams; or a Deputy Head teacher in a National School or a school with three streams and above</td>
</tr>
<tr>
<td>Senior Principal Graduate Teacher</td>
<td>Q</td>
<td>Principal of a National School, a large Provincial School, Technical Training Institute/ Institute of Technology; or as a Deputy Principal in a National School or Post Secondary Institution.</td>
</tr>
<tr>
<td>Chief Principal Graduate Teacher</td>
<td>R</td>
<td>Head of a National Polytechnic, National School, Large Provincial School, Teachers’ Training College, Technical Training Institute</td>
</tr>
</tbody>
</table>

d) The current promotional grades for tutors

Table 1 shows the current grading system and the roles each designation plays in a college. The table is adopted from the scheme of service for graduate teachers, 2004.
Currently not all those playing the administrative roles in colleges are correctly designated, partially due to the failure by TSC to appoint suitable personnel immediately these positions fall vacant.

(This forces the principals to make local appointments, using their own criteria, which are not always based on seniority, performance or productivity of the tutor. Although irregular, it is possible for example for a tutor serving in job group M, to be internally appointed to serve as the deputy principal in a college even when there are other tutors in job group P, serving in lower deployments. Others serve as deans and heads of departments while they are in job groups L and M, despite the presence of more qualified tutors in higher job groups than them.

2.4 Appraisal systems in place

(a) The need for competent teacher appraisal

In Kenya, the annual evaluation of the head teachers and Principals is not a common occurrence. However, as already seen earlier, Chesos (2005) quotes the Secretary to the TSC, Mr. Lengoiboni, as having stated that teachers would have to sit for proficiency tests before they are promoted. This is in line with the requirement that head teachers and other teachers would in the future sign performance contracts. Sucha (2005) quoted the assistant minister for Education, Dr. Kilemi Mwiria’s declaration that the qualifications of those teachers emerging the best from interviews and competence tests would be published in the local media to check against nepotism and patronage (Daily Nation, May 20, 2005). The ILO (2000) report predicts that in future, promotion of teachers to the next grade will no longer be based on merit and seniority alone but on, passing a public examination or both.

Cole (2004) postulates that performance appraisal is the evaluation of individuals in terms of their job performances. On the other hand, Randell et al (1984) defined staff appraisal as any procedure, which helps the collecting, checking, sharing, giving and using of information collected from and about people at work for the purposes of adding to their performance at work. They have also asserted that granting pay increase or giving promotion is the sole purpose of any staff appraisal scheme to any organizations.
Rue & Byars (1993) stress that performance appraisal as a process should involve giving feedback to an employee on how well he or she is performing the job, with a purpose of establishing a plan for improvement. Gilbert & Jessup (1975) observed that performance appraisal can be used to motivate employees to work harder. However Bernadin and Klatt (1985) state that the two most important functions of performance appraisal are counselling (motivation) and development (training).

Randell et al (1984) believed that when assessments of performance are required, they should be carried out through technically sound procedures, such as behaviourally anchored rating scales or standardized psychological and attainment tests by thoroughly briefed and trained staff. Twelve years later, De Cenzo and Robbins (1996) supported Randell in emphasizing the need of training the appraisers. They argued that the importance of training becomes clearer when you consider that any employee action like promotion, termination or transfer, must be based on valid data, which is prescribed from the performance evaluation document. Unless TSC uses competently trained staffs to accurately do the tutor appraisals, the tutors’ career progression will continue to follow indefinite routes at unpredictable paces.

(b) Limitations of the current TSC’s tutor appraisal system

Cole (2002) captured the limitations of any appraisal system as follows:

1. The construction of the appraisal documents

The TSC uses a form TSC/CONF/1 or schedule XV attached to the teachers’ code of regulations. Part one of this form asks for the teacher’s personal details like teacher’s job grade, marital status, their religion and denomination. Other details asked for are the date of first appointment as a teacher; the present post held and the date of appointment to that grade, the teacher’s present basic salary per annum, any special contribution to education development and professional courses taken during the year. In addition, the teacher declares the subjects he or she teaches and to what level, plus any involvement in extracurricular activities.
In part two, the head of institution supplies information about the teacher such as:

i. General conduct and personal characteristics

ii. Performance in teaching and in carrying out assignments

iii. Administrative and organizational ability

iv. Co-operation with others

v. Overall assessment (outstanding, very good, fair, unsatisfactory)

Cole (2002) prescribes that the key elements of the appraisal form should focus on the job or the person, the performance criteria to be selected and the performance ratings to be used. He declares that the form should concentrate on key result areas (KRA), in which targets have been set, are measurable and evidence towards the extent of their achievement availed for corrective purposes. Table 2 below is a modified form as recommended by Cole.

### Table 2: Performance ratings model table

<table>
<thead>
<tr>
<th>KRA</th>
<th>Targets</th>
<th>Was Target Achieved?</th>
<th>What is the Evidence?</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Profitability</td>
<td>Attain 50% distinction pass in science</td>
<td>Yes</td>
<td>KNEC results</td>
<td>Collective teaching was adopted</td>
</tr>
<tr>
<td>Delivery</td>
<td>Mark and process all CAT Marks by a certain date</td>
<td>No</td>
<td>CATs for two classes had not been marked within the set time.</td>
<td>Time set for marking was too short. / Big loads because one teacher was on leave</td>
</tr>
<tr>
<td>Staff performance</td>
<td>Successfully organize and execute the graduation program</td>
<td>Yes</td>
<td>No hitches experienced and ceremony ended as programmed.</td>
<td>The chosen team had prior experience in organizing similar activities.</td>
</tr>
</tbody>
</table>

If Cole’s suggestions were to be followed strictly, then clearly, the TSC appraisal form does not always elicit tangible, justifiable, comparable and quantifiable abilities or productivities of the tutors. It is little wonder then that one tutor in one station will be regarded, as worth promotion but in the next station he or she does not feature prominently in leadership positions, because of the subjectivity of appraisal
2. The style in which the appraisal is approached

These styles include the following:

i. Tell and sell, where the manager directing what to be done persuades them to follow instructions.

ii. Tell and listen, where the manager not only directs how work ought to be done, but he also allows the workers to chip in their suggestions as per their experiences and then the necessary adaptations are made.

iii. Sharing, (Mair, 1958). Formulating and executing the objectives together with the workers. Their performance is assessed by the manager.

Of all these approaches, sharing is considered the best basis for an appraisal owing to its joint problem solving approach involving the manager and his employees. The TSC managers and their agents hardly afford the teachers the opportunities of listening to them. From experience, most principals’ attitudes towards the subordinates assume the options of tell and sell, giving the tutor no option to learn from mistakes previously made.

3. The Culture of the Organization

This is the value system in the organization. It is unlikely that a non-Christian would rise in the administrative ladder in an institution headed by a “born again” Christian Principal. Obiye (2002) reports that results from research indicate that subordinates tend to be divided into in-groups and out-groups. The superiors usually favour in-groups. Therefore, they enjoy a high degree of trust, interaction support and rewards. Out-groupers appear to be permanently out of favour and (endure the most) of supervisory distrust and criticism. The Head teachers (Principals) in most colleges and schools surround themselves with loyalists for self-preservation purposes.

4. Irregularities in promotion practices and political interferences

Mwiria (2005), who is the assistant minister for higher education, proclaimed that school heads who assume office through patronage, had mismanaged most schools and asked politicians to desist from interfering with selection of the principals (Chesos, 2005).
Mwiria is also quoted by Sucha (2005) stating that the government was aware of the discontent among teachers with the right qualifications but have been overlooked during promotions. The TSC publication called “The teacher’s Image”, also recognized that the commission was ranked eleventh in a corruption index report published in April 2001, by transparent international, a non-governmental watchdog on corruption (Teachers Image, 2002).

Ole Tumuka (2005) claims that in 1995, some teachers were assessed for promotion. Although they deserved promotion, they were not promoted but instead, other undeserving teachers were. Teachers who subscribed to the aforementioned ills were easily promoted from P3 to senior approved teacher status within a short time, while those who did not, worked in the same grade for many years. As a result, tutors careers have not progressed as they should. The KNUT has a file full of mitigating letters from teachers whose salary is being deducted by the TSC as recovery of extra monies paid to those teachers after such irregular promotions.

2.5 Tutors Academic Qualification

Obaki (2003) reported that teachers decided not to pursue advanced degrees and certificates because they knew they were not going to be considered for promotions to higher professional grades after obtaining those degrees and certificates. Obaki observed that in the nineteen nineties, the Government changed its promotion policies from that based on academic qualifications to one based on merit, involvement in extracurricular activities, student performance, involvement in community activities, and recommendation from the principals. Consequently, teachers relaxed their quest for higher academic certificates.

KUPPET (2004) found that there are big discrepancies between the pay holders of masters’ degree get from TSC and that given to their equivalent in the universities. Their equivalents at the universities get a salary which is more than double what the highest tutor, the chief principal, earns from TSC. Tutors in colleges would only therefore study for the prospect of teaching at the universities, but not working for TSC.
As Mairura (2003) observed, TSC claims that after its reengineering, it has refurbished the HRM division and created a teacher development sub-committee to effect training programs for the teachers and to evaluate the impact of training on performance improvement. However, the facts on the grounds indicate that no in-service training of tutors is going on, except when tutors register for self-sponsored studies at the universities or the Kenya Institute of special Education.

Mairura (2003) found that secondary school teachers were dissatisfied with the promotions, or lack of it, based on academic qualification. There are many teachers, such as Macharious N Kombo, who complains that although he had trained in special education for the physically handicapped in 1991 he has remained in the same job group for fifteen years. However, Chesos (2005) held that the TSC secretary, Mr. Lengoiboni had noted that most teachers failed to read and were even ignorant of issues in their profession including their rights. For that reason, the Secretary proclaimed, new teachers will be issued with induction guides spelling out their duties, rights and other information. Some of the rights the teachers do not know are their rights to transfers, promotion and study leaves.

The failure to train for higher abilities has caused incompetence in teachers, especially in this era of IT. When opportunities come along, these tutors who are not computer literate are found uncompetitive and so their job groups do not change. Furthermore Obaki (2005) had observed that the lack of study opportunities close to the rural teachers had discouraged those that had wishes to further their education. However, with the current trends where local universities have aggressively marketed their open learning, school holiday based degrees and full time bachelors and master’s degree programs, more and more teachers are now studying for higher academic qualifications. Now that Chesos (2005) reported that the TSC secretary Mr. Lengoiboni had promised promotion to those who get higher qualifications, perhaps there is a brighter future for tutors who will pursue higher degrees.
2.6 Other factors

(a) Tutors’ unwillingness to transfer to where vacancies are available

For fear of destabilization and discrimination, teachers do not want to leave their "comfort zones" to go to "foreign" areas. Some have already settled and have businesses and social responsibilities near the places they work. Incidentally, the average age of college tutors who would qualify for the available deployment positions is above forty, and their children are either in secondary schools or in colleges. Consequently, any destabilization that a promotion with a transfer would cause is not welcome. Besides, the resultant salary increment is so insignificant that it does not effectively motivate these tutors to accept the transfers. To curb this refusal for teachers to move to outlying areas, the TSC delegated the recruitment of teachers to the local BOGs in the institutions to attract only those teachers willing to stay in those institutions.

(b) Interference by politicians, sponsor churches, and other interested parties

Over the years, numerous cases of parents ejecting principals and head teachers from their schools have been reported. Welikhe (1996), wrote that (parents and politicians) unfairly blame the teachers for poor results at National examinations, while Momanyi (1996) observed that Schools and teachers have come under strong pressure to perform better, often under circumstances beyond their total control. Mwiria (2005), who is the assistant minister for Education, as having told politicians to desist from interfering with the selection of school Principals, because this led to mismanagement of the institutions. (Chesos, 2005)

Nevertheless, the assistant minister for water Mr. John Munyees (Sucha, 2005) reportedly claimed that “Non-residents of Turkana district had been listed for jobs meant for locals". Such pronouncements indicate that the politicians and local people have preferences for who teaches in or heads a local institution. Therefore a "foreigner" has little chance of getting promotion in such schools.
The churches and sponsors of institutions are not blameless either. Sponsor churches are known to reject a head teacher or principal based on his religious backgrounds. Mwiria (2005) further directed that “the government wants churches sponsoring public schools to refrain from interfering with election of principals” (Chesos, 2005). Most Churches, who were the first people to start schools in Kenya, still command and control the affairs of the institutions they “own” as sponsors. Even the Minister of education is bound by certain clauses in the Education Act to incorporate the wishes of the sponsor in selecting the BOGs. Politicians, churches and parents therefore interfere with the running of institutions and do influence teachers’ affairs.

Mairura (2003), recorded the dissatisfaction teachers felt when BOGs started to control employment of teachers. Mairura observed that the selection of which teachers would work in which schools has gone political, and nearly half of the interviewed teachers were dissatisfied by the conditions set to determine which teacher deserves a transfer. About three quarters of Mairura’s respondents thought the recruitment of teachers by BOG was highly disappointing. These BOGs continue to influence who is appointed to head their institutions. This interference introduces open segregation leading to some tutors never getting a chance to occupy higher offices.

(c) The roles of teacher organizations in promoting professional appraisals

In America, the National Education Association of the United States (NEA) and the American Federation of Teachers (AFT) both represent the interests of the greater majority of teachers in the United States. They advocate for greater job security, better working conditions and salaries for teachers. The NEA and the AFT represent teachers in legal proceedings involving local, state, and federal governments. Both organizations also conduct research on education, provide teacher training, and participate in curriculum development. The National Board for Professional Teaching Standards (NBPTS) specifies levels of competency and expertise for teachers. Experienced teachers become certified by the NBPTS only after passing a screening based on both their knowledge of academic subjects and their performance with children.
However, to qualify to be certified and graded as a teacher of some recognized standard by the NBPTS, Collection of evidence of quality teaching is professionally done, by agents of NBPT, AFT, or colleagues of the teacher by video recording. The results of the performance by that teacher’s students at standardized examinations are also taken into consideration when grading teachers. This certification has afforded teachers recognition as professionals and, in many cases, has enabled them to command higher salaries. It also has helped to establish national standards for quality teaching.

AFT has developed a professional teacher compensation system of rewarding teachers who have additional skills and knowledge that benefit children. Additional skills include licensure in multiple fields, exemplary practice (e.g., attainment of National Board for Professional Teaching Standards certification, teaching in hard-to-staff schools, and shortages in particular teaching fields such as science, mathematics, and special education.

In Britain, the General Teachers’ Council is responsible for all Certification and Grading of teachers. The GTC is committed to policies that will promote equal opportunity in all aspects of its employment and business, regardless of age, disability, ethnic origin, gender, marital status, religion, sexual orientation or any other grounds not bearing on a person’s ability or potential. Moreover, it has active committees that perpetually ensure strict adherence to laid down rules and standards such as:

i. Addressing the practices, recruitment, selection, promotion, performance appraisal, pay and conditions of service, training, monitoring, flexible working, harassment, grievances and disciplinary procedures

ii. Enforcement committee, which deals with breaches of, and enforces the equal opportunities policy (EOP). Disciplinary procedure involves an employment tribunal under the sex discrimination, race relations or disability discrimination act.

In the United Kingdom, school governing bodies now must appraise the school head’s performance annually based on performance objectives agreed with the head and the governing body (ILO, 2000). Key elements considered desirable include objectivity, a
non-mechanistic outlook, inclusion of peer assessment where appropriate, and a holistic approach whereby the entire school environment is assessed. Teacher unions, the report says, often negotiate peer review programs with management as part of professional improvement efforts.

In short, the British teachers' appraisal system seems to protect the teachers' individual rights, and uphold the principals of equal employment opportunities. The American system of peer appraisal and the involvement of the teachers unions in assessing, accrediting and grading their teachers, offers a good model of a professional teacher service. It is worth noting that the NBPT and AFT of America, and the GTC of Britain are self-regulating bodies whose strong points are their professionalism.

Turning closer home in Tanzania, the situation of the teachers is pitiable. Olekambaine (2002) reports that the Tanzanian Teachers' Union (TTU), recently conducted a study which revealed that the standards of the teaching force there, is very dismal indeed. For majority of teachers there, becoming a teacher was a "last resort" after failing to find employment in other areas. Education International (2003) has observed, "In practice, there is no organized, sustained effort to develop and further teachers' professional development, and that nearly half of primary school teachers had not received a formal education above that of the children they were teaching."

However, in Uganda, two teacher associations, UTA and UNUT, have been in existence. Kisambira (2005) claims the teachers are moving closer to forming a union that will give them a platform for direct discussions with the Government. In the same article, Dr. David Muwanga, the president of UTA (Uganda teachers' Association) and co-chairperson of UNUT (Uganda National Union of Teachers) stated that once UNATU (Uganda National Teachers Union) is registered, its agenda would include policy issues and remuneration matters to improve education in the country.

In Kenya, the Kenya National Union of teachers (KNUT) was initially concerned with the matter of the welfare of the all cadres of teachers and the maintenance of a good quality of education in the country. KNUT has been very instrumental in negotiating for better terms of service, remuneration for the teachers, and the retention of TSC as the
single employer for all teachers and tutors in public institutions. In regard to their well
fair, Kenyan teachers are comparatively better placed than their East African
counterparts.

While opposing the proposed 2005 constitutional changes, Mr. Julius Githinji, the then
second vice chair of KNUT said, “The proposed constitution will disadvantage teachers
and deny them the power of collective bargaining. Many employers cannot provide
uniform conditions for all teachers and we would go back to before 1965 when TSC was
formed”. All the same, over the years this KNUT has appeared to be more active on
matters of salaries and intervening in teachers discipline cases, especially where the
primary teacher is concerned. Consequently, Mr. Wanyonyi Buteyo the executive
secretary of KUPPET (Kenya Union of post primary Education teachers) asserted that,
his union was formed to represent the interests of this group, to which most college tutors
qualify to join. At the present not many college tutors are in KUPPET because most of
them had started as KNUT members when there was no other trade union for them. Still,
some of the targeted post primary teachers were primary teachers who through the merit
system were promoted from P4 through the intermediate grades to ATS status. Such
tutors are more sympathetic to KNUT than the newer KUPPET. However the important
point to note is that both KNUT and KUPPET have not yet undertaken the
responsibilities of conducting professional appraisal and grading of teachers, as they are
more preoccupied with matters of trade unionism, competing for membership and
recognition.

In Kenya, the Quality Assurance and Standards (QUAS) department of the MOE assesses
the quality of teaching of the curriculum, the suitability of the physical features of the
schools and the management of the school resources. It is therefore well placed to
conduct teacher performance appraisals and rating. However, the Teachers’ Unions ought
to transform them-selves into quality monitoring professional bodies to accredit their
members.

Clearly, while the American and British teachers’ bodies pursue professionalism, the
Kenyan, the Tanzanian as well as Uganda’s teachers’ unions, are yet to fully transform
into professional bodies that could influence the qualitative assessment and grading of
teacher's abilities. For that reason, they have left the employers to decide unilaterally, who and when to promote. This practice has contributed to the delays in the progression of tutors up the ladder of job groups.

2.7 Towards professionalism in teaching: experience elsewhere

Bogonko (1992) defined professionals to be practitioners who command a body of specialized, esoteric knowledge, which is not available to the public. A profession affords a life career, livelihood and permanent membership of its practitioners. The international labour organization (ILO) (2000) report maintains that there is a strong case for assuming that a greater ‘professionalization’ of teaching and related educational work will impel individuals to seek out and invest in the professional development opportunities to improve their performance and work satisfaction.

The ILO (2000) report adds that substantial new roles need to be implemented on a large scale (such as) reflection and innovation, examining (researching on) pedagogical practice in classes and schools; transforming the knowledge gained into innovative changes in content or methodology, which will improve learning outcomes and networking this information to other practitioners. Nevertheless, as the ILO has observed, it is not clear that training and professional development of educational administrators has kept pace with the changes in the education management approaches and technology. However, just like in the United Kingdom, training for newly qualified teachers’ status will include a mandatory component on information and communications technology.

Connell(1998), Delors (1996) and CEART (1998), point out the importance of initial teacher education in creating a firm foundation on which to build competences oriented towards new teaching content and practice, and to preserve the status of teaching as a profession. Court and Kinyanjui (1985) have suggested that recruitment, salary, and promotion policies that encourage the selection, training, and rewarding of the most capable administrators and teachers be put in place. They contend that in-service training measures that permit their constant refurbishment can go a long way in improving the
quality of education through strengthening teacher morale even where finances are scarce.

The ILO (2000) advocates for Collaborative forms of teaching, which is fast replacing the “one teacher per class” approach. This Collaboration can be attained through “information networking, team teaching of two or more classes, or networks of specialists working across groups of classes. This is important to maximize the benefits brought to bear by each teaching professional.” The report continues to assert that the spreading accessibility of teaching resources on the Internet will further challenge teacher educators in assisting prospective teachers to organize their access to it.

2.8 Summary of literature review

The cited literature reveals that teachers are the most vital resource in promoting modernization and higher standards of living. Their recruitment, training, deployment and appropriate incentives are critical to any successful education system. To retain and motivate the tutors to perform better, the TSC and government must review their promotion policies and enable more tutors to move up the professional ladder.

The process of promoting tutors in Kenya is packed with unfairness and irregularities. TSC promotes only two and a half percent of deserving cases. Too few deployment positions, limiting policies, delays and unfair practices, interferences by interested parties and unwillingness of tutors to accommodate changes, are some of the factors that affect tutors professional growth.

The Kenyan Teachers’ unions have not taken up the task of accrediting their members through professional appraisals. The British teachers’ appraisal system protects the teachers’ individual rights, and upholds the principals of equal employment opportunities. The American system of peer appraisal and the involvement of the teachers unions in assessing, accrediting and grading their teachers, offers a good model towards a professional teacher service. The ILO report predicts that promotion of teachers to the next grade will no longer be based on merit and seniority alone but on passing a public examination or both.
2.9 Conceptual framework

The tutors' career progression or the upward change of job groups (job Groups progression) is the dependent variable of the research. Both the extraneous and independent variables of this study, which will be analyzed in relation to progression of tutors' job groups, include the first three classified as employment factors, which are:

1. **Existing promotion policies:**

These policies are TSC or Government controlled through the department of personnel management, DPM. Such policies set number of people allowed in any one job group at any one time, the rates of annual salary increments, the number of years one has to stay in one job group before being promoted and the rate of payment for these people, since they reflect on the fiscal budgetary allocations. Once the number is set, the teachers have to abide by the policy. The changes in policies of identifying a suitable candidate, for example the shift from academic qualification grounds to merit system in the nineteen eighties, cause some teachers to lose out. The proposed performance contracts might as well shift the promotion criteria once again.

2. **Availability of vacancies:**

Both the set number of the promotional vacancies (establishments) and the rate at which those vacancies are advertised and filled determine the availability. Sometimes such positions remain unfilled for many years and this denies qualified tutors the opportunity to occupy them, and hence their job groups do not progress. Delays in advertisement of these vacancies sometimes allow the Principals to fill them locally on grounds other than those set up in the policies hence deserving tutors lose out; otherwise delays give undue advantage to those less deserving. Availability of vacancies is an independent variable that positively influences the progression of tutors' careers.

3. **The appraisal system and practices:**

Appraisal system refers to the whole process of, and people involved in identification of the suitable persons to promote to responsible positions. It includes identification and
advertisement of vacancies, followed by interviews, annual reports by agents, or attendance to promotional courses and finally, placement of the officer. Biased reports, delays in advertisements, inefficiency of appraisers and errors in the process, corruption and favouritism are some of the known roadblocks to tutors’ careers progression.

4. The personal characteristics

The personal characteristics that may influence a tutor’s career progression include gender, age, marital status, willingness to transfer to where vacancies are available, academic qualification and a tutor’s district of origin.

- Gender: Being male or female has its special bearing on promotions in this era of affirmative action.

- Marital ties: the condition of being married or having dependants that would be difficult to leave behind or carry along in case of a transfer. Because of marital ties and obligations, tutors often find themselves unable to take up promotion positions especially when a change of station may create inconveniencies in the family.

- Home District: The district where the teacher’s permanent home is or his original place of birth. Experience shows that a teacher, who works in his home District, is more likely to get local and political support to positions of leadership than one who is not.

- Willingness to move to where vacancies are: this is a condition required of the teacher by the employer, especially for promotions with deployment. If one does not take up his position in the station with this vacancy, then he/she forfeits the chance to someone else.

- Age: Age is the actual number of years of a tutor from birth to the time of research. Age is another factor that either aids or hinders a teacher’s promotion speed. Young beginners are required to wait for a minimum number of years before they could apply for promotion. Each tutor is required to serve for a certain minimum number of years in one job group before he could be considered for the next, causing some older ones to retire out of the service before reaching their ceiling job group.
• Tutors' academic qualifications: this is the highest level of education or academic certificate a teacher holds. Since the policy of promotion on academic qualifications was dropped in the eighties in favour of merit system of promotion, many teachers desisted from further studies. However since 2002, the universities opened their doors for what they call “massification” of education, and many teachers have acquired higher degrees, which have changed their statuses.

The relationship of these independent and extraneous variables with the dependent variable called “job groups progression” is shown diagrammatically below.

Figure1. Conceptual framework
CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter gives a brief description of the study design, particularly focusing on the target population, accessible population, sampling design, the sample size of the study, validity and reliability of the instruments, and the expected output. The main purpose of this chapter is to explain how the researcher identified the participants, and to describe the methods used in data-gathering, recording, analyzing and presenting the results.

3.2 Research Design

The researcher used a descriptive statistical design. Kothari (2004) and Orodho and Kombo (2002) recommend this design for collection of people’s or group opinions or attitudes. Primary data, which was collected by means of questionnaires, informed this research. The researcher made deliberate efforts to obtain precise information from the tutors, TSC officials and teachers’ unions, on their perceptions of the factors that have affected the career progression of tutors either positively or negatively.

The resultant data is presented in frequency tables. Using the computer program SPSS, the researcher tabulated, analyzed and summarized data and results using descriptive statistics of central tendency; these are frequencies, mean, standard deviation and percentages. Factor analysis was also done in order to establish the most salient factors affecting the progression of tutors’ careers.

3.3 Target Population.

This study targeted all the tutors who are employees of TSC in the twenty-one public teacher-training colleges. The colleges are spread throughout the country, in seven out of eight provinces. The average number of tutors in each is about eighty, making about one thousand six hundred and eighty tutors, including the principals. Each college has about six heads of departments; there are two deans, one deputy principal and one principal, and the rest are tutors.
The forty-one (41) participants who filled the questionnaires came from four out of twenty-one public teacher-training colleges in Kenya. The four colleges are spread around the Mount Kenya region, which are Kagumo, Murang’a, Kigari and Egoji TTCs. The three hundred and twenty tutors, including, heads of departments, deputy principals and principals in the selected colleges comprised the accessible population.

Several senior staffing officers at the TSC, (randomly selected) were questioned. In addition, the vice chairman and the secretary-general of KNUT and secretary general of KUPPET recorded their views in the questionnaires.

3.4 Sampling Design

(a) Sampling procedure

Convenience sampling was used to sample the four colleges due to their accessibility to the researcher. These four colleges of Kagumo, Murang’a, Kigari and Egoji TTCs represent about 19% of the target population. The sample size had been calculated at the 90% confidence level with the standard deviant, $z=1.28$ and at a level of significance of $\alpha=0.1$. A Confidence level above this was considered unlikely to be realized.

The available number of each category of tutors, $N$, was divided by the total number of available tutors ($T=320$) in the four colleges to get their proportion fraction $p$, and hence $q=(1-p)$. The Sample size was then worked out using the formula:

$$n = \frac{(z^2 pq)}{\alpha^2}.$$  (Mugenda M.O and Mugenda A.G, 2003,)

Mugenda et al (2003) also recommend that for descriptive studies, 10% of the accessible population is sufficient. In which case 10% of 320 tutors in the four college gives $n=32$. This is in close agreement with the formula above and the working in the table 3 below, which gives $n=36$, after the necessary rounding off and adjustments for divisibility by four. The parenthesis shows that for equitable distribution among the colleges, the calculated sample size was adjusted to make the number divisible by four. Thirty-six tutors in total were to be involved. After adding the nine officials of TSC, KNUT and
KUPPET, whose selection criteria is described above under the sub heading 3.3 (target population), the total sample size adds up to forty-five (45).

### Table 3: Sampling model

<table>
<thead>
<tr>
<th>Category</th>
<th>Available population, N</th>
<th>( P = \frac{N}{T} )</th>
<th>( q = 1-P )</th>
<th>Sample size ( n = \left( \frac{z^2 \cdot pq}{\alpha^2} \right) )</th>
<th>Kigari</th>
<th>Muranga</th>
<th>Egoji</th>
<th>Kagumo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals &amp; deputies</td>
<td>8</td>
<td>0.025</td>
<td>0.975</td>
<td>3.8 (4)</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Deans</td>
<td>8</td>
<td>0.025</td>
<td>0.975</td>
<td>3.8 (4)</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>HODs</td>
<td>24</td>
<td>0.075</td>
<td>0.925</td>
<td>10.8 (12)</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Tutors</td>
<td>280</td>
<td>0.875</td>
<td>0.125</td>
<td>17.0 (16)</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Sub-Total (T)</td>
<td>320</td>
<td></td>
<td></td>
<td>35.4 (36)</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>KNUT</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KUPPET</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TSC</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>329</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>45</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 3.5 Reliability of research instruments

To ensure the consistence reliability and content validity of the instruments, a reliability test was performed by piloting of the instruments in all the four teacher-training colleges. One deputy principal, one dean, three heads of departments, and four tutors were randomly picked for questioning. The piloting phase helped in clarifying and eliminating ambiguity of questions. The participants in the piloting phase were not involved in the subsequent main interview, but their views were incorporated in the final analysis.

### 3.6 Data Collection Procedures and Instruments

The researcher sought permission from the ministry of Education, Science and Technology, and the colleges’ management, to interview and collect data from the tutors and all concerned. The researcher assured the participants of the confidential treatment of the information they would give.
Responses to items on the questionnaires were the main source of primary data for this study. The questionnaires consisted of some closed ended questions to provide for structured responses for use in statistical analysis, and also some open-ended questions which provided opportunity for respondents’ free expressions.

In all the colleges the researcher randomly issued the questionnaires to those tutors found in the staff room during the tea-break. Introductions were done by either the deputy principals or deans. The earlier proposed sampling frame from the attendance registers of tutors could not work because many were out on assignments. Only three deputy principals were interviewed and no principal accepted or was available to fill the questionnaire. In all cases, there were hardly enough numbers of heads of departments to exceed the sample size allocation for that college so all those present that day were given the questionnaires to fill.

Since the type of information sought from the TSC was mostly official policy, only the top decision makers were purposefully sampled and they were limited to five. No commissioner was available since they were said to be in meetings and they never posted back the questionnaires the researcher left behind. However four staffing officers from the TSC filled the questionnaires. Two officials from the teachers’ unions were able to fill the questionnaire.

In summary there were 41 actual respondents comprising of 2 executive secretaries (one from each of the teachers unions), 4 staffing officers from TSC, 3 deputy principals, 4 deans, 12 heads of departments and 16 tutors.

3.7 Data Analysis

The researcher used frequency tables to display the results of responses to, and analysis of the survey items. The researcher then used standard statistical tools, which include frequencies of responses, mean, mode, standard deviations and percentages of respondents to analyze the collected data, by means of Statistical Package for Social Sciences (SPSS).
Factor analysis enabled extraction of the principal factors according to their association to the variables contributing to the progression of tutors' careers. The extraction method was the Principal Component Analysis, while Varimax with Kaiser Normalization was used to rotate the solutions for more clarity of the associations of variables to the factors. The Kaiser rule was used to drop all components with Eigenvalues under 1.0. The Cattell's Scree test plot was also used to drop all further components after the one starting the elbow.

The extracted correlation matrix indicates which variables cluster together, as seen from their factor loadings. The factor loadings in extracted "Component Matrix," provided the basis for interpreting the rotated solution. Six factors were identified and named.
CHAPTER FOUR: DATA ANALYSIS

4.1 Introduction.

The purpose of this research was to investigate the factors that affect the progression of tutor's careers. It had been observed that some tutors had complained of having stagnated in their job groups for exceedingly long periods. This chapter will establish whether such claims can be supported by evidence. This chapter presents the analysis of the data from the questionnaires together with their brief description and discussions.

4.2 Overview of the collected and analyzed data

A total of 41 out of proposed sample size of 45 respondents answered the questions, representing a 91% response rate. There were 24 males and 16 females interviewed representing 58.5% and 39.0% respectively. Their ages ranged between 31 and above fifty years, with those above 40 years of age constituting over 78.1%. Of these interviewed, only 3 deputy principals were available for interview, 2 executive secretaries of the trade unions gave their views, four staffing officers from TSC responded to questionnaire while 12 deans and 16 tutors were questioned. Out of the 41 tutors 4.9% were diploma holders as their highest qualification, 68.3% were first degree holders and 12.2% were master's degree holders. Again, 45% of those respondents had served for less than 10 years since they graduated with their highest certificate, while the rest had served for between 10 and 31 years since their highest academic certificates were attained.

From the results, it was observed that in every college, there were tutors who were pursuing higher academic degrees. As many as 30 and above tutors who were studying from one college were mentioned by 7.7% of the respondents while only 12.8 percent were not aware of the existence of tutors seeking higher degrees. However, 46.3% knew of between 1 and 10 tutors studying for higher degrees while 14.6% knew of between 11 and 20 tutors who were enrolled for higher degrees.

Of those interviewed 70.7% said they would study for higher degrees if the effort would be rewarded with a promotion. 12.2% flatly refused to study perhaps because of their ages or commitments to other occupations. The rest were undecided.
73.2% of respondents had been interviewed by TSC out of which 65.9% never got a feedback about their performance. Regarding job groups, 41.4% of all tutors were in job groups K and L while 43.9% were in senior job groups of M, N and P. Actually only 8 were in M, 8 in N and 2 in P. Apparently most tutors had just been promoted into their current job groups within the last three years, as they constitute 53.7% of respondents, while those who have stayed for more than three years in their current job groups make up 31.7%. More tutors stayed in their previous job groups than those who progressed within three years. Those who spent more than three years in their previous job groups were 60% of the respondents as opposed to 20% who did not stagnate. The most conspicuous was one tutor who had stayed in job group L for 25 years, but was serving as a dean of curriculum in one of the colleges in an acting capacity.

There is little turnover of tutors in colleges as the majority are those who had stayed for more than 12 years in one station making up 20% of the respondents. Only 17.1% were new comers with between 1 and 3 years in their current colleges. 35% of tutors had a short stay in their previous stations which was more likely to be a secondary school where turnover is usually fast. 40% of respondents had a stay spanning more than 4 years in their previous stations. 80% said they knew some tutors who had stayed in one station for over 12 years, the longest stay being 30 years.

Results show that tutors fail to be promoted because of their unwillingness to move to new stations, where vacancies are available. 51.2% believe that unwillingness of the tutor to move to new stations either significantly or greatly hinders their rates of promotion.

The district of origin does not matter as far as promotion of tutors is concerned, since 50% of the respondents said it was insignificant. 17.5% thought it enhances the chances of promotion while 12.5% believe it hinders the promotion of tutors. Most respondent’s belief that both age (46.3%) and gender (58.5%) of the tutor are insignificant to their rate of promotion, while 50% think that academic qualifications enhance the chances of promotion.
Respondents were of mixed responses regarding the role of patronage in the promotion of tutors since as many as 50% thought it was insignificant, 22.5% thought patronage considerably enhances, and 27.5% thought it hinders the chances of promotion.

78% of respondents think that limited vacancies for promotion significantly and greatly hinders their promotion, while a cumulative 80% thought that the failure to make the positions of heads of subject's substantive appointments hinders their chances of promotion.

60% said that allowing some tutors to stay in acting capacity for long hinders either significantly or greatly the rate of promotion of tutors. Similarly, 78% agreed that the requirement that positions must first be advertised before one can venture out for them is a great hindrance to the rate of promotion of the tutors. In fact all promotion policies including the mandatory passing at interviews and the unpredictability of when vacancies would be advertised were rated as either significantly or greatly hindering the promotion rate of tutors.

Interviews at 68.3% emerged as the most frequently used method of tutor's appraisal while academics (53.7%), merit (63.4%) and recommendations from superiors (56.1%) are hardly used as a criteria for promoting tutors. Many tutors (31.7%), though, have a belief in the occasional use of confidential reports in their appraisal.

A cumulative 58.5% were opposed to the use of annual confidential reports as a tool of promotional assessment, while 52.7% thought recommendations from their principals was either acceptable or strongly preferred as a method of appraisal for promotion. 53.7% still prefer interviews as the suitable method of appraisal for promotion. A sizeable 36.6% would not like QUASO to appraise tutors for promotion, while the opinion of the rest ranged from acceptable to strongly preferred, as an alternative method of appraisal. The unions were the most unpopular because accumulatively 64.1% opposed their involvement in tutor appraisal.

Most of those respondents (60%) would accept or prefer the use of academic examinations for tutor promotions while only 46.3% would accept or prefer use of academic qualifications as a basis for promoting tutors. A similar figure of 46.3% would
either accept or strongly prefer the use of human resources consultants to appraise tutors for promotion.

4.3. Data Analysis and findings

4.3.1 Interview attendance and feedback
From the results in table 4.1, 73.2% of tutors in the sample have had a promotional interview with the TSC. Six respondents were not in the category of tutors.

Table 4.1: Interview attendance and feedback

<table>
<thead>
<tr>
<th>Has the tutor ever been interview by the TSC?</th>
<th>Did the tutor get a feedback about his strengths or weaknesses?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
</tr>
<tr>
<td>Not applicable</td>
<td>6</td>
</tr>
<tr>
<td>yes</td>
<td>30</td>
</tr>
<tr>
<td>NO</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
</tr>
</tbody>
</table>

It is surprising that most of the tutors (65.9%) did not receive any feedback on their strengths and weaknesses after the performance appraisal. A paltry 7.3% of the respondents reported to have received the feedback. The analysis can be observed in the table above.

4.3.2 Training in performance appraisal techniques
As seen from table 4.2, 61% of the respondents have not been trained in performance appraisal, despite their being directly involved in tutor appraisal. This included the deputy principals and the staffing officers at the TSC head quarters,
Table 4.2. Training in performance appraisal techniques

<table>
<thead>
<tr>
<th>Has the respondent been trained in performance appraisal techniques?</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not applicable</td>
<td>8</td>
<td>19.5</td>
</tr>
<tr>
<td>yes</td>
<td>7</td>
<td>17.1</td>
</tr>
<tr>
<td>NO</td>
<td>25</td>
<td>61.0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>97.6</td>
</tr>
<tr>
<td>Missing</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

4.3.3 Tutor's current job group

There were 6 non tutors who responded and they made up 14.6% of the respondents. Only 2.4 % or one tutor was in job group K. Most tutors were in job group L representing 39.0% of tutors sampled. This analysis is presented in the table 4.3.

Table 4.3: Tutor's current job group

<table>
<thead>
<tr>
<th>Job Group</th>
<th>Frequency</th>
<th>Percent</th>
<th>statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not applicable</td>
<td>6</td>
<td>14.6</td>
<td>N=41</td>
</tr>
<tr>
<td>K</td>
<td>1</td>
<td>2.4</td>
<td>Mean=2.41</td>
</tr>
<tr>
<td>L</td>
<td>16</td>
<td>39.0</td>
<td>Std. Error of Mean=.215</td>
</tr>
<tr>
<td>M</td>
<td>8</td>
<td>19.5</td>
<td>Std. Deviation=1.378</td>
</tr>
<tr>
<td>N</td>
<td>8</td>
<td>19.5</td>
<td>Variance=1.899</td>
</tr>
<tr>
<td>P</td>
<td>2</td>
<td>4.9</td>
<td>Range=5</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
4.3.4 Number of years the tutors stay in their job groups and stations

Most tutors had just been promoted from their previous job groups. 53.7 % were still within their three years policy requirement before they seek the next job groups. 17.1 percent have started stagnating between four and six years. 7.3 % are already doing three times as long as the minimum requirement of three years, while 7.3 % have excessively over stayed without a promotion. This could be described as stagnating in one job group. The statistics table 4.4 shows that on average the tutors have stayed in one job group for between one and three years and so they have not stagnated in their career progression.

<table>
<thead>
<tr>
<th>Number of years</th>
<th>1-3</th>
<th>4-6</th>
<th>7-9</th>
<th>10-12</th>
<th>Over 12</th>
<th>Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>Mean</td>
</tr>
<tr>
<td>%</td>
<td>53.7</td>
<td>17.1</td>
<td>7.3</td>
<td>0</td>
<td>7.3</td>
<td>1.46</td>
</tr>
<tr>
<td>%</td>
<td>20</td>
<td>25</td>
<td>22.5</td>
<td>5</td>
<td>7.5</td>
<td>1.95</td>
</tr>
<tr>
<td>%</td>
<td>0</td>
<td>5.3</td>
<td>0</td>
<td>10.5</td>
<td>68.4</td>
<td>3.95</td>
</tr>
<tr>
<td>%</td>
<td>17.1</td>
<td>19.5</td>
<td>12.2</td>
<td>7.3</td>
<td>29.3</td>
<td>2.68</td>
</tr>
<tr>
<td>%</td>
<td>35</td>
<td>27.5</td>
<td>15</td>
<td>2.5</td>
<td>5</td>
<td>1.7</td>
</tr>
<tr>
<td>%</td>
<td>0</td>
<td>2.5</td>
<td>0</td>
<td>2.5</td>
<td>80</td>
<td>4.15</td>
</tr>
</tbody>
</table>

On average, most tutors (25%) stayed for a period of between four and six years in the last job group. 20 % spent between one and three years and these were the lucky ones because 35% of them stagnated in their previous job groups for a period longer than seven years.
68.4% of respondents knew of tutors who had spent more than 12 years without promotion. The raw un-coded returns indicated that one teacher had stayed in job group L for more than twenty years and he is now acting as the dean of curriculum in one of the colleges.

On average, most tutors stay in their stations for many years, presumably because most sought to move to the stations nearest their homes. 29.3% have stayed in their stations for more than 12 years. Those who have spent between four and 12 years constitute the biggest number at 39% of the respondents. Only 17.1% had stayed for a period not exceeding three years in their current stations.

The number of tutors who stayed in their previous stations for less than four years were 34.1% of the total, while only one (2.4%) had stayed for between 10 and 12 years in their previous stations. Cumulatively the up to six years group (62.5%) and could be considered as fast movers. The longest any tutor was known to have stayed in one station was 30 years.

80% of respondents say they know of tutors who had stayed in one station for over 12 years. As seen in table 4.4, the tutor turnover is very small. This could be explained by the observation that most tutors work in colleges near their stations and are known to be averse to movements to “away” stations.

4.3.5 Factors affecting rate of progression of tutors

Most of the tutors considered the factors of tutor’s gender, age, home district, and patronage to be of no significance to their progression. Academic qualification with 17.5% stood out as the most influential towards promotions. A further 35% thought this factor considerably enhances the tutors’ chances of upward mobility. However the tutors’ unwillingness to move to where vacancies are, was ranked (26.8%) as the greatest hindrance to tutors’ career progression. In general, factors 1 to 5 are personal characteristics of the teacher all of which had a mean of less than 4, indicating that they all either hinder tutors career progression or are insignificant in influencing their upward
movement. Contrary to common belief, 50% of interviewees thought that patronage does not play any significant part in tutor promotions even though a sizeable 22.5% belief it considerably enhances them. Table 4.5 has this information.

Table 4.5: Factors affecting rate of progression of tutors

<table>
<thead>
<tr>
<th>How do these factors affect tutors' chances of promotion?</th>
<th>Greatly hinders</th>
<th>Significantly hinders</th>
<th>Insignificant</th>
<th>Considerably enhances</th>
<th>Greatly enhances</th>
<th>Mean</th>
<th>Std. deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Tutor's gender</td>
<td>7.9</td>
<td>18.4</td>
<td>63.2</td>
<td>7.9</td>
<td>2.6</td>
<td>2.79</td>
<td>.811</td>
</tr>
<tr>
<td>2. Tutor's home district</td>
<td>7.5</td>
<td>20</td>
<td>50</td>
<td>15</td>
<td>2.5</td>
<td>2.70</td>
<td>1.067</td>
</tr>
<tr>
<td>3. Academic qualifications</td>
<td>7.5</td>
<td>12.5</td>
<td>27.5</td>
<td>35</td>
<td>17.5</td>
<td>3.43</td>
<td>1.152</td>
</tr>
<tr>
<td>4. Tutor's age</td>
<td>7.5</td>
<td>22.5</td>
<td>47.5</td>
<td>20</td>
<td>2.5</td>
<td>2.88</td>
<td>.911</td>
</tr>
<tr>
<td>5. Unwillingness to move</td>
<td>26.8</td>
<td>24.4</td>
<td>26.8</td>
<td>17.1</td>
<td>4.9</td>
<td>2.49</td>
<td>1.207</td>
</tr>
<tr>
<td>6. Limited vacancies</td>
<td>41.5</td>
<td>36.6</td>
<td>19.5</td>
<td>0</td>
<td>2.4</td>
<td>1.85</td>
<td>.910</td>
</tr>
<tr>
<td>7. Patronage</td>
<td>15</td>
<td>12.5</td>
<td>50</td>
<td>22.5</td>
<td>0</td>
<td>2.8</td>
<td>.966</td>
</tr>
</tbody>
</table>

4.3.6 Policies that affect tutors' career progression.

From the analysis in the table 4.6, it is observed that the most important policy that hinders tutors' progression is passing the interview. 43.9% think it greatly hinders their promotion and they probably fear it. This had the lowest mean of 1.88 (greatly hinders). The fact that the position of head of subjects are not substantive came second in hindering the tutors chances of promotion, with a combined 78% saying it either
significantly or greatly hinders their promotion. All the other factors seem to hinder tutors’ rate of career progression as their weight falls below the mean of 3 (no effect on promotion rate).

Table 4.6: Policies that affect tutors’ career progression

<table>
<thead>
<tr>
<th>Policies</th>
<th>Effects of policies on career progression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutors must pass at interviews before being promoted.</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td>43.9</td>
</tr>
<tr>
<td>A tutor must serve in the current job group for three years before getting the next one.</td>
<td>26.8</td>
</tr>
<tr>
<td>The promptness of advertisement of positions when they fall vacant.</td>
<td>14.6</td>
</tr>
<tr>
<td>Head of subjects are not substantive posts</td>
<td>27.5</td>
</tr>
<tr>
<td>Vacancies must first be advertised before a tutor applies</td>
<td>31.7</td>
</tr>
<tr>
<td>Some tutors act in higher capacities for long periods.</td>
<td>35</td>
</tr>
</tbody>
</table>

4.3.7 Criteria used for promoting tutors

Interviews seem to be used more frequently than the other criteria for promoting tutors with a mean of 4.41 where 68.3 % stated that it is the most frequently used criterion. Recommendations from superiors scored 29.3 % saying it was frequently used coming second, with a mean of 2.51, which translates to occasional use. Merit is the least used criterion as it had a mean of only 1.62. However from mean scores, most of the criteria including academic qualifications fall below the mean of 3 rendering them insignificant. Table 4.7 below presents this analysis.
### Table 4.7 Criteria used for promoting tutors

<table>
<thead>
<tr>
<th>How frequently is;</th>
<th>Hardly used</th>
<th>Occasionally used</th>
<th>Significantly frequent used</th>
<th>Frequently used</th>
<th>Most frequent</th>
<th>Mean</th>
<th>Std. dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confidential report used as the criteria for promotion?</td>
<td>41.5%</td>
<td>31.7%</td>
<td>14.6%</td>
<td>7.3%</td>
<td>4.9%</td>
<td>2.02</td>
<td>1.151</td>
</tr>
<tr>
<td>Is merit used as the criteria for promotion of tutors?</td>
<td>61%</td>
<td>17.1%</td>
<td>12.2%</td>
<td>4.9%</td>
<td>2.4%</td>
<td>1.62</td>
<td>1.063</td>
</tr>
<tr>
<td>Interview used as the criteria for promotion of tutors?</td>
<td>4.9%</td>
<td>2.4%</td>
<td>7.3%</td>
<td>17.1%</td>
<td>68.3%</td>
<td>4.41</td>
<td>1.072</td>
</tr>
<tr>
<td>Academic qualification used as the criteria for promotion of tutors?</td>
<td>53.7%</td>
<td>9.8%</td>
<td>17.1%</td>
<td>7.3%</td>
<td>12.2%</td>
<td>2.15</td>
<td>1.459</td>
</tr>
<tr>
<td>Recommendation used for promotion of tutors?</td>
<td>26.8%</td>
<td>29.3%</td>
<td>12.2%</td>
<td>29.3%</td>
<td>2.4%</td>
<td>2.51</td>
<td>1.247</td>
</tr>
</tbody>
</table>

#### 4.3.8 Preferences for tutor appraisal methods

Most tutors preferred attending interviews for promotion to any other method as it had the highest mean of 4.2. Contracting human resources consultants to appraise tutors was an appealing method, coming second to interviews with a mean of 3.41 or acceptable. Acquisition of higher degrees ranked third with a mean of 3.63 (acceptable), although sitting for promotional examinations was acceptable as number four in that order. Trade unions and QUASO were among the least preferred as methods of tutor appraisal. The results reveal that annual confidential reports are the most unpopular with the smallest mean of 2.27. The rest of the factors scored below 3 and are therefore considered insignificant. The analysis can be observed in the table 4.8 below.
Table 4.8: Preferences for tutor appraisal methods

<table>
<thead>
<tr>
<th>Respondent's preference for use of:</th>
<th>Strongly opposed</th>
<th>Opposed</th>
<th>Acceptable</th>
<th>Mildly preferred</th>
<th>Strongly preferred</th>
<th>Mean</th>
<th>Std. dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual confidential reports</td>
<td>34.1</td>
<td>14.6</td>
<td>12.2</td>
<td>19.5</td>
<td>9.8</td>
<td>2.27</td>
<td>1.582</td>
</tr>
<tr>
<td>Trade unions to appraise tutors</td>
<td>35.9</td>
<td>28.2</td>
<td>10.3</td>
<td>12.8</td>
<td>12.8</td>
<td>2.38</td>
<td>1.426</td>
</tr>
<tr>
<td>QUASO to appraise tutors</td>
<td>24.4</td>
<td>12.2</td>
<td>26.8</td>
<td>26.8</td>
<td>9.8</td>
<td>2.85</td>
<td>1.333</td>
</tr>
<tr>
<td>Principals' recommendations</td>
<td>19.5</td>
<td>24.4</td>
<td>22</td>
<td>24.4</td>
<td>7.3</td>
<td>2.68</td>
<td>1.312</td>
</tr>
<tr>
<td>Promotional examinations</td>
<td>5</td>
<td>15</td>
<td>40</td>
<td>7.5</td>
<td>32.5</td>
<td>3.28</td>
<td>1.552</td>
</tr>
<tr>
<td>Use of interviews by TSC</td>
<td>2.4</td>
<td>4.9</td>
<td>7.3</td>
<td>29.3</td>
<td>53.7</td>
<td>4.2</td>
<td>1.188</td>
</tr>
<tr>
<td>HRM consultants to appraise tutors</td>
<td>17.1</td>
<td>9.8</td>
<td>17.1</td>
<td>14.6</td>
<td>39</td>
<td>3.41</td>
<td>1.612</td>
</tr>
<tr>
<td>Higher academic degrees as a basis for tutors' promotion?</td>
<td>2.4</td>
<td>9.8</td>
<td>34.1</td>
<td>17.1</td>
<td>36.6</td>
<td>3.63</td>
<td>1.374</td>
</tr>
</tbody>
</table>

4.3.9 Number of tutors studying for higher degrees

From the analysis in the table 4.9, it is observable that tutors are increasingly enrolling for higher degrees. On average, there are between 1 and 10 tutors enrolled for higher degrees in each college which represents 48.7% of the population. 70.7% of those interviewed agreed that they would go for further education if it would result in promotions. 12% said they would not bother to go for higher degrees.

Table 4.9: Number of tutors studying for higher degrees

<table>
<thead>
<tr>
<th>Number of tutors studying for higher degrees</th>
<th>Valid Percent</th>
<th>Number of tutors who would prefer higher education</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not applicable</td>
<td>15.4</td>
<td>Not applicable</td>
<td>6</td>
<td>14.6</td>
</tr>
<tr>
<td>NONE</td>
<td>12.8</td>
<td>Yes</td>
<td>29</td>
<td>70.7</td>
</tr>
<tr>
<td>1-10</td>
<td>48.7</td>
<td>No</td>
<td>5</td>
<td>12.2</td>
</tr>
<tr>
<td>11-20</td>
<td>15.4</td>
<td>Not decided</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>Above 30</td>
<td>7.7</td>
<td>Total</td>
<td>41</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td>Total</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>
4.4 Factor Analysis

4.4.1 Communalities of variances

The table 4.10 helps to estimate the communalities for each variance. This is actually the proportion of variance that each item has in common with other factors. For example 'vacancies must first be advertised before a tutor applies' has 94.7% communality or shared relationship with the other factors. This variable has the greatest communality with the others. 'Head of subjects are not substantive posts' has the least communality with other variables at 67.2%.

Table 4.10: Communalities

<table>
<thead>
<tr>
<th>Initial variables</th>
<th>Initial</th>
<th>Extraction</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does the teacher's unwillingness to move to new stations affect his chances of promotion?</td>
<td>1.000</td>
<td>.774</td>
</tr>
<tr>
<td>Tutor's home district</td>
<td>1.000</td>
<td>.693</td>
</tr>
<tr>
<td>Tutor's age</td>
<td>1.000</td>
<td>.748</td>
</tr>
<tr>
<td>Tutor's gender</td>
<td>1.000</td>
<td>.820</td>
</tr>
<tr>
<td>Tutor's academic qualification</td>
<td>1.000</td>
<td>.816</td>
</tr>
<tr>
<td>Patronage</td>
<td>1.000</td>
<td>.783</td>
</tr>
<tr>
<td>Limited deployment vacancies</td>
<td>1.000</td>
<td>.803</td>
</tr>
<tr>
<td>Head of subjects are not substantive posts</td>
<td>1.000</td>
<td>.672</td>
</tr>
<tr>
<td>Vacancies must first be advertised before a tutor applies</td>
<td>1.000</td>
<td>.947</td>
</tr>
<tr>
<td>TSC has allowed some unqualified tutors to act in higher capacities for long periods.</td>
<td>1.000</td>
<td>.773</td>
</tr>
<tr>
<td>A tutor must serve in the current job group for three years before getting the next one</td>
<td>1.000</td>
<td>.811</td>
</tr>
<tr>
<td>Tutors must pass at interviews before being promoted</td>
<td>1.000</td>
<td>.898</td>
</tr>
<tr>
<td>The promptness of advertisement of positions when they fall vacant.</td>
<td>1.000</td>
<td>.918</td>
</tr>
</tbody>
</table>

Extraction Method: Principal Component Analysis.

4.4.2 Total Variance Explained

The use of the Kaiser Normalization Criterion allows for the extraction of components that have the Eigen Value greater than 1. The principal component analysis was used and
six factors were extracted. As the table 4.11 shows, these six factors explain 80.43% of the total variation. Factor 1 contributed the highest variation of 23.58%. The contribution decreases as one goes from one factor to the other up to factor 6.

Table 4.11: Total Variance Explained

<table>
<thead>
<tr>
<th>Component</th>
<th>Total</th>
<th>% of Variance</th>
<th>Cumulative %</th>
<th>Extraction Sums of Squared Loadings</th>
<th>Total</th>
<th>% Of Variance</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>3.065</td>
<td>23.578</td>
<td>23.578</td>
<td></td>
<td>3.065</td>
<td>23.578</td>
<td>23.578</td>
</tr>
<tr>
<td>2</td>
<td>2.350</td>
<td>18.074</td>
<td>41.653</td>
<td></td>
<td>2.350</td>
<td>18.074</td>
<td>41.653</td>
</tr>
<tr>
<td>3</td>
<td>1.787</td>
<td>13.744</td>
<td>55.397</td>
<td></td>
<td>1.787</td>
<td>13.744</td>
<td>55.397</td>
</tr>
<tr>
<td>4</td>
<td>1.153</td>
<td>8.870</td>
<td>64.266</td>
<td></td>
<td>1.153</td>
<td>8.870</td>
<td>64.266</td>
</tr>
<tr>
<td>5</td>
<td>1.080</td>
<td>8.310</td>
<td>72.577</td>
<td></td>
<td>1.080</td>
<td>8.310</td>
<td>72.577</td>
</tr>
<tr>
<td>6</td>
<td>1.021</td>
<td>7.853</td>
<td>80.430</td>
<td></td>
<td>1.021</td>
<td>7.853</td>
<td>80.430</td>
</tr>
<tr>
<td>7</td>
<td>.792</td>
<td>6.095</td>
<td>86.525</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>.570</td>
<td>4.387</td>
<td>90.912</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>.399</td>
<td>3.073</td>
<td>93.985</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>.243</td>
<td>1.869</td>
<td>95.854</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>.198</td>
<td>1.526</td>
<td>97.380</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>.181</td>
<td>1.391</td>
<td>98.771</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>.160</td>
<td>1.229</td>
<td>100.000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Extraction Method: Principal Component Analysis.

4.4.3 Component Matrix

The initial component matrix was rotated using Varimax (Variance Maximization) with Kaiser Normalization. The results allowed the researcher to identify what variables fall under each of the 6 extracted factors. Each of the 13 variables was looked at and placed into one of the six factors depending on the percentage of variance; it explained the total variance of each factor. A variable is said to belong to a factor to which it explains more variation than any other factor.
Table 4.12: Component Matrix

<table>
<thead>
<tr>
<th>Original factor</th>
<th>Component</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutor's unwillingness to move to new station</td>
<td></td>
<td>.633</td>
<td>-.419</td>
<td>-.419</td>
<td>-.08323</td>
<td>.07608</td>
<td>.09290</td>
</tr>
<tr>
<td>Tutor's home district</td>
<td></td>
<td>.524</td>
<td>.140</td>
<td>.367</td>
<td>-.409</td>
<td>-.124</td>
<td>.285</td>
</tr>
<tr>
<td>Tutor's age</td>
<td></td>
<td>.631</td>
<td>.538</td>
<td>-.08601</td>
<td>-.206</td>
<td>.08629</td>
<td>.04867</td>
</tr>
<tr>
<td>Tutor's gender</td>
<td></td>
<td>.834</td>
<td>.249</td>
<td>-.156</td>
<td>-.185</td>
<td>.06431</td>
<td>-.01278</td>
</tr>
<tr>
<td>Tutor's academic qualification</td>
<td></td>
<td>.706</td>
<td>.110</td>
<td>-.366</td>
<td>-.04026</td>
<td>-.07029</td>
<td>-.407</td>
</tr>
<tr>
<td>Patronage</td>
<td></td>
<td>.340</td>
<td>-.006265</td>
<td>.716</td>
<td>.259</td>
<td>.278</td>
<td>-.09627</td>
</tr>
<tr>
<td>Limited deployment vacancies</td>
<td></td>
<td>-.689</td>
<td>.06008</td>
<td>.03270</td>
<td>.337</td>
<td>-.04832</td>
<td></td>
</tr>
<tr>
<td>Hos not substantive</td>
<td></td>
<td>.223</td>
<td>-.648</td>
<td>.418</td>
<td>-.006962</td>
<td>.03219</td>
<td>-.165</td>
</tr>
<tr>
<td>Vacancies must first be advertised</td>
<td></td>
<td>.264</td>
<td>.09599</td>
<td>-.139</td>
<td>.447</td>
<td>.217</td>
<td>.776</td>
</tr>
<tr>
<td>Long acting periods</td>
<td></td>
<td>.07086</td>
<td>.511</td>
<td>.480</td>
<td>.07907</td>
<td>.488</td>
<td>-.180</td>
</tr>
<tr>
<td>Three years service.</td>
<td></td>
<td>.225</td>
<td>.662</td>
<td>.275</td>
<td>.241</td>
<td>-.429</td>
<td>-.06104</td>
</tr>
<tr>
<td>Must pass interviews</td>
<td></td>
<td>.441</td>
<td>-.103</td>
<td>-.170</td>
<td>.748</td>
<td>-.244</td>
<td>-.212</td>
</tr>
<tr>
<td>Prompt advertisement</td>
<td></td>
<td>.326</td>
<td>-.421</td>
<td>.515</td>
<td>-.08878</td>
<td>-.567</td>
<td>.201</td>
</tr>
</tbody>
</table>

Extraction Method: Principal Component Analysis.

From Table 4.12, the individual variables constituting the six factors extracted, are summarized and identified as below-

**Factor 1**

This factor is more aligned to the following original factors under investigation as they affected tutor’s chances of promotion.

- Teacher’s unwillingness to move to new station
- Tutor’s home district
- Tutor’s age
- Tutor’s gender
• Tutor's academic qualification
This factor has been named the personal characteristics.

**Factor 2**

This factor seems to lean more on the following initial factors for investigation.
- TSC has allowed some unqualified tutors to act in higher capacities for long periods
- A tutor must serve in the current job group for three years before getting the next one

This factor has been named service-time.

**Factor 3**

Three original factors contribute to factor three, which are;
- Patronage
- Head of subjects are not substantive posts
- The promptness of advertisement of positions when they fall vacant.

This factor has been named enabling environment.

**Factor 4**

This factor associated more closely with only one variable of interview, which a tutor must pass in before he or she gets promoted.
- Tutors must pass at interviews before being promoted.

This factor has been named conditions.

**Factor 5**

This factor tended to lean towards;
- Limited deployment vacancies

This factor has been named policy limitations

**Factor 6**

The last factor extracted identified closely with advertisement of vacancies.
- Vacancies must first be advertised before a tutor applies.
- This factor has been named as the opportunity factor.
CHAPTER FIVE: DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The main objective of the study was to analyze the factors affecting the progression of tutors’ careers as indicated by the rate of change of their job groups. This chapter presents the discussion of the findings and their implications so as to answer the research questions from the results of the analysis.

5.2 Discussion of the findings

The information from the study was used to answer the research questions as follows:

How does the appraisal system in place affect the tutors’ career progression?

The appraisal system involves the following hurdles.

a. Advertisements of vacancies must first be done by TSC before a tutor can apply. This makes impossible for one to plan his career progression because of the uncertainty of events. Results show that this requirement is considered by the majority of tutors as a hindrance to their career progression.

b. Interviews. These were the most frequently used criteria of appraising tutors for promotion. They were also the more preferred by tutors even though they also present the greatest hurdle to their promotion as they must pass in them or else no promotion will be given.

c. Feedback. Out of the respondents who had attended the interviews the bigger proportion of them had not received any feedback indicating their areas of weaknesses or strengths. Many were not aware of the requirements for passing the interview, and would have preferred an outright examination, or an indication of the contents to be mastered before the interview.

d. Training of appraisers. Results showed that most of the respondents were not trained in performance appraisal, despite their being directly involved in tutor appraisal. These people included the deputy principals and the staffing officers at
the TSC head quarters. It is not therefore surprising that feed back to interviewees has not been considered valuable by TSC. Lack of feedback kills the morale of the teachers and perpetuates the failure cycle. Poorly trained assessors are a hindrance to career progression of tutors.

e. Recommendation by superiors. Although majority of respondents were of the opinion that this criterion is the least used, they also had a strong opposition to its use. However as many as those who thought it was insignificant also gave it a mild approval showing that some still believe in its usefulness in teacher appraisal and promotions.

f. Confidential reports. The study reveals that annual confidential reports are the most unpopular among the tutors even though they are still occasionally used to promote teachers in conjunction with recommendations from superiors.

g. Merit. From the results, this is the least used criterion for tutor promotion and it is also insignificant. The policy for promotion of tutors does seem to shift away from this criterion.

How do the promotion policies in place affect the tutors' career progression?

The most important policy that hinder's tutors' progression is passing the interview. However interviews as seen above are the most reliable criteria for the promotion of majority of tutors. The fact that the position of head of subjects is not substantive came second in hindering the tutors’ chances of promotion. Results show that the three year mandatory wait in one job group makes the tutors delay in their job groups, especially when advertisements are not promptly done. Availability of vacancies is affected by delays in advertisement rate and the limitation of the deployment positions, which in turn hinder the progress of tutors’ careers. Generally all policies seem to work against the speedy progression of tutors’ careers.
Does availability of deployment vacancies affect the tutors' career progression?

Delay in advertisement of positions when they become due denies tutors the chance to promptly apply for them. Majority said that it hinders their careers progressions. Combined with the limited number of official deployment positions in colleges and the fact that heads of subjects are not substantially appointed by TSC, they reduce the opportunities for career progression for tutors. Most respondents said that appointing some tutors into acting capacities in colleges hinders the chances of the other tutors to move to higher job groups, perhaps because it blocks the positions from open competitions.

Do academic qualifications affect the career progression of tutors?

Academic qualification stood out as the most influential towards promotions, but it is among the least used criterion. Most of the respondents would pursue higher degrees if promotions were based on academic qualification. This might explain why many tutors are currently engaged in furthering their academic qualifications.

How do personal characteristics of tutors affect their career progression?

The study results show that most of the personal characteristics such as tutor’s gender, age, home and district, were of no significance to tutors’ career progression. However the tutors’ unwillingness to move to where vacancies are was recognized as one of the greatest hindrance to tutors’ career progression.

Which other factors affect the tutors’ career progression?

Patronage had been presumed to play a role in promotion of tutors. The results however show that it is not a significant factor which only forms part of the extracted component three, which was named as enabling factor. No other factor came out strongly to affect the progress of tutors’ careers.
5.3 Other findings

The study further revealed that most of the tutors are concentrated around the middle level of job groups of L, M and N. The highest job group of the respondents was P. No one was on job groups Q, R and S, mostly because they were unavailable for interview.

It is evident that most of the tutors have stayed in their current job groups for the shortest time of up to three years. This means that most of them had just been promoted. However a few of the tutors had stayed in their previous job groups for about six years. This may explain the concentration of tutors in middle job groups. After one is promoted from job group L, it takes several years (more than four) to be promoted to the next job group.

Another important revelation here is that majority of the tutors had been known to have stayed in one position for a time period of between ten and twelve years. About a third of the respondents had stayed in their previous stations for a short period of up to three years, while the majority of the respondents revealed that they knew some people who had stayed in one station for a period of more than ten years.

One of the major policies that have affected career progression is that tutors must pass interviews for them to be promoted. The tutor must have also served in the current job group for at least three years before being promoted. Promptness in advertisement of vacancies is a third major hindrance to career progression for tutors.

The second, but surprising, most preferred method was the use of human resource consultants to appraise tutors for promotion. The use of tutors’ academic qualifications for promotion came third. The use of quality assurance and standards directorate and the trade unions were the least preferred.

The factor analysis brought out six components that influence the tutor’s career progressions.

The **Factor 1** composed of personal characteristics of the tutor such as Teacher’s unwillingness to move to new station, Tutor’s home district, Tutor’s age, Tutor’s gender and Tutor's academic qualifications. This was the most predominant factor which explained most of the variance from the analysis.
The factor 2 that was extracted was closely related to time of waiting for a chance and was named service-time factor. It comprised of the variable such as tutors acting in higher capacities for long periods and the requirement that a tutor must serve in the current job group for three years before getting the next one.

The Factor 3 identified three original factors of patronage, the fact that head of subjects are not substantive posts and the promptness of advertisement of positions when they fall vacant. Factor three was appropriately named enabling environment.

Factor 4 associated more closely with only one variable, the interview, which a tutor must pass in before he or she gets promoted. This factor was named conditions.

The Factor 5 tended to lean towards Limited deployment vacancies and was named policy limitations, while Factor 6 was the last factor extracted, and it identified closely with the fact that vacancies must first be advertised before a tutor applies. This last factor was named the opportunity to emphasize the fact that if the TSC does not provide the opportunity for tutors to apply, then it does not matter what other qualities the tutor possesses, he will still not get the promotion.

5.4 Conclusions

The following conclusions were made from the analysis of the results.

1. That tutors in teacher training colleges have very few openings for deployment and promotions and therefore many stagnate in their work stations and job groups for even more than six years.

2. That both the policies governing teacher promotions and the appraisal process are hindrances to quick promotions of the college tutors.

3. The personal characteristics of the tutor play the most crucial role in his or her rate of career progression. However different combinations of variables form six salient factors that affect the rate of career progression for tutors.

4. Academic qualifications are gaining popularity as a means of faster career growth for the tutors.
5. Merit, patronage, confidential reports and district of origin do not significantly influence the chances of tutors' career progression.

6. The interview is not only the most frequently used but also the most preferred method of tutor appraisal, but lack of feedback to tutors is detrimental to their professional growth.

5.5 Recommendations

The study makes the following recommendations;

a) That feedback to employees on their strengths or weaknesses should be communicated to them after every interview so that interviewees can know the areas they need to improve on.

b) All the tutors and their managers should be trained in performance appraisal techniques so that any appraisal they make adds value to themselves and those being appraised.

c) Those who have stayed in certain job groups for a long period of time should be promoted as a way of motivating them, but only after a careful evaluation. In addition, the tutors who have stayed in a station for a very long time should be considered for deployment in other zones.

d) For purposes of promotion, the applicants must pass the interviews first but need not be constrained to having to stay in their current job groups for a mandatory three-year period of time, since this kills their innovativeness and creativity.

e) Since most tutors would pursue academic qualifications for promotion, the TSC should consider offering promotional courses and written examinations for them to reduce biases inherent in the other appraisal methods.
REFERENCES


Buteyo, W (2005). An interview held with the researcher in August 2005 at KUPPET headquarters. NAIROBI.

