AN INVESTIGATION OF THE EFFECT OF TEACHER SERVICE COMMISSION RECRUITMENT AND SELECTION POLICIES ON PERFORMANCE OF PRINCIPALS OF PUBLIC SECONDARY SCHOOLS IN KENYA
(A CASE OF THIKA DISTRICT)

BY

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SCHOOL OF BUSINESS
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DECLARATION

This project is my original work and has not been presented for any of the study programme in any university

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This project has been submitted for examination with my approval as the university supervisor

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DEDICATION

This study is dedicated to my dear wife Karen Wanja and my sons Chris Mwirigi, Alex Kinoti and Frank Munene. Your support, co-operation and understanding has been a great source of inspiration and drive for me to spend long hours and days writing this project. From you, I drew courage and resolve to face yet another day with confidence. May the Almighty grant your desires in life and lift you to greater heights of life fulfillment.
ACKNOWLEDGEMENTS

In writing up this proposal, I have learnt that as human beings we need each other to succeed in most of the things that we do in life. Many people, directly or indirectly were helpful to me and I now wish to thank them.

First I thank God my creator who created me with a purpose in life part of which I fulfill through this study. He gave me the idea, peace and finances and has walked the full journey with me.

Second, I thank my supervisor, Mr Obere Eliud of the School of Business, Kenyatta University for his guidance and assistance in the course of the research.

Third, I thank my wife for her sincere and demonstrated love, sacrifice, care, support and understanding during my academic leave. “Mama Munene, thank you.” My sons who kept encouraging me to read on. My late mother, Salome, for teaching me the value of hard work, humility and generosity.

All my colleagues at Mangu High School for their moral, material and service support whenever I required them as I went through this degree programme. And to all my MBA classmates whom I found understanding in commitment to unity of purpose and the challenge on my whole perception of comparative advantage.
ABSTRACT

The goal of this study was to investigate the effect of TSC recruitment and selection of principals of public secondary schools on performance of these schools. The objectives of the study were to investigate: the extent to which TSC policy on recruitment and selection of principals is implemented, the factors prevalent during recruitment and selection of secondary principals, and the effect of the practices of recruitment and selection of principals on performance of secondary schools. The study used the descriptive survey design, targeting all the 89 public secondary schools in Thika District. A sample of 30 schools was selected using stratified random sampling. The study participants comprised of 30 principals, 60 teachers, 60 BoG members, 60 PTA members and 90 students. Data was collected using questionnaires, and analysed using descriptive statistics including percentages, means and frequencies. The study established that majority of the principals were appointed to the position after serving as deputy principals. The respondents reported that there is need for the TSC to review the policy on recruitment and selection of principals, to ensure that those appointed have demonstrated leadership qualities in previous positions, hold a university degree, and must have served as a deputy principal. The study concludes that there are instances where principals are not selected competitively. The study established that there are instances where principals are handpicked by TSC and politicians. Recruitment and selection of principals has an impact on performance since selecting experienced teachers ensures effective school leadership. Teachers expressed concern that poor recruitment and selection policy meant that deserving teachers who are not selected lose work morale. It would therefore be important for the TSC to review the recruitment and selection policy to ensure that the process is based on merit.
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<thead>
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<th>ACRONYMS &amp; ABBREVIATIONS</th>
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<tbody>
<tr>
<td>AIDS : Acquired Immune Deficiency Syndrome</td>
</tr>
<tr>
<td>BOG : Board of Governors</td>
</tr>
<tr>
<td>CEO : Chief Executive Officer</td>
</tr>
<tr>
<td>DEB : District Education Board</td>
</tr>
<tr>
<td>DEO : District Education Officer</td>
</tr>
<tr>
<td>EEO : Equal Employment opportunity</td>
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<tr>
<td>GAT : Graduate Approved Teacher</td>
</tr>
<tr>
<td>HIV : Human Immunodeficiency Virus</td>
</tr>
<tr>
<td>HOD : Head of Department</td>
</tr>
<tr>
<td>KESI : Kenya Education Staff Institute</td>
</tr>
<tr>
<td>MEO : Municipal Education Officer</td>
</tr>
<tr>
<td>PDE : Provincial Director of education</td>
</tr>
<tr>
<td>PTA : Parents Teachers Association</td>
</tr>
<tr>
<td>SPSS : Statistical Package for Social Sciences</td>
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<td>TQM : Total Quality Management</td>
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<td>TSC : Teachers Service Commission</td>
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DEFINITION OF TERMS

Performance: This refers to the views of the principals, BoGs, PTAs, teachers and students on effectiveness of principals in school management.

Policy: This is a principle or rule to guide decisions and achieve rational outcome(s).

In this study, policy will refer to the principles or rules that guide decisions on recruitment and selection of principals by the TSC.

Policy Implementation: This refers to the process by which a policy is executed.

Principal: This refers to the person appointed by the TSC as a head of a secondary school also referred to as a headteacher.

Public Secondary School: This is a post primary government-aided school. The government extends the aid through provision of teachers, tuition fees and other infrastructure or facilities.

Recruitment: This is the process of assessing, interviewing and offering an opportunity to serve in a given area: The process of getting employed.

Selection: This is the process by which candidates are assessed using various means and an appointment is made.
CHAPTER ONE
INTRODUCTION

1.1 Background of the Study

Recruitment and selection is the process of attracting suitable number of applicants so that from them a choice can be made as to who is the “right” person for the job (Graham & Bennet, 1998). Selection is the process by which this choice is made, that is the way(s) in which the applicants are assessed and an appointment is made. Often, however, the term recruitment is used to refer to the whole process. The relative importance of these two stages can vary from organization to organization and depending on the context. For example, if an area of skill shortages, the recruitment stage generating enough applicants may be the main concern. Where there are plenty of applicants because of abundance of people with the right skills or where the position advertised is particularly sought after then the main problem may be one of selection, i.e. choosing from among a large pool of applicants.

In broad terms, recruitment and selection can occur internally and/or externally: there may be recruitment from within the organization for example by way of promotion or transfer, or externally by way of actual recruitment and selection (appointments). Organizations differ in the extent to which they adopt either of these approaches or indeed have a mix of both.

1.1.1 Role of Principals

A growing body of research on effective schools has identified the principal as the key person in the effort to improve the quality of schools (Lezotte, 2001). School leadership
plays a key role in improving school outcomes by influencing the motivations and capacities of teachers, as well as the school climate and environment (Bush, 2005). Effective school leadership is essential to improve the efficiency and equity of schooling. Therefore, the principal is at the nerve centre of the educational process, around whom all the learning or teaching revolves (Bush, 2005).

In Kenya, the role of the secondary school principals is clearly spelt out in the Headteachers Manual (Republic of Kenya, 1975). The Headteachers Manual highlights, among others, the following as the main roles of the principal:

- The principal is responsible for the overall running and control of the school and for the maintenance of the tone and all round standards.

- The principal's influence will pervade all aspects of the school. His devotion to his work, his ability to establish good relations with his staff and to inspire loyalty both to himself and to the school's matters, which require constant attention.

- The principal must be prepared to delegate duties to other members of the teaching staff in order to ensure proper running of the school.

- The organization and control of the staff, both teaching and subordinate, is all parts of the principal's duties. In particular, he/she must check the teaching standards in reference to schemes of work, lesson notes, records of work done and pupils' exercise books; also by actual visits to the classrooms to see the work of individual teachers.

- The principal is the accounting officer responsible for all revenue and expenditure. He must be conversant with school accounting and book keeping procedures and
must be fully capable of supervising and controlling the work of the bursar or the accounts clerk.

It is evident from the manual that the principal has a number of school administrative tasks to perform. The tasks, according to Onyango (2001), can be categorized into seven distinct areas. These are: general school management, management of curriculum and instruction, finance and business, material and physical resources, student personnel, and school-community relations. Effective management of these tasks results in success of the school.

Despite the important role played by principals in the success of a school, the means by which most principals in developing countries like Kenya are trained, selected, inducted and in-serviced are ill-suited to the development of effective and efficient school managers. Bogonko (1992) and Kitavi (2007) point out that it is regrettable that after Kenya ushered in a new educational system (8-4-4) in 1985; neither the old nor the new educational system gave attention to either the formal training or induction of beginning school principals. Traditionally, deputy principals as well as good assistant teachers are appointed to head schools without any leadership training including managerial competencies.

1.1.2 Role of TSC in Recruitment and Selection of Principals

Teacher Service Commission (TSC), a corporate body, was established in 1967 through an Act of Parliament. One of its functions, which are spelt out in TSC Act Cap 212, is to recruit, appoint, deploy, transfer, promote and discipline principals of secondary schools in Kenya, the same way it does with ordinary teachers. The recruitment and selection of
teachers as it stands today is delegated to District Education Boards (DEB) for primary school teachers and board of governors (BOGs) for secondary school teachers.

Since inception, the TSC used the supply-driven method of teacher recruitment and management, which resulted in uneven distribution of teachers. This policy changed in 1997, following the Government freeze on employment of civil servants, including teachers, due to budgetary constraints. Since the year 2001, the Commission has only been allowed to recruit teachers to replace those who leave service through natural attrition. Thus, the Commission adopted a demand-driven policy in the recruitment and deployment process (TSC, 2006). To facilitate this process, the recruitment process was restructured and decentralized. The decentralization process has necessitated the redefining of the roles of the TSC agents. It also called for the involvement of the stakeholders at various local levels and also gave more responsibilities to the District Education Boards (DEBs) and Boards of Governors (BoGs). Therefore, the TSC, out of wide stakeholder consultations, saw an imperative need to review the recruitment and deployment of teachers, and implement appropriate approaches in teacher recruitment and management. This was in the belief that decentralized, demand-driven teacher recruitment and management is one way of redressing the challenges in teacher management in the country (TSC, 2006).

The TSC has also been restricted to allow for effective delivery of services. In this respect the TSC headquarters has shed off most of the operational functions and devolved most of the routine processes to the Agencies. The role of the TSC headquarters now is mainly to formulate policies and regulate operations of the agents through provision of advice and guidance. Therefore the delegation of some TSC functions to the Provincial
Directors of Education (PDE), District Education Officers (DEO), Municipal Education Offices (MEO), and the Board of Governors (BoGs) to some extent relieved pressure from the centralized system.

According to the TSC (2008), the responsibilities of the TSC that have been devolved to the district level include recruitment and employment of teachers, placement and transfer of teachers, promotion of teachers, and discipline of teachers. Two TSC functions that have not been devolved, that is registering of teachers and remuneration of teachers. The TSC agents on the ground, according to TSC (2008) include the Provincial Directors of Education (PDE), District Education Officers (DEO), Municipal Education Offices (MEO), and the Board of Governors (BoGs). The functions delegated to the field officers/TSC Units include: 1) Assignment of Duties - Transferring teachers from one school to another within their area of jurisdiction; and 2) Promotions: The PDEs interview applicants for promotion to GAT-I, Job Group 'L' for deployment as Heads of Department. MEOs and DEOs interview teachers for appointment as heads and Deputy Heads of Primary Schools, from which reports are forwarded to the Commission.

In carrying out these functions, TSC may delegate some of the functions to its agents like the Provincial Director of Education (PDE) and/or school Board of Governors (BOG) as and when it deems it necessary (TSC, 2008). As pointed out in the Education Act, cap 211 (Republic of Kenya, 1980), "the Teachers Service Commission, or any agent of the Teachers Service Commission responsible for the assignment of teachers ( principals) to school on behalf of the Teachers Service Commission, shall assign teachers to the schools after consultation with and, so far as may be compatible with the maintenance of proper
educational standards at the school and the economical use of public funds, and with the agreement of the sponsor”.

There have been efforts by TSC to address weaknesses in recruitment and selection policy. For instance, in the past TSC appointed teachers to principalship without having applied for the position, and without going through an interview. Currently the requirement is that the TSC or the PDE advertises for vacancies and interested teachers apply, after which interviews are conducted. In spite of this, there still are other weaknesses in the recruitment policy, one of which is that, as Westhuizen (1988) points out, good teaching abilities are not necessarily an indication that the person appointed will be a capable educational manager. The other weakness of the recruitment policy used by TSC is that principals are appointed before they are trained in school leadership. This presents a problem for beginning principals as they enter leadership positions without knowing what is expected of them.

The consequences of the weaknesses in TSC’s recruitment policy can be seen in the poor performance of secondary schools in terms of academic performance, discipline of students and general school management. For instance, a study conducted by Ngware, Wamukuru and Odebero (2006) to determine the extent of practice of Total Quality Management (TQM) in Kenyan secondary schools revealed that most schools did not have strategic plans. Among the few schools that showed evidence of strategic planning, there seemed to be no deliberate attempts to do a formal internal evaluation with a view to ascertain the extent to which qualitative and quantitative targets have been met. In addition, there have been many cases of indiscipline in secondary schools, especially those in Thika District, that have led to stakeholders questioning the quality of leadership
in schools. The consequences of such behaviour include incidences of rape, violence, disobedience to school authority, drug addiction, damage of school property and poor academic performance (Republic of Kenya, 2001).

Thika District experiences challenges in school management, which can be traced to problems in TSC principals’ recruitment policy. Some of these challenges include students indiscipline characterized strikes and drug abuse, and poor academic performance. Mutitu (2008), in a study on the influence of TQM on performance of secondary schools in Thika District, established that the principals performed poorly in human resource management, they did not involve teachers and students in decision making, and that the schools did not engage in strategic planning. Mutitu (2008) concluded that these factors led to poor performance of the schools. The study therefore seeks to find out the effect of TSC recruitment policy.

1.2 Statement of the Problem

Teacher Service Commission has made a number of efforts to address weaknesses in recruitment and selection policy. In the past, TSC appointed teachers to principalship without having applied for the position, and without going through an interview. Currently, this has changed whereby TSC or the PDE advertises for vacancies and interested teachers apply, after which interviews are conducted (TSC, 2006). There have also been efforts to decentralize various TSC functions to the district level, whereby the PDE, DEO and BoGs perform some selection and recruitment functions that were in the past performed by TSC at the headquarters. In spite of this, there are still other weaknesses in the recruitment policy, one of which is that teachers are still selected for principalship before any training on school leadership. This presents a problem for
beginning principals as they enter leadership positions without knowing what is expected of them. The consequences of the weaknesses in TSC’s recruitment policy can be seen in the poor performance of secondary schools in terms of academic performance, discipline of students, poor financial management, and general school management (Mutitu, 2008). The aim of this study therefore was to investigate the effect of TSC policy on recruitment and selection of principals on performance of public secondary schools in Thika District, Kenya.

1.3 Objectives of the Study

1.3.1 Broad objective

The broad objective of the study was to find out the effect of TSC policy on recruitment and selection of principals on performance of public secondary schools in Thika District, Kenya.

1.3.2 Specific Objectives

The Specific objectives of the study were:

i. To investigate the extent to which TSC policy on recruitment and selection of principals is implemented by recruiting officers at the District Level.

ii. To investigate the factors considered by TSC during the recruitment and selection of principals of secondary schools.

iii. To establish the effects of the criteria used by TSC in recruitment and selection of principals of secondary schools on teachers, students, parents and B.O.G.

iv. To investigate the effect of the present practices of recruitment and selection of principals on performance of secondary schools.
1.4 Research Questions

i. To what extent is policy on recruitment and selection of principals by TSC implemented?

ii. What factors are considered by TSC during the recruitment and selection of principals of secondary schools?

iii. What are the effects of the criteria used by TSC in recruitment and selection of principals of secondary schools on teachers, students, parents and B.O.G?

iv. What are the effects of the present practices of recruitment and selection of principals on Performance of secondary schools?

1.5 Significance of the Study

The study is significant to various stakeholders in the following ways;

(i) To the Government

It was the hope of the researcher that the study findings may provide invaluable information to the government of Kenya by highlighting the need for a clear policy guideline in recruitment and selections of principals. It was also hoped that the study would trigger the need to re-examine the recruitment and selection process vis-à-vis the needs of the Kenyan educational systems in the face of a fast changing society and endeavour to provide best practices possible in Kenya.

(ii). To the Ministry of Education

The study could be significant to the ministry of education for it will make it realize the need to invest in preparing principals of secondary through pre-service training.
(iii). To the Teacher Service Commission

The TSC as a body in charge of recruitment and selection will realize the need to formulate documented policy guidelines in recruitment and selection of principals which will lead to appointment of competent principals and hence better managed schools. It will be able to understand the various factors that affect recruitment and selection of principals and the loopholes prevalent in this process so that appropriate actions can be taken.

(iv). To the Principals

To the aspiring I and serving principals, the study will make them understand the various variables at play in this process and seek to comply with requirements especially on training and other policies if formulated and documented. This will make him command respect and support from colleagues, peers students and the surrounding community.

(v). To Teacher Training Institutions

The study will elucidate on the need for the teacher training institutions to introduce in their training programmes a course unit on school administration and management with specific emphasis on the school principals.

(vi). Contribution to Knowledge

The study will form the basis for further research in this area as further gaps will be identified by the end of the study. The study will contribute to the body of knowledge on human resource management in education sector.
To the General public

The general public confidence in TSC principals will be enhanced.

1.6 Scope of the Study

The study was restricted to Thika District and investigated on the effect of TSC recruitment and selection policy on performance of principals in public secondary schools. The study was conducted on principals, teachers, BoGs, PTAs and students of schools that will be randomly selected.

The concept of performance is difficult to measure in educational settings. This is mainly because many factors contribute to the success of a school, including students' entry behaviour, availability of resources, community support among others. For this study therefore, the perceptions of principals, TSC recruitment agents, teachers and students were sought to understand the effect of TSC recruitment and selection policy on performance of principals. This has implications on the way the study findings are interpreted.

1.7 Limitations of the Study

i. In this study, it was expected that time would be a limiting factor. The researcher however enlisted the services of a research assistant and also picked a representative sample on the basis of the divisions that make up the district.

ii. Finances were a challenge for the purpose of the depth of the research. Reasonable budget was prepared that was expected to cater for all the financial recruitments of this study.
iii. Some targeted respondents were not available hence requiring that they be substituted with others.

iv. Some respondents withheld information especially that which reflects on them. The researcher wrote a letter to all respondents requesting them to respond to all the items of the research instruments to prompt them to respond.

1.8 Assumptions of the Study

The study was based on the following assumptions:

i. That the respondents were aware of the criteria used in selection of principals by TSC, and the effects this has on the schools.

ii. That the respondent would cooperate and respond honestly to the study instruments during the process of data collection.

iii. That the information given by the respondents would be a true reflection of the situation on the ground.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature related to the study. The chapter first covers the main review of major issues, including education development and recruitment of principals, curriculum changes, national recruitment policy framework, perception of principal's roles, and attitudes towards recruitment and selection of principals. Then a review of past studies on recruitment of principals is given, after which a summary of the review and gaps to be filled by the study are given. Thereafter the conceptual framework of the study is presented.

2.2 Main Review of Major Issues

In this section, a review of the major issues related to recruitment of principals and its effects on school performance are presented.

2.2.1 The Concept of Performance

Performance can be defined as the actual work that is done to ensure that an organization achieves its mission (Langdon, 2000). In Langdon’s view, all performance produces an output, tangibles work in the form of a product, service, or knowledge. He also regards feedback as an essential element of performance. Feedback in relation to performance tells us (a) that we have finished an assigned task or work, and (b) how we faired along the way. Firstly, feedback is necessary to tell an organization that it has arrived at the output and achieved the consequence. The second type of feedback helps the organization to correct or adjust its actions so that it produces the desired output and achieve the
consequence properly. In summary, performance encompasses inputs, conditions, process elements, outputs, consequences and feedback (Langdon, 2000).

Performance is the outcome of actions on the job, as well as the very actions that produce that outcome (Leftone, Buzzota, Sherberg and Karraker, 2007). Performance involves inputs (the actions people put into the job) and outputs (the consequences of those actions). Performance is always tied to results and behaviour, with the latter either active or passive. In other words, whether it is through do-something or do-nothing, it can affect results either way. Fletcher (1993) reveals two distinct ways in which people obtain results, namely the grind-it-out mode and the high performance mode. He uses an example where people worry about meeting a deadline with regard to the first mode. In the second mode people take delight in the unexpectedly good results that they achieved and wish the work could have continued. He contends that no one can operate in grind-out mode for long without a serious drop in performance. It is simply not a sustainable route to high performance.

Vorhies (1998) defines organizational performance as a multidimensional construct that taps financial, operational and customer related performance domains. On the other hand, Bharadwaj, Varadarajan and Fahey (1993) proposed that superior organizational performance occurs from the organization’s ability to seek a defensible competitive position in the industry. Barney (2001) argues that this superiority in performance is the result of a value creating strategy that is difficult to imitate by competitors.

In the school setting, there has been a tendency for many writers to measure performance based on students’ scores in examinations. It should however be noted that school performance is not just a matter of the scores that students obtain, because schools should
also mould character of young people. In addition, school principals are responsible for managing teachers, non-teaching staff members, members of the board of governors, parents, among other community members towards achievement of school goals and objectives (Onyango, 2001). School principals play a key role in achievement of educational goals and objectives in schools.

2.2.2 Recruitment/Selection Policies and Performance

For organizations to meet their objectives, it is imperative that there be effective recruitment strategies especially for leadership positions. Leadership is a management function which is mostly directed towards people and social interaction, as well as the process of influencing people so that they would achieve the goals of the organization or the common goals. Without quality leadership and initiation of the members’ activities, stimulation of high motivation and engagement of people, there would be no successful organization. According to Skansi (2000), organisational efficiency differs depending on leadership competence, and therefore persons holding leadership positions should be carefully recruited.

Leadership has been found to have a significant influence upon operational efficiency, especially if observed in a contingency context. For example, Judge and Piccolo (2004) established that leadership positively influences performance of employees because competent leadership has positive relationships with: (a) follower job satisfaction, (b) follower leader satisfaction, (c) follower motivation, (d) leader job performance, (e) group or organization performance, and (f) rated leader effectiveness. Organizations should therefore devise effective recruitment policies, which require conducting job
analysis to determine the qualifications and competence level of those to be recruited for management positions.

A survey by Deloitte (2005) of 1,396 human resource practitioners from over 60 different countries, found that the ability to attract and retain new talent were perceived as being the two most critical people management issues facing their organizations today. A total of 74 percent of respondents reported a moderate or high shortage (or anticipated shortage) in salaried staff and 53 percent reported a moderate or high shortage (or anticipated shortage) in hourly staff. Similarly, a 2004 survey of 539 CEOs by Morton, 2005, p. 6) ranked the “availability of talented managers/executives” sixth amongst their top ten challenges “of greatest concern”.

In education, the process of recruitment is entirely different. The desire to become an administrator in most cases comes from within the individual, rather than through a deliberate recruitment process. In most school systems there is no clearly defined track one follows into management. Anderson (2007, p. 26) notes that usually, no one taps a young teacher on the shoulder and says, “We think you have what it takes to become a successful principal, and we are going to provide you with the training you need to move to that level.” Even in developed countries where prior training in management is required before selection, most of the education and training that prospective principals receive occurs outside the context of organizations in which they will work, and it is designed to be generic in its application across settings, rather than being situated in specific problems of practice. Most candidates are judged to be qualified for the principalship when they are certified according to state requirements, rather than passing through a process of sustained scrutiny of supervised practice (Elmore & Burney, 2000).
2.2.3 Education Development and Recruitment of Principals

The process of recruitment and selection of principals of TSC in Kenya has evolved with the development of education. Immediately after independence, the strategy was Africanization of management of educational institutions just like it was for other sectors of the economy. Very little emphasis was laid on the professional career qualification for principals. It was enough for one to be appointed as a TSC principal as long as he/she had academic qualification. Experience was not extremely a requirement. Teachers would be appointed to this position straight from college after graduation and the abundant academic qualification at the time was S1 or Diploma certificates together with a few post graduate diplomas in education (TSC, 2002).

The 1980s also witnessed an upsurge of opening of new secondary schools by churches and communities hence the need for principals to head those schools. Unfortunately the management of these schools was handled with nepotism leading to hiring of unqualified and inexperienced principals. At the time, the positions were never advertised and it is not a requirement like it is today that one must show his or her interest in the post of a principal by applying for advertised positions (TSC, 2006).

Suitability of a candidate for the position of a principal, to a great extent, depended on personal recommendations either by the principal under which the candidate served or by an education official. This approach no doubt led to appointment of incompetent principals who are still in services. Some of them have proved themselves very competent and capable while others have become a disgrace to the profession and a disappointment to the schools and communities that they serve and to those that had recommended them. However, the good news is that this trend has changed tremendously.
and with a bit of perfection, on recruitment and selection, we are headed to a time when those who are appointed to this position will be men and women of integrity.

2.2.4 Curriculum Changes

Every curriculum world-over is dynamic and calls for dynamism on the part of those charged with their implementation and supervision. The curriculum offered at our post primary level has undergone and continue to undergo changes and continuous revision (Bogonko, 1992). There are notable issues that have emerged recently for example inclusion and growth of technology and emergence of HIV/AIDS within the society and which has not spared schools in terms of infected and affected students, teachers and principals (Republic of Kenya, 2006). Teaching of computer science to secondary schools students is yet another curriculum change that requires proper management.

In order to have principals who are capable of implementing and supervising these changes, their recruitment and selection should take into account the literacy level of the candidates in the same field. Principals should be empowered to be able to supervise students and teachers who are knowledgeable in the new technology. In addition to principals being familiar with the recent changes in technology at the time of recruitment and selection, further training on the same while on the job will improve their performance and effectiveness (Bush and Jackson 2002).

Once changes occur in the curriculum, principal’s employer i.e. TSC should also improve on the recruitment and selection procedures to ensure that appointed persons are well versed with the curriculum changes because this is the only sure way of ensuring
effective curriculum implementation and supervision which is the core duty to every principal.

2.2.5 National Recruitment Policy Framework

Generally speaking, universal recruitment and selection policies set out to ensure, as far as possible, that the best people are recruited on merit and that the recruitment and selection process is free from bias and discrimination of whatever form. Legislation must be put in place to ensure no discrimination is practiced during recruitment on the basis of sex, race, disability, or any other orientation (Anderson, 2007). Organizations should therefore during recruitment, practice (EEO) Equal Employment Opportunity for all. Legislation must also entrench data and information protection. The policy should make provisions for review and amendment from time to time as appropriate. Normally appointments must be made according to policy and must therefore be subject to advertisement and interview.

When employing temporary or casual staff on a short-term basis, details of a post must be publicized, selection must be on the basis of appropriate criteria and merit, as record of the process and decision must be kept and the monitoring information returned to HR department (Republic of Kenya, 2006). Staff will normally retire following their 55th birthday and the government of Kenya will normally not employ someone who is within six months of their 45th birthday.

In addition, permanent employment is offered only to citizens. Others work under temporary or contract terms. It is also a policy requirement that employees should undergo medical examination prior to employment and should declare whether or not
they have ever been convicted of a criminal offence. These policies apply across government ministries, departments and parastatals including the TSC whose recruitment and selection policies and practices are under investigation in this study.

2.2.6 Perception of Principal’s Roles

The role of a school principal in Kenya has dramatically changed over the last forty years or so. The effects of industrializations, technological innovations and advancements, globalization, increased democratic space, new registration and increased levels of literacy among the general population have greatly influenced the roles that a school principal is expected to play in Kenya today (Kalai, 1998).

Generally speaking, smooth operation of an individual institution requires competent administrators. Educational administrators (principals) provide instructional leadership as well as, manage day-to-day activities in schools. Onyango, (2001) notes that they also direct the educational programs of businesses; correctional institutions and job training and community service organizations. Principals set educational standards and goals and establish the policies and procedures to carry them out. They also supervise teachers, support staff, counsellors, librarians, coaches and all others.

They develop academic programs, monitor students educational progress’ train/induct and motivate teachers and other staff; manage career counselling and other students services; administer record keeping; prepare budgets; handle relations (public) with parents, prospective and current students, employers and the community; and perform many other roles (Onyango, 2001).
Until quite recently, all these roles were the sole responsibility of the principal. But some of these responsibilities have been delegated to Heads of Departments (H.O.Ds) with the principal retaining supervisory roles. Principles set the academic tone for their schools. They confer with staff to advise, explain or answer procedural questions. They visit classrooms, observe teaching methods, review instructional objectives and examine learning materials. They actively work with the teachers to develop and maintain high curriculum standards; develop mission and vision statements and set performance goals and objectives (Njoka, 2009).

Decision-making authority is gradually shifting from the ministry headquarters and Teachers Service Commission to individual schools; giving principals greater flexibility in setting school policies and goals. However, when making administrative decisions, principals must pay attention to the concerns of students, parents, teachers and other members of the community. Principals prepare budgets and reports on various subjects, including finances and attendance, and oversee the requisition and allocation of resources (Njoka, 2009). As school budgets become tighter many principals have become more involved in public relations and fundraising to secure financial support for their schools from local businesses and the community.

School principals are also involved with student emotional welfare as well as their academic achievements (Wachira, 1996). Some principals have developed within their schools, programs to combat increases in crime, drug and substance abuse and sexually transmitted diseases including HIV/ AIDS among students. It is apparent the roles of a school principal are many and daunting and the very best of them can withstand the
demands. Hence the very great need to ensure that their recruitment and selection is effectively and professionally done.

2.2.7 Attitudes towards Recruitment and Selection of Principals

Principals and other stake holders are known to form certain attitudes and opinions towards recruitment and selection especially when they are not involved in the selection process. Some think that the way it has been conducted so far is fait while others think otherwise. Similarly, there are still others who view it as a position below what they deserve and consider and feel misused by the appointing authority. They feel oppressed, exploited and unappreciated and therefore do not look forward to it (Maranga, 1993).

They view the position with a lot of resentment because of the amount or responsibility that comes with it yet remuneration still remains a contentious issue. For some principals, it is not a position they would go for a second time given a chance while for others, loss of the position is like death to them. Those who ascended to the position through a fair process have very high regard of the recruitment and selection process but there are those who think that what matters to get selected is the person you know and / or how well connected one is (Anderson, 2007). These are however general feelings that are yet to be supported by findings on the ground after data is collected and analysed.

2.3 Critical Review of Major Issues: Past Studies on Recruitment of Principals

According to Newell & Scarbrough (2002), recruitment refers to the process of attracting a suitable number of applicants so that from them a choice can be made as to who is the 'right' person for the job and selection refers to the process by which this choice is made. Quite often however, the term recruitment is used to refer to the whole process.
Armstrong (2001) defines recruitment and selection as the process aimed at obtaining at minimum cost the number of quality of employees required to satisfy the human resources needs of the company.

Teacher service commission is the employer body for teachers, and one of its specific functions is to recruit principals and post them to schools that require their services anywhere in the country. Some of these functions have been delegated to the provincial director of education (PDE) who in consultation with the teacher service commission (TSC) may recruit and post principals to a school. Whereas recruitment of teachers may not be a big issue because they are recruited from among professionally trained and qualified teachers, that of principals is quite critical and an issue. There are no professionally trained principals and since they are picked from among the practicing teachers with no specific training as principals, hence the need for sound recruitment and selection policies and procedures need not be overemphasized.

The national policy on appointment, deployment and training of secondary school administrators and managers in Kenya notes that head teacher plays a central leadership role in the management and development of school education. I noted that “A school stands or falls by its head”. “Identification is more important than training for the latter cannot correct a person who although capable is by character greedy, dishonest, perverted and careless of the right of others”. This was observed by Griffin (1994). Therefore, an elaborate system of identification can in the long run yield better principals who are then subjected to the relevant training than from generalized training of teachers for schools headship. The same policy recommended a set of performance benchmarks.
The national policy on appointment, deployment and training of secondary school administrators and managers in Kenya feels that the current system of recruitment and deployment of principals has obvious shortcomings. It is imperative to institute a fair, transparent and meritorious system that will make it possible to deploy teachers of the right caliber to school headship. In doing this, TSC shall:

- Compile a comprehensive performance benchmark that will be made available to teachers for purpose of self appraisal and evaluation of work performance.
- Keep up to date performance appraisal records for each teacher
- Keep up to date performance appraisal and evaluation of work performance.
- Use annual performance appraisal results in judging teachers ability and work results for promotion responsibility, assignment and deployment (TSC, 2006).

The policy recommends advertising of all positions and track records of all aspects of school administration from academic, financial, and social aspects to be followed to net the best of them. The current trend and practice has been to pick on those teachers who have excelled either in the teaching of their subject areas or in co-curricular activities. This obviously does not guarantee suitable principals without giving due attention in their recruitment and selection.

Graham and Bennette (1998) indicates that recruitment is the first step towards filling a vacancy; it includes the examination of the vacancy, the consideration of the source candidates, making contacts with those candidates and attracting applications from them. It is a means of ensuring that human resource needs of the institution are met in order to achieve the objectives and goals of the organization. This further ensures the presence of right numbers of people with the right skills for the jobs they are meant to do.
Selection is the next stage through which candidates are assessed using different means and techniques after which choice of the right person is made who is then appointed to the job. The appointment of principals rarely goes through this process and no wonder complaints abound about their incompetence.

Education being a social service and a human right issue, every individual feels that they have the right to say who does or does not become a school principal. Some of the reasons advanced are not based on facts but personal, political, religious or tribal considerations hence wrong appointments being made. Given that jobs and organizations differ in terms of what they require, some individuals will be more suited to some jobs and organizations than others. Hence the need to guard against hiring the ‘right ‘or ‘wrong’ people for the job.

At managerial (principal) level the repercussions of the wrong decision made by poorly selected staff may be enormous and the cost of removing unsuitable people may be particularly high. There is a growing need world over that recruitment and selection should be a two-way process. Newell and Shackleton (2000) propose. Individuals make judgments about organizations just as organizations are making judgments about individuals. Until very recently, TSC never used to advertise posts for principals. Now it does advertise but even then, it is never made known to the candidates what the commission expects of the candidates in the new job and the specific station where the principal will be posted. This may lead to frustrations later in the job on discovering the requirements and demands of the job. This may further lead to the wish transfer on the candidate’s part or demotion and transfer on the part of the employer.
Brennan and McGregor (1987) found that 58% of graduates had changed their jobs at least once within the first three years of employment often because of unmet job expectations. Abel (1960) says that the selection and appointment of the physical education teachers should be the major concern because she/he comes into contact with most students in a school. If this should be so, how about the school principal who does not only come into contact with all the students but also the teachers, parents and the general public. No mistakes should be made in the recruitment and selection of TSC principals.

According to Snyder and Scott (1959), an enthusiastic teacher who is well qualified and competent is perhaps the best recruiter the profession may have. During the teacher interactions with the students, interested and outstanding students are identified and made available to colleges and universities. Early identification of personnel enables complete utilization of the human resources by developing competence noticed that early.

In a number of countries, recruitment and selection practices are influenced and supported by legislation which outlaws discrimination with regards to sex, race or age. In this case, the recruitment and selection is the responsibility of the employer. However, the extent to which recruitment and selection is the prerogative of the employer may depend on the extent and nature of organized labour and legal regulations. The context within which the organization is operating is vitally important.

2.4 Summary and Gaps filled by the Study

The school principal is the most important person in determining the direction that the school faces. Yet, as shown by previous studies, despite the importance of school
leadership, the means by which most principals in developing countries like Kenya are selected, inducted and in-serviced are ill-suited to the development of effective and efficient school managers (Kitavi, 2007). While studies have been conducted on the factors influencing performance of school principals in Kenya, it was not clear the effects that recruitment and selection criteria followed by TSC in selecting principals has on performance of secondary schools in Kenya. The study sought to fill this literature gap by assessing the effect of TSC recruitment and selection of principals on performance of public secondary schools in Thika District, Kenya.

2.5 Conceptual Framework

Recruitment and selection of employees is generally an ordered and logical sequence of events. World over prescriptive texts telling how it 'should' and 'must' be done abound. Professional bodies issue codes of practice. Although there exists a code of conduct for teachers which regulates recruitment and selection of teachers, nothing specific is in place for principals of post primary institutions for example the UK Chartered Institute of Personnel and Development Issues a Code On Recruitment and the UK Equal Opportunities Commission Publishes Fair and Efficient Selection.

Recruitment and selection of TSC principals is a function of the following variables: national recruitment policy framework, curriculum changes, society and technological changes, performance and discipline, principal attitude towards recruitment and selection, education development, perception of principal’s role. Figure 2.1 presents the conceptual framework, showing the dependent and independent variables of the study.
The independent variables of the study included the National recruitment policy framework, the implementation of recruitment policy by TSC, and interferences in recruitment of principals for example by politicians and school sponsors. These factors have an effect on the effectiveness of recruitment and selection of principals by TSC and the competence of individuals selected for school leadership. In turn, this affects the performance of secondary school principals.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the procedures that were used to conduct the study. The chapter focuses on research design, target population, sample and sampling procedures, data collection methods, and data collection procedure, and data analysis.

3.2 Study Design

The study used a descriptive survey design to find out the effect of TSC recruitment and selection of principals on performance of public secondary schools in Thika District. Descriptive survey designs are used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification (Orodho, 2002). The choice of descriptive survey design was based on the fact that the researcher did not manipulate any variables.

3.3 Target population

Target population is all the members of a real or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of the study (Borg and Gall (1989). The study was conducted in Thika District of Kenya and targeted all the TSC principals, teachers, BOG members, PTA members and students in the public secondary schools in the district. Thika District has a total of 89 secondary schools, with an average population of 89 principals, 1,620 teachers, 1157 BoG members, 890 PTA members, and 22,000 students (Thika District Education Office, May 2010). Out of the 89 schools there are two national schools, six provincial schools and 81 District schools.
3.4 Sampling Strategy

Sampling is the process of selecting a sufficient number of elements from the population so that by studying the sample properties and characteristics they can be generalized to the entire population. A sample is a sub-set of the population and comprises some elements from the population.

According to Gay (1992), the minimum sample size should be 20% of the target population. Mugenda and Mugenda (1999) note that for statistical analysis of data there should be at least 30 respondents. Therefore for this study, the sample used was 30 principals, representing 30 of the 89 public secondary schools in Thika District. This sample was 33.7% of the target population, which is in line with Gay's (1992) recommendation. Stratified random sampling was used to get a representative sample. The schools were first stratified according to category – National, Provincial and District – and then 33.7% of the schools in each category were randomly selected. Table 3.1 presents the sample size of schools.

Table 3.1: Sample size of the schools

<table>
<thead>
<tr>
<th>School category</th>
<th>No. of schools</th>
<th>No. of schools in sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Provincial</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>District</td>
<td>81</td>
<td>27</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>89</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

3.5 Sample Size

From each of the 30 selected schools, the principal was automatically sampled. Together with this, 2 BOG members, 2 teachers, 3 students and 2 PTA members were selected
from each school. The sample was therefore comprised of 30 principals, 60 teachers, 60 BoG members, 60 PTA members and 90 students, which is a total of 300 respondents.

Table 3.2 presents the sample size of the respondents.

**Table 3.2: Target population and sample size**

<table>
<thead>
<tr>
<th>School category</th>
<th>No. in the population</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>89</td>
<td>30</td>
</tr>
<tr>
<td>Teachers</td>
<td>1,620</td>
<td>60</td>
</tr>
<tr>
<td>Students</td>
<td>22,000</td>
<td>90</td>
</tr>
<tr>
<td>BoG members</td>
<td>1,157</td>
<td>60</td>
</tr>
<tr>
<td>PTA members</td>
<td>890</td>
<td>60</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25,756</strong></td>
<td><strong>300</strong></td>
</tr>
</tbody>
</table>

3.6 Data Collection Procedures

Data collection tools that were used in this study were questionnaires with open-ended items to facilitate individual opinions and closed-ended to get specific information. The questionnaires were distributed to the respondents randomly. The respondents were expected to complete the questionnaires after which they were collected by the researcher with the help of the principals. Secondary data was collected from relevant documents from Libraries such as current journals, newspapers, and other publications.

After preparation of the questionnaire, a pilot study was conducted prior to data collection, in order to enhance validity and reliability of the instrument. The pilot study enabled the researcher to assess the clarity of the questionnaire items so that those items found to be inadequate or vague were modified to improve the quality of the research instrument thus increasing its validity and reliability.
During data collection phase, the researcher personally administered the questionnaire to the respondents. A research permit was obtained from the Ministry of Education. Thereafter, the office of the District Education Officers for the participating districts was contacted before data collection commences. The selected schools were visited and the questionnaires administered to the respondents. The respondents were assured that strict confidentiality would be maintained in dealing with the responses. The filled-in questionnaires were collected the same day.

3.7 Data Analysis

The study yielded data that required both quantitative and qualitative analysis techniques. Quantitative analysis entails analyzing numbers about a situation by choosing specific aspects of that situation. Descriptive statistics were used to analyze the quantitative data obtained. The statistics used included frequency counts, means and percentages. Quantitative data analysis required the use of a computer spreadsheet, and for this reason the Statistical Package for Social Sciences (SPSS) was used. As Martin and Acuna (2002) observe, SPSS is able to handle large amount of data, and given its wide spectrum of statistical procedures purposefully designed for social sciences, it is also quite efficient. On the other hand, qualitative analysis entails analyzing in words or pictures by collecting data, recording peoples’ experiences not selecting any pre-chosen aspect. The qualitative data obtained in this study were analyzed by organizing it thematically in line with the objectives of the study and tallying the number of similar responses.
CHAPTER FOUR
DATA ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents data analysis and discussion of the study findings. The broad objective of the study was to find out the effect of TSC policy on recruitment and selection of principals on performance of public secondary schools in Thika District, Kenya. The findings of the research are presented based on the four research questions restated below:

i. To what extent is policy on recruitment and selection of principals by TSC implemented?

ii. What factors are considered by TSC during the recruitment and selection of principals of secondary schools?

iii. What are the effects of the criteria used by TSC in recruitment and selection of principals of secondary schools on teachers, students, parents and B.O.G?

iv. What are the effects of the present practices of recruitment and selection of principals on Performance of secondary schools?

The background data of the respondents is given first, followed by the analysis and discussion of each of the four research questions.

4.2 Background data of the respondents

The study was conducted on a sample comprised of 30 principals, 60 teachers, 60 BOG members, 60 PTA members and 90 students who were selected from 30 public secondary schools in Thika district. Among the 90 students who took part in the study, 45 (50%)
were boys and 45 (50%) were girls. There were 38 (63.3%) male teachers and 22 (36.7%) female teachers in the study.

Table 4.1 shows the working duration of BOG, PTA, Teachers and Principals.

Table 4.1: Work experience of the study participants

<table>
<thead>
<tr>
<th>Work experience</th>
<th>BOG</th>
<th></th>
<th>PTA</th>
<th></th>
<th>Teachers</th>
<th></th>
<th>Principals</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Less than one year</td>
<td>8</td>
<td>13.3</td>
<td>10</td>
<td>16.7</td>
<td>7</td>
<td>11.7</td>
<td>1</td>
<td>3.3</td>
</tr>
<tr>
<td>Between one and three</td>
<td>20</td>
<td>33.3</td>
<td>16</td>
<td>26.6</td>
<td>12</td>
<td>20.0</td>
<td>2</td>
<td>6.7</td>
</tr>
<tr>
<td>three years</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between three and five</td>
<td>24</td>
<td>40.0</td>
<td>25</td>
<td>41.7</td>
<td>17</td>
<td>28.3</td>
<td>10</td>
<td>33.3</td>
</tr>
<tr>
<td>five years</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Over five years</td>
<td>8</td>
<td>13.3</td>
<td>9</td>
<td>15.0</td>
<td>24</td>
<td>40.0</td>
<td>17</td>
<td>56.7</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
<td>60</td>
<td>100.0</td>
<td>60</td>
<td>100.0</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.1 shows that majority of the BOG respondents had served in their positions between three and five years (40.0%) followed by 20 (33.3%) who had served for between one and three years. Among the PTA representatives, majority (41.7%) had served in their positions for between three and five years, while majority of the principals (56.7%) and teachers (40.0%) had served in their schools for over five years.

This shows that most of the respondents had served in their schools long enough to be aware of the TSC recruitment policy and its impact on school performance. Work experience is important in determining performance of employees, especially those in management positions such as school principals. The teachers, BOG members, PTA members and students were important for the study as they would provide important information to infer on performance of principals.
4.3 Extent to which TSC Recruitment Policy is implemented

The first research objective was to investigate the extent to which TSC policy on recruitment and selection of principals is implemented by recruiting officers at the District Level.

The study established that majority 29 (96.7%) of the principals were appointed to the position after serving as deputy principals while only 1 (3.3%) was appointed direct from the position of a classroom teacher. Table 4.2 shows the duration that the principals had served as deputy principals before being appointed to the position of school heads.

Table 4.2: Duration served as a deputy before appointment as principal

<table>
<thead>
<tr>
<th>Duration served as principal</th>
<th>No. of principals</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than one year</td>
<td>1</td>
<td>3.3</td>
</tr>
<tr>
<td>Between one and three years</td>
<td>2</td>
<td>6.7</td>
</tr>
<tr>
<td>Between three and five years</td>
<td>10</td>
<td>33.3</td>
</tr>
<tr>
<td>Over five years</td>
<td>16</td>
<td>53.3</td>
</tr>
<tr>
<td>Never served as a deputy</td>
<td>1</td>
<td>3.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4.2 shows that majority (53.3%) of the principals had served as deputies for over 5 years before being appointed as school heads while 33.3% had served for 3 – 5 years. There was one (3.3%) principal who had served for less than one year as a deputy while another one (3.3%) had never served as a deputy. The importance of serving as deputy principals before being appointed to school management is that one is inducted into the management roles. Such an experience enables the prospecting individuals to gain the
skills necessary for school leadership before appointment. According to Sedisa (2008) the skills needed for effective school principalship can be grouped into three broad categories, namely technical skills, human skills and conceptual skills. Serving as deputies can help teachers develop these skills, thereby improving their performance once appointed as principals.

There are some policy guidelines employed by the TSC to ensure good work performance. One of these policies is to compile comprehensive performance benchmark that will be made available to teachers for appraisal and evaluation to work performance. All 30 (100.0%) school principals agreed that there was need for policy guidelines by TSC on recruitment and selection of secondary school principals. They listed these policy guidelines as being:

- Demonstrated leadership qualities in previous positions
- Be a university graduate
- Must have served as a deputy principal

The study established that 14 (46.7%) of the principals had served as school managers in more than one school, while 16 (53.3%) had served as principals only in their current schools.

Table 4.3 shows persons initiating transfer of principals for those who had transferred.
Table 4.3: Persons initiating transfer of principals

<table>
<thead>
<tr>
<th>Person initiating</th>
<th>No. of principals</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employer initiated</td>
<td>9</td>
<td>30.0</td>
</tr>
<tr>
<td>Self initiated</td>
<td>5</td>
<td>16.7</td>
</tr>
<tr>
<td>Never transferred</td>
<td>16</td>
<td>53.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4.3 shows that for 9 (30.0%) of the principals who had been transferred, the transfers were initiated by the employer (TSC), while 5 (16.7%) had initiated the transfers themselves. Sixteen (53.3%) of the principals had never been transferred. Frequent transfer of principals has been blamed for poor performance of schools in Kenya. This causes poor planning because newly posted principals may shelve the plans made by their predecessors, which could cause projects to stall. Leadership stability is important to enable school managers to engage in strategic planning and complete seeing through their plans. Research conducted by Ngware, Wamukuru and Odebero (2006) on Total Quality Management (TQM) in secondary schools in Kenya shows that very little strategic planning takes place. Similar findings were also established by Mutitu (2008).

There is no clear policy on transfer of principals in Kenya. In some instances, principals may request the TSC for transfer, while in other cases the TSC initiates transfers mainly when a school is performing poorly in terms of academic or discipline of students. The teachers, PTA and BoG representatives were asked to indicate whether there had ever been transfer of principals during respondents’ period of service in the schools, to which they responded as shown in Figure 4.1.
Figure 4.1 shows that majority of the respondents, including 34 (56.7%) teachers, 37 (61.7%) BoG members and 48 (78.7%) PTA members indicated that their principals had not been transferred during their stay in the schools. There is a tendency for principals, especially female principals, turning down transfers from one school to another, if the school they are sent to is very far away from home. This was established by Mwaniki (2004), whose study on the obstacles to women’s participation in the management of secondary schools in Nakuru District established that one of the key challenges facing women in leadership was family obligations. Such issues may need to be considered by TSC to ensure that the best leaders are attracted to head schools without any impediments.
4.4 Factors Considered during Recruitment and Selection of Principals

The second objective of the study was to establish the factors considered by TSC during the recruitment and selection of principals of secondary schools. Like any other organization, the TSC has rules and regulations that govern recruitment of employees. The principals were asked to indicate the criteria used when being appointed to the positions, to which they responded as shown in Table 4.4.

Table 4.4: Methods through which principals were appointed

<table>
<thead>
<tr>
<th>Method used</th>
<th>No. of principals</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through an interview</td>
<td>13</td>
<td>43.3</td>
</tr>
<tr>
<td>Not through an interview</td>
<td>10</td>
<td>33.3</td>
</tr>
<tr>
<td>Any other</td>
<td>7</td>
<td>23.3</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.4 shows that 13 (43.3%) of the principals were appointed as school principals through interviews, 10 (33.3%) were not appointed through interviews while 7 (23.3%) were appointed through other means. This therefore shows that most of the principals were not selected competitively.

In order to determine the relationship between methods of appointing principals and academic performance of the schools, the mean scores obtained by the schools in the KCSE examinations of the years 2007 to 2009 were considered. Schools obtaining a mean score between 1 and 3 were considered poor, those obtaining 4 – 6 were average, those obtaining 7 – 9 were considered good, while those obtaining 10 – 12 were
considered good in performance. Table 4.5 is a cross-tabulation showing the relationship between methods of appointing principals and academic performance of the schools.

Table 4.5: Methods of appointing principals across school performance

<table>
<thead>
<tr>
<th>Method used</th>
<th>School Performance</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Poor</td>
<td>Average</td>
</tr>
<tr>
<td>Through an interview</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Not through an interview</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Any other</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
<td><strong>8</strong></td>
</tr>
</tbody>
</table>

Table 4.5 shows that the principal from the school that obtained a mean score of 10 – 12 (very good performance) was appointed through an interview, as was most of those from schools that obtained a mean score of 7 – 9 (good performance). On the other hand, most of the principals from the schools that obtained mean scores of 1 – 3 (poor performance) were not appointed through interviews. This shows that most of the principals who were appointed through interviews were from schools that performed well. According to Anderson (2007), there is need for legislation to ensure no discrimination is practiced during recruitment on the basis of sex, race, disability, or any other orientation. If no formal interviews are conducted in appointment of principals, the process could encourage corruption and discrimination, which is against the Equal Employment Opportunity for all (EEO) policy.
The teachers, BoG members and PTA representatives were asked to indicate how the
principals in their schools were selected and recruited to serve in their schools. Table 4.6
shows their responses.

Table 4.6: Criteria used in selection and recruitment of principals

<table>
<thead>
<tr>
<th>Criteria used to select and recruit</th>
<th>Teachers</th>
<th>BoG</th>
<th>PTA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handpicked by TSC</td>
<td>26 43.3</td>
<td>18 30.0</td>
<td>21 35.0</td>
</tr>
<tr>
<td>Through interview</td>
<td>24 40.0</td>
<td>10 16.7</td>
<td>9 15.0</td>
</tr>
<tr>
<td>Proposed by sponsor</td>
<td>3 5.0</td>
<td>3 5.0</td>
<td>6 10.0</td>
</tr>
<tr>
<td>Proposed by BoG</td>
<td>0 0.0</td>
<td>1 1.7</td>
<td>2 3.3</td>
</tr>
<tr>
<td>Proposed by community</td>
<td>0 0.0</td>
<td>3 5.0</td>
<td>0 0.0</td>
</tr>
<tr>
<td>Handpicked by politicians</td>
<td>7 11.7</td>
<td>0 0.0</td>
<td>0 0.0</td>
</tr>
<tr>
<td>Don’t know</td>
<td>0 0.0</td>
<td>25 41.7</td>
<td>22 36.7</td>
</tr>
<tr>
<td>Total</td>
<td>60 100.0</td>
<td>60 100.0</td>
<td>60 100.0</td>
</tr>
</tbody>
</table>

Table 4.6 shows that most of the teachers (43.3%), BoG members (30%) and PTA
members (35%) indicated that principals in their schools were handpicked by TSC.
Others were of the view that principals were selected through interviews, proposed by
sponsors, the BoG or the community. There were 7 (11.7%) teachers who indicated that
principals in their schools were handpicked by politicians. It is surprising to note that
41.7% of the BoG members and 36.7% of PTA representatives were not aware of the
criteria used in selection of principals for their schools, yet these groups are supposed to
work together with principals in school management and in making decisions on school
development.
The teachers, BoG members and PTA representatives were asked to indicate how the criteria used to select the principals in their schools affected performance of the school. Their responses are as shown in Table 4.7

**Table 4.7: Effects of selection and recruitment criteria on school performance**

<table>
<thead>
<tr>
<th>Effects of selection</th>
<th>Teachers</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Handpicking affects performance of the school negatively</td>
<td>28</td>
<td>46.7</td>
<td>29</td>
<td>48.3</td>
<td>33</td>
</tr>
<tr>
<td>Interviewing ensures the best person is selected hence improving performance</td>
<td>25</td>
<td>41.7</td>
<td>19</td>
<td>31.7</td>
<td>19</td>
</tr>
<tr>
<td>Those proposed are normally not the best to run the school thus performance declines</td>
<td>7</td>
<td>11.7</td>
<td>12</td>
<td>20.0</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>60</td>
<td>100</td>
<td>60</td>
<td>100</td>
<td>60</td>
</tr>
</tbody>
</table>

Table 4.7 shows that the respondents were of the view that selection and recruitment of principals through interviews was the best as the method ensures the best person is selected hence improving performance. The respondents further reported that handpicking of principals affects performance of the school negatively, and that those principals who are proposed by the BoG, politicians, community, and sponsor are normally not the best to run the school thus performance declines. This therefore indicates that only interview method has a positive impact on school performance, while the other methods were seen to be responsible for decline in performance.

All the 30 (100%) principals stated that they were aware of the policy guidelines by TSC that guide recruitment of secondary school principals. Table 4.8 shows the policies followed as reported by the principals.
Table 4.8: Policies followed by TSC in recruitment of principals

<table>
<thead>
<tr>
<th>Policies followed</th>
<th>No. of principals</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Must have served as a deputy</td>
<td>14</td>
<td>46.7</td>
</tr>
<tr>
<td>Be a University graduate</td>
<td>11</td>
<td>36.7</td>
</tr>
<tr>
<td>Have the required work experience</td>
<td>5</td>
<td>16.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4.8 shows that, according to the headteachers, the policies followed by TSC in recruitment of principals included the requirement for one to have served as a deputy principal (46.7%), be a University graduate (36.7%), and have the required work experience (16.6%). Experience and training are important considerations for appointed to school leadership positions bearing in mind the duties performed by principals. Thondy, Papandoum, Johansson and Pashiardis (2007) demonstrate this by arguing that school leadership has become more complex as curricular demands have grown and parental, government expectations and demand for greater school effectiveness have been raised. The work of principals in institutions has therefore become complex necessitating appropriate skills, knowledge, and attitudes that would enable them work effectively (Maranga, 1993).

4.5 Views of Stakeholders about TSC Recruitment Policies

The third objective of the study was to identify the effects of the criteria used by TSC in recruitment and selection of principals of secondary schools on teachers, students, parents and B.O.G.
The teachers, BoG members, PTA representatives, and students were asked to give their opinion whether the category of school dictates the recruitment and selection of principals, to which they responded as shown in Figure 4.2.

**Figure 4.2: Views on whether category of school dictates selection of principals**

The figure shows that majority (71.7%) of the teachers indicated that school category dictates the recruitment of principals. On the other hand, majority of BoG members (70%), PTA representatives (60%) and students (57.3%) indicated that school category does not dictate the recruitment and selection of principals. Those respondents who indicated that school category dictates the principal selected gave their reasons as being: to maintain and improve performance and discipline, students have different academic abilities, and that boys' schools are well handled by male principals and girls' schools by female principals.
The teachers, BoG members, and PTA representatives were asked to give their opinion on the ideal way of recruiting and selecting principals, to which they responded as shown in Table 4.9.

Table 4.9: Views on the ideal way of recruiting and selecting principals

<table>
<thead>
<tr>
<th>Ideal recruitment methods</th>
<th>Teachers</th>
<th></th>
<th>BoG</th>
<th></th>
<th>PTA</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Through interviews</td>
<td>46</td>
<td>76.7</td>
<td>19</td>
<td>31.7</td>
<td>34</td>
<td>56.7</td>
</tr>
<tr>
<td>Through identification and training</td>
<td>12</td>
<td>20.0</td>
<td>21</td>
<td>35.0</td>
<td>18</td>
<td>30.0</td>
</tr>
<tr>
<td>Through the B.O.G. body</td>
<td>2</td>
<td>3.3</td>
<td>18</td>
<td>30.0</td>
<td>7</td>
<td>11.7</td>
</tr>
<tr>
<td>Through sponsors picking</td>
<td>0</td>
<td>0.0</td>
<td>2</td>
<td>3.3</td>
<td>1</td>
<td>1.6</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
<td>60</td>
<td>100.0</td>
<td>60</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.9 shows that majority of the respondents, including 76.7% of the teachers, 31.7% BoGs and 56.7% of the PTA members were of the view that the ideal way of recruiting and selecting principals was through interviews. The other methods given by the respondents included recruiting principals by identification and training, selection through the BoG body, and through picking by sponsors. This analysis shows that the two most preferred methods of recruitment of principals were interviews and identification followed by training. Most developed countries have organized courses for preparation of school leaders. For example, educational masters’ degree is mandatory for school principalship in the United States of America. The states have adopted the Interstate School Leaders Licensure Consortium (ISLLC) standards (Bush, 2005), whereby all aspiring leaders must complete the Principals’ Qualification Programme (PQP) before being appointed as a principal or even as a vice-principal. PQP is operated by universities rather than government agencies (Bush, 2005).
The respondents were asked to indicate the paramount factor that should be considered by TSC in recruiting principals, to which they responded as shown in Table 4.10.

Table 4.10: Factors that should be considered in recruiting a principal

<table>
<thead>
<tr>
<th>Factors that should be considered</th>
<th>Teachers</th>
<th>BoG</th>
<th>PTA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Education background</td>
<td>32</td>
<td>53.3</td>
<td>19</td>
</tr>
<tr>
<td>Work performance</td>
<td>25</td>
<td>41.7</td>
<td>34</td>
</tr>
<tr>
<td>Others</td>
<td>3</td>
<td>5.0</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
<td>60</td>
</tr>
</tbody>
</table>

Table 4.10 shows that for most of the teachers (53.3%), the paramount factor that should be considered in selection and recruitment of principals should be education background. For majority of BoG members (56.7%) and PTA representatives (61.7%), the paramount factor that should be considered was given as work performance. Some of the respondents gave other factors, which included, at least a Masters degree, proven leadership skills as deputy principals, and high commitment to the teaching profession.

The students were asked to indicate the factors that they felt were considered when selecting principals, to which they responded as shown in Figure 4.3.
Figure 4.3 shows that most of the students (51.1%) were of the view that education qualification was the factor considered when selecting principals, followed by experience (25.6%). There were students who felt that the factors considered were political connections (13.3%) and community bias (10%). It therefore emerges that there were some students who had the feeling that unethical means such as political connections and community bias were followed in recruitment of principals. This could explain the common incidences of students and parents demonstrating against newly appointed principals in some schools in the country.
4.6 Effects of Recruitment Policy on Performance

The fourth objective of the study was to establish the effects of the present practices of recruitment and selection of principals on Performance of secondary schools.

All the 60 (100%) teachers in the study agreed that the criteria used by TSC for selection and recruitment of principals affect the performance of their schools. Table 4.11 shows the ways in which this affects performance.

Table 4.11: Teachers’ views on the way recruitment criteria affect performance

<table>
<thead>
<tr>
<th>Effects of recruitment criteria</th>
<th>No. of teachers</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selecting experienced teachers ensures effective school leadership</td>
<td>24</td>
<td>40.0</td>
</tr>
<tr>
<td>Deserving teachers who are not selected lose work morale</td>
<td>17</td>
<td>28.3</td>
</tr>
<tr>
<td>Those recruited have gained experience as deputies</td>
<td>12</td>
<td>20.0</td>
</tr>
<tr>
<td>The best person for the job is not selected</td>
<td>7</td>
<td>11.7</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.11 shows that the teachers were of the view that the criteria employed to select and recruit principals affected performance because selecting experienced teachers ensures effective school leadership (40%), deserving teachers who are not selected lose work morale (28.3%), those recruited have gained experience as deputies (20%), and the best person for the job is not selected (11.7%). Failure to recruit the best person for the job leads to poor performance among employees and the organization. The effects of weak recruitment policy by TSC can be seen in the poor performance of secondary schools in terms of academic performance, discipline of students, poor financial management, and general school management.
The BoG members, PTA representatives, and students were asked to indicate the areas of school performance that they felt were affected by choice of school principal, to which they responded as shown in Table 4.12.

Table 4.12: Areas of performance affected by choice of principals

<table>
<thead>
<tr>
<th>Areas of performance</th>
<th>BoG</th>
<th>PTA</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Academic performance</td>
<td>15</td>
<td>25.0</td>
<td>21</td>
</tr>
<tr>
<td>School development planning</td>
<td>22</td>
<td>36.6</td>
<td>19</td>
</tr>
<tr>
<td>Management</td>
<td>7</td>
<td>11.7</td>
<td>6</td>
</tr>
<tr>
<td>Discipline</td>
<td>9</td>
<td>15.0</td>
<td>3</td>
</tr>
<tr>
<td>Relations with community</td>
<td>7</td>
<td>11.7</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
<td>60</td>
</tr>
</tbody>
</table>

Table 4.12 shows that most of the respondents, including 25% of the BoG members, 35% of the PTA representatives, and 37.8% of the students indicated that academic performance was the area affected most by choice of principals. Other areas of performance affected by selection and recruitment of principals included school development planning, school management, discipline of students and staff members, and relations with the community.

The teachers were asked to indicate how the TSC can enhance the performance of principals in secondary schools, to which they responded as shown in Table 4.13.
Table 4.13: How TSC can enhance performance of principals

<table>
<thead>
<tr>
<th>Ways of enhancing performance</th>
<th>No. of teachers</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruiting only the most qualified individual</td>
<td>56</td>
<td>93.3</td>
</tr>
<tr>
<td>Organizing seminars and training sessions</td>
<td>51</td>
<td>85.0</td>
</tr>
<tr>
<td>Observing transparency &amp; honesty in recruitment</td>
<td>48</td>
<td>80.0</td>
</tr>
<tr>
<td>Through monitoring and supervision</td>
<td>25</td>
<td>41.7</td>
</tr>
</tbody>
</table>

Table 4.13 shows that the majority of the teachers (93.3%) indicated that the TSC can enhance the principals' performance in schools by employing only the most qualified individual for the job, 51 (85.0%) indicated that principals' performance can be enhanced by organizing seminars and training sessions to the recruited individuals, 48 (80.0%) indicated that principal performance can be enhanced by observing transparency and honesty in recruitment, and 25 (41.7%) indicated through monitoring and supervision of school management processes.
CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the study, conclusions and recommendations arrived at. The chapter also presents suggestions for further studies.

5.2 Summary of the Study

The main objective of the study was to find out the effect of TSC policy on recruitment and selection of principals on performance of public secondary schools in Thika District, Kenya. The study was conducted on a sample comprised of 30 principals, 60 teachers, 60 BOG members, 60 PTA members and 90 students who were selected from 30 public secondary schools in Thika district. Given below is a summary of the main study findings.

Majority 29 (96.7%) of the principals were appointed to the position after serving as deputy principals while only 1 (3.3%) was appointed direct from the position of a classroom teacher. Prior to appointment as principals, majority (53.3%) had served as deputies for over 5 years before being appointed as school heads while 33.3% had served for 3 – 5 years. There was one (3.3%) principal who had served for less than one year as a deputy while another one (3.3%) had never served as a deputy.

All 30 (100.0%) school principals agreed that there was need for policy guidelines by TSC on recruitment and selection of secondary school principals. They listed these policy guidelines as being: Demonstrated leadership qualities in previous positions, be a university graduate, and must have served as a deputy principal.
The study established that 14 (46.7%) of the principals had served as school managers in more than one school, while 16 (53.3%) had served as principals only in their current schools. For 9 (30.0%) of the principals who had been transferred, the transfers were initiated by the employer (TSC), while 5 (16.7%) had initiated the transfers themselves.

The study established that 13 (43.3%) of the principals were appointed as school principals through interviews, 10 (33.3%) were not appointed through interviews while 7 (23.3%) were appointed through other means. This implies that most of the principals were not selected competitively. The study established that the principals who were appointed through interviews were from schools that performed well, while those who were handpicked were from schools that performed poorly. This shows that appointment of principals through interviews, meaning meritocracy is observed, is linked to good performance. Most of the teachers (43.3%), BoG members (30%) and PTA members (35%) indicated that principals in their schools were handpicked by TSC. Others were of the view that principals were selected through interviews, proposed by sponsors, the BoG or the community. There were 7 (11.7%) teachers who indicated that principals in their schools were handpicked by politicians.

Majority (71.7%) of the teachers indicated that school category dictates the recruitment of principals. On the other hand, majority of BoG members (70%), PTA representatives (60%) and students (57.3%) indicated that school category does not dictate the recruitment and selection of principals. The reasons why school category dictates the principal selected were: to maintain and improve performance and discipline, students
have different academic abilities, and boys’ schools are well handled by male principals and girls’ schools by female principals.

It was established that majority of the respondents, including 76.7% of the teachers, 31.7% BoGs and 56.7% of the PTA members were of the view that the ideal way of recruiting and selecting principals was through interviews. The other methods given by the respondents included recruiting principals by identification and training, selection through the BoG body, and through picking by sponsors. This implies that the two most preferred methods of recruitment of principals were interviews and identification followed by training.

Most of the teachers (53.3%) indicated that the paramount factor that should be considered in selection and recruitment of principals should be education background. For majority of BoG members (56.7%) and PTA representatives (61.7%), the paramount factor that should be considered was given as work performance. Some of the other factors given included at least a Masters degree, proven leadership skills as deputy principals, and high commitment to the teaching profession. Most of the students (51.1%) were of the view that education qualification was the factor considered when selecting principals, followed by experience (25.6%). Other students felt that the factors considered were political connections (13.3%) and community bias (10%).

The teachers were of the view that the criteria employed to select and recruit principals affected performance because selecting experienced teachers ensures effective school leadership (40%), deserving teachers who are not selected lose work morale (28.3%), those recruited have gained experience as deputies (20%), and the best person for the job is not selected (11.7%). Most of the respondents, including 25% of the BoG members,
35% of the PTA representatives, and 37.8% of the students indicated that academic performance was the area affected most by choice of principals. Other areas of performance affected by selection and recruitment of principals included school development planning, school management, discipline of students and staff members, and relations with the community.

Majority of the teachers (93.3%) indicated that the TSC can enhance the principals’ performance in schools by employing only the most qualified individual for the job, 51 (85.0%) indicated that principals’ performance can be enhanced by organizing seminars and training sessions to the recruited individuals, 48 (80.0%) indicated that principal performance can be enhanced by observing transparency and honesty in recruitment, and 25 (41.7%) indicated through monitoring and supervision of school management processes.

5.3 Conclusion

Based on the findings of the study as summarized above, it can be concluded that majority of the principals in public secondary schools in Thika district were appointed to the position after serving as deputy principals. The principals and teachers were in agreement that there is need for the TSC to review the policy guidelines on recruitment and selection of secondary school principals, to ensure that those appointed have demonstrated leadership qualities in previous positions, hold a university degree, and must have served as a deputy principal. The study also concludes that there are instances where principals are not selected competitively. The teachers, BoG members and PTA members reported that there were instances where principals are handpicked by TSC and politicians. The study established that recruitment and selection of secondary school
principals has an impact on performance since selecting experienced teachers ensures effective school leadership. Teachers expressed concern that poor recruitment and selection policy meant that deserving teachers who are not selected lose work morale. It would therefore be important for the TSC to review the recruitment and selection policy to ensure that the process is based on merit.

5.4 Recommendations

Based on the findings of the study, the researcher recommends that:

1. The TSC should review the policy guidelines on recruitment and selection of secondary school principals to ensure that it is based on merit.

2. The TSC should ensure that there is no interference in the recruitment and selection process by people with vested interests such as politicians and other local leaders.

3. Teacher training institutions such as Universities should introduce school leadership courses as an elective for those teachers aspiring to the position of school management.

4. Serving principals should receive adequate in-service training on school management.

5. The TSC agents on the ground, including the Provincial Director of Education, District Education Officers, and the BoG members should be offered human resource management training in order to equip them with necessary skills to implement the recruitment and selection policy.
6. The Ministry of Education should work hand in hand with the TSC to ensure that there is proper monitoring of recruitment exercise to avoid corruption, nepotism and political interference.

5.5 Suggestions for Further Research

1. Another study could be carried out to find out the impact of decentralization of TSC services on job performance of teachers.

2. A study could be conducted to determine the challenges faced in recruitment and selection of teachers at the district level.

3. A similar study could be carried out outside Thika District to find out whether the findings are replicable.
REFERENCES


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APPENDIX 1
QUESTIONNAIRE FOR PRINCIPALS

You have been selected to participate in this fact finding mission aimed at investigating the effect of TSC Recruitment and Selection of Principals on the performance of public secondary schools in Kenya. Please answer each item as accurately and as honestly as you can. Any information given will be held in confidence and used for the purpose of this research only.

SECTION A

1. Indicate the Mean scores obtained by your school in KCSE in the following years:
   2007............... 2008............... 2009............... 

2. Category of your school
   (a) National Boys [ ] Girls [ ] Mixed [ ] Special Needs [ ]
   (b) Provincial Boys [ ] Girls [ ] Mixed [ ] Special Needs [ ]
   (c) District Boys [ ] Girls [ ] Mixed [ ] Special Needs [ ]

3. Appointment to the position of school principal
   (a) Through an interview [ ]
   (b) Not through interview [ ]
   (c) Any other [ ]

4. Was your appointment to the position of a principal?
   (a) After serving as a deputy principal? Yes [ ] No [ ]
   (b) Direct from classroom teacher? Yes [ ] No [ ]

5. If your answer to number 4(a) is yes, for how long had you served as a Deputy Principal?
   (i) Less than one year [ ]
   (ii) Between one and three years [ ]
   (iii) Between three and five years [ ]
   (iv) Over five years [ ]

6. If your answer to number 4 (b) is yes, for how long had you served as a classroom teacher?
   (i) Less than one year [ ]
   (ii) Between one and three years [ ]
   (iii) Between three and five years [ ]
   (iv) Over five years [ ]

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7. State the number of years that you have served as a school principal

8. State your job group

    R [ ]    Q [ ]    P [ ]    N [ ]    M [ ]    L [ ]

    Other ..................................................

9. Is your station (school) the first to serve as a principal?

    Yes [ ]    No [ ]

10. If your answer to 9 above is no, who initiated your transfer?

    Self [ ]    Employer [ ]

SECTION B

11. Do you consider the pre-service training in education administration and management adequate for secondary school principals?

    Adequate [ ]    Inadequate [ ]

12. Is there need for policy guidelines by TSC on recruitment and selection of secondary school principals?

    (a) Are you aware of any policy guidelines by TSC that guide recruitment of secondary school principals?

        Yes [ ]    No [ ]

    (b) If your answer in 12(a) is yes, list three of these policies.

        (i) ........................................................
        (ii) .......................................................
        (iii) ....................................................

13. What is your perception of the process currently used by TSC for the recruitment and selection of secondary school principals? Do you feel it is adequate?

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

14. Are you satisfied with category of school you head?

    Yes [ ]    No [ ]

    Please explain
15. What is your level of satisfaction?

Very High [ ]     High [ ]     Low [ ]     Very Low [ ]

16. To what Job Group was your most recent promotion?

R [ ]     Q [ ]     P [ ]     N [ ]     M [ ]     L [ ]

Other ........................................

17. How did you learn about the vacancy for the job group to which you were most recently promoted?

(a) Through advertisement in the daily print media

(b) Through a circular from

   (i) TSC [ ]

   (ii) PDE [ ]

   (iii) DEO [ ]

(c) Through a TV/ Radio announcement

18. One of the national policy guideline to TSC is to compile comprehensive performance benchmark that will be made available to teachers for appraisal and evaluation to work performance.

(a) Are you aware of such a benchmark?

Yes [ ]     No [ ]

(b) If the answer to 17 (a) is yes, are you already introduced to the performance benchmark.

Yes [ ]     No [ ]

19. What recommendations would you offer to TSC and the Ministry in General that you feel would not only streamline the process but also would ensure the right candidates are selected for the job.

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Thank you for participating.
APPENDIX 2
QUESTIONNAIRE FOR TEACHERS

You have been selected to participate in this noble task of collecting data to contribute to knowledge.

This questionnaire is aimed at investigating the effect of recruitment and selection of principals on the performance of secondary schools in Kenya. Please answer all items as accurately and honestly as possible.

Any information given will be held in confidence and will only be used for the purpose of this research.

SECTION A

1. Name (optional) .................................................................

2. In which District do you give your teaching services .................

3. How long have you served in your current station (Please Tick appropriately)

4. (i) Less than one year [ ]
   (ii) Between one and three years [ ]
   (iii) Between three and five years [ ]
   (iv) Over five years [ ]

5. Has the school principal been changed during your stay in this station
   Yes [ ]
   No [ ]

5. What category of school do you teach in? Please Tick Appropriately

(a) National school [ ]
(b) Provincial school [ ]
(c) District school [ ]

SECTION B

6. In your opinion, how are individuals recruited and selected to serve as principals in secondary schools Please Tick √ Appropriately

   i) They attend interviews [ ]
   ii) Hand placed by TSC [ ]
   iii) Hand picked by politicians [ ]
   iv) Hand picked by sponsors [ ]
7. What factors are considered in recruiting and selecting an individual to serve as a principal? Please Tick √ Appropriately

(i) Academic background [ ]
(ii) Work performance [ ]
(iii) Religious affiliations [ ]
(iv) Political affiliation [ ]

i. Are you aware of any documented TSC policy guideline on recruitment and selection of principals in Kenya.

Yes [ ]
No [ ]

ii. If Yes, Do you think it’s effectively utilized in recruitment and selection of principals. Please explain

iii. If No, Why do you think it’s not effectively utilized?

iv. What in your opinion would be the ideal way of recruiting & selecting principals?

(i) Through interviews [ ]
(ii) Through identification and training [ ]
(iii) Through sponsor’s picking [ ]
(iv) Through the B.O.G body [ ]

12. Do you think the method used to select the principal has an impact on the performance of the school? Yes [ ] No [ ]

13. If Yes, in which ways?

What in your opinion should be the paramount factor to be considered in recruiting and selection of a principal?

(i) Education background [ ]
(ii) Work performance [ ]
(iii) Religious affiliation [ ]
(iv) Co –curriculum participation [ ]
1. How can the TSC enhance the process of Recruitment and selection to be able to pick the best person for the job?

2. Please explain...

3. How can the TSC enhance the Principals performance in school?

4. Do you think management training is relevant to the principals?
   - Yes
   - No

5. If Yes, at what point do they need this training.
   - (i) During pre-service training
   - (ii) In service training
   - (iii) Immediately on selection
   - (iv) Before recruitment & selection.

6. What recommendation would you give to the TSC on recruitment and selection of principals of secondary schools?

20. Do you think the category of school dictates the recruitment and selection of the principal?
   - Yes
   - No

7. do you support that the category dictates the principal selected and why

Thank you for participating.
APPENDIX 3
QUESTIONNAIRE FOR BOG MEMBERS

You have been selected to participate in this fact finding mission aimed at investigating the impact of TSC Recruitment and Selection of Principal on the performance of public secondary school in Kenya. Please Answer each item as accurately and as honestly as you can.

Any information given will be held in confidence and used for the purpose of this research only.

SECTION A

1. Name (optional).

2. In Which school do you serve as a B.O.G Member?

3. In what capacity do you serve on the BOG Body? Please tick appropriately
   (i) B.O.G. Chairman
   (ii) BOG Member
   (iii) Any other capacity

4. For how long have you served the school in this status?
   • Less than one year
   • Between one and three years
   • Between three and five years
   • Over five years

5. During your period of service, has the principal ever been changed?
   Yes
   No

SECTION B

6. How was the principal recruited and selected to serve in this school?
   (a) Through Interview
   (b) Proposed by sponsor
   (c) Proposed by politician
   (d) Proposed by the BOG
7. Are you aware of any documented guidelines by TSC on recruitment and selection of principals?
   Yes [ ]
   No [ ]

8. If yes, please highlight the guidelines.

9. Are all B.O.G members conversant with these guidelines?
   Yes [ ]
   No [ ]

10. Are these guidelines effectively implemented in the process of recruitment and selection of principals?
    Yes [ ]
    No [ ]

11. What is the main consideration in recruitment and selection of principals?
    (i) Education qualifications [ ]
    (ii) Religious affiliation [ ]
    (iii) Co-curriculum participation [ ]
    (iv) Work performance [ ]

12. Do you support the method used in recruitment and selection of principals?
    Yes [ ]
    No [ ]

13. if yes why?

14. If No, why?

15. Does the school category matter in the recruitment and selecting of a principal?
    Yes [ ]
    No [ ]

16. If yes, why?
17. How can the B.O.G enhance good performance of a principal in a school? Please explain briefly.

18. Do you think In-Service Training could hold the key to good performance of principals?
   Yes [ ]
   No [ ]

19. If yes, how?

20. How can TSC ensure it picks the "best Man/Woman for the job?"

21. What would be your recommendation to TSC on the process of recruitment and selection of principals?

Thank you for participating
APPENDIX 4

QUESTIONNAIRE FOR STUDENTS

You have been selected to participate in this fact finding mission aimed at investigating the impact of TSC Recruitment and Selection of Principal on the performance of public secondary school in Kenya. Please answer each item as accurately and as honestly as you can.

Any information given will be held in confidence and used for the purpose of this research only.

SECTION A

1. Name (optional)........................................................................................................................................

2. Name of your school....................................................................................................................................

3. What category is your school
   (i) National [ ]
   (ii) Provincial [ ]
   (iv) District [ ]

SECTION B

5. Are you aware of how principals are selected to serve in secondary schools?
   Yes [ ]
   No [ ]

6. If Yes, how?................................................................................................................................................

7. What should be considered in selecting a principal in a secondary school?
   (i) Education qualification [ ]
   (ii) Experience [ ]
   (iii) Religion affiliation [ ]
   (iv) Political connections [ ]
   (v) Community bias [ ]

8. Do you support the method you have chosen in 7 above
   Yes [ ]
   No [ ]
9. If yes why?

10. Do you think the principal selected has an impact on school’s performance?
   Yes [ ]
   No [ ]

11. If Yes, how? Please Explain.

12. How should TSC (employer) exercise effectiveness in selecting a principal?

13. Do you think the category of school should be considered in selecting a principal?
   Yes [ ]
   No [ ]


15. If No, why? Please Explain.

16. Give reasons for your Answer.

17. In your Opinion, how do you think principals’ performance can be improved by the TSC (employer?)

18. What would you recommend to the TSC on the selection of a principal of a secondary school?

Thank you for participating
APPENDIX 5
WORK PLAN

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## BUDGET

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### RESEARCH PROJECT

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**GRAND TOTAL**

|                          |       |       | 53,020 |
APPENDIX 7
MAP OF THIKA DISTRICT

THIKA DISTRICT (Administrative Boundaries)