EFFECTIVENESS OF BOARD OF GOVERNORS IN ADDRESSING TEACHER SHORTAGES IN PUBLIC SECONDARY SCHOOLS IN KILUNGU DISTRICT-MAKUENI COUNTY, KENYA

BY

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DECLARATION

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

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DEDICATION

This work is dedicated to my father DANIEL KUMAKA and my mother DORCAS MUTINDI whose efforts to see me through education are invaluable.
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First and foremost am grateful to Almighty God my creator for giving me strength and courage to pursue this degree programme. May He be glorified and honored forever.

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TABLE OF CONTENTS

Title Page.................................................................................................................i
Declaration..............................................................................................................ii
Dedication.................................................................................................................iii
Acknowledgements...............................................................................................iv
Table of contents....................................................................................................v
List of tables...........................................................................................................x
List of figures..........................................................................................................xi
Abbreviations........................................................................................................xii
Abstract..................................................................................................................xiii

CHAPTER ONE

1.0 INTRODUCTION.................................................................................................1

1.1 Background to the study..................................................................................1

1.2 Statement of the problem.................................................................................6

1.3 Objectives of the study...................................................................................7

1.4 Research questions..........................................................................................7

1.5 Significance of the study................................................................................8

1.6 Limitations of the study..................................................................................9

1.7 Delimitations of the study..............................................................................9

1.8 Assumptions....................................................................................................10

1.9 Theoretical framework....................................................................................10
1.10 Conceptual framework .................................................................................................................11
1.11 Definition of operational terms ....................................................................................................13

CHAPTER TWO

LITERATURE REVIEW .........................................................................................................................14

2.1 Introduction ....................................................................................................................................14
2.2 The Education system in Kenya ....................................................................................................14
2.3 Teacher quality ..............................................................................................................................16
2.4 Quality of teachers and teaching ....................................................................................................17
2.5 Teacher absenteeism ......................................................................................................................17
2.6 HIV AND AIDS and Teacher attrition ........................................................................................18
2.7 Teacher deployment and education outcomes ...............................................................................18
2.8 Short term staffing shortages experienced by secondary schools .............................................19
2.9 Problems and issues ......................................................................................................................20
2.10 The role of Board of Governors .................................................................................................20
2.11 Teacher Recruitment Criteria ......................................................................................................25
2.12 Guidelines for Hiring Teachers ....................................................................................................26
2.13 Experiences in Kenyan schools ....................................................................................................27
2.14 Reforms to Streamline the Decentralization Process .................................................................30
2.15 Establishment of CDF schools and freeze hiring of teachers causes teacher fall in public secondary schools ..............................................................................................................31
2.16 Schools experiencing highest teacher shortages ........................................................................33
2.17 Summary of literature review ......................................................................................................35
CHAPTER THREE

RESEARCH METHODOLOGY.................................36

3.1 Introduction...........................................36
3.2 Research Design.....................................36
3.3 Location of the Study...............................37
3.4 Research variables.................................37
3.5 Target Population....................................38
3.6 Sample Sampling Techniques.....................38
3.6.1 Sampling Size....................................39
3.7 Research instruments..............................39
3.7.1 Teachers’ Questionnaire.........................40
3.7.2 Interview schedule for principals............40
3.7.3 Questionnaire for B.O.G members...........41
3.8 Piloting of research instruments................41
3.8.1 Validity of the Instruments....................42
3.8.2 Instruments Reliability.........................42
3.9 Data Collection Techniques......................43
3.10 Methods of Data Analysis and Presentation...43

CHAPTER FOUR

4.0 DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction..........................................45
REFERENCES ........................................................................................................65

APPENDICES

Appendix A: Teachers’ questionnaire ................................................................. 70

Appendix B: Interview schedule for the principal ............................................. 74

Appendix C: Questionnaire for BOG members ................................................ 78

Appendix D: BUDGET OF THE STUDY ............................................................ 83
LIST OF TABLES

Table 3.1: Table showing the size and techniques used to sample the schools...........39
Table 4.1: Secondary schools in Kilungu district by category...............................46
Table 4.2: Gender of the respondents.................................................................47
Table 4.3: Age of the respondents........................................................................48
Table 4.4: Secondary school staffing in Kilungu district........................................50
Table 4.5: Respondents’ opinion on B.O.G characteristics influence on posting of teachers to schools by the T.S.C.................................................................55
LIST OF FIGURES

Figure 1.1: The conceptual framework of the study ..................................................12

Figure 4.1: Academic qualifications of the respondents...........................................52

Figure 4.2: Occupation of the B.O.G members.........................................................53

Figure 4.3: Length of service of the B.O.G members...............................................54
ABBREVIATIONS

A.E.O..........................Assistant Education Officer
BA.................................Bachelor of Arts
B.O.Gs......................... Board of Governors
BSc...............................Bachelor of Science
C.B.E.............................Curriculum Based Establishment
C.D.F.............................Constituency Development Fund
C.F.S.............................Child Friendly Schools
C.H.E.............................Commission for Higher Education
D.E.B.............................District Education Board
D.E.O.............................District Education Officer
E.F.A.............................Education for All
F.T.I..............................Fast-Track Initiative
GoK...............................Government of Kenya
I.I.E.P..........................International Institute for Educational Planning
KNEC..............................Kenya National Examinations Council
KNUT..............................Kenya National Union of Teachers
PTR...............................Pupil Teacher Ratio
T.S.C..............................Teachers Service Commission
SPSS..............................Statistical Package for Social Sciences
UNESCO..........................United Nations Education, Scientific and Cultural Organization
UNICEF...........................United Nations Children’s Fund
ABSTRACT

The boards of governors (B.O.G) are legally mandated by the ministry of education under the education act Cap 211 to manage secondary schools in Kenya. Their immediate roles have not been defined in the laws and there are no standards that have been adopted to measure their effectiveness. This study has been necessitated by limited literature on the role of boards of governors in addressing teacher shortages in public secondary schools in Kenya. There has been public hue and cry for long due to continued poor performance in KCSE examinations in many schools hence high wastage rate due to costly investment entailed in financing secondary education. Examination results in Kenya are very important because they determine the future destiny of students. Thus, education system in Kenya is examination grade oriented and is affected by the number of qualified teachers handling the students. This study was intended to investigate the effectiveness of board of governors in addressing teacher shortage in public secondary schools. The study was conducted in Kilungu district. The specific objectives formulated for the study include: to determine the extend of teacher shortage in the district, to establish whether B.O.G members’ level of education has effect in tackling the problem of teacher shortage, to determine whether B.O.G members occupation has influence in posting of teachers to schools by the T.S.C. and to determine the effect of B.O.G members personal characteristics in posting of teachers to school by the T.S.C. Five research questions based on objectives were formulated to guide in the study. The review of literature focused on the literature related to teacher recruitment, shortage and placement. This entails education before independence, teacher recruitment, legal framework of the B.O.G, decentralization of governance in education. However, this study is hoped to generate new knowledge that widens horizons of existing knowledge concerning the board of governors that could help them improve their managerial abilities that facilitate results based informed decision in relation to addressing the problem of teacher shortages. The study employed survey design. Twelve schools out of twenty public secondary schools in the district were purposively sampled for the study. Sixty teachers (five from each school) and thirty six members of the B.O.G (three from each school) were randomly selected and requested by the researcher to respond to relevant questionnaire items. Twelve head teachers from the sampled schools also participated in the study. The sample size consisted 108 respondents. Data were collected by means of questionnaires and interview schedules which were administered by the researcher. The data collected were analyzed using the statistical package for social sciences (SPSS). Statistical analysis was used to analyse closed ended items and descriptive statistics open ended items. Findings were presented in frequency percentage tables and bar graphs. The study found that level of education of members of B.O.G affected their effectiveness in exercising their mandate to address the problem of teacher shortage and B.O.G members supported the schools to have adequate number of teachers. The findings also revealed that there is no clear government policy on training of B.O.G members. The study recommended that members of B.O.G should have set educational standard before being appointed into schools board and there is need to incorporate some moral issues in the T.S.C guidelines which will cater for issues of nepotism, favoritism and tribalism.
CHAPTER ONE

INTRODUCTION

This chapter introduces the study carried out by focusing on the background to the study, statement of the problem, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, assumptions, theoretical framework, conceptual framework and definition of operational terms.

1.1 Background to the study

Globally the management of learning institutions has been bestowed to the central government that directly controls the operations of institutions especially the public institutions. However, the degree of centralization within organizations has been an issue since the early days of organizational theory with both Weber, (1947) and Fayol, (1930) for example, prescribing highly centralized structures in the interest of organizational effectiveness and the most efficient use of resources. This system of centralized management of organizations has been challenged in recent past. According to Gaynor, (1998), many countries are decentralizing the financing and administration of educational services to regional, local or school levels. Therefore, decentralization in organizations has found much more favour, especially with corporations growing in size. It is against this background that there has been growing interest in the decentralization of human recourses management function (Purcell and Ahlstrand 1994, Marginson et al 1998 and Hall et al 1998). As part of educational and public sector reforms, many countries are decentralizing the financing and administration of educational services to regional, local
and school levels. The goal of this process is to assist policy makers to refine strategies and to choose possible options for system restructuring (Gaynor 1998).

**Management and Administration of Education in Tanzania.** A Regional Education Officer (called Regional Education Specialist from 2002) coordinates all regional education matters. A District/Municipal Education Officer heads District/Municipal education office, while the Ministry of education has overall responsibility for the running of the education system and each district/municipal office is responsible for the school buildings in its area as well as for the supply of equipment and materials to the schools. The Ministry of education has a national inspectorate whose task is to conduct a full inspection of each school in the country once every two years. Each district office also has a team of school inspectors whose task is to visit each school in the district at least twice a year and to advise and help all teachers with their teaching. There are no regional school inspectors but rather zonal school inspectors who visit schools, mainly secondary schools, and teachers colleges. Some of the zones, districts and wards have also established Educational Resource Centres. However, those at ward level, although closest to the teachers, are few and are in their infancy, and there is very limited information about how they are operating. The Ward Based Education Management (WABEM) and Child Friendly Schools (CFS) initiatives aim to revitalize and consolidate the existing ones, and to establish some where none exist.

The management of public secondary schools in Kenya is vested in the B.O.Gs appointed by the minister for education in accordance with section 10 of the Education Act Cap 211 (1980). The District Education Boards (D.E.B) also has authority to manage
schools in their respective districts. Responsibilities of BOGs as Education Act Cap.211 (31-32) include: Management of schools in accordance with the Education Act and Teachers' Service Commission (T.S.C) Act, maintenance of a high moral tone in the school and maintenance of the religious traditions of the school.

The Presidential Working Party and Manpower Training for the next decade and beyond (Republic of Kenya, 1988) viewed the establishment of the BOGs as noble intention to decentralize the day to day management of educational institutions to the boards and the heads. The report further acknowledged that the role played by the boards in the management of educational institutions was crucial and therefore, these boards should be appointed on time and carefully selected to ensure the boards have committed members with complementary talents to enhance management and maintenance of high standards of education. In 1996 former TSC secretary, Jackson Kangali announced a plan to give powers to school boards to employ teachers. Besides improving efficiency, delegation empowers parents and communities in that they participate in recruitment and supervision of teachers (Aduda, 2001).

While addressing secondary school head teachers in Nakuru town during their annual conference, Mr. Jackson Kangali took the opportunity to explain the merits of the move that was largely intended to decentralize teacher management and service delivery.

Thus the government launched the process of a school and district based teacher recruitment where communities were expected to recruit personnel to serve their institutions. Under the TSC was to identify the available vacancies and advertise for applications indicating where they were tenable. In turn the B.O.Gs were to conduct
interviews based on guidelines provided by the TSC. They were expected to pick the best three candidates from the interview and make their recommendations to the employer (Republic of Kenya, 2002).

The Government of Kenya (GoK) teacher recruitment policy aims at eventually staffing all public secondary schools with professionally qualified teachers preferably university graduates. The current demand driven recruitment policy was put in place to address the uneven distribution of teachers and teacher shortages. However, due to the freeze on employment, the Teachers Service Commission (T.S.C) has only been replacing teachers who exit service through natural attrition (Republic of Kenya, 2005). Considerable progress has been made towards realization of this goal. However, there has been concern that teacher employment has not been equitably distributed to schools. These concerns have been raised on how schools from rural areas still experience staff shortages despite the availability of government policy on teacher recruitment.

Teachers are key enabling factor in improving the quality of education. The evidence of this and many other reports is that teachers are critical to any reforms designed to improve quality. Moreover teacher represents by far the most significant investment in public sector budgets (UNESCO, 2005). Teacher resource is one of the most important inputs into the education system and therefore, efficient management and utilization of teachers is critical outcomes. The Teachers’ Service Commission (T.S.C) was established through an Act of parliament in 1967 and mandated to register, recruit, transfer, promote, remunerate and discipline teachers. The commission discharges its mandate through
agents in a particularly decentralized system at the district and school levels (Republic of Kenya, 2005).

The deployment of teachers in public secondary schools is guided by Curriculum Based Establishment (CBE) formula, according to which the numbers of periods per week in each subject in school's curriculum are calculated and teachers provided on the basis of the following teaching periods per week. Ordinary classroom teacher-28, Head of department-18, Deputy Head teacher-10 and Head teacher-4. However, in the CBE are a number of problems. Depending on teacher's subject combinations and students' choices of optional subjects CBE may lead to low teaching loads for some teachers. The success of CBE is heavily dependent on accurate and regular returns from schools, a condition which often not met. CBE works best if the deployment of teachers is devoid of extraneous issues such as insistence by married teachers that they be posted to schools close to their spouses, a factor that has contributed to overstaffing in urban areas such as Nairobi (Republic of Kenya, 1999).

There is an element of under-staffing in secondary schools, particularly in arts subjects. Posting of teachers tends to be driven more by considerations of job creation, and the pressure to absorb graduates, rather than the real staffing needs of schools. It is also the case that many schools exploit the curriculum based staffing policy to retain more teachers than they really need (Republic of Kenya, 1999).
1.2 Statement of the problem

As elsewhere in the world, internal management of schools is done by teachers who are the core pillars and are in constant touch with the students sometimes influencing their decisions immensely. The school governing bodies on the other hand are the external managers of the schools. They are expected to be in constant touch with school, students and teachers as well as with other stakeholders. In Kenya, boards of governors in many secondary schools are often in constant touch with the school authority and less with students. This naturally implies that if a decision that touch a student has to be made by the head teachers, then it is imperative that the boards of governors be fully involved in the whole decision so as to reach the intended beneficiary. This study has been necessitated by limited literature on the role of boards of governors in addressing teacher shortage in secondary schools in Kenya. Many secondary schools in Kenya are affected by political interference and examination performance has been wanting (Opot, 2006). There has been public hue and cry for long due to continued poor performance in KCSE examinations in many schools hence high wastage rate due to costly investment entailed in financing secondary education (Opot, 2006). Examination results in Kenya are very important because they determine the future destiny of students, the type of university or college they attend and the type of job they get as well as the type of income they get after training. Likewise, parents expect their children to help them in old age if they do well in school. Thus, education system in Kenya is examination grade oriented and is affected by the number of qualified teachers handling the students. It is therefore appropriate that at this point we ask how staffing flexibility may be enhanced so as to
promote speedy response to staffing shortages. Although this implies that teacher supply by the government to public secondary schools is unequal empirical studies have not been conducted to show the actual status of teacher shortage and effectiveness of B.O.Gs in addressing teacher shortage in public secondary schools in Kilungu district.

1.3 Objectives of the study

The study was guided by the following objectives:

1. To determine the extent of teacher shortage in public secondary schools in Kilungu district.

2. To establish the capacity of the B.O.G members level of education in tackling the problem of teacher shortage.

3. To determine whether B.O.G members’ occupation has influence in posting of teachers to schools by the T.S.C.

4. To determine the effect of B.O.G members personal characteristics (Age, Geographical Location and Gender) in posting of teachers to schools by the T.S.C.

5. To establish whether B.O.G in-service training has effect in posting of teachers to schools by the T.S.C.

1.4 Research questions

This study was guided by the following research questions:
1. To what extent is teacher shortage in public secondary schools in Kilungu District?

2. What is the capacity of B.O.G members’ level of education in tackling the problem of teacher shortage and placement?

3. What is the effect of B.O.G members’ occupation in posting of teachers to schools?

4. What is the effect of B.O.G members’ personal characteristics like Age, Geographical Location and Gender in posting of teachers to schools?

5. Can B.O.G in-service training influence the posting of teachers to secondary schools?

1.5 Significance of the study

The finding of the study may be important to the BOG members in Kilungu District since they may use the findings to rate their level of effectiveness in tackling the problem of teacher shortage. The Ministry of Education may also use the report to rate the BOG in institutions in order to make policies that may assist the schools in management of teachers. The study may attempts to determine the challenges facing B.O.Gs in addressing teacher shortage among public secondary schools in Kilungu District. The findings may contribute to the understanding of the challenges better by schools that have been unable to get enough teachers due to unfair distribution criteria. It is hoped that the study findings would provide relevant information for policy discussions on issue of teacher recruitment and appointment of the B.O.Gs to schools in the country hence a
review of the existing criteria. The results of this study may enlighten policy makers in formulating the roles of secondary school B.O.Gs. The study may also add to the field of knowledge and the upcoming researchers may use the study for further research.

1.6 Limitations of the study

The study limited itself to only one district. For more conclusive study and result all the districts should have been studied. However this was not possible due to financial, time and other logistics constraints such as terrain and inaccessibility.

There was dearth of limited literature on teacher recruitment by B.O.Gs in Kenya and this prompted the researcher to extensively cover many schools in order to get the required data. It was not be possible for the researcher to cover the opinions of parents and other stakeholders such as sponsors and donors since tracing them required considerable time, resources and other logistics.

1.7 Delimitations of the study

The study only focused on public secondary schools who are the direct beneficiaries of the educational provision by the government. Private institutions were precluded as they do not enjoy direct government support in the provision of education. The teachers who were included in the sample were those present in the respective schools by the time of the study. Other studies dwelled on the role of B.O.G in curriculum implementation and management of students discipline but this study focused on the effectiveness of the B.O.G in addressing teacher short
1.8 Assumptions

In the study the researcher made the following assumptions:

First, all respondents gave genuine responses and that all respondents were literate and could be able to fill in their questionnaire on their own without the assistance of the researcher. Secondly, the information obtained from the B.O.G members had a true reflection on how the B.O.G performs their duty on teacher recruitment and placement in the schools they manage.

1.9 Theoretical framework

This study adopted the soft budget constraints theory of shortage in socialists' economics. This theory was developed by Yingyi Qian of Department of Economics Stanford University in 1994. It has been long recognized that shortage is persistent feature of all socialist economies. Consequences of shortages, misallocation of resources and delaying of completion of projects are widely observed and extensively analyzed (Qian, 1994). However, the question is why there is shortage in the first place and has not been well understood. Explanations heard most frequently rely mainly on political considerations and in particular on alternative objectives of the state and its bureaucrats. According to Qian, (1994), soft budget constraint problem arises when the state bank is unable to make a credible commitment not to refinance bad projects once some investments cost are sunk. In such a situation, if a consumer good is also demanded by firms as an input and the seller cannot separate firms from households, the high market clearing price would lead to welfare losses because to many bad
projects would start and crowd out house hold consumption. This theory suits the study because one of the factors contributing to teacher shortages in schools is creation of C.D.F schools all over the country. Teachers are posted to these schools from the existing schools through promotion yet the replacement may not be done within the expected time frame. This poses a major challenge to the B.O.Gs in an attempt to tackle the problem of teacher shortage in their school hence warrants study to determine their effectiveness.

1.10 Conceptual framework

Staffing shortages existing in public secondary schools can be classified as long-term and short-term shortages. Short-term shortages arise from such factors as sickness, pregnancy, compassionate leave and transfer of staff member at a short notice that may lead to a considerable delay before replacement can be identified and given the post. Long -term staffing shortages arise from such factors as promotion of member of staff to another station, transfer of staff member without replacement, transfer of staff member due to conflicts, change of career, natural attrition due to death, retirement and dismissal from teaching profession due to misconduct of a member of staff. To address these shortages calls for schools B.O.Gs to exercise their responsibility to recruit teachers on behalf of the T.S.C in case the vacancy is advertised, employ and make follow- ups for replacement by the government.
**Figure 1.1** The conceptual framework of the study

**LONG-TERM SHORTAGE**
- Promotion
- Transfer
- Natural attrition
- Desertion
- Dismissal
- Change of profession

**STAFFING SHORTAGE**

**SHORT-TERM SHORTAGE**
- Sickness
- Pregnancy
- Compassionate leave
- Transfer at short notice

**BOARD OF GOVERNORS**
- Making follow-ups for replacement
- Conducting interviews
- Employment
- Understanding the recruitment policy
- B.O.G relations with teachers

**EFFECTIVENESS OF BOARD OF GOVERNORS**

*Source: Researcher*
1.11 Definition of operational terms

An effect refers to a change which results as a result of cause of something else.

Board of Governors refers to a legal body entrusted with the responsibility of managing secondary schools and tertiary institutions.

Compassionate Leave refers to release of teachers for in-service training courses of varying duration due to rapid change in curriculum.

Curriculum refers to programme of a school which the school hopes to achieve the purpose of education.

Dismissal refers to removal of a teacher from the register due to professional misconduct.

Epitome refers to perfect example of something.

Imperative refers to very important and needing immediate attention or action.

Ineptitude refers to lack of skill in handling situation.

Influence refers to the power to make someone behave in a particular manner.

Management refers to act of dealing with people in an organization.

Policy refers to written form of purpose activity providing major Guidelines or framework for action.

Precluded refers to being not included in the study.

Sensitize refers to enable somebody to be more aware of something.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

According to Gall and Borg, (1989) literature review provides one with means of getting to frontier in one’s particular field of knowledge. Unless one learns what has been done by others in one’s area of study, one may not develop a project that would contribute to additional knowledge. The review of literature will focus on the literature related to teacher recruitment, shortage and placement. This will entail education before independence, teacher recruitment, legal framework of the B.O.G, decentralization of governance in education.

2.2 The Education system in Kenya

Education and training in Kenya is governed by the Education Act (1968) and other related Acts of Parliament, including TSC Act, KNEC Act, Adult Education Act, University Act, and various Acts and Charters for universities. However, the Education Act of 1968, and the related Acts are not harmonized, and are no longer adequately responsive to the current and emerging trends in education and training. The legislation governing the sector has therefore not kept pace with new developments. Since independence, the Government has addressed the challenges facing the education sector through commissions, committees and taskforces. The first Commission, after independence, came up with the Report of the Kenya Education Commission referred to as the Ominde Report Commission (Republic of Kenya, 1964) that sought to reform the education system inherited from the colonial government to make it more responsive to
the needs of the country. The Commission proposed an education system that would foster national unity and creation of sufficient human capital for national development. Sessional Paper No: 10 of 1965 on African Socialism and its Application to Planning in Kenya formally adopted the Ominde Report as a basis for post-independence educational development.

The Report of the National Committee on Educational Objectives and Policies of 1976 referred to as the Gachathi report focused on redefining Kenya’s educational policies and objectives, giving consideration to national unity, and the economic, social and cultural aspirations of the people of Kenya. It resulted in Government support for ‘Harambee’ schools. The Report of the Presidential Working Party on the Second University in Kenya of 1981 known as the Mackay Report led to the removal of the advanced (A) level of secondary education and the expansion of other post-secondary training institutions. In addition to the establishment of Moi University, it also recommended the establishment of the 8:4:4 systems of education and the Commission for Higher Education (CHE). The Report of the Presidential Working Party on Education and Manpower Training for the Next Decade and beyond of 1988 (Republic of Kenya, 1988) focused on improving education financing, quality and relevance. This was at a time when the Government scheme for the provision of instructional materials through the National Textbook Scheme was inefficient and therefore adversely affected the quality of teaching and learning. From the recommendations of the Kamunge Report of 1988, the Government produced Sessional Paper No 6 on Education and Training for the Next Decade and beyond. This led to the policy of cost sharing between government, parents and
communities. This indicates that the government of Kenya values education as a worthwhile investment and therefore teacher shortage in secondary schools may hinder the realization of government goal of providing education to its citizens.

2.3 Teacher quality

Teacher quality is extremely difficult to define as it depends not only on observable and stable indicators but also on behavior and the nature of the relationship teachers maintain with their pupils and students (UNESCO, 2005). Teaching qualifications, however, are administratively defined, they are grounded on relatively objective assessments of skills, abilities and knowledge that are recognized as important. Moreover despite the measurement limitations and data challenges teacher qualification is conceptually and practically more approachable than “teacher quality” or “teaching quality”. Potential indicators deal with academic qualification, pedagogical training, and years of service or experience, ability or aptitude and content knowledge. These indicators have the advantage that they can be governed by policy. Government can set and regulate standards and academic qualifications, adjust salary scales so that experience is rewarded and improve teacher development and motivation through testing and rewarding competence (UNESCO, 2005).
2.4 Quality of teachers and teaching

How teachers are prepared for teaching is a critical indicator of education quality. Preparing teachers for the challenges of a changing world means equipping them with subject specific expertise, effective teaching practices, an understanding technology and the ability to work collaboratively with other teachers, members of community and parents (UNESCO, 2005).

2.5 Teacher absenteeism

Teacher absenteeism a persistent problem in many countries reduces the quality of education and results in a waste of resources. In 2003 investigators for a World Bank study who made random visits to 200 primary schools in India found no teaching activity in half of them. Upto 45% of teachers in Ethiopia had been absent at least one day in a week before a visit. 10% of them for three days or more, and in Uganda and Zambia the share’s of teachers who have been absent in the previous week were 26% and 17% respectively (World Bank, 2004). This continues to confirm the findings conducted in fourteen low income countries in 1995, which showed high rates of absenteeism, especially in Sub-Saharan Africa countries. For example the United Republic of Tanzania (38%), Uganda (30%) and Zambia (25%) (Schleicher, Siniscalco and Postlethwaite 1995). High levels of teacher absenteeism generally indicate severe dysfunctions in the school system, but they may have different direct causes. Lax professional standards and lack of support and control by education authorities are major issues in many countries (UNESCO, 2005). Education policy deficiencies can also play role to other classrooms or
schools (Jesse et.al, 2003), must travel to obtain their monthly pay (Moses, 2000) or need to take a second job to supplement insufficient salaries (Michaelowa, 2002). Appropriate support and better incentive structures may help reduce levels of teacher absenteeism.

2.6 HIV AND AIDS and Teacher attrition

The impact of the HIV and AIDS epidemic on the teaching force has at least three dimensions. Teacher mortality rate is likely to grow over time assuming the infection rate is similar to that in the general population. The long debilitating illness that generally precedes death from AIDS implies loss of teacher contact time, quality, continuity and experience (Badcock Walters et al, 2003).

The first aspect is perhaps the easiest to quantify. In Kenya, for example, the ministry of health stated that HIV and AIDS has impaired the effectiveness of the education sector by increasing the rate of teachers’ deaths and attrition over the past decade. According to the T.S.C, the reported number of teacher deaths rose from 450 in 1995 to 1400 in 1999. Although data on causes of teacher mortality are not kept, the high increase is probably due to HIV and AIDS (UNESCO, 2005).

2.7 Teacher deployment and education outcomes

Besides qualifications and training the number and distribution of teachers are important policy parameters helping to determine the quality of education pupils and students receive. At the school level, the most visible element of teacher deployment in class size or the number of pupils a teacher has to teach while the impact of class size on
educational outcomes remains a matter of debate (UNESCO, 2005). High PTRs may signify an overstretched teaching staff, while low ratios may mean there is additional capacity. However, the PTR measured at the national level can mask disparities among regions and schools (UNESCO, 2005).

2.8 Short term staffing shortages experienced by secondary schools

Some staffing shortages of a relatively short term nature arise from such factors as sickness, pregnancy and compassionate leave. A particular set of problems is connected with the release of teachers for in-service training causes of varying duration, the need for which has risen from often rapid curriculum change (Thompson, 1995). The problem also occurs when a member of staff is transferred at short notice and there may then ensue a considerable delay before a replacement can be identified and given the post. Schools consequently are left to make their own arrangements usually by asking existing staff to assume additional teaching responsibilities (Thompson, 1995). Sometimes this can be done perfectly well, particularly if the absence is only a matter of days. Where the shortage lasts for a longer period, the strain on serving staff may be very considerable and once again morale may suffer. Teachers called upon to teach subjects for whom they have not trained for are likely to experience feelings of inadequacy which are likely to stifle any enthusiasm they might have for their work (Thompson, 1995).
2.9 Problems and issues

Qualitative disparities between institutions and regions have not been tackled by rigorous staffing policies and are impeded generally by inefficient administration. Although research appears to indicate that in individual schools an appropriate balance should be sought between teachers with various levels of qualification, training, experience and of different ages and sex and that within this balance it may be possible to compensate for some deficiencies in staff members (Dove, 1985), few countries appear to have sought to define what the ratio should be or to monitor the staffing situation in this respect. Achievement of suitable balance is however impeded by very real practical and cultural considerations, notably widespread shortages of teachers the limited flexibility possible in respect of female teachers and the effects of teachers’ preferences.

2.10 The role of Board of Governors

As part of the educational reforms in Kenya, the Ministry of Education, Science & Technology decentralized administration of educational services. The reasoning behind this action was to enable policy makers refine strategies and facilitate choice between possible functional options for system restructuring management of education in Kenya. This resulted to establishment of B.O.G to manage secondary schools. The body is responsible for the management of both human and other resources so as to facilitate smooth operations, infrastructure, development and the provision of teaching and learning materials (Republic of Kenya, 2005).

The concept BOG in Kenyan education system came into place after independence following recommendation by the Kenya Education Commission Report commonly
known as the Ominde commission, (Republic of Kenya, 1964). The commission recommended that each school be on its own personality through decentralization process in terms of authority for effectiveness. Education Act Cap. 211 and Sessional Paper No. 1 of 2005 state that the Boards of Governors have been given the role of managing human and other resources so as to facilitate smooth operations, infrastructural development and provision of teaching and learning materials (MOEST, 2005).

In sessional paper No. 6 of (1988), the government accepted the recommendations Kamunge report which states that:

"Members of Boards of Governors and school committees be appointed from among persons who have qualities of commitment, competence and experience which would enhance the management and development of educational institutions" (Republic of Kenya, 1988).

The education act Cap. 211 of the laws of Kenya section 10 (Republic of Kenya, 1980) indicates that the minister appoints members of the Boards of Governors through a selected committee comprising of provincial administration, local leaders, members of parliament, local councilors, sponsors, local education officers and the principal. This committee selects three persons representing local community, four representing bodies and organizations like sponsor and three representing special interest groups. Once officially appointed by the minister, the ten members select the chairperson of the board and co-opt three other persons from the Parent’s Teachers Association (PTA) into the board (Opot, 2006).

Responsibilities of BOGs as Education Act Cap. 211 (31-32) include: Management of schools in accordance with the Education Act and Teachers Service Commission (T.S.C)
Act, maintenance of a high moral tone in the school and maintenance of the religious traditions of the school. The Presidential Working Party and Manpower Training for the next decade and beyond (Republic of Kenya, 1988) viewed the establishment of the BOGs as noble intention to decentralize the day to day management of educational institutions to the boards and the heads. The report further acknowledged that the role played by the boards in the management of educational institutions was crucial and therefore, these boards should be appointed on time and carefully selected to ensure the boards have committed members with complementary talents to enhance management and maintenance of high standards of education.

In 1996 former TSC secretary, Jackson Kangali announced a plan to give powers to school boards to employ teachers. Besides improving efficiency, delegation empowers parents and communities in that they participate in recruitment and supervision of teachers (Aduda, 2001). While addressing secondary school head teachers in Nakuru town during their annual conference Mr. Jackson Kangali took the opportunity to explain the merits of the move that was largely intended to decentralize teacher management and service delivery. Thus the government launched the process of a school and district based teacher recruitment where communities were expected to recruit personnel to serve their institutions. Under the TSC was to identify the available vacancies and advertise for applications indicating where they were tenable. In turn the BOGs were to conduct interviews based on guidelines provided by the TSC. They were expected to pick the best three candidates from the interview and make their recommendations to the employer. (Republic of Kenya, 2002). The Government of Kenya (GoK) teacher recruitment policy
aims at eventually staffing all public secondary schools with professionally qualified teachers preferably university graduates. The current demand driven recruitment policy was put in place to address the uneven distribution of teachers and teacher shortages. However, due to the freeze on employment, the Teachers Service Commission (T.S.C) has only been replacing teachers who exit service through natural attrition (Republic of Kenya, 2005). Considerable progress has been made towards realization of this goal. However, there has been concern that teacher employment has not been equitably distributed to schools. These concerns have been raised on how schools from rural areas still experience staff shortages despite the availability of government policy on teacher recruitment. Teachers are key enabling factor in improving the quality of education. The evidence of this and many other reports is that teachers are critical to any reforms designed to improve quality. Moreover teacher represents by far the most significant investment in public sector budgets (UNESCO, 2005).

Teacher resource is one of the most important inputs into the education system and therefore, efficient management and utilization of teachers is critical outcomes. The Teachers Service Commission (T.S.C) was established through an Act of parliament in 1967 and mandated to register, recruit, transfer, promote, remunerate and discipline teachers. The commission discharges its mandate through agents in a particularly decentralized system at the district and school levels (Republic of Kenya, 2005).

The deployment of teachers in public secondary schools is guided by Curriculum Based Establishment (CBE) formula, according to which the numbers of periods per week in each subject in school’s curriculum are calculated and teachers provided on the basis of
the following teaching periods per week. Ordinary classroom teacher-28, Head of department-18, Deputy Head teacher-10 and Head teacher-4. However in the CBE are a number of problems. Depending on teacher’s subject combinations and students’ choices of optional subjects CBE may lead to low teaching loads for some teachers, the success of CBE is heavily dependent on accurate and regular returns from schools, a condition which often not met and CBE works best if the deployment of teachers is devoid of extraneous issues such as insistence by married teachers that they be posted to schools close to their spouses, a factor that has contributed to overstaffing in urban areas such as Nairobi. (Republic of Kenya, 1999). There is an element of over-staffing in secondary schools, particularly in arts subjects. Posting of teachers tends to be driven more by considerations of job creation, and the pressure to absorb graduates, rather than the real staffing needs of schools. It is also the case that many schools exploit the curriculum based staffing policy to retain more teachers than they really need (Republic of Kenya, 1999). Although all secondary schools in Kenya comply with government requirement of putting governing bodies, there is evidence of ineffectiveness due to bad governance perpetuated by authoritarian, draconic and undemocratic leadership. The appointment of secondary school governing bodies in Kenya is occasionally coupled with political interference which is contrary to the government policy pertaining consideration of persons who have qualities of commitment, competence and experience which would enhance the management and development of schools. However, this study is hoped to generate new knowledge that widen horizons of existing knowledge concerning the
Boards of Governors that could help them improve their managerial abilities in terms of discharging their responsibility in addressing teacher shortage.

### 2.11 Teacher Recruitment Criteria

In August 2003 for the first time the Kenya government announced 2,350 vacancies in secondary schools. The boards of governors conducted interviews for secondary school places; the list of selected candidates was then sent to the TSC for ratification and employment. To ensure transparency and accountability, the TSC sent two commissioners to each province to monitor the exercise and any questions or irregularities were to be brought to the attention of the respective provisional directors of education (The Daily Nation, July 31st 2003). The Chairman of the TSC cautioned against generalization, saying the case of irregularity, the names and specific details should be given to the organization or its agents for action. The KNUT union Secretary said, “The process should be transparent and fair to ensure that the most qualified applicants get the jobs”. He added “we do not want to hear of corruption, nepotism, political influence and favoritism during the exercise,” (Daily nation, July 31st 2003:2). The interviewing boards were given guidelines on how to select candidates. Among others, considerations were given to those who graduated earlier, had work experience under boards or private schools and had special talent. To ensure teacher balance across districts, those employed were supposed to stay in the same station for five years before seeking transfer. Since 2001, the government has been recruiting teachers at the school and district level, in a move intended to decentralize teacher management (Daily Nation, August 20th 2003).
2.12 Guidelines for Hiring Teachers

To ensure that the likely applicants for school jobs selection would be open and fair, the Kenyan government released a scoring guide for the interviews of teachers as follows:

Academic and professional qualifications earn candidates a maximum of 40 marks, while communication ability and special talent were marked out of five. A bachelor of education first class degree or a master's degree attracts a maximum of 40 marks; a second-class honors upper division attracts 35 marks, second-class lower division attracts 30 and passes 25 marks. A BA and BSc coupled with a postgraduate diploma in education will attract 40 marks. A second-class upper division under this category will earn 35 marks, second-class lower division 30 marks and a pass 25 marks. A postgraduate diploma distinction will attract 25 marks, credit 20 marks and a pass 15 marks. Knowledge of subject matter and teaching methodology earns 25 marks while previous teaching experience earns one a maximum of 10 marks. (Aduda, 2001).

The government said, “There was no guarantee that those selected by school or District Education Boards would be employed” (Nation, August 20th 2003). Among the requirements were that the applicants should have graduated from teacher training college before 1999.

The recruitment exercise since it started in 2003 has been dogged by complaints of irregularities (Bosire 2003). School and district boards whose recommendations are required as part of the process, have been accused of nepotism and demanding of bribes. Candidates dissatisfied with the recruitment were urged to report to the Minister, the
Director of Education or TSC secretary so that their complaints are considered by appeal panels at the commission headquarters.

2.13 Experiences in Kenyan schools

Decentralization of teacher recruitment caused a lot of controversy. Reports indicate that some schools in certain districts refuse to shortlist-qualified applicants who pose a threat to their “identified” candidates, while other schools keep their interview dates a secret so as to achieve their sinister motives. Schools recruit candidates who do not meet the qualifications so long as they have a degree certificate with no relevant teaching subjects on their transcripts (Sang, 2005). For instance, a Bachelor of Education technology degree has no relevant content and teaching methodology suitable to teach physics in Secondary schools. The exercise is rife with irregularities; field officers doubt the competence of school boards. Most B.O.G. members may not be able to interpret the guideline and implement it (Sang, 2005).

Moreover, local intrigues and biases have also come into play to affect the outcome of the exercise. The question of the competence of B.O.G. members arose because the process of interviewing people for employment requires thorough understanding of professional as well as topical, socio-economic and political issues. Board members are not selected on merit and have no proven track record making the process of teacher recruitment inefficient and ineffective (Sang, 2005).

There were complaints that the recruitment of teachers was unfair. Otieno (2003) said; “I
wish to bring to the notice of the Ministry of Education that interviews to recruit secondary school teachers are biased, tribal, and corrupt and are not based on merit.”

Presenters during the hearings of the Commission of Inquiry into the Education system of Kenya raised concerns over the political influence in their appointment, low level of education and lack of commitment and dedication on the part of most of them. The Management of educational institutions was, therefore found to be weak because most B.O.G. members lack quality management capabilities (Koech, 1999:227).

A study conducted by Sang (2005) revealed that there are difficulties faced by head teachers in school management that they attributed to BOG. Head teachers categorically point out that their relationship with board members is not co-operative during teacher recruitment. This shows the existence of conflict of views between the two parties during teacher selection. School heads accused some board members of over domineering in decision making and management with little resources to head teachers’ advice. Head teachers also cite difficulties originating from board members’ illiteracy and lack of dedication as sources of problems in school management. However, they point out that BOG’s active participation in school depended on head teachers’ skills in drawing its support and cooperation. Teachers and their heads agree that board members decisions on teacher recruitment are biased and depended on whether the case or matter involved a relative, friend, clansman or political foe. They maintain that political, religious and clan leanings take overtone among BOG and blur their capacity to make honest decisions.
Sang (2005) on BOG educational attainment levels confirm that most BOG members had up to secondary education. Head teachers complained that due to the absence of a clear-cut method of selecting board members, BOG nominations bring into office people who are ignorant and lacking in qualities necessary for enhanced school development. Head teachers and teachers concur that the political nature of their appointment brings into office people who are ignorant of schooling and indifferent to professional values. They make ill equipped decisions on teachers’ recruitment. Board members are ignorant and limited in knowledge on professional matters related to education.

Teachers say that there are gross infringements on teachers that lead to tensions, which cause negative effects on student performance. They report that schools’ poor performance was inexplicably tied to BOG persistent differences leading to rejection of better-qualified teachers during recruitment (Sang, 2005).

Teachers have no confidence with the BOG as regards to teacher recruitment. They are of the opinion that board members should not be involved in teacher recruitment, and that the responsibility of hiring teachers should be taken back to the TSC. This is basically due to the BOG low qualifications and biased selection of teachers.

Selection is not fairly and transparently done as priority is given to certain individuals. Gender biases are also evident in certain instances. Teachers selected in such circumstances end up being ineffective in their duties and this has major implications on the quality of education (Sang, 2005).
2.14 Reforms to Streamline the Decentralization Process

Constant monitoring is needed to discover which aspects of the reform work well in practice and which do not, enabling the designers to reinforce the successful aspects of the reform and to make remedial action to change the unsuccessful aspects. The central government should make sure that the design of the decentralization reform includes specific regulations and controls to guide local decision-making (Gaynor, 1998:37). Information about these regulations must be widely disseminated, and personnel at different administrative levels must be trained. Considerations should also be given on how the central government can help the lower administrative levels deal with their new responsibilities, particularly when responsibility is devolved to school and existing intermediate support structures (Gaynor, 1998:37).

Decentralization is a highly political issue and the extent of political will and support for it strongly influences the effectiveness of the reform. There is a strong argument for involving all parties in developing and implementing a decentralized teacher management system. It is logical to expect that reforms that meet the needs of these stakeholders will have a greater chance of working. The way in which stakeholders view the reform and the state of relations among them will affect the outcome of the reform. It is therefore important to persuade them that the proposed reform will increase the availability of education. Politicians and government officials may act in their own narrow self-interest and may be reluctant to give up control of access to teaching posts (Gaynor, 1998:37).
2.15 Establishment of C.D.F Schools and freeze hiring of teachers causes teacher fall in public secondary schools

Construction of new schools and the freeze on teacher employment are the main factors behind the severe shortage of staff, which was declared a national crisis by principals at their ongoing conference in Mombassa (Ouma, 2010). A Nation survey established that at least 1,000 new schools have been established using the Constituency Development Fund at a time when the government has stopped hiring teachers. It is mostly these new schools that have led to the creation of 13,223 classrooms in primary and secondary schools over a one-year period between 2008 and 2009. According to the Economic Survey, primary classrooms rose from 209,000 in 2008 to 220,000 last year. That of secondary staff rose from 45,345 to 47,567. The pupil enrolment also went up from 8.6 million to 8.8 million, an increase of nearly three million from 2002 levels. But all the expansion has not been met by a corresponding increase in the number of teachers (Ouma, 2010).

Currently, there are only 219,387 teachers in public primary and secondary schools, down from an average of 240,000 in the last decade when enrolment was much lower. According to the Economic Survey, the number of teachers in primary schools stands at 171,301 while that of secondary schools is 48,087. But the Nation survey now shows that all regions in the country fear that the quality of learning is quickly deteriorating as a rise in number of pupils remains unmatched by the supply of teachers. It is estimated that 65,000 more staff are required to ensure quality learning, according to TSC statistics for last year (Ouma, 2010).
Primary schools were short of 41,520 teachers by September, while 23,291 were needed for the 1.4 million students enrolled in secondary institutions. In Coast province for example, the situation has forced many parents to employ teachers through the boards of governors (BOGs) to address the deficit (Ouma, 2010). According to education officials, most new secondary schools have only one teacher posted by the government, while the rest have been employed by parents. The situation is particularly bad in the arid and semi-arid rural areas. Kaloleni district education officer Julius Nkariphia said the district has a shortage of 500 primary and 200 secondary school teachers. “There are 12 new primary and 15 new secondary schools in the district,” said Mr Nkariphia, adding that five of the new secondary schools had not been registered. Kwale District requires 200 teachers in primary schools and approximately 80 in secondary schools. District education officer Wilbert Nyangweso said that six secondary and eight primary schools had been put up in the last four years (Ouma, 2010).

Msambweni District has also had seven new secondary schools, some of which are in the process of being registered. Coast Kenya Secondary Schools Heads Association chairman Enos Mwaruka said the burden of teacher shortages had now been transferred to parents who have to pay new teachers.

In the North Rift and Western, education officials and parents want construction of additional schools using CDF stopped. Parents said they were being forced to employ teachers for the new schools. Averages of 10 schools have been built in each of the constituencies in the North Rift region using the CDF. “Teachers are being transferred
from long established schools to those set up using CDF, causing serious imbalance of staff,” Wareng district education officer Elizabeth Otieno said. She disclosed that the district was faced with a shortage of 301 primary school teachers and 202 in secondary. “One teacher has to coach a stream of between 120 and 150 students which amounts to an over-load,” Ms Otieno said, adding that each secondary school had hired at least five PTA teachers. The situation is similar in Eldoret East with the district education officer Jama Gama adding that at Kiptechmet Primary School, three teachers were handling an average of 300 pupils while at Chelelek in the same area, four teachers handle up to 400 pupils (Ouma, 2010).

The situation is similar in Nandi Central District, which is short of 350 and 50 primary and secondary teachers respectively. “Kapkangani zone with 17 schools has a shortage of 117 teachers as more learning institutions continue to be constructed,” said Sylvester Tallam, the area KNUT executive secretary.

Parents called for planned use of the CDF money instead of duplication of projects as in the case of “unnecessary” schools. Eldoret parent William Koech proposed merging some of the schools to resolve the under-staffing problem. In Western Province, there is a shortage of nearly 2,000 teachers in secondary schools (Ouma, 2010).

2.16 Schools experiencing highest teacher shortages

Some of the hardest hit secondary schools include Mwihila in Khwisero District, with an enrolment of 540 students but with a shortage of 20 teachers while Vihiga High has a shortage of 17. Provincial examinations officer Omar Masimba said the severe shortage
had put a lot of pressure on school managements due to the increased enrolment. The scenario in primary schools is no different, with some districts reporting a shortage of up to 500 teachers. Kakamega Central District, for example, requires 400 teachers. District education officer Charles Lafte said the shortage had badly affected learning. Schools in Busia, Butula, Samia and Bunyala built by CDF have had to hire Form Four leavers as temporary teachers (Ouma, 2010).

Knut Busia branch executive secretary Godfrey Odongo said the government should intervene and stop the unplanned construction of CDF schools and instead use the funds to improve current facilities. Mr Odongo said that Bunyala District required 234 teachers, 194 in primary and 40 in secondary schools while Samia needs 144 primary teachers and 88 teachers in secondary schools. Busia requires 210 teachers in primary and 240 in secondary schools, while Butula District said requires 160 teachers in primary and 144 in secondary schools. In Funyula, CDF chairman Fr Maurice Langiri said eight new schools, five primary and three secondary had been built. He said all the schools are in operation but admitted they are understaffed (Ouma, 2010). In Nyanza, Kisii District has a shortfall of 693 teachers out of which 389 are in primary and the rest in secondary schools, with Keumbu Division leading with highest shortage — 124. Mosocho Division is the second with 105, followed by Kiogoro and Getembe with 99 and 46 shortfalls respectively (Ouma, 2010).
2.17 Summary of literature review

The foregoing discussion shows that the government of Kenya is committed to improvement of education in Kenya. This is evidenced by the formation of numerous commissions that resulted to restructuring of the education in Kenya. The formation of BOGs to govern secondary schools in a clear evidence that they government of Kenya is carrying decentralization processes that aims at equitably providing education in Kenya. Literature has revealed that BOG is charged with the responsibility of recruitment of teachers on behalf of T.S.C. However, despite the establishment of BOGs in secondary schools there has been problem of teacher shortages in schools and therefore this study seeks to establish the role and effectiveness of BOG in tackling the problem of teacher shortage in secondary schools.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter explains the various procedures and strategies that will be useful in the study. The chapter focuses on the research design, locality of the study, target population, sampling techniques and sample size, construction of data collection instruments, pilot study, validity and reliability, data collection techniques, data analysis, logistical and ethical issues.

3.2 Research Design

The study employed survey design. By involving a broad category of stakeholders, the study fits within the cross-sectional classification of survey study designs. A sample was selected and researcher attempted to generalize from the sample observations to the population from which the sample was selected.

The design was used to investigate the effectiveness of board of governors in addressing teacher shortage in public secondary schools in Kilungu district. The data was gathered from members of B.O.Gs, School heads and teachers through administration of various instruments to a cross-section of respondents from public secondary schools in Kilungu district. The data collected was summarized in a way that provided the designed descriptive information.
3.3 Location of the Study

The study was carried out in Kilungu district. Kilungu district is one of the newly created districts from Makueni County in Kenya. The district has a total of 20 public secondary schools. The district lacks fairly good infrastructure due to the nature of terrain making it difficult to access some schools. The researcher selected the district since the BOG is involved in recruitment of teachers but so far no research had been conducted to determine the effectiveness of the BOG in tackling teacher shortage in the district.

The researcher was familiar with the district derived from the experience of being a teacher in the district and therefore it was economical to carry out the research in the district and can created good rapport with the respondents.

3.4 Research variables

Once the research problem has been identified and reduced to a workable size, the problem needs to be re-formulated in such a way that relates two or more variables. (Orodho, 2009). The variables can have different roles in a certain problem. They may influence other variables, thereby determining the values of the affected variables. Such variables are referred to as independent variables.

The independent variable is that factor which is measured, manipulated or selected by the researcher to determine its relationship to an observed phenomenon, which constitutes the dependent variable. (Orodho, 2009). The variations or different values taken by independent variable are that factor which is observed and measured to determine the effect of independent variable on dependent variable.
Regarding the study to be carried the independent variable is the Board of Governors as their characteristics will determine the posting of teachers in their respective schools. These characteristics may include gender, level of education, occupation, experience and geographical location.

3.5 Target Population

According Borg and Gall (1989) target population is defined as the number of real hypothetical set of people, events or objects to which a researcher wishes to generalize his or her findings. Kilungu district has 20 public secondary schools out of which 8 are full boarding and 12 day mixed secondary schools. Out 20 schools 4 are single sex schools while the rest are mixed public secondary schools. The target population for this study included 20 schools, all the 260 B.O.G members in Kilungu district, the 20 principals and 151 teachers.

3.6 Sample Sampling Techniques

The study utilized purposive sampling to select the twelve schools in order to represent all the diverse school set ups in the district. According to Orodho (2009) in purposive sampling, the investigator relies on his or her expertise or expert judgment to select units that are representative or typical of the population. The general strategy is to identify important sources of variation or criteria in the population and then select sample that reflects this variable.
The researcher used purposive sampling technique to select five teachers from each school. To arrive at the sample of head teachers, the researcher used all the head teachers of the twelve sampled schools. Simple random sampling was used to select three members of B.O.G from the sampled schools.

Table 3.1 Size and techniques used to sample the schools

<table>
<thead>
<tr>
<th>Category of Schools</th>
<th>Number</th>
<th>Sample Size</th>
<th>Percentage (%)</th>
<th>Technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys' boarding</td>
<td>2</td>
<td>1</td>
<td>8</td>
<td>Simple random</td>
</tr>
<tr>
<td>Girls' boarding</td>
<td>2</td>
<td>1</td>
<td>8</td>
<td>Simple random</td>
</tr>
<tr>
<td>Mixed boarding</td>
<td>4</td>
<td>2</td>
<td>17</td>
<td>Lottery technique</td>
</tr>
<tr>
<td>Mixed day &amp; boarding</td>
<td>7</td>
<td>5</td>
<td>42</td>
<td>Stratified sampling</td>
</tr>
<tr>
<td>Mixed day</td>
<td>5</td>
<td>3</td>
<td>20</td>
<td>Stratified sampling</td>
</tr>
</tbody>
</table>

3.6.1 Sampling Size

Borg and Gall (1996) defines a sample as a small proportion of a target population selected for analysis. The study involved twelve principals of the sampled schools, five teachers of the sampled schools giving a total of sixty teachers and three B.O.G members from the sampled schools totaling to thirty six B.O.G members.

3.7 Research instruments

The research instruments used in this study for data collection include Questionnaire for the teachers and members of the B.O.Gs. These instruments enabled the researcher to
collect more information in a short time. The questionnaires also enabled the respondents to feel free to note down their responses without inhibition since they were not being observed. The study adopted interview schedules for the Principals.

Interview schedules is a set of questions that interviewer asks when interviewing respondents (Orodho, 2009). An interview schedule makes it possible to obtain the data required to meet the specific objectives of the study.

3.7.1 Teachers’ Questionnaire

Teachers’ Questionnaire comprised two sections. Section A sought personal information on their qualification level, experience, subject area, expected work load according to C.B.E and workload in the station.

Section B sought information on the effectiveness of the B.O.Gs in addressing teacher shortage in secondary schools, extent of teacher shortage in schools and make recommendations on how teacher shortage can be addressed.

3.7.2 Interview schedule for principals

Interview schedule for the principal focused on the extent of teacher shortage, measures taken by B.O.Gs in addressing teacher shortage and make recommendation on effectiveness of B.O.Gs in addressing teacher shortage.
3.7.3 Questionnaire for B.O.G members

B.O.G Questionnaires comprised two sections. Section A focused on personal information based on gender, level of education, occupation and experience. Section B sought information on effectiveness of B.O.G in addressing teacher shortage.

3.8 Piloting of research instruments

To check on reliability of the instrument, the questionnaires were pre-tested through a pilot study in another district in 4 schools in order to determine the questionnaires' internal consistency and to detect any difficulties that the respondents were likely to face when responding to the items. Critical friends and colleagues were used to determine the content validity of the questionnaire items. Based on the feedback offered by those who examined the questionnaire the wording was crosschecked and the entire questionnaires modified to ensure that it achieved the requisite validity. This helped in providing the clarity and sustainability of the language to be used. In addition opinions from the supervisors and other professionals helped the researcher to look into the content and constant validity of the instruments. The purpose of the pre-testing was to establish the weaknesses and strengths of the instruments used in the study. The piloting also assisted in determination of whether the instruments were reliable and valid for the study.

3.8.1 Validity of the Instruments

For the purpose of the study, opinions from experts in research methodology was sought to assess the relevance of the content used in the questionnaires and interview schedules.
This involved establishing whether the questionnaire and interview schedule content measured what it is supposed to measure. The experts determined content validity by defining precise terms and the question and the question items sampled the depth of the specific content that the questions assume to represent.

3.8.2 Instruments Reliability

Reliability of the research instruments was determined from the tests items used during the pilot study. Koul (1984), defines reliability as that extent to which a test is internally consistent after testing and retesting. Koul further points out that the half-split method involving splitting the tests items into halves (odd and even items) then calculating the Pearson’s Correlation Coefficient (r) between the scores of the two halves. Reliability focuses on the degree to which empirical indicators are consistent across two or more attempts to measure the theoretical concept.

The Pearson’s Correlation Coefficient (r) formula was used

$$r = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

Where: $X$ - Deviation of $X$ measures from the working mean

$Y$ - Deviation of $Y$ measures from the working mean.

The Correlation Coefficient (r) obtained by the researcher was used to calculate the whole test reliability using Spearman Brown Prophesy Formula ($\frac{2r}{1+r}$). The full reliability of the items that the researcher obtained was $+0.875$ which approaches $+1$,
therefore the researcher found that the research instruments were reliable hence such instruments deemed good to be used in this study.

3.9 Data Collection Techniques

The researcher obtained research permit from the Ministry of Higher Education copied to the D.C and D.E.O in Kilungu District. The researcher personally visited the schools, introduced himself to the head teacher and sought permission to distribute the questionnaires and conduct interview schedules to the respondents. This was done during normal working hours of the school. After this the researcher then collected the questionnaires. During the process of administration of the instruments the researcher was in a position to explain and clarify any ambiguities in the questionnaires to the respondents. The researcher made appointments with board members and principals in order for them to be available for easy collection of data. The interview schedules were carried out by the researcher himself all through and results recorded. The researcher made sure that all the instruments distributed were available for the preparation of final data analysis.

3.10 Methods of Data Analysis and Presentation

Responses from questionnaires, interview schedules were organized according to pertinent aspects of the study. According to Patton (1990) massive qualitative data collected from questionnaires, observations and interviews needs to be organized with significant patterns to reveal the essence of the data. The questionnaires gathered both
qualitative and quantitative data. The quantitative data was analyzed by use of frequency tables, percentages and means. The data collected were analyzed by use of the Statistical Package for Social Sciences (SPSS). Inspection of the data pieces was done first, classified and coded according to the pattern of the responses that were given by the respondents. The open-ended items in the questionnaires were analyzed using descriptive statistics technique. Statistical analysis was used to analyse closed-ended items. The quantitative data were analysed using frequency, percentages and means. Results on percentages and means were presented through tables and graphs.
CHAPTER FOUR

4.0 DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter focuses on the questionnaire return rate, demographic information of the respondents, data presentation, interpretation and discussion of findings. The presentation was done based on the research questions.

4.2 Background information

The study was carried in Kilungu district in Makueni County. This is an agricultural region where by farmers specialize mostly in maize, beans and vegetables in small scale. The main cash crop is coffee. Daily farming is an important economic activity in the district. Kilungu is one of the nine districts created from the former larger Makueni district. The other eight districts are Kathonweni, Kibwezi, Makindu, Makueni, Mbooni East, Mbooni West, Mukaa, and Nzau. The district lacks fairly good infrastructure due to the nature of the terrain which makes it difficult to access some schools. The district borders Makueni to the south, Mukaa to the west, Nzau to the east and Machakos to the north. At the time, the study was carried out the district had twenty public secondary schools.
Table 4.1: Secondary schools in Kilungu district by category

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extra County</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>County</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>District</td>
<td>13</td>
<td>65</td>
</tr>
<tr>
<td>TOTAL</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

**Source:** D.E.O’s office Kilungu District.

Table 4.1 shows that two secondary schools representing 10% of the population are Extra County schools formerly referred to as provincial schools. Five schools representing 25% are county schools while the rest of the secondary schools representing 65% are district schools. The district has no National school.

4.3 Questionnaire return rate

Questionnaire return rate is the proportion of the sample that participated in the survey as intended in all research procedures. All the questionnaires administered to teachers and B.O.G members were returned.

Interview schedules for the school principal were filled as per the appointment made as the researcher interviewed the principals directly.
4.4 Demographic information of respondents

Respondents included the teachers, principals and B.O.G members. Their demographic information which includes age group, academic qualification, experience and occupation of the B.O.G members was sought.

4.5 Gender of the respondents

The respondents were asked to indicate their gender; this aimed at establishing if the study was gender sensitive and establishes the effectiveness of the B.O.G members’ gender in addressing teacher shortage in Kilungu district. It also aimed at increasing the probability of every individual to participate in the study regardless of the gender. The gender distribution of the respondents was indicated in the table 4.2.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>MALE</th>
<th>PERCENTAGE</th>
<th>FEMALE</th>
<th>PERCENTAGE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FREQUENCY</td>
<td></td>
<td>FREQUENCY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principals</td>
<td>8</td>
<td>67</td>
<td>4</td>
<td>33</td>
<td>12</td>
</tr>
<tr>
<td>B.O.G members</td>
<td>26</td>
<td>71</td>
<td>10</td>
<td>29</td>
<td>36</td>
</tr>
<tr>
<td>Teachers</td>
<td>36</td>
<td>60</td>
<td>24</td>
<td>40</td>
<td>60</td>
</tr>
</tbody>
</table>

**Source:** Field work

The table 4.2 indicates that there is gender imbalance among the principals, B.O.G members and teachers. For the principals male dominated at 67% and female principals
constitute 33%. Gender representation in B.O.G members maintains the same trend with males constituting 71% and females 29%. For the teachers the disparity still existed with males constituting 60% and females 40%.

4.6 Age of the respondents

Table 4.3: Age of the respondents

<table>
<thead>
<tr>
<th>AGE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>25-35</td>
<td>51</td>
<td>47.2</td>
</tr>
<tr>
<td>36-45</td>
<td>31</td>
<td>28.7</td>
</tr>
<tr>
<td>45 and above</td>
<td>26</td>
<td>24.1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>108</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field work

The table 4.3 shows that of the respondents of age bracket 25-35 stands at 47.2% followed by 36-45 at 28.7% while those at 45 years and above are the minority at 24.1%.

4.7 Secondary school staffing in Kilungu district

The Government of Kenya (GoK) policy aims at eventually staffing all public secondary schools with professionally qualified teachers preferably university graduates. The current demand driven recruitment policy was put in place to address the uneven distribution of teachers and teacher shortages.

The deployment of teachers in public secondary schools is guided by Curriculum Based Establishment (CBE) formula, according to which the numbers of periods per week in
each subject in school’s curriculum are calculated and teachers provided on the basis of
the following teaching periods per week. Ordinary classroom teacher-28, Head of
department-18, Deputy Head teacher-10 and Head teacher-4 (Republic of Kenya 1999).
First research question sought to establish the extent of teacher shortage in public
secondary schools in Kilungu district.
Table 4.4 shows the distribution of teachers in secondary schools in Kilungu district.
Table 4.4 Secondary school staffing in Kilungu district

<table>
<thead>
<tr>
<th>School</th>
<th>Male</th>
<th>Female</th>
<th>Total staff</th>
<th>C.B.E</th>
<th>Deficit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.I.C Nunguni</td>
<td>8</td>
<td>9</td>
<td>17</td>
<td>28</td>
<td>11</td>
</tr>
<tr>
<td>Engavu</td>
<td>2</td>
<td>-</td>
<td>2</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>Ikalyoni</td>
<td>5</td>
<td>1</td>
<td>6</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Inyokoni</td>
<td>7</td>
<td>3</td>
<td>10</td>
<td>17</td>
<td>7</td>
</tr>
<tr>
<td>Isovya</td>
<td>10</td>
<td>-</td>
<td>10</td>
<td>19</td>
<td>9</td>
</tr>
<tr>
<td>Katikomu</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>Katulye</td>
<td>4</td>
<td>2</td>
<td>6</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Kavata Nzou</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>Kilungu Boys</td>
<td>13</td>
<td>10</td>
<td>23</td>
<td>28</td>
<td>5</td>
</tr>
<tr>
<td>Kisekini</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Klsyulya</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Kithangathini</td>
<td>5</td>
<td>1</td>
<td>6</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Kyamatheka</td>
<td>5</td>
<td>3</td>
<td>8</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>Kyanga</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Musalala</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Mwaani A.I.C</td>
<td>2</td>
<td>-</td>
<td>2</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>Ndolo</td>
<td>7</td>
<td>3</td>
<td>10</td>
<td>19</td>
<td>9</td>
</tr>
<tr>
<td>Precious Blood</td>
<td>10</td>
<td>9</td>
<td>19</td>
<td>19</td>
<td>0</td>
</tr>
<tr>
<td>ST .Lucia</td>
<td>3</td>
<td>5</td>
<td>8</td>
<td>19</td>
<td>11</td>
</tr>
<tr>
<td>Thomeandu Boys</td>
<td>10</td>
<td>4</td>
<td>14</td>
<td>28</td>
<td>14</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>98</td>
<td>53</td>
<td>151</td>
<td>287</td>
<td>136</td>
</tr>
<tr>
<td><strong>Percentage</strong></td>
<td>64.9</td>
<td>35.1</td>
<td>52.6</td>
<td>-</td>
<td>47.4</td>
</tr>
</tbody>
</table>

Source: D.E.O’s Office Kilungu District.
The data shows that the schools in the district are highly affected since they are not adequately staffed to the required standards. The data clearly reveals that it is only one school that is well staffed according to the C.B.E; the school is Precious Blood secondary school. According to the C.B.E the district is supposed to have a total of 287 teachers, however this is not the case since only 151 teachers representing 52.6% are posted by the government. The deficit of teachers in the district stands at 136 teachers representing 47.4%. In summary, on gender distribution of teachers, table 4.4 shows that the male teachers posted in the district are more compared to the female teachers. In total 98 of the teachers are males representing 64.9% whereas female teachers are 53 representing 35.1%.

4.8 Academic qualification of the respondents

Second research question sought to establish the academic qualification of the respondents with the aim of establishing whether there is a correlation between the academic qualification of the B.O.G members and posting of teachers to secondary schools. The results are shown in Figure 4.1.
The figure 4.1 shows that of the respondents 20% are College graduates, the majority are University graduates and stands at 75% while those with masters of education are the minority and stands at 5%.

4.9 The B.O.G Occupation and influence on teacher posting

Research question three sought to establish whether there is a correlation between the occupations of B.O.G members and posting of teachers to the schools they manage. In order to establish whether the occupation of the B.O.G members has influence on posting of teachers to secondary schools, cross tabulation was done on the questions regarding the posting of teachers to schools. The results revealed that those schools
whose B.O.G members are mostly comprised of the farmers and business persons their schools experience high teacher shortages than the schools whose B.O.G members had a combination of people of different occupation like retired teachers, lawyers, medical practitioners and engineers. The reason is that these professions are well informed on the importance of proper staffing to their schools; understand the rationale of good teacher-student ratio, proper understanding of education issues and policies related to staffing (See Figure 4.2).

![Figure 4.2: Occupation of the B.O.G members](image)

Figure 4.2 shows that 5% of the members of B.O.G are retired teachers, 60% are business persons, 3% represents medical practitioners, 20% represents farmers, lawyers' stands at 5% engineers' stands at 3% and clergy at 5%. Some professions like accountants were not represented in the B.O.G. The schools whose B.O.G members are business person and
farmers experienced high teacher shortage compared to other professions like teachers, lawyers, engineers and clergy. The respondents were on the opinion that these occupations have nothing or very little to do with education matters hence may not be committed in addressing the problems facing their schools. It was perceived that these occupations are attributed to busy schedules and low levels of education hence one may not be concerned with education matters.

4.10 Length of service of the B.O.G members.

![Graph showing the length of service of the B.O.G members.]

**Figure 4.3 Length of service of the B.O.G members**

According to the figure 4.3 shows that 80% of the B.O.G members have served more than 11 years, while 15% have served for between 5-10 years the minority 5% of them has served for less than 5 years. This is an indication that majority of them have enough
experience to handle the problem of teacher shortage facing their schools through making follow ups to ensure that teachers are posted. However the study conducted revealed that there is the problem of teacher shortage in schools meaning that more has to be done to ensure that the schools in the district are well staffed.

4.11 Respondents' opinion on B.O.G characteristics influence on posting of teachers to schools by the T.S.C

Respondents' opinions on B.O.G characteristics influence on posting of teachers to schools by the T.S.C were sought. The characteristics of the B.O.G members considered in the study include, level of education, occupation, gender, age, experience, geographical location and in-service training. The results are shown in the table 4.5.

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.O.G members level of education</td>
<td>75</td>
<td>10</td>
<td>5</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Occupation</td>
<td>70</td>
<td>15</td>
<td>10</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Gender</td>
<td>6</td>
<td>9</td>
<td>15</td>
<td>20</td>
<td>50</td>
</tr>
<tr>
<td>Age</td>
<td>10</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td>45</td>
</tr>
<tr>
<td>Experience</td>
<td>70</td>
<td>10</td>
<td>10</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Geographical Location</td>
<td>65</td>
<td>15</td>
<td>5</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>In - service training</td>
<td>75</td>
<td>10</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>
Research questions four and five sought to determine the influence of members’ personal characteristics (Age, Gender and Geographical location) and In-service training in posting of teachers by the T.S.C to schools they manage respectively. Table 4.5 shows that the B.O.G members’ personal characteristics have influence in posting of teachers to the schools they manage. 75% of the respondents said that the level of education for the B.O.G members is very important. The respondents argued that the schools comprising highly educated members don’t experience severe teacher shortage. It was perceived that such members understand issues affecting their schools, the rationale of good teacher student ratio, education policies on secondary school staffing by the T.S.C, are aware of the importance of enough teachers in learning institutions, constantly updated on changes in education policies, able to give facts to T.S.C and argue out their cases clearly in case of teacher shortage.

On members occupation 70% and 15% of the respondents Strongly Agreed and Agreed respectively has influence in posting of teachers to schools. Some occupations were considered to be influential where by members have an opportunity to talk directly to senior officials in the T.S.C hence their cases attended to effectively. The respondents were on the opinion that some occupation have nothing or very little to do with education matters hence may not be committed in addressing the problems facing their schools. It was attributed that some occupations have direct interactions with T.S.C officials especially in seminars and workshops where by it is possible to discuss the issues at personal level hence influence in posting of teachers.
The other characteristic considered in the study was the experience of the B.O.G members where by 70% and 10% of the respondents Strongly Agreed and Agreed that B.O.G members' experience has influence in posting of teachers to schools. The respondents were on the opinion that the members who have served for long time tend to be knowledgeable on education matters. The respondents argued that these members are aware of education policies in school management in all aspects.

Gender and Age of the B.O.G members were least supported. These characteristics were seen not to have direct influence in posting of teachers.

On geographical location of the B.O.G members 65% and 15% of the respondents Strongly Agreed and Agreed that geographical location of the B.O.G members have influence in posting of teachers to their schools. Geographical location was seen as a key issue since one may be determined to improve his or her home grown school by ensuring that the school is well staffed. The B.O.G members who work in Nairobi where T.S.C offices are based can make constant visits to these offices to make requests for more teachers.

On in-service training of the B.O.G members 75% and 10% Strongly Agreed and Agreed that this training has influence in posting of teachers since they will be more sensitized with education policies and make them aware of their roles in teacher recruitment and posting.
4.12 Discussion

The study carried out focused on the effectiveness of Board of Governors in addressing teacher shortages in public secondary schools in Kilungu district. In the district the deficit of teachers stands at 47.4% as indicated in table 4.4. This is a high percentage and is attributed by development of Constituency Development Fund (C.D.F) schools where by teachers are promoted from existing schools and posted to these schools to head and deputize while the replacement is not done by the T.S.C.

On another note the study attributed that the level of education and occupation of the B.O.G members affects the distribution of teachers to these schools. The schools managed by members with low levels of education experience high shortages since these members lack knowledge and expertise to make follow-ups towards permanent employment of teachers to their schools. According to Sang (2005), the sources of difficulties in management of schools originate from board members illiteracy and lack of dedication.
CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter will cover the summary of the findings, conclusions and recommendations of the study.

5.2 Summary of the findings

The major purpose of the study was to determine the effectiveness of the B.O.G members in addressing teacher shortage in Kilungu district.

One of the objectives was to determine the extend of teacher shortage in public secondary schools in Kilungu district. The findings in table 4.4 indicate that the total number of teachers needed in the schools should be 287 but only 151 teachers are posted by the government representing 52.6% whereas the deficit stands at 136 teachers representing 47.4% according to the C.B.E. This high percentage of shows that the schools in the district are understaffed. Table 4.4 also shows that out of 20 public secondary schools in the district only one school is well staffed.

The other objective was to establish the effect of the B.O.G members' level of education in tackling the problem of teacher shortage. Table 4.5 shows that 75% of the respondents are in agreement that the level of education of the B.O.G members has influence in posting of teachers to secondary schools they manage. The respondents are on the opinion that the schools comprising highly educated B.O.G don't experience severe teacher shortage since such members understand the issues affecting their schools, the
rationale of good teacher student ratio and education policies on secondary school staffing.

The third objective was to determine whether the B.O.G members occupation has influence in posting of teachers to schools by the T.S.C. Table 4.5 indicates that 85% of the respondents support the occupation of the B.O.G members to have influence in posting of teachers to schools they manage. This was attributed on the fact that some occupations are influential since members have an opportunity to talk directly to the T.S.C and their cases can be addressed. On the other hand it was attributed that some occupations have nothing or very little to do with education hence such members not committed in addressing the problems facing their schools.

The fourth objective was to determine the effect of B.O.G members’ personal characteristics (Age, Gender and Geographical Location) in posting of teachers to schools by T.S.C. Table 4.5 shows that age and gender of the B.O.G members have no much influence in posting of teachers to schools. This was represented by 15% and 20% respectively of the respondents. On geographical location 80% of the respondents supported based on the fact that one may be interested in improving his or her own grown home school. On the other hand some members of B.O.G work in Nairobi where T.S.C offices are based hence can make frequent visits to these offices to make requests for more teachers.

The last objective was to establish whether B.O.G in-service training has effect in posting of teachers to schools by the T.S.C. Table 4.5 shows that 85% of the respondents support
the in-service training of the board members since such trainings sensitize them with education policies on teacher recruitment and posting.

5.3 Conclusions

The following conclusions were drawn from the study:

The study concluded that the level of education of members of B.O.G affected the posting of teachers to schools. The B.O.G members who attained bachelors degree, masters and PhD degree the schools they manage don’t experience severe teacher shortage compared to those who had attained secondary school levels of education.

In Kenya there is no clear government policy on training of members of B.O.G despite the fact Kenya Education Staff Institute (KESI) has programmes and offers training in management courses. It was revealed that many schools sidelined training programmes for members of B.O.G thus have not benefited from it.

The respondents reported that many school head teachers often emphasize selection of less educated B.O.G members who will rarely question their ineptitude in running of schools. Thus rather than selecting more qualified members of B.O.G they end up selecting close relatives or less qualified members. This anomaly confirms the Kenya Report of task force on student unrest in schools which pointed out that poor educational background of B.O.G as a factor towards the unrest (MOEST, 2001).

The study revealed concerns on political influence in board of governors appointment, low level of education and lack of commitment and dedication on the part of most of them leading to weak management of institutions. It was established that members of
B.O.Gs were incompetent in school management because majority were not learned and as such their services were not found to be useful in the school.

When teachers were asked to state role of B.O.G in their schools results shows that B.O.G members were involved in making decisions including handling of teachers, students and workers discipline, adequacy of teachers and recommendation of teachers' transfer. When it comes to teachers' adequacy the members of B.O.G are supposed to ensure that the schools have adequate teachers throughout and that in case of any shortages, they were supposed to provide solutions that would lead to employment of new teachers. As such it was imperative that they perform the role of ensuring that the schools have adequate teachers and that some of the teachers who are bringing problems to the schools are disciplined. The employment though done by the T.S.C is through the recommendation of the head of schools and this where the B.O.G is crucial in recommending the shortages.

At present in Kenya, B.O.G members are also constituted in the interview panels and would always recommend the types of teachers to recruit and using the same token can recommend the kinds of teachers to dismiss from the schools in case of indiscipline and underperformance. Findings revealed that some of the selection panels did not have the recommended number of people that make up the panel. For example some respondents reported that they did not have a representative from the T.S.C. This was a challenge in that there was nobody to ensure that the T.S.C guidelines were followed.

The deployment of teachers in public secondary schools is based on C.B.E formula, according to which the number of periods per week in each subject in school's
curriculum are calculated and teachers provided. This formula seems not applied in secondary schools in Kilungu district since the schools experience high teacher shortage of 47.4%. This is a high shortage and the quality of education in the district may be affected negatively since teachers are key enabling factor in improving the quality of education. As a matter of fact teacher employment in the district has not been equitably distributed to schools and this has raised concern on how schools in rural areas experience high teacher shortage the availability of government policy on teacher recruitment.

5.4 Recommendations

Based on conclusions, the following recommendations were made:

1. The members of B.O.G should have a set educational standard before being appointed into the school board. This is because illiteracy and low educational standards were found to be major challenges facing their role in addressing problems facing the schools they manage and more so in making follow ups for more teachers.

2. The study recommended that there is need to incorporate some moral issues in the T.S.C guidelines which will cater for issues of nepotism, favoritism and tribalism.
3. In light of the research findings it was recommended that all those charged with the responsibility of teacher recruitment should be well sensitized on the T.S.C guidelines to ensure that justice is done during the recruitment process.

4. It was recommended that there should clear government policy on training of members of B.O.G to equip them with necessary skills on management of schools and up date them with existing government policies on education matters.

5.5 Recommendations for Further Study

1. The study recommends that a study be conducted on attitude of members of B.O.G and head teachers on decentralized teacher recruitment.

2. It was recommended that there is need to conduct a study to establish whether there is any significant relationship between level of education of members of B.O.G and their participation in school management.

3. A study on the influence of sponsors in teacher recruitment process should also be conducted.
REFERENCES


Operational Management Institution. (2003). *Discipline in schools,* Western Cape Education Department, Provincial Government of the Western Cape.


APPENDICES

APPENDIX A: Teachers’ questionnaire

Dear sir/madam

I am a post graduate student at Kenyatta University. I am currently carrying out a research on “Effectiveness of B.O.G in addressing teacher shortages in public secondary schools, in Kilungu District”. This questionnaire is designed to gather information on the same. You are requested to give responses to the questions. The information will be confidential and will only be used for the purpose of this study. Please respond to all items. Please tick (√) where appropriate:

Section A: Demographic Information

1. What is your gender? Male [ ] Female [ ]

2. Show your appropriate age group
   a) 20-24 [ ] b) 25-35[ ] c) 36-45[ ] d) 45 and above[ ]

3. What is your highest academic qualification?
   a) College graduate (P1) [ ] b) University graduate [ ]
   c) Master Education [ ] d) Any other (Specify)……………..

4. How long have you served in this school?
   a) Below 5 years [ ] c) 5 – 10 years [ ]
b) 11 – 15 years [ ]

d) Over 15 year’s [ ]

5. What is your designation?

a) Classroom teacher [ ]

c) Head of Department [ ]

b) Senior teacher [ ]

d) Deputy Principal [ ]

Section B: Effectiveness of the BOG in addressing teacher shortage

1. (a) Does your school experience teacher shortage? Yes [ ] No [ ]

(b) If yes, which department experience teacher shortage?

2. What are the causes of this shortage?

3 a) Do teachers meet with B.O.G to discuss teacher shortage?

No [ ] Yes [ ]

b) If no give reasons .................................................................

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

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

4. If yes how frequent?

a) Once per term [ ]  b) yearly [ ]  c) When need arises [ ]

5. Do you think the B.O.G take any initiative in address teacher shortage?

a) Yes [ ]  b) No [ ]
6. What actions have been taken by the B.O.G to address teacher shortage in your school?

7. Do you think that the B.O.G understands the C.B.E?

8. Do you think the B.O.G has influence towards recruitment of teachers in your school by the T.S.C?

9. Rate the academic performance of students in your school?
   a) Below average [ ]
   b) Average [ ]
   c) Above average [ ]

10. a) In your opinion do you think that there is relationship between teacher shortage and academic performance? Yes. [ ]  No. [ ]

   b) If no above, Give reasons.................................................................

11. In your own opinion suggest ways of addressing teacher shortage in secondary schools.................................................................

12. According to C.B.E are you overloaded?
   Yes [ ]  No [ ]

13. If yes by how many lessons? Specify.................................................
**Section C**

For the following items, please state the extent to which you Strongly Agree (SA)₁, Agree (A)₂, Undecided (U) ₃, Disagree (D) ₄, Strongly Disagree (SD) ₅ with the statements:

Please tick for the appropriate answer in the box for each statement.

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>SA 1</th>
<th>A 2</th>
<th>U 3</th>
<th>D 4</th>
<th>SD 5</th>
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<tr>
<td>The BOG members level of education has influence in posting of teachers by T.S.C to schools</td>
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</table>

b) Give your opinion on answers to Strongly Agree (SA) and Agree(A) in section c
Appendix B: Interview schedule for the principal

Dear Sir/Madam,

I am a post graduate student at Kenyatta University. I am currently carrying out a research on “The effectiveness of BOG in addressing teacher shortages in public secondary schools, in Kilungu District”. This interview schedule is designed to gather information on the same. I request you to give responses to the questions. The information will be confidential and will only be used for the purpose of this study. Please respond to all items.

Section A: Demographic Information

1. Gender. Male [ ] Female [ ]

2. What is your appropriate age group?
   a) 25-35 [ ] b) 36-45 [ ] c) 45 and above [ ]

3. What is your highest academic qualification?
   University graduate [ ]
   Master if Education [ ]
   Any other (Specify) .................................................................

4. How long have you served in this school?
   a) Below 5 years [ ] b) 5 – 10 years [ ]
   c) 11 – 15 years [ ] d) Over 15 year’s [ ]

4. How long have you served as a school principal?
Section B: Effectiveness of the BOG in addressing teacher shortage

1. Does your school experience teacher shortage?
   Yes [ ]    No [ ]

2. How many streams does your school have?

3. According to C.B.E how many teachers are supposed to be posted in your school?

4. According to C.B.E you have a shortage of how many teachers?

5. How frequent do you meet with B.O.G to discuss on teacher shortage?
   a) Weekly [ ]    b) Monthly [ ]    c) Yearly [ ]

6. What are the measures taken by B.O.G in addressing teacher shortage?

7. Some of the measures taken by B.O.G are they permanent or temporary?

8. If temporary how long do they last?

9. Does members of the B.O.G understand teacher recruitment policy?

10. In making follow ups for teachers at T.S.C do they accompany you?
    Yes [ ]    No [ ]
11. If no what are the reasons?


12. Suppose they accompany you do you think T.S.C can post teachers to your school?
Yes [ ] No [ ]

13. Give reasons for your answer?


14. Rate the academic performance of students in your school?
   a) Below average [ ]  b) Average [ ]  c) Above average [ ]

15. a) In your opinion do you think that there is relationship between teacher shortage and academic performance?
Yes [ ] No [ ]
   b) If no above, Give reasons .................................................................

16. In your own opinion suggest ways of addressing teacher shortage in secondary schools .................................................................

17. In your opinion do you think B.O.G is effective in addressing teacher shortage?
Section C

In this section, please rate the extent to which you Strongly Agree (SA) 1, Agree (A) 2, Undecided (U) 3, Disagree (D) 4, Strongly Disagree (SD) 5 with the statements that I read.

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<tr>
<th>STATEMENT</th>
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<th>A 2</th>
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<th>D 4</th>
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b) Give your opinion on answers to Strongly Agree (SA) and Agree (A) in section c
Appendix C: Questionnaire for BOG members

Dear Sir/Madam,

I am a post graduate student at Kenyatta University. I am currently carrying out a research on “The effectiveness of BOG in addressing teacher shortages in public secondary schools, in Kilungu District”. This questionnaire is designed to gather information on the same. You are requested to give responses to the questions. The information will be confidential and will only be used for the purpose of this study. Please respond to all items. Please tick (✓) where appropriate:

Section A: Demographic Information

1. What is your gender?
   Male [ ]   Female [ ]

2. What is your appropriate age group?
   a) 25-35 [ ]   b) 36-45 [ ]   c) 45 and above [ ]

3. What is your highest academic qualification?
   a) College graduate [ ]
   b) University graduate [ ]
   c) Master if Education [ ]
   d) Any other (Specify) .................................................................

4. How long have you served as a BOG member?
   a) Below 5 years [ ]
   b) 5 – 10 years [ ]
   c) 11 – 15 years [ ]
   d) Over 15 year’s [ ]

5. Indicate your occupation
Section B: Effectiveness of the BOG in addressing teacher shortage

1. What is the category of your school?
   a) District mixed day and boarding [ ]
   b) District boarding [ ]
   c) Provincial [ ]

2. How many streams are there in your school?
   a) Single [ ]
   b) Double [ ]
   c) Three [ ]
   d) Any other specify......................

3. Does your school experience teacher shortage?
   Yes [ ]
   No [ ]

4. If yes, to what extent is teacher shortage according to C.B.E?

5. What measures have been taken by the B.O.G in addressing this shortage?

6. Does the B.O.G present proposals for more teachers from the T.S.C?
   Yes [ ]
   No [ ]

7. If yes, how frequent have you done it?
   a) Daily [ ]
   b) Weekly [ ]
8. What response has the T.S.C given?

9. If no for Question 6 give reasons.

10. a) Apart from T.S.C does the B.O.G seek assistance for more teachers from other stakeholders?
    a) Yes [ ]   b) No [ ]

    b) If no give reasons ............................................................

    c) If yes, specify ...............................................................

    d) After seeking assistance from other stakeholders does it bear fruits?
       Yes [ ]   No [ ]

11. As a board member are you conversant with teacher recruitment policy?

12. What factors do you think contribute to teacher shortage in your school?

13. Rate the academic performance of students in your school.
    a) Below average [ ]   b) Average [ ]   c) Above average [ ]
14a) In your opinion do you think that there is relationship between student academic performance and teacher shortage?
   a) Yes [ ]  
   b) No. [ ]

   b) If no above, Give reasons. _________________________________

15. Do you think B.O.G is effective in addressing teacher shortage?
   a) Yes [ ]  
   b) No [ ]

16. If yes, how?

   ..............................................................................................
   ..............................................................................................
   ..............................................................................................
   ..............................................................................................
Section C

For the following items, please rate the extent to which you Strongly Agree (SA)1, Agree (A)2, Undecided (U) 3, Disagree (D) 4, Strongly Disagree (SD)5 with the statements:

Tick for the appropriate answer in the box for each statement.

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</table>

b) Give your opinion on answers to Strongly Agree (SA) in section c
## APPENDIX D: BUDGET OF THE STUDY

<table>
<thead>
<tr>
<th>ITEM</th>
<th>COST (Kshs)</th>
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</thead>
<tbody>
<tr>
<td><strong>1. computer and services</strong></td>
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</tr>
<tr>
<td>a) Typing and proposal writing</td>
<td>6,000:00</td>
</tr>
<tr>
<td>b) Typing the final report</td>
<td>2,500:00</td>
</tr>
<tr>
<td>c) Photocopying questionnaire</td>
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<tr>
<td><strong>2. Stationery</strong></td>
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</tr>
<tr>
<td>a) Writing materials</td>
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</tr>
<tr>
<td>b) Duplication papers</td>
<td>4500:00</td>
</tr>
<tr>
<td>c) Pens</td>
<td>500:00</td>
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<tr>
<td><strong>3. Travelling expenses</strong></td>
<td></td>
</tr>
<tr>
<td>a) To pre-testing questionnaires</td>
<td>2000:00</td>
</tr>
<tr>
<td>b) To administer questionnaires</td>
<td>7000:00</td>
</tr>
<tr>
<td>c) To collect questionnaires</td>
<td>7000:00</td>
</tr>
<tr>
<td>d) To contact supervisors</td>
<td>10000:00</td>
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<tr>
<td><strong>4. Accommodation and food during visit to the library</strong></td>
<td>15,000:00</td>
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<tr>
<td><strong>5. Binding expenses</strong></td>
<td></td>
</tr>
<tr>
<td>a) Binding proposal</td>
<td>2000:00</td>
</tr>
<tr>
<td>b) Binding final project report (6 copies)</td>
<td>15000:00</td>
</tr>
<tr>
<td><strong>6. Computer services for data analysis</strong></td>
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</tr>
<tr>
<td><strong>Total cost</strong></td>
<td>96,500:00</td>
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</tbody>
</table>
RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on;
"Effectiveness of board of governors in addressing teacher shortage in public secondary school in Kilungu District- Makueni County" I am pleased to inform you that you have been authorized to undertake your research in Kilungu District for a period ending 30th May 2012.

You are advised to report to The District Commissioner and The District Education Officer Kilungu District before embarking on the research project.

On completion of your research project you are expected to submit one hard copy and one soft copy of your report/thesis to our office.

DR. M.K RUGUTT, PhD, HSC
DEPUTY COUNCIL SSECRETARY

Copy to:

The District Commissioner
Kilungu District

The District Education Officer
Kilungu District
THIS IS TO CERTIFY THAT

Prof./Dr./Mr./Mrs./Miss./Institution
Johnstone Kyalo Kumaka

Gf (Address) Kenyatta University
P.O BOX 43844, Eldoret

has been permitted to conduct research in

Location
District
Province

TOPIC: Effectiveness of board of governors in addressing teacher shortage in public secondary schools in Kilungu District, Makueni County

for a period ending 30th May 2012

PERMIT No. NCST/RCD/14/012/16
Date of issue 24th January, 2012

Fee Receipt

Applicant’s Signature

Secretary National Council for Science & Technology

KENYATTA UNIVERSITY LIBRARY