EFFECTS OF PROCEDURES FOR INTERNAL DEPLOYMENT ON TEACHERS' MOTIVATION IN PUBLIC SECONDARY SCHOOLS IN MURANG'A EAST DISTRICT, MURANG'A COUNTY, KENYA

BY

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DECLARATION

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

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DEDICATION

This research project is dedicated to my father for inspiring me not to be contented with a first degree but rather to continue scaling the ladder of education. God bless you abundantly.

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LIST OF ABBREVIATIONS AND ACRONYMS

CIPD   Certified Institute Of Personnel Development

DOR   Department Of Rehabilitation

EFA   Education For All

EOUSA   Executive Office for United States Attorneys

LICs   Low Income Countries

HR   Human Resource

HRM   Human Resource Manager

HOD   Head of Department

HOS   Head of Subject

IBM   International Business Machines

KCSE   Kenya Certificate of Secondary Education

LIC   Low Income Countries

OCR   Office of Civil Rights

OJT   On The Job Training

OPM   Office of Personnel Management

T&D   Training and Development

TSC   Teachers Service Commission

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ABSTRACT

The purpose of this study was to assess effects of the procedures used by heads of secondary schools during deployment into various administrative posts, on teachers' motivation. The locale of the study was Murang'a East District. Herzberg's two-factor theory forms the theoretical framework of this study. The objectives of the study were to identify the various administrative posts in secondary schools of Murang'a East District, to determine the procedures that heads of these institutions used in deploying teachers to the administrative posts, to establish the effects of the procedures used on teachers' motivation and to establish the relationship between the procedures used and the performance in KCSE. A descriptive approach was used in collection, analysis and presentation of data. The research involved 75 public secondary schools of Murang'a East District. Data was collected from 32 heads of institutions and 160 teachers of 32 public secondary schools in the district. Schools were selected by means of purposive sampling technique while respondents were selected by means of simple random sampling method. Research instruments constituted interview schedules for heads of institutions and questionnaires for teachers. Collected data was organized and analyzed by means of percentages and presented using tables. The study revealed that the number of administrative posts established in public secondary schools depend on the school size. One streamed schools and two streamed schools have relatively the same number of administrative posts owing to their size. The number of administrative posts averages to eight in this calibre of schools. On the other hand, three and four streamed schools, whether in the performing or low performing schools categories, have an average of twenty three administrative posts. The study also found out that teachers' deployment to administrative was not done in a transparent manner among the low performing schools while the process of deployment was transparent in performing schools. Where the frequency was higher in the use of transparency during deployment to administrative posts, performance in KCSE was correspondingly high. The reverse is also true. In deploying teachers to these administrative posts, head teachers considered factors such as commitment 93%, relationship with the head teacher 67%, teacher's performance 60%, qualification 59% and teacher's experience 52%. Transparency in the deployment into administrative posts affected teachers' motivation. About 60% of teachers offered that the procedure for deployment used by the head teachers had an impact on their motivation towards work. Teachers' motivation was found to be higher in performing schools whereas it was lower in low performing schools. It was concluded that procedures for deployment to administrative posts are hardly transparent. Also, the procedure for deployment affected teachers' motivation and therefore the schools' performance in KCSE. The researcher recommended head teachers should use transparent procedures in deploying teachers to administrative posts in order to boost teachers' morale and consequently the schools performance. For efficiency in the running of secondary schools, the Teachers Service Commission should post adequate teachers to the institutions as this would lead to the establishment of all the recommended administrative posts. The findings of this study can be of importance to policy makers in education, educators, curriculum developers, school administrators and teachers on how to go about the issue of deployment of teachers in secondary schools. The research can also be used as a basis for further research.

<center>**CHAPTER ONE**</center>

<center>**INTRODUCTION**</center>

1.1   Background to the study

All organizations are concerned with what should be done to achieve sustained high levels of performance through people. This means giving close attention to how individuals can best be motivated through such means as incentives and rewards. The aim is to develop motivation processes and a work environment that will help to ensure that individuals deliver results in accordance with the expectations of management.

According to Armstrong (2006), the best form of motivation is where employees are self- motivated. Most people, however, need to be motivated to a greater or lesser degree. He observes that the organization as a whole can provide the context within which high levels of motivation can be achieved. One such way of ensuring that an organization has workers who are highly motivated is by having clear guidelines and systems of succession management which is concerned with identification of critical roles and ensuring that there is current and future capacity for these to be filled through a system of openness, fairness and transparency.

Succession planning and internal mobility are important strategic functions within every organization (Nicholas, 2007). The mobility of personnel through an organization is important to both the organization and the individual. Organizations face increasing demands to systemize and rationalize their policies and procedures regarding the career mobility of employees. Internal pressures are created by employees and potential employees with rising expectations, who demand more from

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organizations than just a job; some want to know details about their career within the organization (Hall, 1976).

A report by Deloitte East Africa (2012) entitled Best Company To Work For (BCTWF) found out that career development prospects featured as an area of concern throughout most organizations, especially those with younger workers.

In order to meet these demands, organizations must ensure that transfers, promotions and demotions do not result from a random process. The movement of employees is a major aspect of human resource management, one that helps "ensure that right number and right kinds of people will be at the right time in the future, capable of doing the things needed so that the organization can achieve its goals" (Miner and Mirer, 1973 p 10).

Doeringer and Piore (1971) point out that...decisions made to allocate human resources to the right places will increasingly need to take into consideration mobility rates for various subgroups, career paths for different groups and the administrative policies, rules and procedures that regulate movement. Promotions may be used by the organization as rewards contingent on job performance or seniority. Therefore, the control of intra-organizational mobility has importance not only because of the consequences associated with the allocation of human resources but also indirectly through its influence on the attitudes and behaviour of employees.

It is important to be able to offer genuine prospects of advancement and development. This approach, conducted properly, ensures that individual drives for progress are harmonized with organizational drives for greater effectiveness or resource utilization and maximization of staff capabilities (Pettinger, 2002).

Succession therefore, becomes broadened into progression and transformation. It is dependent on a positive view of the opportunities presently available, as well as those apparent for the future. Organizations that reflect and encourage this approach are certain to get much more out of their staff so long as they commit themselves to offering enhanced salaries and other rewards.

According to Graham and Bennett (1998), promotion is a move of an employee to a job within the company which has greater importance and, usually, higher pay. Frequently, the job has higher status and carries improved benefits and more privileges. Its purpose is to improve both the utilization and motivation of employees.

In the field of education, the successful running of any educational system depends mainly upon the teacher, the learner, the curriculum and the facilities. Of these, the teacher is the most important one and is the pivot on whom the entire educational structure rests. His role today, more than ever, has become exceedingly crucial in the national attempt to bring about positive changes in the society, national progress and national integration. Therefore, unless and until he is fully competent, greatly interested and involved in his work and does his job satisfactorily, all other efforts that are taken to effect any improvement in the field are bound to fail.

Davidson (1971) observed that, "Patterns of organizational mobility among younger teachers already indicate that opportunities for career growth are not associated with certain school environments." According to Lowther and Chapman (1981), teachers believe they have little lateral mobility and less upward mobility than people in other careers. This can lead to dissatisfaction and attrition from the profession.

It is the responsibility of the head of the institution to create an environment that promotes teachers' motivation through a system of upward mobility that is fair and

transparent. Colin in Marland (1998) observes that it is the task of heads and senior staff in schools to create a climate in which people can grow.

If opportunities for upward mobility are not forthcoming in an institution or are not clear and fair to all, teachers become demoralized. This may lead to the disillusioned teachers seeking 'greener pastures' elsewhere. According to Bennel (2004), there is mounting concern about migration of teachers from low income countries to the United Kingdom and other developed countries.

In Kenya, the responsibility for deployment of teachers into the various administrative posts lies with the Teachers Service Commission. The Code of Regulations for Teachers (2005, p 99) states that, "...teachers may be deployed by the commission in administrative posts such as principal/head teacher, deputy head teacher, head of department, dean of students etc." Such deployments provide opportunities for upward mobility in the teaching profession. Deployment of heads of institutions is carried out by the TSC through its agents.

On the other hand, deployment of teachers within the school set up is largely left to the head of the institution with the TSC only coming in to confirm such appointments. In some cases this includes even the post of the deputy head teacher. It is therefore important to ensure that such deployments are carried out in a transparent manner under clear guideline agreeable to majority if not all prospective teachers.

However, deployment of teachers into administrative posts within a school set up in most cases does not follow any laid down guidelines or procedures. It is done in an uphazard manner and with a lot of subjectivity. Kibui (1995) recognizes this fact when he says that there are other factors such as poor pay, poor promotional methods,

lack of recognition and frequent transfers which may also demoralize the teachers' commitment to effective teaching.

In his study on factors determining teaching effectiveness among teachers, Sifuna (1978) found few promotion prospects and general lack of upward mobility as job dissatisfiers among teachers. Moore (1968) in a study done in Zambia on factors related to teachers dropout, found out that the pay was too low compared to other occupations, the teaching profession lacked a high prestige, promotional opportunities were too few and poor housing.

To quote Kochhar (2008), "Education administration, at its best, exhibits a fine fragment of human creativity striving towards its own kind of perfection and achievement. But administration, at its worst, can be grave social liability, for it can be humdrum, routine, impersonal and domineering and when it is thus corrupted, it becomes ugly and soul-killing. It can indeed, so change its aspect by wilful behaviour as to become dangerously anti-social in its fruits."

1.2   Statement of the problem

It was not known how procedures for internal deployment affect teachers' motivation and by extension the performance of learners in public schools in Murang'a East District, Murang'a County. In his research on Teacher Motivation and Incentives in Sub-Saharan Africa and Asia, Bennel (2004) states that poor human resource management seriously demotivates employees. Ideally, deployment of teachers into administrative posts within the secondary school set up is the responsibility of the Teachers Service Commission. The TSC Code of Regulations for Teachers (2005) states that teachers who have been promoted from one grade to another by the TSC may be deployed by the Commission in administrative posts such as principal/head

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teacher, deputy head teacher, head of department, dean of students and so on. However, the actual task is left with the head of the institution who deploys the teachers into available posts and then seeks their confirmation with the TSC.

Such deployments amount to upward mobility and progression in ones career and many teachers look forward to such opportunities. But due to lack of clear guidelines and systems of deployment, heads of institutions may go for individuals who support their administrative styles albeit blindly, those that are related to them in one way or the other or those that seem to pose no threat, real or imagined, to their administration. In some cases, heads of institutions may fail to establish these positions of responsibilities in their institutions in which case the administration becomes a 'one man's show'.

When this happens, teachers' morale is affected. This in turn affects performance. To quote Bennel (2004), "There is a wide range of views about teacher motivation in Africa and south Asia, most of which are country specific. However, there appear to be mounting concerns that unacceptably high proportions of teachers working in public systems in many low income countries (LICs) are poorly motivated due to a combination of low morale and job satisfaction, poor incentives and inadequate controls and other behavioural sanctions. Consequently, standards of professional conduct and performance are low and falling in many LICs."

1.3   Purpose of the study

The purpose of the study was to evaluate the effects of procedures for internal deployment on teachers' motivation in public secondary schools in Murang'a East District, Murang'a County.

1.3.1 Objectives of the study

1. Identify various administrative posts in public secondary schools in Murang'a East District.

2. Determine the procedures that heads of institutions in secondary schools use in deploying teachers into various administrative posts in Murang'a East District.

3. Establish the effects of the procedures used by heads of institutions in secondary schools in deploying teachers into various administrative posts on teachers' motivation.

4. Establish the relationship between the procedures used by heads of institutions, in deploying teachers into various administrative posts, and the schools' performance in KCSE examinations.

1.4 Research Questions

The following research questions were generated from the above statement of the problem:

1. What administrative posts have heads of institutions in secondary schools in Murang'a East District established in their respective schools?

2. What procedures do heads of institutions in secondary schools use in deploying teachers into various administrative posts in Murang'a East District?

3. How do procedures used by heads of institutions in secondary schools in deploying teachers into various administrative posts affect teachers' motivation?

4. In which ways do the procedures used by heads of institutions in deploying teachers into various administrative posts affect schools' performance in KCSE examinations?

1.5   Significance of the study

The findings of the study will help the heads of secondary school institutions school managers to come up with procedures for deployment that will enhance staff motivation and thereby improve schools' performance. The study is also expected to contribute to the advancement of knowledge about effective teacher management and motivation. The study is also expected to form a base on which other researchers can develop their studies.

In the course of the study comparisons were made between schools of the same calibre but which were differing in performance in KCSE examination. This study will therefore provide an insight as to the causes of the difference in performance.

It is also hoped that the study may be of use to the policy formulators in the Ministry of Education. Although the study will be located in Murang'a East District, the findings of the study could be generalized to all other public secondary schools in the country since teachers generally operate under the same conditions. This will in turn lead to improvement of performance in national examinations as a result of improved teachers' motivation.

1.6   Assumptions of the study

The researcher assumed that:

1. The researcher had the assumptions that a relationship exists between teachers' motivation and students' performance in national examinations,

2. The respondents will co-operate with the researcher and give accurate responses

3. Students in all the schools will have covered the syllabus during the years under study.

1.7   Limitations of the study

The issue of procedures that are used by heads of institutions in the deployment of teachers into various administrative posts in Kenyan secondary schools is an issue of national concern. It would therefore have been most beneficial to carry out the study in all the districts. However, the study limited itself to only one district and even then, not all the secondary schools can be studied. This is as a result of financial and other logistical constraints.

1.8   Delimitations of the study

The proposed study confined itself to heads of institutions and teachers in public secondary schools. The researcher set out to find out procedures that heads use to deploy teachers into various administrative posts and how the procedures used impact on teachers' motivation. The researcher went further and found out the impact of such procedures on students' performance in national examinations.

Private secondary schools were excluded from the study for the simple reason that teachers in such schools are not under the Teachers Service Commission. As such, the

schools in which they serve may not have administrative structures similar to the ones in public institutions. Although there are other factors that affect the motivation of teachers and therefore students' performance in national examinations, this study only focussed on procedure used by head teachers to deploy teachers into various administrative posts.

1.9   Theoretical Framework

This study applied Herzberg's two-factor theory on work motivation.

Factors characterizing 1,844 events on the job that led to extreme dissatisfaction

Factors characterizing 1,753 events on the job that led to extreme satisfaction

Percentage frequency

50% 40   30   20   10   0   10   20   30   40   50%

Achievement

Recognition

Work itself

Responsibility

Advancement

Growth

Company policy and administration

Supervision

Relationship with supervisor

Work conditions

Salary

Relationship with peers

Personal life

Relationship with subordinates

Status

Security

All factors contributing to job dissatisfaction

All factors contributing to job satisfaction

69	Hygiene	19
31	Motivators	81

80%   40   0   40
80%

Ratio and percent

SOURCE: Herzberg, F. (1968).

50% 40   30   20   10   0   10   20   30   40   50%

Figure 1: Summary of results of Herzberg's investigation on job factors that led to   workers extreme satisfaction and dissatisfaction

The specific nature of Herzberg's theory is perhaps best illustrated in figure 1.1, a summary of the results of 12 of his earlier investigations. In this research, workers were asked to describe specific events associated with their jobs that had made them extremely satisfied or dissatisfied. The results were grouped into 16 categories, and the frequency of events falling under each category was tabulated. Looking at Figure 1.1 we see that few incidents mentioned involved status or security, while over half involved achievement in one way or another. According to Herzberg, events falling under some of the categories were consistently positive, while those under other categories were typically negative. Responsibility, for example, was not only mentioned frequently, it was also usually mentioned in connection with satisfying incidents. Supervision was mentioned almost as frequently but nearly always with dissatisfying incidents.

Herzberg claimed that there are two different categories of job factors, one controlling satisfaction and the other dissatisfaction. These factors, in turn, serve two different sets of needs: first biological needs such as food and pain avoidance; second, human needs for achievement and self-fulfilment. Factors serving the biologically based needs, which he termed hygiene factors, are responsible for dissatisfaction when they are absent and can reduce dissatisfaction when they are present. The others he called motivators. When provided, Herzberg theorizes, motivators can simultaneously increase job satisfaction and job motivation.

He argued that management should provide good working conditions, pay rises, and considerate supervision. If these hygiene factors are not present, people will be

dissatisfied. One should not expect, however, that providing these things will produce a general increase in employee motivation. He suggests that if managers want to motivate their employees they can only do so through the factors associated with the job itself that tap motivation needs. To motivate workers, managers should make the work more interesting and less routine; they should recognize work that is well done; they should allow employees autonomy in the performance of their tasks; and they should promote those who perform well.

This theory is applicable to this study because for teachers to perform to their level best, they need to be motivated. Like Herzberg noted in his theory of work motivation, factors such as salary and supervision are not adequate to keep teachers in high spirits. Although salaries of secondary school teachers have been adjusted upwards and harmonized with those of civil servant, school based factors continue to bring about differences in academic performance even amongst schools of the same calibre.

Among the factors responsible for these differences could be the procedures employed by heads of institutions when it comes to deployment. As noted in the theory above, motivation amongst teachers is dependent on, among other things, recognition associated with the successful completion of an assigned task and adequate opportunities for professional advancement and growth (Davison, 1971).

1.10 Conceptual framework using the Expectancy Theory

The stating conceptualization is that all human behaviour can be regarded as a result of a state of aroused or internal tension that serves as an energy or springboard for action. Motivation is the force to perform an action (E-P Expectancy) and whether the

outcome will lead to another outcome, (P-O Expectancy) holding a higher value to him/her. (Orodho, 2010)

From Figure 2, teachers in a given school will be motivated if the head teacher follows path A in deploying teachers into administrative posts. Such teachers will experience upward mobility, teamwork and harmonious relationship. The school will also benefit by retaining its work force. This will ultimately result in excellent achievement in KCSE examinations.

On the other hand, if the head teacher follows path B in deploying teachers into various administrative posts, teachers will be demotivated. This will in turn lead to no upward mobility, unfair competition, tension and low retention rates. Ultimately, this will lead to low performance in KCSE examinations.

Figure 2: **The Conceptual Framework on the effects of procedures for**

internal deployment on teachers' motivation

Path A   Path B

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┌─────────────────┐      ┌─────────────────┐      ┌─────────────────┐
│ Head teacher    │ ⟸    │ Head teacher's  │  ⟹   │ Head teacher    │
│ follows an open │      │ choice     of   │      │ does not follow │
│ and systematic  │      │ deployment      │      │ an open and     │
│ procedure for   │      │ procedure       │      │ systematic      │
│ internal        │      │                 │      │ procedure for   │
│ deployment      │      │                 │      │ internal        │
│                 │      │                 │      │ deployment      │
└─────────────────┘      └─────────────────┘      └─────────────────┘
        ⇓                                                  ⇓
┌─────────────────────┐              ┌─────────────────────┐
│ Teachers'           │              │ Teachers'           │
│ motivation:         │              │ demotivation:       │
│  - Upward mobility  │              │  - No upward        │
│  - Harmony          │              │    mobility         │
│  - Teamwork         │              │  - Unfair           │
│  - Continuity       │              │    competition      │
│                     │              │  - Tension          │
│                     │              │  - Transfers        │
│                     │              │                     │
└─────────────────────┘              └─────────────────────┘
        ⇓                                      ⇓
┌─────────────────────┐              ┌─────────────────────┐
│ Intense effort      │              │ Less effort         │
│                     │              │                     │
└─────────────────────┘              └─────────────────────┘
        ⇓                                      ⇓
┌─────────────────────┐              ┌─────────────────────┐
│ Excellent achievement│             │ Low performance in  │
│ in KCSE             │              │ KCSE                │
└─────────────────────┘              └─────────────────────┘
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Adapted from Orodho, 2010

1.11   Operational definitions of terms

Succession management   –A strategic, systematic and deliberate activity to ensure an institution's future capability to fill positions of responsibility without patronage or favoritism.

Deployment   –The process of posting teachers to areas where they are best qualified to perform.

Head of institution   –Refers to all heads of secondary school institutions.

Motivation   -The compelx force, drives, needs, tension, state or other mechanisms that maintain an activity towards the achievement of the goals.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter is about review of related literature. There are several studies that have been carried out concerning deployment. It is important to point out here that several other phrases have been used to refer to deployment. In this study, therefore, deployment will also be used interchangeably with the terms upward mobility, succession planning, promotion and succession management. The review of related literature was done under the following headings: Administrative posts in organizations: Procedures that used in deploying employees into various administrative posts: Effects of procedures that are used in deployment into various administrative posts on employees' motivation: How the procedures used in deployment of employees into various administrative posts affect performance.

2.1   Administrative posts in organizations

Organizations are involved in the organization of work in order for organizational goals to be attained. According to Howell and Dipboye (1986), the main thrust of classical theory is efficiency through design. It recognized that organizational goals must ultimately be achieved through people. However, people are seen as operating most effectively within the structure provided by a rational and unambiguous organizational plan. Therefore one designs an organization by carefully subdividing the work, specifying clearly how each portion is to be done and only then fitting people into the plan. An ideal structure, in other words, ensures an efficient operation.

Kocchar (2008) notes that successful administration is one which leads to the successful achievement of desired objectives of education in a particular community for instance healthy and social living, development of good physical, social, moral, intellectual and aesthetic qualities and healthy democratic leaving. School administration must facilitate education. It exists for the pupil and its efficiency has to be measured by the extent to which it contributes to teaching and learning.

The typical form of structure that results from classical thinking is the bureaucratic model. Basic features of this model include division of labour, a well defined hierarchy of authority and responsibility, an objective or impersonal handling of people and heavy reliance on written procedures and records. All persons' relationship to their work, their co-workers, their supervisors and subordinates and even their position within the hierarchy is clearly specified in a set of objectively determined rules (Ibid, p 23).This organizational model is to be found in most familiar organizations such as governments, military, industrial and other organizations. In their words, "... virtually all organizations in our society were founded according to the bureaucratic philosophy."

IBM has been able to develop a career framework, a structure that defines the capabilities employees need to provide value to their clients. This framework is supported by a career development process that provides guidance to employees on how to advance in their careers. But this did not happen overnight. In fact, it was only after multiple studies and an evolution of interventions over a period of years that IBM was able to achieve this goal.

Internal surveys from 2003–2004 showed that some IBM employees felt they were not given an opportunity to improve their skills. Additionally, exit surveys revealed

that perceived lack of career growth was one of the prime reasons employees voluntarily left the business. In 2004, IBM conducted a research project designed to better understand the challenges facing employees around their career development. Discussions with hundreds of IBM employees and managers, HR executives, review of existing IBM data such as exit surveys, and external benchmarking studies were reviewed. Additionally, input was obtained from an online global event called World Jam, whereby thousands of IBM employees, managers, and executives collaborated for 72 hours and engaged in discussions on management effectiveness, workplace environment, and other matters.

Collectively, input from these various studies and discussions led to a conclusion that IBM had a need for a "new day" in developing its people. These various studies pointed to five key themes that reflected the obstacles and critical success factors i.e. Career development is not viewed as a business priority; Challenging work assignments and opportunities are critical to employee development; Development tools are disconnected and their value to the employee is not clear; Career and expertise development needs to be aligned with the business strategy; Career development is about human interaction.

The study uncovered a huge gap between the corporate view of career development and the employee experience. Employees felt that the business focus on attaining short-term results consistently compromised development plans and activities. Furthermore, findings suggested that while many best-of-breed development resources were already available in IBM, the key challenge was that of execution. The underlying conclusion was that business priorities get in the way of development. While management can improve development practices and continue to create award-

winning learning programs, in the end, none of it will make any difference unless career development becomes a business priority and employees have the time and opportunity to stretch their skills and learn new ones.

This conclusion was later validated by a 2005 study, sponsored by senior executives. The objective of this study was to recommend a strategy and implementation plan for professional development that would help IBM achieve growth and innovation and help employees attain career growth and success in a fast-changing business environment.

Based on these research findings, IBM put forth a call to action for a new day for career development that would span several years of iterative development and implementation. The new day would require redefining the roles of the employee, manager, and IBM in developing its employees and would focus the company's efforts on ensuring effective execution of development best practices. The overarching goal of the new day was to align IBM's values and business agenda with the passion of its great workforce to provide value to the client. It was about responding to employees' hunger to make a difference, to feel connected to IBM, to be recognized for their contributions, and to realize their potential. An engaged, challenged, and expert workforce would be the key to IBM's growth and innovation.

The following represent some of the programs IBM put into place from 2005 through 2007 as part of the first phase of this transformation of career development: An overhaul to the content of the new employee orientation program that had been put in place two years earlier that consisted of a 2-day classroom training and subsequent e-learning activities; Introduction to a one-day career event, a highly interactive, live event designed to help IBM employees learn about resources and tools they can use to

grow their skills and create an engaging and energetic working experience for themselves today and into the future; Introduction of a formal learning program that offers employees the ability to explore and participate in short-term, experienced-based learning activities available outside of the formal classroom or e-learning. It is about finding the best alternatives for personal career growth and development and then creating the optimal solution; Revitalization of mentoring as a way to develop skills and career development of employees; Developing a "one-stop-shop" website that would become the trusted source for all career development guidance and personalized learning recommendations.

Between the time the initial analysis began in 2004 through 2007, when these programs were fully deployed and functioning, IBM enjoyed a six-point gain in employee satisfaction on a periodic survey that asked employees about their satisfaction with their ability to improve their skills at IBM. While many factors could contribute to this gain, surely the significant career development programs put in place by management would have had a positive impact on employee perception and reality.

In 2006, an IBM study conducted with clients and business partners to better understand how the company could better serve its clients revealed a need to ensure IBM employees have the appropriate skills required to provide value to the client. One of the major outcomes of this study was the need for a common career framework that could benefit all IBM employees. As a result, in 2007, IBM embarked upon an initiative to create an enterprise-wide career framework that would enable career advancement for employees. At the time of this writing, the career framework

is in the process of being implemented across IBM in a phased deployment that will take several years to complete. It will ultimately support the majority of (Mary, 2009)

Upward Mobility is the planned development and advancement of employees in low paying occupations to entry technical, professional and administrative positions in State departments. An upward mobility program is an important part of a department's overall employment program for a number of reasons, including the following: It can help meet departmental labour needs where recruitment problems exist; It is an incentive to employees to develop their skills and be more valuable to the department; It is a tool for increasing departmental diversity in professional, technical and administrative jobs.

The DOR recognizes the importance of maintaining an upward mobility program to assist in meeting staffing resource needs in occupations where recruitment of qualified staff is highly competitive and advancement is difficult to achieve. It is the DOR's intent to ensure that DOR staff represents the rich diversity of the consumer population served by the DOR and that staff in low paying classifications are provided the opportunity to develop and advance within the DOR's organization.

In compliance with Government Code Section 19401, it is the policy of the DOR to maintain and support an upward mobility program that provides training and development opportunities for staff within traditionally low paying occupations and that facilitates their advancement into entry level technical, professional and administrative positions.

Upward mobility is the joint responsibility of the employee and the department for which the employee works. DOR employees will be expected to demonstrate initiative to seek out upward mobility opportunities, to develop appropriate career

plans and be willing to exercise additional effort beyond completion of their primary job duties. In addition, they must be able to develop and demonstrate the knowledge, skills and abilities needed to advance to an entry-level professional, technical or administrative classification. No employee participating in upward mobility activities is guaranteed promotion. However, all employees are entitled to have a fair and equal opportunity to be considered for advancement.

2.2   Procedures in deploying employees into various administrative posts

Creating a solid plan for the continuous improvement and advancement of employees is a very vital component of a company's success. Kochhar (2008) says that successful administration is that which results in maximum efficiency. This will be possible only when human and material resources are properly utilised- right man at the right place; right work at the right time, every activity and project is well planned and well executed. The problem is, most small companies don't have the time or resources to dedicate to creating such a plan.

Before you do anything, make sure you let your employees know how much their job contributes to the success of your organization. People want to know that what they are doing is making a real difference, and the only way they'll know that is if you tell them. Next, make sure they know areas where there are opportunities for advancement within your company. Finally, in creating an atmosphere for employee advancement: Outline your goals and identify the core competencies for each job position within your company; Create a plan. Your plan should include structured, formal performance appraisals (including 360 degree feedback) as well as succession planning (outlining an employee's current roles in respect to the company's goals) and a clear explanation of skills, knowledge and training; Identify a budget for employee

training and development; Implement your plan and solicit feedback from your employees.

There are many good reasons why you should outsource the implementation of an employee advancement and development plan, especially if you are a small business. An outside consultant will not only give you a fresh perspective, they have the expertise needed to create a plan that will truly help you motivate and develop the full potential of your employees. (Lazo, 2008)

In the past, deployment into administrative posts was done secretively. However, this is not the case today as greater openness and transparency have come with the greater emphasis on the individual and the focus on roles rather than jobs. Secrecy is being gradually reduced, and advertising of internal jobs is increasing. It is now more widely believed that employees need to understand the succession process, the methods used to judge potential successors and the kinds of jobs that are considered suitable for each individual.

With openness should go fairness; objective assessment of all available candidates need to be seen to be made, and succession development committees exist in many large companies to review key talent and succession plans and to examine how to improve the process. Those covered by the process need to be able to make an input about their career aspirations, preferences and constraints. They also need feedback about how they are perceived by their employers and the sorts of job moves for which they will be considered. (Egan, 2011)

Northeastern believes in the importance of investing in its employees and is committed to helping them advance and develop their career. One of the ways it does this is to promote and support internal transfers and promotions.

Normally, there is a ten-day window when current employees have the opportunity to apply to new positions and during this period external applicants are not hired. After selecting a position of interest, employees will be asked to complete the Internal Application and e-mail it, along with their updated resume. Employees are encouraged to discuss promotion and transfer opportunities with their current supervisor and their HR consultant.

Colleges and departments have overall responsibility for recruiting and hiring their open administrative professional positions. Typically, internal candidates who are selected for interview will meet directly with the hiring manager and department staff. When consideration is being given to final candidates, the hiring manager will normally contact the internal applicant's current supervisor to provide a reference. Offers of employment will be extended to the finalist by the hiring manager.

Recruitment and hiring for these positions of Office Support, Technical, Service, and Crafts and Trades is coordinated centrally through HRM and the HR Employment Representative. Resumes for internal candidates are reviewed first by the HR Representative and, as long as the candidate meets the transfer/promotion eligibility guidelines and the minimum qualifications for the position, she/he is interviewed by the HR Representative or directly by the hiring manager. Depending on the position, applicants may be tested to demonstrate their computer proficiency. When final candidates have been identified, the HR Representative and/or the hiring manager will

contact the candidates' current supervisor for a reference. The offer of employment is made by the HR Representative. (Northeastern University, 2010)

2.3   Effects of procedures used in deployment on employees' motivation

As already indicated, deployment into an administrative post brings with it improved status, more responsibility and also increased emoluments. When deployment procedures are poorly handled or are inexistent altogether, then employees tend to despair. This can result in employees transferring to other institutions or exiting from the profession altogether. The exodus of teaching personnel both at primary, secondary and tertiary level of education has also been attributed to the decline in the quality of education provided. Teachers in both primary and secondary levels have migrated into other well paying professions in the civil society, non-governmental organizations and private sector (Daily Nation, May 5 2008).

Advancement – it's on all of your employees' minds and yet most of our organizations have few advancement opportunities to offer most of our employees. As a result, we probably employ many individuals that have plateaued in their careers, either structurally via no more room to move up or having mastered the work and seeing it as repetitive and no longer challenging or meaningful. Plateauing is toxic for our organizations – as studies reveal that it results in greater employee turnover perceptions, lower job satisfaction and engagement, more job search behavior, and increased absenteeism (Heilmann, Holt, & Rilovick, 2008). In the face of this challenge that plagues so many small to mid-sized organizations and prevents us from fully engaging and retaining our top people, here are four solutions your organization could consider implementing to prevent plateauing issues and overcome advancement barriers.

According to Bennel, (July 2004), there is mounting concern about the migration of teachers from LICs to the United Kingdom and other developed countries. He says that this is negatively impacting on teacher supply and retention in a growing number of developing countries which is undermining the attainment of EFA. The issue was discussed at the October 2003 Commonwealth Ministers of Education Conference where a working party was established to make appropriate recommendations. Botswana and South Africa have employed large numbers of teachers from elsewhere in the continent, especially from Zimbabwe, Zambia and Ghana (Ibid, 2004). He says that:

> "Unacceptably high proportions of teachers working in public school systems in many LICs are poorly motivated due to a combination of low morale and job satisfaction, poor incentives and inadequate controls and other behavioural sanctions. For example, the EFA Country Assessment for Pakistan notes that poor teacher motivation is a 'colossal problem', which is compounded by political interference. It is widely asserted that low teacher motivation is reflected in deteriorating standards of professional conduct, including serious misbehaviour in and outside of work, and poor professional performance. Teacher absenteeism is unacceptably high and rising, time on task is low and falling, and teaching practices are characterized by limited effort with heavy reliance on traditional teacher-centred practices. Teachers are devoting less and less time to extra-curricular activities, teaching preparation and marking."

Kimengi (1983) from his research on commitment and non-commitment to teaching done in three districts in the Rift Valley province of Kenya poor promotional opportunities was among the causes of dissatisfaction among teachers. Sifuna (1978) in his study on factors determining teaching effectiveness in Kenya found that low promotion prospects and general lack of upward mobility were among the dissatisfiers among teachers.

2.4 Influence of procedures used in deployment of employees on performance

Purcell et al (2003) believe that discretionary behaviour which helps the firm to be successful is most likely to happen when employees are well motivated and feel committed to the organization and when the job gives them high levels of satisfaction. Their research found that the key factors affecting job satisfaction were career opportunities, job influence, teamwork and job challenge.

TSC (February, 2007) recognizes the need to have clear procedures for deployment in order to propagate high educational standards. It admits that, "Failure in the past to have clear objective and transparent criteria for appointment of heads of institutions and to provide adequate and relevant training has led to under-performance and declining education standards. The situation has been aggravated by lack of clear guidelines and systems of succession management in educational institutions – a scenario that has led to many heads asking for extension of service."

Frederick Herzberg's research into motivation of accountants and engineers revealed a number of factors which affected the way in which people felt about their work (Thomson, 1997).These included: achievement, recognition from others, the work

itself, responsibility, opportunities for advancement, company policy of administration, supervision salary interpersonal relations and working conditions.

Those factors which made people feel satisfied with their job and motivated them to work included high levels of achievement, recognition, opportunities for advancement and responsibility. With highly motivated staff, managers can expect better quality performance. In turn, this should lead to improved productivity and better quality service.

Although there are many dynamics which coalesce into the person who loves his/her profession, the major one is motivation (Graham and Bennett, 1998). According to them, when a teacher remains motivated, loving the teaching profession, the students not only learn the content taught by the teacher, but the students are also motivated towards learning.

CHAPTER THREE

RESEARSH DESIGN AND METHODOLOGY

3.1   Introduction

This chapter highlights on the procedures and strategies that were used in the study. Specifically, the chapter expounds on research design, sampling procedures, research instruments and methods that were used in collection of data.

3.2   Research design

The study employed a descriptive survey design. According to Orodho (2003), descriptive survey designs allow researchers to gather information, summarize, present and interpret for the purpose of clarification. Descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators (Borg and Gall, 1989:5). The descriptive design analyzed the data as they currently existed. In this descriptive study, data was analyzed and reported utilizing derived score statistics. According to Gall, Gall, and Borg (2007), these scores provide researchers with comparative quantitative data in respect to groups in which individuals are compared. The researchers go on to explain that descriptive research served to determine "what is" in research by answering and explaining social phenomena through the use of a survey. Since it intends to determine the effect of procedures of deployment used by head teachers on teachers' motivation, the proposed study fits within the descriptive survey study designs. Gay (1976) says that a descriptive survey determines and reports the way things are.

The collected data was analysed as per the research questions and presented using descriptive statistics such as frequency distribution, calculating percentages and

tabulation. The data was summarized, conclusions drawn and recommendations arising from the study were made.

3.3   Study population

The targeted population for this study were the 75 head teachers and approximately 650 teachers in the 75 public secondary schools in Murang'a East District which offer students for the KCSE examination.

3.4   Sample and sampling procedures

The sample for the study was 32 secondary schools that were selected using purposive sampling technique. Again using purposive sampling technique, the researcher selected 16 performing schools and 16 low-performing schools from Murang'a East District. Performing schools were schools which had an average of not less than 6.000 as the K.C.S.E mean score in the last five years. Low-performing schools were schools with an average mean score of less than 6.000 in the last five years K.C.S.E results. According to Gay (1976), a sample of 10% is considered the minimum for a descriptive research. The study also included 32 heads of institutions from the 32 sampled secondary schools.

Also in the sample were 160 teachers, 5 each from the 32 sample schools selected using simple random technique. The 5 teachers from each of the 32 sample schools were selected by folding pieces of papers equal to the number of teachers in a given school. Ten papers had a tick (√) mark while the rest did not have an ex (×) mark. An independent person was requested to fold the pieces of papers and mix them up. Next the teachers picked the folded papers in turns. The final step was that of unfolding the papers. Those who had picked papers bearing a tick constituted the sample. This

procedure was repeated in each sample school. With probability samples, each sample had an equal chance of being included in the sample (Orodho, 2008).

3.5 Research instruments

To get the required information, the researcher used interview schedules for the heads of institutions and questionnaires for the teachers.

3.5.1 Teachers' Questionnaires

The study used questionnaires based on Herzberg's two-factor theory on work motivation. This instrument is a modification of questionnaires developed by Holdway (1978 & 1990). It has been used by Kitheka (2005) among others, with minor modifications to fit the contextual set up. They were considered suitable owing to the large number of respondents who also could find time to fill the questionnaire. A combination of unstructured open-ended questions and structured closed-ended questions were employed in this study.

The researcher intended to use the questionnaires to establish from the respondents on the number of administrative posts in their work stations, procedures that head of institutions use to deploy teachers to those posts, how the procedures used effect their motivation towards their job and whether the procedures used have any bearing on school performance in KCSE performance.

To test validity of the questionnaires, the researcher availed them to a panel of three judges competent in the area of educational administration and specifically secondary school education. The experts were requested to assess the relevance of the contents of the questionnaires individually and give feedback. Their recommendations were incorporated in the final questionnaire for teachers. In addition, the researcher worked

closely with colleague researchers in discussing the items in the questionnaires in order to determine their relevance and validity. The supervisors' also advised on the construction of the item and their views incorporated in the final draft.

The test-retest technique was employed to measure the reliability of the instruments. Interview schedule and questionnaire for heads and teachers respectively were given to 5 identical respondents each who were not part of the study sample. The completed interview schedules and questionnaires were then scored manually. The same interview schedules and questionnaires were administered to the same respondents after two weeks. The answers were then scored manually. Spearman rank order correlation was employed to compare the two answers. A correlation coefficient of about 0.75 was obtained and therefore the instrument was considered to be reliable.

3.5.2   Interview schedules for head teachers

The researcher also made use of interview schedules to gather data from heads of institutions. The schedules were 32 in number enough for the heads of the 32 sample schools. They were considered appropriate for these respondents because they were few and also very busy and therefore lacked the time for any other form of instrument. The researcher used the interview schedules to determine number of administrative posts in sample secondary schools, reasons if any for having less than the recommended administrative posts, procedures that the heads used to deploy teachers to the administrative posts, teachers attitudes on the procedures used and the impact of such procedures on performance in KCSE performance.

To test validity of interview schedules, the researcher sort the assistance of the supervisors and colleagues who were also undertaking research. Their views were incorporated in the final draft.

To determine the reliability of the interview schedules, test-retest technique was employed. Interview schedule for heads and teachers were conducted on 5 identical respondents each who were not part of the study sample. The completed interview schedules and questionnaires were then scored manually. The same interview schedules were administered to the same respondents after two weeks. The answers were then scored manually. Spearman rank order correlation was employed to compare the two answers. A correlation coefficient of about 0.75 was obtained and therefore the instrument was considered to be reliable.

3.6   Pilot testing

Before the actual study, the interview schedules for the heads of institutions and questionnaires for teachers were piloted in one of the schools in the district that was not among the sample schools.

3.6.1   Validity

This was done about a week to the commencement of the actual study. Data collected was analyzed. Analysis of the dummy data helped the researcher to verify the appropriateness of the analytical techniques that were to be employed. It also enabled the researcher to identify deficiencies in the questionnaires and interview schedules and consequently make the necessary changes before the actual data collection exercise.

3.6.2   Reliability

The test-retest technique was employed to measure the reliability of the instruments. Interview schedule and questionnaire for heads and teachers respectively were given to 5 identical respondents each who were not be part of the study sample. The

completed interview schedules and questionnaires were then be scored manually. The same interview schedules and questionnaires were re-administered to the same respondents after two weeks. The answers were scored manually. Spearman rank order correlation was employed to compare the two answers. A correlation coefficient of about 0.75 was obtained and the instruments were therefore considered to be reliable.

3.7   Data collection procedure

The researcher obtained a letter from Kenyatta University. On arrival to the field, he sought permission from the Murang'a East D.E.O to carry out research in his/her area of jurisdiction. The researcher then did a pilot study in one public secondary school. After ascertaining the suitability of the instruments, the researcher conducted a tour of the sample schools for familiarization.

The researcher then embarked on actual research. The interview schedules for heads of institutions were administered personally by the researcher. Usually the researcher would book appointments with the principals. The researcher would then avail himself during the agreed time and conduct the interview.

The questionnaires for teachers were administered with the assistance of a volunteer teacher in each sample school. The questionnaires were 160 in number and were administered to 160 teachers, 5 from each of the 32 sample public secondary schools in Murang'a East District. After identifying the respondents in each of the 32 schools the researcher engaged the services of an assistant in each of the schools. The assistants circulated the questionnaires to the respondents with the agreement of collecting the same after three days. The researcher then picked the questionnaires

from the assistants on the fourth day. This was done over a period of four months. At the end of it all the researcher realized 100% collection of all issued questionnaires.

3.8   Data analysis

After the data was collected, it was examined for completeness and relevance for the study. Later the data was organized and analyzed as per research questions. During the analysis the data was read thoroughly for familiarity. The researcher then established the various categories in the data that were distinct from each other. In questions 1 and 2 of the questionnaire, frequencies and percentages were calculated to establish the number of respondents with the listed personal characteristics such as teaching experience. For the closed-ended questions, the questionnaires and interview schedules were scored manually by use of a code book. Responses to the open-ended questions were content analyzed. The data were presented using descriptive statistics such as frequency, distributions, calculating percentages and tabulations. Then a discussion of the findings, summary, conclusions and recommendations were given.

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CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1   Introduction

In this chapter, data is presented, analyzed and discussed. The results were reported and represented in tables, figures, and in a descriptive manner .The data were displayed in tables and figures that summarized statistical results to each of the research objectives.

4.2   Methods of data analysis

This study aimed at finding out the effects of procedures for internal deployments on teachers' motivation in public secondary schools in Murang'a East District, Murang'a County. The objectives of the study were to:

1. Identify various administrative posts in public secondary schools in Murang'a East District.

2. Determine the procedures that heads of institutions in secondary schools use in deploying teachers into various administrative posts in Murang'a East District.

3. Establish the effects of the procedures used by heads of institutions in secondary schools in deploying teachers into various administrative posts on teachers' motivation.

4. Establish the relationship between the procedures used by heads of institutions, in deploying teachers into various administrative posts, and the schools' performance in KCSE examinations.

The researcher used questionnaires and interview schedules to collect data from the respondents. Questionnaires were administered to 160 teachers while the interview schedules were administered to 32 principals in public secondary schools in Murang'a East District. There was a 100% recapturing of the research instruments. Questions were adequately responded to. Consequently, all the research instruments and questions were considered for analysis.

All analysis was done using descriptive statistics. Frequencies and percentages have been used to summarize the raw data. The frequencies and percentages of occurrence of the factor items are recorded in tables.

4.3   Demographic information of respondents

Table 1 shows respondents' teaching experience

Table 1:   Teachers' teaching experience

Teaching experience in years	Frequency	%
1-5	29	18.1
6-10	51	31.9
11-15	42	26.3
16-20	23	14.4
20 and above	15	9.4
Total	160	100

Table 1 indicates that majority of the respondents have a teaching experience of between 6 to 10 years

Table 2:   Category of school and number of respondents

Category of school	Number of schools	Frequency
County girls	2	12
County boys	2	12
District boys	6	36
District girls	10	60
District mixed	12	72
Total	**32**	**192**

As table 2 shows, majority of the schools are district mixed followed by district girls' schools then district girls' schools. County girls and county boys' schools had two entries each.

Table 3:   Size of schools

Number of streams	Number of schools	Percentage
1	10	31.25
2	13	40.6
3	3	9.4
4	6	18.8
Total	**32**	**100**

Table 3 shows that two streamed schools were the majority representing 40.6% followed by one steamed schools 28.1%, four streamed schools 18.8% and three streamed schools 9.4%

4.4   Established administrative posts

The first research objective was to establish the number of administrative posts heads of institutions have in secondary schools in Murang'a East District. To address the above question, the researcher sought from the teachers and principals the number of administrative posts in their respective schools. The researcher also sought to know the recommended number of administrative posts in such schools. From the findings it was evident that schools that perform well in KCSE have established the same number of the recommended administrative posts as the low performing schools. This is summarized in table 4.

Table 4:   Number of administrative posts in schools

Number of streams	Performing schools	Low performing schools
1	8	8
2	8	8
3	23	23
4	23	23

From table 4, performing schools (with a mean of 6.000 and above in KCSE) have the same number of the recommended posts as low performing schools (with a mean of

below 6.000 in KCSE). Among the performing and low performing schools, one and two streamed schools have an average of eight administrative positions while three and four streamed schools have an average of twenty three administrative positions in both categories of schools.

Table 4 shows that schools of the same calibre as in the number of streams, tend to have the same number of established administrative posts. This goes to indicate that The number of established administrative posts is not the cause for the difference in performance. Schools with the same number of streams continue to post different scores in KCSE. Some fall in the category of performing schools while others are in the category of low performing schools. Table 4.05 below shows the actual administrative posts established in both the performing and the low performing schools.

Table 5   Administrative posts availability

Administrative Posts	Performing schools				Low performing schools			
	1	2	3	4	1	2	3	4
Head Teacher	√	√	√	√	√	√	√	√
Deputy Head Teacher	√	√	√	√	√	√	√	√
Hod Science	√	√	√	√	√	√	√	√
Hod Maths	√	√	√	√	√	√	√	√
Hod Guidance/Counselling	√	√	√	√	√	√	√	√
Hod Academics	×	×	√	√	×	×	√	√
Hod Boarding	×	×	√	√	×	×	√	√
Hod Languages	√	√	√	√	√	√	√	√
Hod Humanities	√	√	√	√	√	√	√	√
Hod Technicals	×	×	√	√	×	×	√	√
Hod Co-Curricula	×	×	√	√	×	×	√	√
Hos Physics	×	×	√	√	×	×	√	√
Hos Chemistry	×	×	√	√	×	×	√	√
Hos Biology	×	×	√	√	×	×	√	√
Hos Maths	×	×	√	√	×	×	√	√
Hos Careers	×	×	√	√	×	×	√	√
Hos Counselling	×	×	×	×	×	×	×	×
House Master	×	×	√	√	×	×	√	√
Hos English	×	×	√	√	×	×	√	√
Hos Kiswahili	×	×	√	√	×	×	√	√
Hos Geography	×	×	√	√	×	×	√	√
Hos History	×	×	√	√	×	×	√	√
Hos CRE	×	×	√	√	×	×	√	√
Hos Business Studies	×	×	√	√	×	×	√	√
Hos Creative Arts	×	×	×	×	×	×	×	×
Games Master	√	√	√	√	√	√	√	√
Hos Clubs/Societies	×	×	×	×	×	×	×	×

As shown in table 5, the number of established administrative posts in public secondary schools depends on the number of streams. The more the streams, the more the number of administrative posts and vice versa. Among the performing and the low performing schools, the number of administrative posts is the same. One and two streamed schools have the same number of administrative posts and also of the same nature. The reason for this is that these kinds of schools are usually mixed day schools. This means that they do not offer boarding facilities and would therefore not establish such administrative posts as HOD boarding and house masters. Also, due to the fewer number of teachers in one and two streamed schools where a department may comprise of one to two teachers, the HODs also doubles up as the HOS. One and two streamed schools also have fewer administrative posts because they lack adequate staff. Many of the day schools have employed temporary BOG teachers many of whom are yet to complete their tertiary level of education. Such teachers only last in an institution for one term when on long vacation.

On the other hand, three and four streamed schools have established many of the recommended administrative posts. This is because many of them are boarding schools and therefore naturally have to establish such posts as HOD boarding and house master. These big schools also tend not to experience shortage of teachers. They tend to attract teachers because of accessibility and other fringe benefits associated with them. However, as can be noted from the table, some administrative posts are missing both in the performing and low performing schools. These include the HOS creative arts and the HOS clubs and societies. The reasons given for their absence is that the administrators did not view them as important while some had no idea that such positions existed.

For schools with less than the recommended posts, the principals gave the following as the reasons; inadequate staff, lack of qualified personnel and unwilling staff among others as tabulate in table 6.

Table 6   Principals' reasons for inadequate administrative posts

Reason	Frequency	%
Inadequate staff	11	34.38
Lack of qualified staff	8	25.00
Lack of facilities	6	18.75
Unwilling staff	5	15.63
others	2	6.25
Total	32	100

From table 6, majority of the respondents (34.38%) gave inadequate staff as the reason for having less than the recommended number of administrative posts. These were followed by 25%, who said they lacked qualified staff to handle the posts, 18.75% said they lacked the necessary facilities while 15.63% said the staff were unwilling to take up responsibilities and 6.25% gave other reasons.

One and two streamed schools were mainly day schools and therefore lacked boarding facilities. They also had shortage of staff and ended up hiring the services of undergraduate students who were on long vacation. According to the head teachers it made no sense to appoint such inexperienced and temporary teachers as either HODS or HOS. Onguti (1987) says that a trained teacher is an asset to the institution in which he or she is an instructor. Such a teacher is capable of handling the responsibilities that go with various administrative positions.

On whether teachers have been deployed to all available administrative posts, majority of the respondents (90%) gave yes as the answer while a few (10%) gave no as the answer. Those who gave no as the answer said they experienced shortage of staff and also experienced staff to handle the posts. On whether respondents were aware of schools with more posts, many responded to the affirmative (95%) and only 5% said they were not aware.

4.5 Procedures for deployment to administrative posts

The second research objective was on the procedures used by school principals to deploy teachers to administrative posts. To address this question, respondents were to give information on procedures used, whether the procedure was clear to them before hand and their views on what should be considered during deployment. On the factors that principals consider, teachers gave varied responses as shown in table 4.07. The responses were collected from 160 teachers and 32 principals. Some factors were given by more than one respondent.

Table 7:   Teachers' views on factors considered by principals in deployment

Factors considered	Frequency	Percentage
Commitment	150	93.75
Relationship with principal	108	67.5
Performance	97	60.63
qualification	95	59.38
Teaching experience	84	52.5
Teacher's workload	53	33.13
Honesty	41	25.63
Others	26	16.25

As indicated in table 7, teachers gave commitment as the most considered factor by the principals to deploy teachers to administrative posts with 150 respondents

(93.75%) followed by relationship with the Principal (108 respondents or 67.5%), teacher's performance (97 respondents or 60.63%). There were other various factors given by 26 of the respondents. It is the responsibility of the head of the institution to create an environment that promotes teachers' motivation through a system of upward mobility that is fair and transparent. Colin in Marland (1998) observes that it is the task of heads and senior staff in schools to create a climate in which people can grow.

This approach, conducted properly, ensures that individual drives for progress are harmonized with organizational drives for greater effectiveness or resource utilization and maximization of staff capabilities (Pettinger, 2002).

On the other hand, if opportunities for upward mobility are not forthcoming in an institution or are not clear and fair to all, teachers become demoralized. This may lead to the disillusioned teachers seeking 'greener pastures' elsewhere. According to Bennel (2004), there is mounting concern about migration of teachers from low income countries to the United Kingdom and other developed countries. On their part, the principals gave commitment, performance, and qualification and teaching experience as the factors they consider when they deploy teachers to the various administrative posts as shown on table 8.

Table 8:   Principals' views on what they consider in deployment

Factor considered	Frequency	Percentage
Commitment	31	96.88
Performance	29	90.63
Qualification	25	78.13
Teaching experience	20	62.5

As table 8 indicates, teachers' commitment is the most valued attribute during deployment to an administrative post with 93.88% respondents. This is followed by performance with 93.63%, qualification 78.13% and teaching experience 62.5%.

From the responses of the principals and the teachers, it is notable that they have different views on what is considered during deployment. This could be as a result of lack of transparency and clear system for deployment.

Asked whether teachers were aware of what they considered in deploying them to the available administrative posts, 85% of the principals said NO while 15% said YES. Asked whether deployment of teachers to administrative posts by principals was done in an open and transparent manner, teachers responded as shown in table 9.

Table 9:   Views on transparency during deployment

Teachers' views	Frequency	%
Always	15	9.38
In most cases	17	10.63
Sometimes	35	21.88
Hardly	68	42.50
Never	25	15.63
Total	160	100

From table 9, many respondents (42.5%) were of the view that the procedure used by principals in deploying teachers to administrative posts is hardly open and transparent. Those who were of the view that the procedure is sometimes open and transparent accounted for 21.88%. 'Never' had the least respondents with 15.63%.

It is evident from the foregoing that the procedures for deployment to the various administrative positions in educational institutions are unclear to the teachers in most

schools. According to a survey undertaken by Deloitte East Africa (2012) entitled Best Company to Work For (BCTWF), In most companies surveyed employees stated that they were unclear about their promotion opportunities, which meant that employers had not addressed the concerns of career growth.

Linda (2008) says that administrators should make sure that everyone in the firm knows the parameters for promotion and goes further to advice them to walk the talk by making sure that incentives and bonuses are tied directly to these parameters. If they are not evaluated and compensated this way, people will not view the parameters as being meaningful. Teachers were also asked to suggest factors that principals should consider in deploying them to administrative posts. Their responses are contained in table 10.

Table 10:   Teachers' suggestions on what factors principals should consider in deployment

Factor to consider	Frequency	Percentage
Experience	158	98.75
Qualification	157	98.13
Performance of the teacher	97	60.63
Commitment	91	56.88
Teachers' personality	73	45.63
Creativity	55	34.38
Others	42	26.25

From table 10, experience factor had many respondents with 158 followed by qualification with 157 respondents. These two factors appeared in almost every other

questionnaire. Creativity as a factor to consider in deployment had 55 respondents while other factors were given by 42 respondents.

Startupbizhub (2007) says that Competence and work dedication are the two main reasons for promotion. While these characteristics are very important, employers should not only focus on these when hiring someone since handling a higher position requires more than dedication and competence.

According to experts, employers should look at their workers as a whole, focusing not just on their strengths but also on their shortfalls. With these considerations, employers can choose who will they appoint to a certain position that will fit the employee's characteristics and professional talents.

4.6   Effects of procedures used on motivation

The third research objective sought to find out the effects of procedures for deployment used by principals on teachers' motivation. Doeringer and Piore (1971) point out that "...the control of intra-organizational mobility has importance not only because of the consequences associated with the allocation of human resources but also indirectly through its influence on the attitudes and behaviour of employees." This means that if teachers are not satisfied with the procedure used by principals in deployment to administrative posts, then they will be demotivated in their work. Conversely, if teachers are aware and are involved in the process of deployment, they will be motivated and productive. Asked if the procedure for deployment used by principals had any bearing on their motivation, majority of the teachers responded in the affirmative as table 11 indicates.

Table 11: **Respondents' views on whether procedure for deployment affects their motivation**

Impact on motivation	Frequency	Percentage
To a large extent	97	60.63
To a small extent	39	24.38
Not likely	24	15.00
Total	160	100

According to table 11, majority of the respondents (60.63%) agree that the procedure for deployment used by principals affects their motivation to a large extent. 24.38% said the procedures affect them to a small extent while 15% of the respondents felt that the procedures used by the principals to deploy teachers to administrative positions are not likely to affect their motivation.

Chris Miksen (2013) says that if company A identifies efficient workers and promotes them without revealing what separated the efficient and inefficient workers it would be considered a lack of transparency. There is no indication as to how the workers are chosen for a promotion. A lack of transparency can lead to disgruntled workers who question the company's actions. It effectively destroys trust in the workplace. A workplace that isn't transparent often leads to decreased productivity and a high turnover rate.

Kibui (1995) identifies poor promotional methods and lack of recognition as some of the factors that may demoralize the teachers' commitment to effective teaching. It is therefore imperative that the head teacher uses a deployment method that is agreeable with the majority of teachers in order to keep them motivated. As Mworia (1993) puts it, among the tasks of a school head teacher is maintaining an effective school community leadership.

Asked to describe their teachers in terms of motivation, the principals responses were almost similar regardless of the procedure for deployment used by the principals in deploying teachers to administrative positions. Table 12 gives insights on responses.

Table 12:   Views on teachers' motivational level

Level of motivation	Performing schools		Low performing schools	
	Frequency	%	Frequency	%
Highly motivated	3	18.75	4	25
Motivated	8	50	8	50
Somehow motivated	4	25	3	18.75
Not motivated	1	6.25	1	6.25
Total	16	100	16	100

As the table indicates, respondents from the two categories of schools concurred that the staff in their schools were motivated (50%) and also not motivated at 6.25%. According to the Deloitte East Africa (2012) report, employees are resigning from companies in droves and joining others en masse. The report goes ahead to say that employers cannot retain employees solely by addressing remuneration concerns alone as there are other factors, such as career development, that should be addressed.

4.7   Effects of deployment procedures on performance

Research objective four sought to establish how procedures used by principals to deploy teachers to administrative positions affected performance in KCSE examinations. According to Okumbe (1999), if teachers are not motivated in performing their job, the situation leads into increased frustration, low performance and low job satisfaction, increased work restriction, tardiness and high turnover. The teachers' frustration is highly transformed to the learners and manifested in form of inadequate guidance and poor performance.

Table 13 shows the relationship that exists between the use of open and transparent deployment procedures, or lack of it, and school performance.

Table 13:   Use of open and transparent procedures in deployments and its effects on school performance

Respondents views	Number of respondents			
	Performing	Average mean	Low performing	Ave. Mean
Always	13	8.04	2	5.93
In most cases	17	7.53	5	5.78
Sometimes	30	7.23	43	5.50
Hardly	13	6.45	15	4.02
Never	7	6.07	15	3.36

In table 13, performance is highest where principals use open and transparent procedures when deploying teachers to administrative positions. Where open and transparent procedures are employed always, the average mean stands at 8.04 among the performing schools while among the low performing schools the average mean is 5.93. The average means are lowest when the procedures for deployment to administrative posts are not open and transparent, standing at 6.07 among the performing schools and 3.36 among the low performing schools.

When open procedures are adopted during deployment to administrative posts, teachers become satisfied and hence productive. Locke (1976) offered that a satisfied worker will perform better than a dissatisfied one. Teachers therefore need to be contented that fair play is observed during deployments for them to perform optimally.

As far as the reasons for the shortfall are concerned, majority of the respondents (34.38%) gave inadequate staff as the reason for having less than the recommended

number of administrative posts. These were followed by 25%, who said they lacked

qualified staff to handle the posts, 18.75% said they lacked the necessary facilities

while 15.63% said the staff were unwilling to take up responsibilities and 6.25% gave

other reasons.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1   Introduction

This chapter presents a summary of research findings, conclusion and recommendations of the study and suggestions for further research. The purpose of this study was to find out the effects of procedures for internal deployment on teachers' motivation in public secondary schools in Murang'a East District, Murang'a County, Kenya. The objectives of the study were to:

1. Explore various administrative posts in public secondary schools in Murang'a East District.

2. Determine the procedures that head of institutions in secondary schools use in deploying teachers into various administrative posts in Murang'a East District.

3. Establish the effects of the procedures used by heads of institutions in secondary schools in deploying teachers into various administrative posts on teachers' motivation.

4. Establish the relationship between the procedures used by heads of institutions, in deploying teachers into various administrative posts, and the schools' performance in KCSE examinations.

To carry out the research, the researcher used 160 teachers and 32 principals from 32 public secondary schools in Murang'a East District. Using purposive sampling technique, the researcher selected 16 performing schools and 16 low-performing schools from Murang'a East District. Performing schools were schools which had an average of not less than 6.000 as the K.C.S.E mean score in the last five years. Low-

performing schools were schools with an average mean score of less than 6.000 in the last five years K.C.S.E results. The study also included 32 heads of institutions from the 32 sampled secondary schools and 160 teachers, 5 each from the 32 sample schools selected using simple random technique.

The study employed questionnaires for teachers and interview schedules for principals as the main research instruments.

5.2   Summary of research findings

5.2.1   Administrative posts in public secondary schools

As far as the establishment of administrative posts in public secondary schools is concerned, results of the study indicated that performing schools (with average KCSE mean score of 6 and above in the last five years) had the same number of the expected administrative positions as the low performing schools (with an average KCSE mean score of less than 6 in the last five years). Among the one and two streamed schools performing and low performing schools had an average of eight administrative posts. Among the three and four streamed schools, performing as well as low performing schools had an average of twenty three administrative posts.

On whether teachers have been deployed to all available administrative posts, majority of the respondents (90%) gave yes as the answer while a few (10%) gave no as the answer. Those who gave no as the answer said they experienced shortage of staff and also experienced staff to handle the posts.

On whether respondents were aware of schools with more posts, many responded to the affirmative (95%) and only 5% said they were not aware.

5.2.2   Procedures for deployment to administrative posts

On whether deployment of teachers to administrative posts by principals was done in an open and transparent manner, many respondents (42.5%) were of the view that the procedure used by principals in deploying teachers to administrative posts is hardly open and transparent. Among 21.88% were of the view that the procedure is sometimes open and transparent. 'Never' had the least respondents with 15.63%. Asked whether teachers were aware of what they considered in deploying them to the available administrative posts, 85% of the principals said NO while 15% said YES.

Regarding their opinions on what principals considered in deploying them to administrative positions, respondents gave commitment as the most considered factor by the principals to deploy teachers to administrative posts with 150 respondents followed by relationship with the Principal (108 respondents), teacher's performance (97 respondents), qualification 95 teaching experience 84, teachers' workload 53, honesty 41 respondents. There were other various factors given by 26 of the respondents.

Teachers were also asked to suggest factors that principals should consider in deploying them to administrative posts. Experience factor had many respondents with 158 followed by qualification with 157 respondents. These two factors appeared in almost every other questionnaire. Performance of the teacher had 97 respondents, commitment 91, and teachers' personality 73. Creativity as a factor to consider in deployment had 55 respondents while other factors were given by 42 respondents.

5.2.3 Effects of deployment procedure used on teachers' motivation

Teachers were asked whether procedures employed by principals affected their motivation towards their job. Majority of the respondents (60.63%) agree that the procedure for deployment used by principals affects their motivation to a large extent. 24.38% said the procedures affect them to a small extent while 15% of the respondents felt that the procedures used by the principals to deploy teachers to administrative positions are not likely to affect their motivation.

5.2.4 Relationship between procedures for deployment and performance in KCSE examinations

As far as the relationship between the procedure for deployment and performance in KCSE is concerned, the study indicates that performance is highest where principals use open and transparent procedures when deploying teachers to administrative positions. Where open and transparent procedures are employed always, the average mean stands at 8.04 among the performing schools while among the low performing schools the average mean is 5.93. When procedures for deployment to administrative posts are open and transparent in most cases, the average means are 7.53 for performing schools and 5.78 for low performing schools. The mean scores are 7.23 for performing schools and 5.50 for low performing school when the procedures for deployment are sometimes open and transparent and when the procedures for deployment are hardly open and transparent, the average means for performing and low performing schools are 6.45 and 4.02 respectively. The average means are lowest when the procedures for deployment to administrative posts are not open and transparent, standing at 6.07 among the performing schools and 3.36 among the low performing schools.

5.3   Conclusion

According to the findings of the study, many schools have not established all the required administrative posts. These include even some the schools in the performing category.

As to why schools have not established all the expected administrative posts, some of the reasons given are beyond the school principals' ability while others are within their ability. For instance, it may not be practically possible to establish a boarding administrative post in a school where students are day scholars. Also some schools have far much fewer numbers of teachers than their CBE requires. Creating all the expected administrative positions in such schools would mean overburdening teachers with responsibilities.

However, some administrators have just not found it necessary to establish all the required administrative positions this despite having the capacity to support such ventures. This has resulted in some of the issues in such schools not being addressed as they should due lack of somebody being put in charge of duties that go with such positions.

When it comes to procedures employed by principals in deploying teachers to administrative posts, it can be concluded that performing schools tend to have open and transparent procedures. On the contrary, low performing schools have deployment procedures that are not open and transparent.

During deployment to administrative positions principals tend to value relationship with prospective occupants at the expense of experience and qualification

Teachers' motivation to perform their duties is affected by the procedure for deployment to administrative posts adopted by the principals. Where procedures are clear to all concerned and practised always, teachers are motivated in the performance of their duties as reflected in good examination performance. Where unclear procedures are in use, teachers' motivation is low and therefore performance.

The procedure for deployment to administrative posts employed by the principal has bearing on the school's performance in KCSE examinations. When principals use open and transparent procedures in deployment of teachers to administrative positions, schools perform well in examinations. Principals who do not use clear procedures in deployment of teachers to administrative posts do not realize good performance in national examinations.

5.4   Recommendations

School management should aspire to establish all the administrative posts expected in their respective schools and ensure that competent teachers have been deployed to such posts. At the same time, the management should always strive to use procedures that are open and transparent in deploying teachers to administrative posts in order to keep the teachers motivated and therefore productive in their work.

It is also imperative that school management builds the capacities of teachers through workshops and benchmarking with other institutions. Sound leadership can do a lot to ensure the quality of a school's instructional staff. Some important decisions remain in the hands of officials at the state and county level, but principals can do much to build teacher excellence.

The Teachers Service Commission should post adequate teaching staff in schools in order to facilitate administrative work by providing enough human resource.

Teachers need to change their attitudes and be ready to take up administrative posts whenever called upon.

5.5   Recommendations for further reading

1. The research found out that some teachers shy off from administrative responsibilities. For this reason, further research can be carried out on why some teachers shun responsibilities.

2. Repeat the same study using other factors that may have a bearing on teachers' motivation and therefore schools' performance such as schools' calibre.

3. Replicate the same study at a national level. This would be beneficial to look at the big picture and to determine the various variables that plague the high school system nationally.

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APPENDIX I

INTERVIEW SCHEDULE FOR PRINCIPALS

This interview schedule is designed for the purpose of research. Please answer the questions as accurately and as honestly as possible. Your response will be treated with utmost confidence.

1. Category of the school ---

2. What were the mean scores of the school in KCSE in the last five years?

a) 2007---

b) 2008---

c) 2009---

d) 2010---

e) 2011---

3. Number of streams ---

4. Number of teachers---

5. (a) How many administrative posts do you have in your school?-----------------------

 (b) Name them (i) ---

 (ii)--

 (iii)--

 (iv)--

(v)--

(vi)--

(vii)--

(viii)--

(ix)--

(x)--

6. What is the recommended number of administrative posts for this category of school?

----

7. If the school has less than the recommended number of administrative posts, what are your reasons for having less?

----

8. a) Have teachers been deployed to all the available administrative posts?

Yes (   )   No (   )

b) If no, give reason(s).

----

8. What approaches do you employ in deploying teachers into the various administrative posts?

a) --

b) --

c) --

d) --

e) --

9. Are the teachers aware of the criteria for deployment into the various administrative posts?

Yes ( )   No ( )

10. What is the attitude of the teachers towards the procedure you use in deployment into   administrative posts?

----

11. How would you describe teachers in your school?

Highly motivated   ( )

Motivated   ( )

Somehow motivated   ( )

Not motivated   ( )

12. Are the teachers willing to exercise additional effort beyond completion of their primary job duties?

Yes (   )   No (   )

13. Do the teachers demonstrate initiative to seek out upward mobility opportunities?

 Yes (   )   No (   )

14. How do you rate the performance of your school in KCSE examination for the last

five years? Pease tick the one that best describes your performance.

a) Excellent   (   )

b) Above average   (   )

c) Average   (   )

d) Fair   (   )

e) Poor   (   )

THANK YOU FOR YOUR CO-OPERATION

APPENDIX II

TEACHERS' QUESTIONNAIRE

This questionnaire is designed for the purpose of research. Please provide answers to all the questions as accurately and as honestly as possible. Your responses will be treated with utmost confidence.

1. Category of your school_____

2. For how many years have you taught? Tick as appropriate.

a) 1-5yrs ( )

b) 6-10yrs ( )

c) 11-15yrs ( )

d) 16-20yrs ( )

e) 20 and above ( )

3. Name the administrative posts in your school

a) ---

b) ---

c) ---

d) ---

e) ---

f) ---

g) --

h) --

4. Are you aware of schools with more posts?

   Yes (   )   No (   )

5. How many of the administrative posts are vacant?

   (a) 1-2   (b)   3-4   (c) 5-6 (d) 7-8

6. a) How many of the administrative posts holders are school appointed?

   _____

   _____

   b) How many are TSC appointed?

   ----

7. What do you think the head teacher considers when deploying teachers into various

posts?

   ----

8. Is deployment done in an open and transparent manner? Please tick one.

 (i) Always ( ) (ii) In most cases ( ) (iii) Sometimes ( ) (iv) Hardly ( ) (v)Never ( )

9. Do you think the procedure used has any bearing on teachers' motivation?

a) Not likely ( )

b) To a small extent ( )

c) To a large extent ( )

10. What effects has the criteria had on school performance?

----

11. Do you think the school administration values teachers' career progression?

( ) Yes   ( ) No

12. Give your reason(s) for the answer above.

----

13. Do you think the current teacher deployment system is effective?

( ) Yes   ( ) No

14. Why do you think so?

----

15. Succession management is a strategic, systematic and deliberate activity to ensure an institution's future capability to fill positions of responsibility without patronage or favoritism. Do you have a formal succession management system in your school?

( ) Yes   ( ) No

16. How important do you think it is for the school to implement a formal succession management system?

(   ) Very important

(   ) Important

(   ) Somewhat important

(   ) Not important

17. Do you think a succession management system would be successful at the school?

(   ) Yes   (   ) No

18. If yes, please state factors that would contribute to the systems success.

----

19. If no, please state the factors that would inhibit the systems success.

----

20. What would be your expectations of such a system?

----

21. What do you think should be the main purpose (s) of succession management at the school?

(   ) To easily identify replacements to fill key positions.

(   ) To develop employees.

(   ) To achieve strategic goals.

(   ) To retain organizational talent.

22. Please suggest three factors that the appointing authority should consider in deployments to administrative posts.

i)---

----

ii)--

----

iii)---

THANK YOU FOR YOUR CO-OPERATION

APPENDIX III

BUDGET

ITEM	COST (KSH)
Field work	
(a) Production of research instruments	10000
(b) Transportation	5000
Production of project	
(a) Stationery	3000
(b) Printing charges	5000
(c) Binding	2000
TOTAL	**25000**