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**FACTORS AFFECTING SELECTION OF TEACHERS IN PUBLIC  
SECONDARY SCHOOLS BY THE TEACHERS SERVICE COMMISSION  
IN KENYA. (A CASE OF KIRINYAGA WEST DISTRICT.)**

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**REG.NO:D53/OL/1672/2002**

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Factors affecting  
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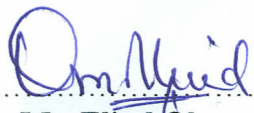
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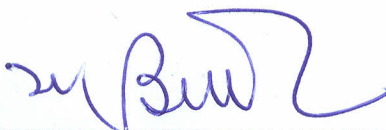
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## DEDICATION

To my late mum Priscillah W. Gachigi and my sons Gideon and Lincoln. You are source of great inspiration, support and encouragement in this long and challenging academic endeavour.

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I wish to thank God Almighty for giving me grace to pursue my goals in academic excellence, that is giving me good health, financial breakthrough and all manner of tranquility.

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## ABSTRACT

The Teacher Service Commission has been facing many hiccups in its pursuit of selecting teachers in Public secondary schools. Teachers are probably the most important resources that any country can have. The achievement of successful schooling is largely dependent on the quality of the teaching force. Therefore the process of recruiting and selecting teaching staff should be done with care.

This study focused on Kirinyaga West District, where there are public secondary schools with teachers employed by T.S.C like any other district in Kenya. Selection of teaching staff in public secondary schools is done by the T.S.C agent (B.O.G) following the T.S.C guidelines. Kirinyaga West District had recorded a shortfall of about one hundred and twenty teachers in Public secondary schools by March 2010. The Teacher- student ratio in some schools in the district was too high. The students' performance was equally not good. Could all these issues be attributed to the selection process of the teaching staff?

The purpose of this study was to investigate factors affecting selection of teachers in public secondary schools in Kenya, and specifically in Kirinyaga West District. The study was to find out how selection tools, manpower planning at BOG level, job specification of the applicant and training and competency of the selection panels affects selection. Selection was the independent variable which was influenced by the dependent variables such as selection tools, manpower planning at BOG level, training and competency of the selection panels and job specification of the applicant. The study will be of great help to the Government, TSC, Top school management and other stakeholders who will understand the implications of good or poor selection procedures.

The study focused on Head teachers and BOG chairpersons in respective schools. The study adopted descriptive research design with the population of interest being Head teachers and BOG chairpersons. Only fifteen Headteachers and fifteen BOG Chairpersons responded out of them in the twenty five public secondary schools through census in KWD. Data was collected using questionnaires for both the Head teachers, BOG chairpersons from those schools and those with no legally constituted B.O.Gs the D.E.O

filled in. The questionnaire was pre-tested by being administered to two respondents who were not considered during the actual data collection so as to establish its validity and reliability before being administered to the respondents.

The data was analyzed quantitatively where frequencies, percentages and inferential statistics was used and also qualitatively. The limitations of the study were, the respondents of the questionnaire ticked anything to satisfy the researcher, others were biased on their concept of selection and probably hide the most important information, and some couldn't understand some technical words such as manpower planning as used in H.R.M. Some respondents took a very longtime to fill in the questionnaire.

Based on the findings, the study concluded that selection of public secondary school teachers was not a big challenge to the panelists since they were always provided with guidelines by the T.S.C on teacher selection. However their training and knowledge ability is of paramount. Limiting the applicant to the district of his/her origin was considered inappropriate. It was recommended that the Ministry of Education, T.S.C and colleges/universities should work in unison on teacher training and preparations to ensure those with proper qualifications are employed.

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## LIST OF ABBREVIATIONS

TSC—Teachers Service Commission.

BOGs—Board of Governors.

D.E.O— District Education Office.

P.T.A— Parents Teachers Association.

MOE— Ministry of Education.

HRM—Human Resource Management

ICT – Information communication Technology

KWD-Kirinyaga West District

## DEFINITIONS OF TERMS

**Deploy**—To move employees into a position where they are ready to work.

**Possibles**- These are applicants who stand very high chances of being invited for an interview once their applications letter and resume or application blanks are received and gone through.

**Marginals**-these are applications of applicants who can either be invited for an interview or kept as reserves for future reference.

**Unsuitable** – these are applications of applicants who are not qualified to be invited for an Interview.

**Job description**- this is an organized, written and factual statement of job contents in the form of duties and responsibilities of a particular job.

**Job analysis** – This is the process of examining jobs in order to identify the key requirement of each job

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# CHAPTER ONE

## 1.0 INTRODUCTION

This chapter highlights the background of the problem, statement of the problem, scope of the study, objectives of the study, research questions and significance of the study.

### 1.1 Background of the problem

In this section, the researcher evaluated the selection process and focused on Kirinyaga West district as the selected area of study.

Making the right hiring decision is more important today than ever before. Even the smallest company cannot afford to operate as they have in the past and expect to succeed in today's pressure filled environment (Jel 2001). Cole (2000) emphasizes that the objective of hiring function is to procure the right number of employees with the required qualifications to do the right jobs. It involves manpower planning, recruitment, selection and placement of personnel. For effective selection an organization needs to carry out a thorough manpower planning to identify any staff shortages.

When employees are successful in their jobs, the organization benefits through increased employee productivity and higher quality products and services. When the right employees are hired initially, they are more likely to be satisfied and remain with the company (Sheila and Paul 1999).

Further Sheila and Paul (1999) contend that using a good selection system to hire qualified employees can make organizations reduce turnover, increase employee retention and ultimately increase critical business outcomes. According to Cole (2000) people who are treated well when seeking for employment are potential ambassadors for the organization whether they are successful in their applications or not, those treated badly are quick to spread their criticism. Recruitment and selection activities represent the marketing role of personnel reaching out across the organization's external boundaries into the labour market. Such activities can be conducted in a manner that enhances the good reputation of the organization.

According to Armstrong (2006) the overall aim of the recruitment and selection process should be to obtain at minimum cost the number and quality employees required to

satisfy the human resource needs of the company. He makes it clear that after attracting candidates to apply for jobs, selection is the last stage where applications are sifted; interviewing, testing, assessing candidates are carried out. References are obtained and successful candidates are offered employment and contracts of employment prepared.

Chelal (2007) quotes Balom (1994) that the achievement of successful schooling is largely dependent on the quality of the teaching force. Therefore the process of recruiting and selecting teaching staff should be done with care.

### **1.1.1 T.S.C of Kenya.**

According to the teachers code of ethics(2008) the Teachers Service Commission(T.S.C) was established by an act of parliament cap 212 of the laws of Kenya in 1967 and mandated to register, recruit, remunerate, deploy, discipline and maintain teaching standards in public schools and tertiary institutions. Since the year 2001 the commission has only been allowed to recruit teachers to replace those who leave service through natural attrition. The commission adopted a demand driven policy in the recruitment and deployment process through decentralization of agency functions to the district and school levels.

According to Hussein (2009) selection of teachers in public secondary schools is done by selection panels consisting of chairman B.O.G, the Head teacher, Deputy Head teacher, subject teacher, three other members of the board and an Education officer in the relevant area. Three candidates should be short listed for each advertised subject or subject combinations. The candidate's credentials should be checked by the Head teacher and certified photocopies to be forwarded to the T.S.C headquarters. The candidate should be professionally qualified, understand the content of the K.C.S.E syllabus in his/her areas of specialization, show willingness to participate in co-curricular activities and other duties assigned by the head and should be able to communicate effectively. Other tools used during the selection process are selection score guide, checklist for TSC and BOG and a form for all applicants to fill. The successful candidates should fill in an employment form immediately.

### 1.1.1 Kirinyaga West District in Kenya.

According to the Kirinyaga West District development plan (2008-2012), KWD is located between latitudes  $0^{\circ} 1'$  and  $0^{\circ} 40'$  south and Longitudes  $37^{\circ}$  and  $38^{\circ}$  east. The district is one of the four districts from the larger Kirinyaga and it borders Nyeri North district to the North West, Murang'a district to the West, Embu and Kirinyaga East districts to the East and Mbeere district to the South. It covers an area of 276.4 km<sup>2</sup>. It is richly endowed with good fertile loam soils of volcanic origin and has a favourable climate for agricultural activities. The district has Public secondary school teachers like any other in Kenya who are employed by the T.S.C. Selection of public secondary schools teachers in KWD is conducted following the guidelines provided by T.S.C. The selection panels entail the chairman of the B.O.G, the head teacher, the deputy head teacher, the subject teacher, three other B.O.G members and education officer from the area. For schools where there is no legally constituted B.O.G, selection panels include the District education officer who is the chairperson, two members of the D.E.B, Head teacher, Deputy head teacher, subject teacher, district chairperson and an Education officer in relevant area (Hussein 2009).

KWD is no exception when it comes to the problems experienced in selection of public secondary school teachers in Kenya. KWD lies in the rural Kenya. According to Paul (2004), the key issue in the ineffectiveness and inefficiency in teacher deployment is the unattractiveness of rural schools especially in remote locations. Teacher resistance to being posted to rural schools coupled with endemic patrimonialism often results in high levels of bribery to education managers by teachers in order to ensure acceptable posting outcomes. Inappropriate deployment leads to staff imbalance, over and under utilization of staff.

Further Paul (2004) emphasizes that the main indicators of over and understaffing of teachers are disparities in vacancy rates and pupil-teacher ratios, age, gender and qualification profiles of teachers in different locations and also between different types of schools. The weak correlation between school enrolment and the number of teachers

employed in each school is the most obvious indicator of poor deployment. According to D.E.O in KWD teacher- student ratio generally stands at 1:31 as at the year 2010. This ratio has been increasing over the years because in the year 2008, it was 1:29. To add salt to the injury, in some schools this ratio is as high as 1:101. This is a clear indication of poor deployment in KWD. There are great disparities in terms of vacancy rates where some schools have a shortfall of as many as thirteen teachers and others two. The male teachers are slightly more than the female teachers by about 18%.

High teacher turnover is another common problem within the public secondary school teachers in Kenya. An analysis of Religious education teachers' demographic background in Migori district (2008) revealed that most teachers with less than fifteen years teaching experience formed 76% of the teachers considered in the study. This implies a high turnover of teachers. A good selection system can assist in determining candidates who are committed to teaching as a profession and not taking it as a last resort. This may help in the reduction of high teacher turnover in Kenya. Teacher turnover can contribute greatly to the shortfall of teachers in some schools.

Ineffective selection process leads to staff imbalance, some schools are left with not enough teachers, and this makes students to perform poorly in curricular and co-curricular activities. According to DEO in KWD, The mean score by gender for K.C.S.E in 2008 was male 4.72, female 3.99. 2009, male 5.45, female 3.9. The girls' performance seems to be stagnated. The transition rate from secondary to tertiary institutions in 2010/2011 was, out of 1516 candidates registered in 2010, only 8% will be admitted to public universities. 22% had a C+ and above. This indicates a lot of waste grades.

## **1.2 Statement of the problem**

Paul (2004) observed that the deployment of teachers even in quite small national education system is very complex. Teaching positions are not being filled in an efficient and effective manner in most countries in Sub-Saharan countries. The low proportion of qualified teachers working in rural schools is a serious problem preventing attainment of education for all. The key issue is the unattractiveness of rural schools especially in

remote locations because teachers resist being posted there leading to over and under-staffing of teachers in a country or an area. The main indicator of the existing problem (over and under-staffing) of teachers is weak correlation between school enrollment and the number of teachers employed in each school. In the public secondary schools in KWD, there are disparities in terms of vacancy rates and pupil-teacher ratios in different locations and also different types of schools. Could the factors affecting the selection process used in deploying public secondary school teachers be contributing to these disparities? Inappropriate deployment leads to staff imbalance, over and under utilization of staff, lack of proper supervision and high staff turnover resulting in poor job performance.

Armstrong (2000) contends that misfits after selection in any organization can be attributed to a number of causes such as inadequate job description, poor sourcing of candidates, weak advertising, poor interviewing techniques, inappropriate tests and/ or prejudice on the part of the selector. It is with this view that the study investigated the factors affecting the selection of teachers in public secondary schools in KWD, Kenya.

### **1.3. Objectives of the study**

The broad objective of this study was to investigate factors affecting selection of teachers in public secondary schools in KWD, Kenya.

#### **1.3.1 Specific objectives**

1. To find out how the selection tools used affected selection of teachers in public secondary schools in KWD, Kenya.
2. To examine the extent to which training and competence of selection panels affected selection of teachers in public secondary schools in KWD, Kenya.
3. To find out how job specification affected selection of teachers in public secondary schools in KWD, Kenya.
4. To find out how manpower planning at school level affected selection of teachers in public secondary in KWD, Kenya.

#### **1.4 Research Questions:**

1. How did the selection tools used affect selection of teachers in public secondary schools in KWD?
2. What was the competence and training of the selection panels and how did it affect selection of teachers in public secondary schools in KWD?
3. How did job specifications of the applicants affect selection of teachers in public secondary schools in KWD?
4. Did manpower planning at BOG level affect selection of teachers in public secondary schools in KWD?

#### **1.5 Purpose of the study**

The ultimate purpose of this study was to spot the different issues that arise or the challenges that are faced during the recruitment and selection of teaching staff. This study identified, analyzed and conceptualized the emerging issues that affect the human resource management during their role of recruiting and selecting the teaching staff in the Kenya. This study was purposed to help improve professionalism in working environments by making the rightful choices when employing personnel.

The study investigated the factors affecting selection of teachers in public secondary schools in KWD, Kenya. Among factors of investigation were; manpower planning at the BOG level, training and competency of interviewing panels, job specifications of the interviewees and selection tools used. Another purpose of the study was to provide information to other scholars who might be interested in a similar study.

#### **1.4 Significance of the study**

The study is expected to be of importance to the following groups;

##### **Top Management of Schools**

The study will be used by the top management of schools to deal with the challenges they are likely to face in the selection of teachers in their schools. They will also understand how hiring decisions affect the selection of teachers. That is, possible

negative or positive implications of these decisions to stakeholders and society at large.

### **The Government**

The government and especially the ministry of education, and Technology will use the findings of this study to develop policies and strategies that will help to improve the Selection process of public secondary schools teachers in Kenya. The problems so identified will be minimized.

### **The Stakeholders of the school**

The stakeholders such as the donors, sponsors of the school, parents, PTA and BOG will realize the findings of this essential. They will be helped to understand the challenges they are likely to face in teacher selection and how to deal with them. They will also understand the positive or negative contribution they make during the teacher selection and the impact of this on the exercise.

### **The Students and Teachers**

They will benefit from the findings of this research by getting an understanding of what is involved in teacher selection. The challenges the parties involved face during the exercise.

### **Other Researchers**

The findings will be a source of reference for future researchers and scholars as they embark on their studies and conduct research on related topics.

### **Other nations**

Through this research, nations in the underdeveloped nations may also learn about the various methods of employing personnel in their different industries. Through international comparisons, countries may recognize strengths and weaknesses in their own education systems attributed to their different ways of employing staff. They will also be in a position to assess to what extent variations in education experiences are distinct from this point of view.

### **1.5 Scope of the study**

The study fell within the scope of education in Kenya which is a developing country. Having in mind that it is in the developing nations, matters of education and employment are fundamental. The main focal point was to identify the challenges facing selection of teaching staff in public secondary schools in Kenya. The general scope of this study is an exhibit of very important points that every human resource manager should follow up with. The study attempted to illustrate and outline the rightful ways of selecting the teaching staff. The Headteachers and B.O.G Chairpersons studied were in Public secondary schools, who may be were biased or not interested and ticked anything in the questionnaire to satisfy the researcher. The study was be limited to specifically public secondary schools' head teachers and BOG chairpersons in KWD, Kenya. Private secondary schools were not included in the study.

### **1.6 Limitations of the study**

This research was conducted to determine the criteria used to select public secondary school teaching staff in KWD in Kenya. This study applied to our present circumstances only. This is because; much more development is expected to occur in our Kenya. As development takes place, changes may occur in the ways of selection of staff.

Some of the respondents of the questionnaires lacked to give adequate information while others hide the most important information. Their concept on selection of staff was biased considering that some didn't understand the meaning of some technical terms like manpower planning and putting a tick on any suggestion to satisfy the researcher was not be ruled out. The respondents were very busy, sometimes the researcher could not find in their schools hence a lot of delay in data collection and waste of resources because of revisiting a single station severally.

### **1.7 Assumptions of the study**

The Government will follow up and try to come up with solutions to the issues raised from the research findings. The Head teachers and BOG chairpersons involved were a

representative of the total population of Head teachers and BOG chairpersons in Kenya.  
Ways of selection are carried out in the same way in all parts of the country.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

This chapter contains literature which has been reviewed for the purpose of the study. The literature mainly covers overview of Selection process, Selection tools used in Selection, Training and competency of selection panels, job specifications of the applicant and manpower planning at BOG level.

##### 2.1.1 Overview of selection process

Selecting a workforce highly determines the value of results expected to be gotten from them in the fields they have been held responsible of. Therefore, the process of selecting teachers should be done in a qualified manner. Consequently, this process should be done in a way that the best people are selected on merit and that the process is free from bias and discrimination (Martin, 2006).

According to Armstrong (2006) the three stages of Recruiting and Selection are one, defining requirements, this involves preparing job descriptions and specifications, deciding terms and conditions of employment. The second stage is of attracting candidates by evaluating alternative sources of applicants. Selection of candidates is the third and last stage which entails sifting applications, interviewing, testing, assessing candidates, offering employments and preparing contracts of employment. Once candidates are identified, an organization can begin the selection process.

Selection process includes collecting, measuring and evaluating information about candidates' qualifications for specified positions. Organisations use these processes to increase the likelihood of hiring individuals who possess the right skills and abilities to be successful at their jobs (Sheila and Paul 1999). selection is negative since it involves rejecting many unsuitable candidates as compared to the positive process of recruitment.

Needham and Rob (1993) explains that the selection system should aim to get the best people within existing budgets. It should select people who will stay with the

organization for a reasonable time and minimize the cost of recruitment and selection relative to returns. According to Leonard and Strauss (1980) there are five major selection instruments; these are one, application blanks that is the traditional device for recording biographical information of a candidate, two interviews and assessment centers, tests and lastly graphology. Any of these or all of them together can be used when selecting candidates.

Armstrong (2006) contends that selection begins by sifting applications, which is done on their receipt in the personnel department. They are listed on a control sheet by setting the name of applicant, date the application was received and actions taken (reject, hold, interview, shortlist or offer). A standard acknowledgement letter should be sent to each applicant unless an instant decision can be made to interview or reject. The applicant may be asked to complete and return an application form to supplement a letter or CV.

According to Armstrong (2006), Applications should then be compared with the key criteria in the job specification and sorted out into three categories namely; possible, marginal and unsuitable. A shortlist for interview should be drawn after scrutinizing the 'possibles'. An interviewing programme should also be prepared. Candidates should be invited for an interview using a standard letter. Where a large number are involved, review the remaining 'possibles' and 'marginal' and decide if any are to be held in reserve. Send reserves a standard 'holding' letter and send the others a standard rejection letter. The final stage in the selection procedure is to confirm the offer of employment after satisfactory references have been obtained and the applicant has passed all scrutinizes.

Leonard and Strauss (1980) emphasizes that without an overall manpower plan, destructive problems are bound to occur. If the organization develops an extensive promotional ladder, it will have to select employees with potential for growth. Some organizations particularly those with limited promotional opportunities emphasize on selection. They seek fully trained employees capable of starting to work. The organizations first and most critical personnel activity is to acquire employees. The

supply of qualified people limits organizational success just as sharply as does the supply of money, materials or markets.

Shaun (1982) contends that the objective of a recruitment procedure is to attract genuinely suitable candidates and carefully examine their credentials in order to produce a shortlist for further investigations in the selection procedure. During the exercise human resources planning and forecasting is essential to determine the duties of the position to be filled by preparing all supporting documents such as job description, person specifications and/or competency files.

Lewin et al (2001) in their recent publications and studies highlighted various challenges facing selection of teachers in secondary education across developing countries. These are high attrition due to low salary and poor teaching conditions where teachers leave the field within 1-3 years of entering service. There are also difficulties in attracting teachers to 'hard to reach' areas because of low compensation, poor working conditions among other factors whereas other professions requiring similar educational qualifications offer higher compensation. There are bottlenecks in teacher preparation systems in specific subject areas like mathematics and science. However theirs was generalized findings across sub-Saharan countries, this research was limited to Kenya and specifically at KWD.

## **2.2 Guidelines on selection of teachers in public secondary schools by T.S.C. in Kenya.**

According to the Kenya hand book for teachers (2008), once a school is short of teaching staff, the board of governors (BOGs) meet and discusses the possible solution to this problem. If they settle on the solution of employing another teacher, the secretary of the BOG shall provide data on teacher shortages in their respective institutions to the T.S.C. In the selection process, a trained, assorted team should consider information gathered from many sources, says Anderson (1988), and ask every candidate the same, predetermined, and well-thought-out questions. Anderson (1988) adds that effective interviews include replication, written exercises, and situational questions. This is the

most efficient routine to follow when interviewing, as it promotes equality and fairness. When selecting teachers, T.S.C outlines that it should include interviews and prove of pedagogical skills from the candidate.

The Interviewers should also counter check the personal qualifications of the individual/applicant. This is crucial because it ensures that the job is undertaken by a workforce who is familiar with its performance and requirements. It ensures that the individual has all the qualities right to become a teacher. (Martin 2006)

The BOGs in the various schools need to ensure that they contact the TSC panel prior to the interview so as to obtain copies of the interview guides. It is advisable that the teaching vacancy should be advertised far and wide. This gives a chance to outreach many people who qualify as teaching staff. After the BOG has submitted their requests to the TSC, the TSC shall verify the data and advertise the approved vacancies (Hussein 2009).

According to the TSC recruitment policy and guidelines by Hussein (2009), interested candidates shall submit applications to the BOG with a copy to the DEO. BOGs shall receive the applications and shortlist the applicants as per the TSC guidelines and conduct interviews as per the subject (s) advertised. This is done based on the specifications of the person. It is the responsibility of the Board of Governors to complete the short listing and to ensure that there is no unlawful discrimination. It is also advisable that among them, there should be a qualified and experienced teacher, in most cases a retired one. It is important to note that former employees who have been dismissed for misconduct should not be considered for appointment. However, staff that have taken early retirements or are jobless at the moment should be taken in to consideration on their merits.

According to Hussein (2009) The BOG chairperson is responsible for scheduling dates and times for interviews directly with the short listed candidates after which he should notify the TSC chairperson of these arrangements. The BOG chairperson gives the

applicants important details concerning the interview. These details include; date, time, and place of the interview, instructions on how to find their ways to the interview venue, a request on them to contact the sender of the message incase they have any question in regard to the interview, and any appropriate details of any presentation they might be required to bring along with them.

According to the teachers handbook(2008), The applicant will be required to submit handwritten application letter for employment to the Secretary BOG, a handwritten commitment letter to serve in the school for minimum period of five years, photocopy of identity card (both sides), 2 passport size photographs, Certificates and testimonials – originals and photocopies of ‘O’ level, ‘A’ level, Degree, Diploma/SI, Academic transcripts – original and photocopies and Registration certificate – original and photocopy (if registered).The secretary of BOG is expected to certify all the listed documents and submit them to the secretary TSC together with the Minutes of the selected panel, Selection score guide, certified copies of the applicants’ particulars. Three candidates should be short listed for each advertised subject or subject combinations. They will be selected by the BOG in order of merit.

Further Hussein (2009) says that after the BOGs have conducted the interview as per the guidelines of the TSC; they shall then submit duly completed application for the successful candidates together with the minutes and scores for all the interviewed candidates to the TSC for ratification and employment .The TSC shall evaluate the selection documents and appoint successful candidates. The commission shall determine through inspection whether the recruitment and selection interviews were conducted as per the guidelines.

According to the recruitment policy and guidelines in TSC (2009), the tools for the exercise will include score sheets, merit lists, lists of applicants and BOG minutes. To ensure transparency and accountability, The TSC may send a commissioner or two in the various schools to monitor the exercise. These commissioners ensure that in any case of a question or irregularities, it is reported directly to the TSC. Once the interviewing

documents are received by the TSC, it scrutinizes the documents and sends an appointment letter to the successful candidate. The applicant is on probation for two years after which he/she is approved as permanently employed.

### **2.3 Training and competency of selection panels**

According to Armstrong (2000) the interviewers should have been well briefed on the interview programme. They should not sit behind their desks as this creates a psychological barrier. Training on interviewing techniques is of paramount for managers and team leaders. Its important to everyone to be full aware of provisions of the sex, race and disability discrimination Acts. Interviewers should establish rapport with candidates by creating a good relationship with them on their wavelength, putting them at ease, encouraging them to respond and being friendly.

According to the Kenya Handbook for teachers (2008) recruitment and selection for teachers to serve in post-primary institutions is delegated to school Board of Governors. The task Force report on discipline and student unrest in secondary schools in Kenya (2001) observed that appointment of unqualified, incompetent and non-committed members of the BOG compromised quality management and academic standards in the majority of secondary schools in the country.

Muriithi (2007) in his research on challenges facing boards of Governors in secondary schools management in Abogeta division, Meru Kenya, says that most BOGs have not received any formal training or induction pertaining to their expected roles, an aspect that makes it difficult for them to make appropriate decisions. Due to these, governors have been accused of general ineffectiveness from time to time. He went ahead and listed the challenges encountered by BOGs which hinder them from performing their duties; these are inadequate academic qualification, lack of briefing on rules and regulation governing their operations, corruption and lack of unity.

Sang (2008) in his research on challenges and experiences in decentralization of teacher recruitment in Kenya studied at urban schools in Uasin-Gishu, found that BOG members' knowledge based on education matters was wanting. The recruitment process was inefficient and subject to manipulation. He concluded that the general management of urban secondary schools in Uasin-Gishu was weak due to lack of management capabilities of the BOGs. His recommendation was that decentralization of teacher recruitment should be devolved only to the level that has capacity and potential to handle the delegated responsibilities.

Gathiira (2009) in his research on effectiveness of BOGs in teacher recruitment and selection in public secondary schools in Murang'a north district observed that the continued use of BOGs in public secondary schools to recruit and select teachers on behalf of TSC has elicited a lot of controversy. This is because BOGs lacked training in selection, were easily manipulated and hence incompetent. He recommended that teacher recruitment and selection should be decentralized to the provincial level, should set up a database for all qualified or unemployed teachers, implement succession management and ensure that Head teachers have at least a certificate in HRM.

Mairura(2000) as quoted by Kagiri(2006) who studied selected Public teachers training colleges in Kenya was able to record the dissatisfaction teachers felt when BOGs started to control employment of teachers. Mairura says the selection of which teachers would work in their schools has gone political. About 75% of Mairura's respondents thought the selection of teachers by BOG was highly disappointing.

There have been complains from Baringo going to T.S.C that teachers have been left out unfairly and that favoritism, nepotism and corruption had left the most deserving candidates out and chances given to those less deserving for the job(Chelal 2007).

All these findings were collected from different parts of the country in Kenya and not in KWD. This justified the researcher's need to find out if the same persisted in KWD.

## 2.4 Selection tools

According to Armstrong (2006) the main Selection methods are interview, assessment centre, tests, application blanks and graphology. There are three types of interviews, these are one, individual interviews which are between two people that is the interviewer and interviewee. The other one is of the interviewing panels which has more than two people as interviewers. Lastly are the selection boards which involve a big panel. Armstrong (2006) says that assessment centers focus on behavior. Exercises are used to capture and simulate the key dimensions of the job. Several candidates are assessed together to allow interaction which is open and participative.

Cole (2000) defines an employment test as a method that attempts to measure certain characteristics of job applicants such as aptitude tests, personality tests, achievement tests and honesty tests. Sheila and Paul (1999) contend that organizations that use testing as part of their selection process must be sure that the tests are appropriate for the positions under consideration and valid measures of the knowledge, skills and abilities for which they are intended. They further emphasize that ability tests are useful in predicting job performance across a wide variety of jobs. When used appropriately they are robust tools that can add to the prediction accuracy of a selection system.

Sheila and Paul (1999) emphasizes that Biographical data is also a powerful predictor of future job success. When compiling data, an organization gathers information about an applicant's past behavior, attitudes and values as they relate to the job under consideration. This information can provide a nearly complete picture of a candidate's life experience and can directly relate to the person's future job performance. Studies done indicate that selection tools designed to obtain behavioral and motivational information about candidates contribute to effective selection systems. Most organizations are planning to increase their use of various tools and devote money to the process.

Sheila and Paul (1999) further emphasizes that better recruitment and selection strategies result in improved organizational outcomes. The more effectively organizations recruit

and select candidates the more likely they are to hire and retain satisfied employees. Leonard and Strauss(1980) explains application blanks as the traditional device used for recording biographical information such as age, previous education, training and previous work experience. They test the candidate's abilities to write, organize their thoughts and present facts clearly and succinctly. According to Armstrong (2006) graphology studies the social structure of a human being through his or her writing. Its use in selection is to draw conclusions about a candidate's personality drawn from his/her handwriting as a basis for making predictions about future performance in a role.

There's increasing evidence that some people may choose to teach because of the lack of other employment options. Others perceive it as a path to further education or an exit strategy. (Lewin et al 2001). Good selection tools will be appropriate to use to recruit qualified and satisfied teachers in favor of those taking teaching as a last resort. However Lewin and his group collected their findings in Sub-Saharan Africa and not in KWD. This justified the reasons why the researcher wanted to find out how the selection tools used in selecting public secondary school teachers in KWD affected selection hence choosing the right or wrong teachers.

## **2.5 Job specification/man specification of the applicant**

According to Armstrong (2000) person specification defines education, training, qualifications and experience required to perform the job effectively by an individual. It can be set out under headings such as technical competencies which entail what the individual needs to know and be able to carry out the role. The second one is behavioral and attitudinal requirements where the type of behavior required for successful performance in the role will be related to the core values and competency framework of the organization. Professional, technical or academic qualifications or the training the candidate should have undertaken, the experience and specific demands of the candidate and the organizational or corporate culture should also be considered for him/her to fit.

According to Needham (1993) Job specification can be used to make sure that a job advertisement conveys the qualities that prospective candidates should have. It also

checks that candidates for the job have the right qualities. It can also be used in staff appraisal. Pratt and Bennett (1990) gave a seven point plan for person specification, this entail one, physical make-up such as speech, appearance and health. Two, attainments such as education, training, experience and qualifications. Three, general intelligence. Four, special aptitudes such as manual dexterity, verbal ability and literacy. Five, interests such as intellectual, practical, social, artistic and sporting. Six, disposition such as steadiness, self-reliance, influence and acceptability. Lastly, circumstances such as domestic circumstances, age and mobility.

According to Hussein (2009) the applicants for a secondary school teaching position should be one, professionally qualified having gone through training in pedagogical skills in the relevant subject(s). They should provide evidence of teaching practice as part of training. Two, they should have ability to understand the content of the K.C.S.E syllabus in their areas of specialization. Three, should show willingness to participate in co-curricular activities and other extra duties assigned by the Head. Four, they should be able to communicate effectively. Previous teaching experience will be an added advantage.

This research will find out whether during the selection process of public secondary school teachers in KWD, the interviewing panels have job specifications they consider in an applicant. If they are there, are they the ones provided by the T.S.C. According to Armstrong (2000) job description and person specification should be drawn carefully and incumbents consulted. They should also be reviewed regularly; this should be coupled with a thorough job analysis. This serves as way of ensuring only right people apply and also its possible to test the specifications during the interview.

## **2.6 Manpower planning at BOG/School level**

Needham and Dransfield (1993) Says that manpower planning is concerned with getting the right people, using them well and developing them in order to meet the goals of the organization.

## Supply side

Analysis of current human resources within the organization

### Sources of information;

Personnel records, numbers employed, grade level 1, age, length of service, qualifications (competencies), appraisal information, continuing development record and plan of future availability of staff.

## Demand side

Analysis of future plans/strategies of the organization and the effect on human resources.

### Sources of information;

Corporate business plan, implementation plans, estimates of future activity levels.

Projection of human resources levels required in future

### Matching demand and supply

Examination of alternative policies to meet identified human resources needs;  
Recruitment, professional development of current staff, transfer, termination

**Fig 1.** Identification of the Human Resources management plan, selection of the best policy and an indication of how it should be implemented

**Source: Needham and Dransfield. (1993)**

The top left-hand side of the diagram is concerned with an analysis of the likely future supply of the right sorts of people while the top-right hand side looks at the expected future demand for the right sorts of people. An organization's demand for labor will depend on the plans it has for the future that is strategic plans. (Needham 2000).

This must be estimated by analyzing its future plans and by estimating the levels of activity within the business. Managers may forecast their staff requirements on basis of past, present and likely future requirements. If an organization is to work out the supply of labor available, it must examine the number of people available to work, how long they can work for, their ability to do the required jobs, their productivity.(Needham 2000).

According to Sheila and Paul (1999), one of the barriers to effective selection in United States is fewer qualified candidates available for organizations to choose from when trying to fill vacant positions. Fewer applicants are in the job market, those who are there possibly lack the skills that organizations are looking for in prospective employees. Organizations are increasingly finding it difficult to identify and eventually hire potential qualified candidates.

Aidan Mulkeen et al (2007) admits that in many parts of sub-Saharan Africa, the projected demand for Secondary school teachers exceeds projected supply, in some cases by substantial amount. According to him factors contributing to projected high demand for secondary school teachers as compared to projected low supply are high rates of attrition, illness, bottlenecks of teacher preparation system, unattractive conditions of service, arbitrary teacher deployment systems, unattractive work stations, unprofessional treatment, lack of professional development opportunities and insufficient supportive supervision.

According to Hussein (2009) verification on teachers' shortages is done by the staffing department in the T.S.C to ascertain its accuracy. Agents such as B.O.Gs and heads of institutions submit quarterly returns on staffing data. Officers from TSC and MOE take random visits to educational institutions. However if BOGs delay in providing the data required for manpower planning at the TSC, then there's likely to be problems during selection since they are likely not to be given the slots they wanted. The researcher will confirm if there's such a scenario and what is its outcome on the selection process.

Lewin(2001) contends that among the factors leading to teacher shortages are the limited number of potential teacher candidates and the lack of space and funding in the teacher training colleges which together currently prevent countries from producing sufficient numbers of qualified teachers in sub-Saharan Africa including Kenya.

Governments are also constrained in their ability to assign and keep teachers in remote and underserved areas where they are most desperately needed. (Destefano 2006 as quoted by USAID working paper). Further there's lack of teachers in specific subject areas like mathematics and science. In Secondary education teachers require more subject specific knowledge and few choose or are able to successfully specialize in science and mathematics.

Teacher shortages are a global problem. Eric (2001) says that there's mismatch in the supply and demand of quality teachers in North America. Many students preparing to become teachers are not majoring in subject areas that match the needs of schools and districts experiencing shortages. Many teaching candidates prefer suburban districts. They are unwilling to teach in many urban and rural schools.

According to Sheila and Paul (1999) fewer qualified applicants available is one of the major barriers to effective selection of candidates. Today's tight labor market is making it more difficult for organizations to find, recruit and select talented people. Competition for talent is intensifying as there are fewer qualified applicants available. This makes it important for organizations to be able to effectively attract, select and retain quality candidates. Candidates can afford to be choosy when searching for their ideal job. They are not only looking for an attractive salary but various kinds of benefits, potential to advance and an environment in which they can learn and thrive.

Cassandra Guarino et al (2005) pointed out that drop out in community secondary schools in Tanzania is very high because of lack of qualified teachers to teach in rural areas. Their findings indicated that many states are still far away from reaching teachers with adequate subject knowledge hence dismal performance of students in schools.

According to Too and Katam (2010) who carried out their research in Nandi district Kenya, lamented that there was an acute shortage of teachers in Kenya. This has been occasioned by the government ban on employment of additional teachers coupled with retirement, deaths and imbalance in staffing as a result of irregular transfers of teachers by the TSC. However all these findings were carried out in other areas and not in KWD, this justified the researcher's need to find out if manpower planning of teachers in public secondary schools by BOG affected their selection in KWD, Kenya.

## **2.7 Summary and gaps to be filled**

This research was designed to air out the factors affecting selection of teaching staff. It has been rooted from our teaching staff in public secondary schools in Kenya. In general, it addressed issues concerning Selection of secondary schools teachers in KWD in Kenya. This research also puts forth suggestions on how teacher selection should be undertaken and how the quality of the Kenyan education could be improved, especially by use of ICT (Kinuthia, 2009).

There are many factors that affect Selection process in organizations. The researcher highlighted four factors that are likely to affect the Selection of teachers in Public secondary schools by TSC in Kenya. These are selection tools used, training and competence of selection panels, manpower planning at school level and job specification. Studies done on Selection have focused on other sectors and not Selection of teachers in public secondary schools in KWD.

There seems to be limited literature on the factors affecting selection of public secondary schools in KWD. But findings collected from other areas provided parameters that were used to measure the ineffectiveness of selection processes of public secondary schools teachers in KWD, Kenya.

## 2.8 Conceptual framework

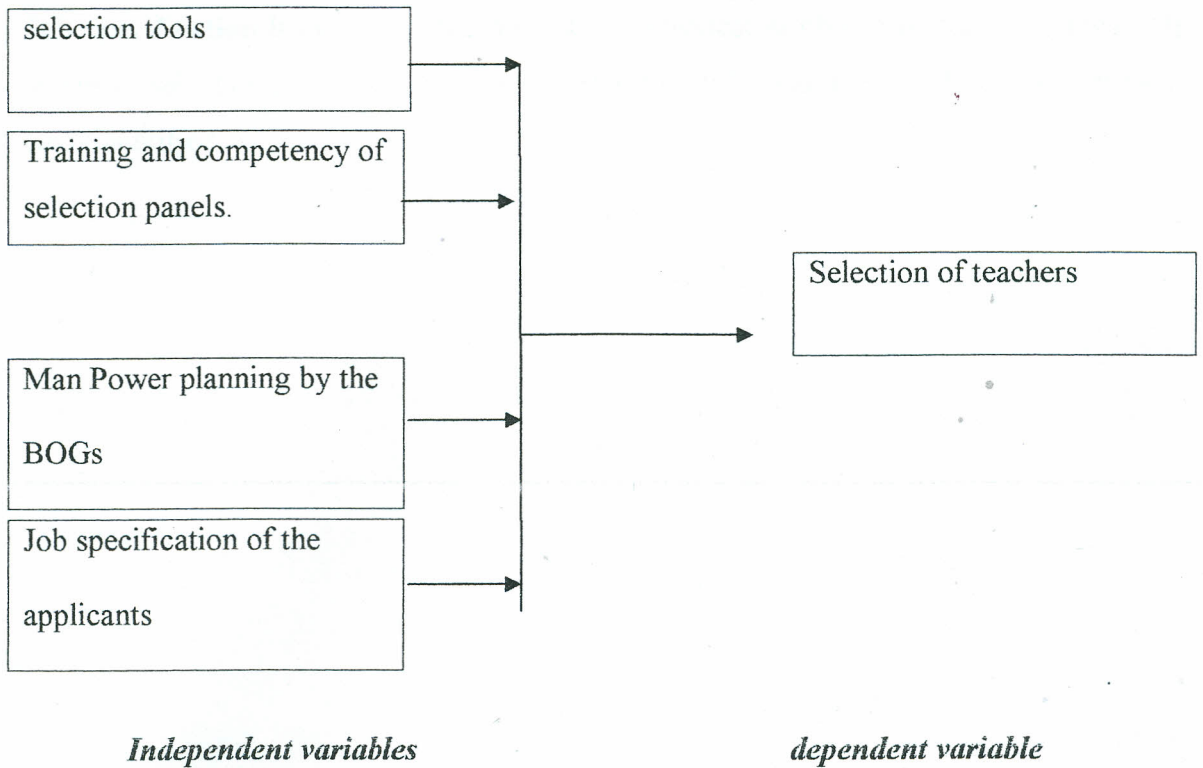


Fig 2: Conceptual framework

Source: Researcher

### 2.8.1 Interpretation of variables

**Selection tools-** These are methods used to screen candidates in order to pick the right and best applicant for the vacancy available.

**Selection-** Selection involves screening or evaluation of applicants to identify those who are best suited to perform the jobs which have fallen vacant in an organization.

**Training and competency of selection panels-** the competency of selection panels is of paramount during the Selection process. It's important to have an effective panel which is not only knowledgeable but firm to withstand the challenges.

**Manpower planning at BOG level-** it's a process by which management determines how the organization should move from its current manpower position to desired

manpower positions. Penalties for not being correctly staffed are costly. Manpower planning is an important factor that can affect Selection of staff.

**Job specification**-It highlights the mental and physical attributes of the interviewee. It serves as selection instrument making sure that the skills and qualities being sought have been identified.

### 3.1.2.2.2.2.2

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### 3.2 Location

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## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

This chapter describes the research design employed in this study. It also describes where the study was conducted, the subject of the study, the tools for data collection and analysis procedures.

#### **3.1 Research design**

The study adopted a descriptive research design. The research design used questionnaires or interview schedule to collect data from participants in a sample about their characteristics, options and experiences in order to generalize to the population (Mugenda and Mugenda 1999). The study used both quantitative and qualitative analysis methods. In qualitative analysis the researcher will obtain detailed information and then establish patterns, trends and relationships from the information gathered. Mugenda (1999) suggested that qualitative data analysis follows the process of the data organization, creating of categories, themes and patterns then an evaluation is done to see the usefulness of the information in answering the research questions. The independent variable in this study was Selection of teachers of public secondary schools. The change in the independent variable influences the dependent. The dependent variables were selection tools, training and competency of selection panels, manpower planning at BOG level, and job specification of the applicant. The proposed and appropriate method for this study was the filling in of the questionnaires by the respondents.

#### **3.2 Location**

The study was supposed to cover the whole of Kenya but due to financial constrains and time, it was carried out in Kirinyaga West district, Central province, Kenya. This location was chosen because it was convenient in terms of available resources. Also the district has public secondary school teachers like any other who are employed by the TSC.

#### **3.3 Target Population**

The study targeted all Head teachers in public secondary schools in KWD and the chairpersons of the BOG in the respective schools. According to the KWD Education offices, there were twenty five public secondary schools (Appendix 5) hence the head teachers were twenty five as on September 2011. The BOG chairpersons were also

twenty five apart from schools with no legally constituted BOG where the DEO acted as the chairperson during interviews. In such the DEO filled in the questionnaire. The population of this study was fifty consisting of Head teachers and Chairpersons of BOGs.

### **3.4 Sample design**

From the above population of fifty consisting of Head teachers and BOG chairpersons, no sample was preferred; instead a complete census of all population was taken.

### **3.5 Data collection procedures**

The researcher collected the necessary data for the study from Head teachers and BOG chairpersons in all public secondary schools in KWD. The data was collected using the structured and non-structured questionnaires. Before commencement of the study, the researcher asked permission from the schools heads with a letter of introduction and explained the purpose of the study. The researcher submitted a copy of questionnaire to the considered Head teacher for him/her to fill and requested the other copy to be passed to the BOG chairperson for him/her to fill. The questionnaires had serial numbers for the purpose of identification and possible follow up. Among the twenty five schools only one didn't have a legally constituted BOG and therefore the D.E.O filled in the questionnaire in her acting capacity as the B.O.G chairperson.

### **3.6 Pilot testing of research instruments**

Before the instrument was used for actual study it was pilot tested in two respondents. The main importance of the pilot study was to find out if the questionnaire covered all the intended dimensions of the research. It also assisted in eliminating questions that were ambiguous. It determined whether the space allowed for the answers was adequate. In response to this, modification and adjustment was made where necessary.

### **3.7 Data analysis and presentation**

According to Margaret (1995) coding is the process of translating answers into numbered categories so that they can be tabulated and analyzed. Margaret (1995) says that, after quantitative data have been coded, they are ready for tabulation. This involves counting the numbers in the various categories and putting the results into tables which will serve

as the basis for analysis. Tabulation can be done by hand but its best to use a computer. MS excel and SPSS (Statistical Package for the Social sciences) was used. After tabulation the researcher used descriptive statistics to describe data. The type of descriptive statistics used in this study was frequency tables, group frequencies, percentages and graphic presentation of the frequency distribution.

## CHAPTER FOUR

### DATA ANALYSIS AND PRESENTATION OF RESULTS

#### 4.1 Introduction

This chapter presents the analysis of the data collected. The study focused on factors affecting selection of teachers in public secondary school by Teachers Service Commission in Kenya. (A case of Kirinyaga West district.). The data was analyzed and presented as follows,

#### 4.2 Response Rate

As per the Table1 below, 50 questionnaires were issued to the principals and chairpersons of the board of governors in the respective schools. Out of these, a total of 30 questionnaires were returned from 15 schools. This percentage was good for the analysis as it was quite representative.

**Table 1 Response Rate**

Departments	Sample size selected	Actual respondents	Response rate in %
Principals	25	15	50
BOG chair	25	15	50
<b>TOTALS</b>	<b>50</b>	<b>30</b>	<b>100</b>

Source: field data (2011)

The schools principals and BOG chair had the same response rate since when the principals filled in the questionnaire, they ensured that the BOG chair filled in as well.

##### 4.2.1 Respondents by Ages

From table 2 below, the response from the questionnaires indicate that majority of the school heads (66.7%) were in the age bracket of 31 -- 40 years which is the active and energetic age group and 53.3% of the chair to the board are in the age bracket of more than 50 years. This represents a diversion, however it ensures that decision making is done soberly as the chairperson is slightly older than the principal who happens to be the secretary to the board.

**Table 2 Respondents by Ages**

Age of respondents	No. of respondents		percentages	
	Principals	BOG chair	principals	BOG chair
21-30	1	0	6.7	0
31-40	10	3	66.7	20
41-50	2	4	13.3	26.7
>50	2	8	13.3	53.3
Total	15	15	100	100

Source: field data (2011)

#### 4.2.2 Respondents by Level of Education

The table 3 below shows level of education of the respondents. About 13.3% of the principals were diploma holders, 60% were degree holders and 26.7% were holders of masters and doctorate degrees. Majority of the chair to the board were diploma holders at 80% which shows that most of them are knowledgeable.

**Table 3 Responses by Level of Education**

Education level of respondents	No. of respondents		percentages	
	Principals	BOG chair	principals	BOG chair
Diploma	2	12	13.3	80
Degree	9	2	60	13.3
Masters	4	1	26.7	6.7
Total	15	15	100	100

#### 4.2.3 Respondents by Period of Service

The study established that most of the principals (46.7%) had been in the same school for 11 – 15 years followed by 26.7% in the category of between 6-10 years. The board chairpersons indicated that 53.3% had either been appointed or had served for between 0-5 years as chair to the BOG. Those who had served between the ages of 6-10 years were only 40% while those who had served more than 11 years were 6.7%. It was also noted most of the BOG chair had not served their stations for long since they were appointed after every four years by the ministry of Education with consent of school sponsors. A BOG chairperson should not serve the same station for more than two consecutive terms.

**Table 4 Respondents according to Period of Service**

length of stay at location	No. of respondents		Percentages	
	Principals	BOG chair	principals	BOG chair
0-5 yrs	2	8	13.3	53.3
06-10yrs	4	6	26.7	40
11-15yrs	7	1	46.7	6.7
16-20	2	0	13.3	0
over 20 yrs	0	0	0	0
Total	15	15	100	100

Source: field data (2011)

#### 4.2.4 Respondents by gender

The research sought selection of public secondary schools to find out the individuals who made this crucial decision by their gender. This is because people are likely to have different attitudes on certain issues depending on their gender. Most of the BOG chairs were male making the male respondents to be higher (56.7%) than the female.

Table 5 on responses by gender

Gender	Frequency	Percentage in%
Male	17	56.7
Female	13	43.3
Total	30	100

Source: field data (2011)

#### 4.3 Rating of tools used in teacher selection

The table 6 below shows the rating awarded to the tools applied in selection of teachers in public secondary schools. Most of the Head teachers (Principals) that is 46.7% regarded

the tools as satisfactory for the purpose of teacher selection. It was however observed that majority of the board members were skeptical of the tools as 26.6% rated the tools as not sure. However the divergence here can be argued that the principals are better equipped to gauge the tools used from their teaching background whereas majority of chairpersons of the board are not teachers and thus fall short of pre-requisite insight into the applicability of the tools used.

**Table 6 Panelists rating of selection tools**

Response	No. of respondents		Percentages	
	Principals	BOG chair	principals	BOG chair
Very good	4	4	26.7	26.7
Good	7	4	46.7	26.7
Poor	1	2	6.6	13.3
Very poor	0	1	0	6.7
Not sure	3	4	20	26.6
Total	15	15	100	100

Source: field data (2011)

#### 4.4 Training and competence of selection panels

As depicted by the findings on the table 7 below, the researcher established that the selection panel felt that they were not adequately equipped to carry out the selection process. However there were guidelines provided by the T.S.C for teacher selection and checklists for applicant's marks allocation. Majority of the principals expressed satisfaction and indicated that they were fully equipped for the selection as they understood the goal and mission of the school they head. Also they expressed an opinion that this is due to their training as teachers that they have accumulated the skills. Most of the B.O.G chairs had specialized in areas outside the span of teaching hence relied on the T.S.C guidelines, principal and subject teachers assessment during interviews, their input was not as much.

**Table 7 rating of the training and competence of selection panel**

	FREQUENCY	PERCENT	VALID PERCENT	CUMMULATIVE PERCENT
<i>Very good</i>	8	26.7	14.3	28.6
<i>good</i>	12	40	14.3	42.9
<i>Poor</i>	4	13.3	14.3	57.1
<i>Not sure</i>	6	20	14.3	85.7
<i>V.poor</i>	0	.0	14.3	100.0
<b>TOTAL</b>	<b>30</b>	<b>100.0</b>	<b>100.0</b>	

**Table 7.1 Relevance of training to the selection panels**

Response	No. of respondents		Percentages	
	No of principals respondents	BOG chair	principals	BOG chair
Y	13	10	86.7	66.7
N	2	5	13.3	33.3
<b>TOTAL</b>	<b>15</b>	<b>15</b>	<b>100</b>	<b>100</b>

Source: field data (2011)

Majority of the B.O.G chair and principals agreed that the training and competence of the selection panels have high effect on selection process.

Training the selection panels was quoted by the respondents as a way of bringing uniformity during selection.

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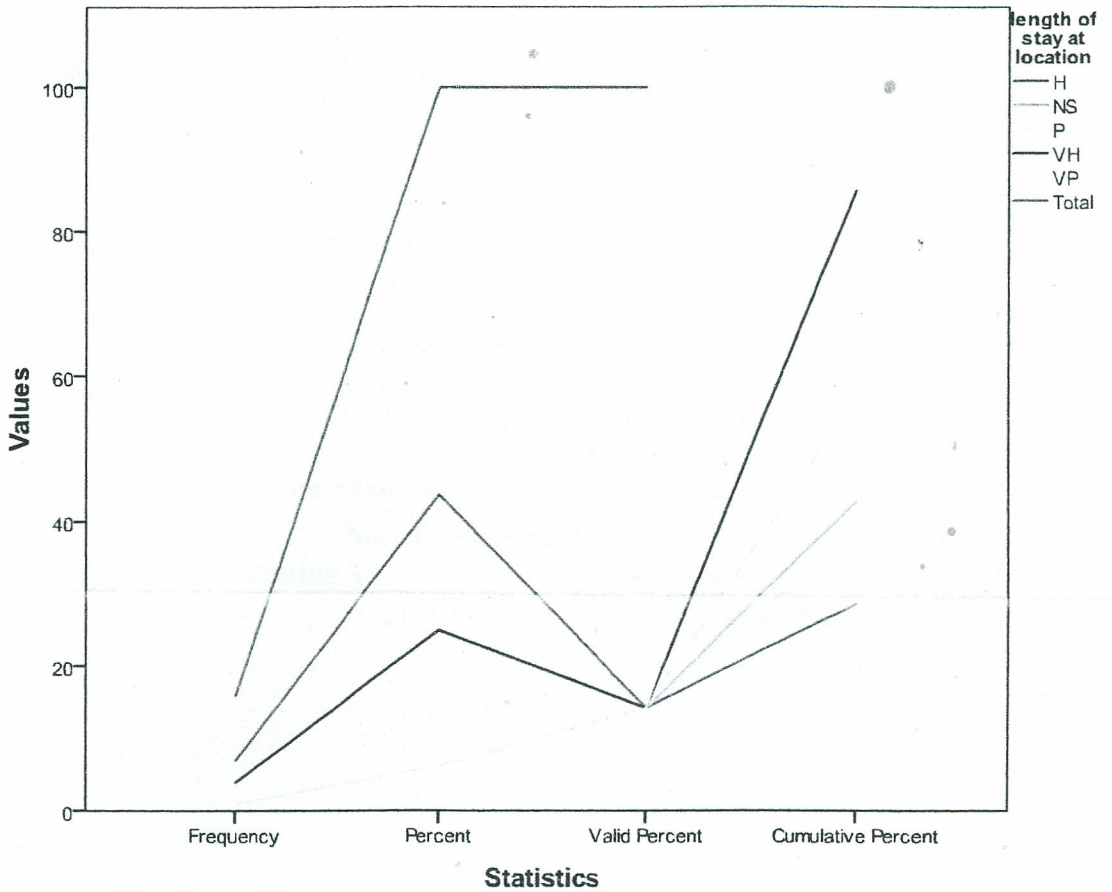


Figure 3 Showing rating of responses on factors affecting selection of teachers.

#### 4.5 Manpower planning

The table 8 below shows the manpower planning and establishment of staff shortage in public secondary schools. Majority of the respondents were content with the methods used in establishing staff shortages such as curriculum Based Evaluation (C.B.E) where every school communicates its teaching staff requirements to the T.S.C every month. 66.7% of the principals and 80% of BOG chair were content.

#### MANPOWER PLANNING AND TEACHER SELECTION

	N	Minimum	Maximum	Mean	Std. Deviation	Variance	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error

**MANPOWER PLANNING AND TEACHER SELECTION**

	N	Minimum	Maximum	Mean	Std. Deviation	Variance	Skewness	Std. Error
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
Principals	5	0	11	3.20	4.658	21.700	1.644	.913
BOG	5	0	12	3.20	5.070	25.700	1.936	.913
Valid N (listwise)	5							

**Table 8 rating of the manpower planning**

manpower rating	No. of respondents		Percentages		
	planning	No. of principals	BOG chair s	Principal	BOG chair
Very good		10	12	66.7	80
Good		4	2	26.6	13.3
Poor		1	1	6.7	6.7
Very poor		0	0	0	0
Not sure		0	0	0	0
Total		15	15	100	100

Source: field data (2011)

**4.6 Influence of selection to job performance**

The majority of the school BOG chair and principals were in agreement that the selection method influences the teachers' job performance in the short and long run. This is clearly demonstrated by table 9 below where 93.3 % of the BOG chair and 80% of principals indicated that the selection process influences the teachers' job performance.

**Table 9 influence of selection on applicant's performance**

influence on performance	No. of respondents		Percentages		
	No. of respondents	principals	BOG chair	Principals	BOG chair
Yes	12		14	80	93.3
No	2		0	13.3	0
not sure	1		1	6.7	6.7
Total	15		15	100	100

Source: field data (2011)

#### 4.7 Job specification of applicants on selection process

**Table 10 on effect of applicant's job specification on selection process**

	Principals respondents	B.OG chair	Principal response in%	B.O.G response in %
Very high	12	14	80	93.3
High	2	1	13.3	6.7
Low	1	0	6.7	0
Very low	0	0	0	0
Total	15	15	100	100

Source:field data(2011)

The job specification of an applicant affected the selection process in that it determined the candidate to be selected and which one to be left.80% of the principals supported that it had very high effect on selection process. 93.3 of the B.O.G chairpersons also supported the same thing.

#### Descriptive Statistics

	N	Mean		Std. Deviation	Kurtosis	
		Statistic	Std. Error		Statistic	Std. Error
Y	6	5.33	2.171	5.317	-1.861	1.741
N	6	5.33	3.084	7.554	-1.706	1.741
Valid N (list wise)	6					

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

**This chapter summarizes the main findings of the study in the following themes; selection tools used by the teacher selection panel, competence and training of the selection panels, how job specification affects selection and how manpower planning at BOG level affects selection of teachers in public secondary schools.**

#### **5.2 Summary of the major findings**

The following are the study findings based on and as guided by specific objectives. The study aimed at investigating factors affecting selection of teachers in public secondary schools in Kenya

The study has concluded that that during the selection of teachers in public secondary schools, the B.O.G should have enough time to shortlist the candidates, pick few best ones to be interviewed during the interview day. Shortage of teachers in some subject combination was a common problem in most of the responses, therefore the Ministry of Education, T.S.C, Teachers' colleges and universities should team up in teacher training in all the subjects equally. Selection process should be timed to start at the same time in all stations to stop teachers from 'jumping' from one school to another during interviews as they try to secure the job. After selection teachers should always be taken for in-service training to polish up their skills.

##### **5.2.1 Selection tools used by the teacher selection panel.**

The study has concluded that principals believe that the selection tools used by the selection panel were adequate. However, a high proportion of BOG chair concluded that there was need to diversify the tools used to include written essay or evidence of candidate write ups in relevant journals to show how one is keeping up with the current trends; Out of class activities which are aimed at exposing the candidates to current teaching methodologies and also improve lesson delivery.

Also it was suggested that the years somebody has stayed after graduation is not a performance criteria for choosing a candidate. Some fresh graduands from colleges and universities could be more competent than their older counterparts. Alteration of merit lists and minutes of the selection process to favour certain individuals during the selection process should be highly discouraged. The Ministry of Education and T.S.C should voice uniformly on the school staffing needs as per the subject combination and not overemphasize some combinations for example science at the expense of other subjects.

### **5.2.2 Equipping the selection panel.**

There was evidence of gaps in experience and training of the selection panel particularly since most of them did not have any teaching experience prior to chairing the BOG. Equipping such people whose origin is outside the teaching profession will bring convergence of ideas and better application of tools during selection. It would erase the occurrences where the panelists' personal bias takes precedence over professional conduct of the interviewee. However, all is not lost, since there's always a subject teacher conversant with the subject requiring a teacher in the panel. However training the panelists might not be very necessary but clear explanations on how to use the selection criteria is crucial. The officer from the D.E.O should be competent enough to correct mistakes if any.

### **5.2.3 Job specifications of the applicants**

The interviewees since the college days undertook their studies and decided the subject combination they will be specializing. Thus there was need to train the panelists on various scopes of subjects and what each combination is equivalent. This would greatly improve on the interviewing and grading teachers from various institutions and also ensure that personal bias from the panelists is minimized during selection.

Since universities are constantly revising their courses, the panelists particularly those outside the teaching profession should be trained and constantly upgrade their understanding on the dynamics in the teaching profession. At the same time, the panelists should be allowed by the T.S.C to alter the slots awarded to fill a vacancy with the

subject combination of the candidate who may be having one of the major subjects so that to broaden their spectrum of choice.

A uniform job specification of teachers should be developed so that the interviewing panel can have one sheet to award the marks. The interviewee should also be interviewed by an independent body so that their capability to be objective is guaranteed. Selecting candidates based on the constituency of origin was also not supported by most of the respondents since that can limit schools from getting very competent teachers from other districts, it also a tool for promoting tribalism among Kenyans since one is only employed in his/her home constituency.

#### **5.2.4 Manpower planning at BOG level**

The researcher observed that there was an adequate Curriculum Based Establishment (C.B.E) in various schools. This involves submission of reports on monthly basis to the T.S.C on teacher shortages and requirements. However the Secretary to the board (principal) may not anticipate turnover that may arise due to sudden transfers, promotions and other factors like natural attrition. Therefore the T.S.C should always liase with the B.O.Gs in cases where it wishes to transfer, balance or promote teachers and promptly replace with suitable ones.

More teachers should be trained and posted to schools as per the Kenyan curriculum. Universities and colleges should broaden the subjects they offer to exactly match with the curriculum

### **5.3 Conclusions**

The researcher found out that there was a well coordinated panel that was used in teacher selection with guidelines given by the T.S.C. However there is need to carry out training and update of skills on the non-teaching personnel sitting in the interview panel. This is important so that their skills can be made more teaching friendly and makes them to be more objective during interviews. The job specifications of the applicant and selection tools as provided by the T.S.C guidelines should be revisited.

#### **5.4 Recommendations of the study.**

Based on the findings, interpretations and conclusions of the research, the following recommendations were made. The ministry of Education, Teachers' colleges and universities should team up in teacher training in all subjects equally. selection tools used in teacher selection should be diversified. Selection panels should be well equipped with the skills required during selection of teachers. Job specifications of the candidates should be altered and diversified. More teachers should be trained and posted to schools as per the Kenyan curriculum.

#### **5.5 Suggestions for Further Research**

After analyzing the various findings from this research, the researcher recommends further research on one, the effects of panelists besides in the teaching profession on selection of staff.

Factors affecting selection of teachers in public secondary schools by the T.S.C in other districts.

Relationship between selection process used in employing teachers in public secondary schools and existing problems such as high student-teacher ratio, disparities in terms of vacancy rates and students' performance.

Effectiveness of B.O.Gs in teacher recruitment and selection and other managerial duties

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## APPENDICES

### APPENDIX 1: PRINCIPALS / HEADTEACHERS IN PUBLIC SECONDARY SCHOOLS QUESTIONNAIRE

The questionnaire is meant to collect data that will be used to determine the factors affecting selection of public secondary schools teachers by TSC through the BOGs in Kirinyaga West District (KWD), Kenya. Its a requirement for the master of Business Administration of KU. Therefore your sincerelity will be greatly appreciated and any information will be treated with the confidentiality it deserves.

Thank you in advance.

Kindly tick in the space provided [ ] the correct answer or supply the required information. For others please specify and elaborate.

#### Section A: Respondent particulars

1] Gender Male [ ] Female [ ]

2] Education background:

Ph D holder [ ] Master [ ] Degree [ ]

Diploma [ ]

Others please specify.....

3. Age

25-29 years [ ] 30-35 years [ ]

36- 40 years [ ] 40-45 years [ ]

50+ years [ ]

4. How long have you been in present station?

0-5 years [ ] 6-10 years [ ]

11-15 years [ ] Others [ ] please specify

**Section B: Research Data**

5. How do you rate the selection of public secondary schools teachers during their deployment in Kirinyaga West District?

- (        ) Very good    (        ) Good        (        ) Poor  
(        ) Very poor  
(        ) Not sure

6. What reason(s) would you give to the answer given in question (5) above?

.....

7. In a scale of 1 to 5 (where 1 is very poor / very low and 5 is very good / very high) please answer the following questions -:

Question	1	2	3	4	5
(i) How do you rate the effect of selection tools used to select teachers in public secondary schools in Kirinyaga West District (KWD)?					
(ii) How do you rate the training and competence of the selection panels in selection of teachers in public secondary schools in KWD?					
(iii) How do you rate the effect of the candidate's job specification on selection of teachers in public					



11. Does the selection process used in selecting teachers in public secondary schools in KWD affect the performance of the students?

Yes ( )                      No ( )

Explain the answer given in question 11 above.

.....

**Section D**

11. Do selection tools used in deployment of public secondary schools teachers by the TSC in KWD affects selection process?

Yes ( )                      No ( )

If yes to what extent

- a) Very great extent
- b) Great extent
- c) Moderate extent
- d) Low extent
- e) Very low extent

13. Explain the answer given in question 12 above

.....

14. Relating to selection tools, suggest what should be done to address the effects it poses to the selection of public secondary school teachers in KWD, Kenya

.....

**Section E**

**15.** Do training and competency of the selection panels (BOGs) affect the selection teachers in public secondary schools in KWD, Kenya?

Yes ( )                      No ( )

If yes, to what extent?

- f) Very great extent
- g) Great extent
- h) Moderate extent
- i) Low extent
- j) Very low extent

16. Explain the answer given in question 15 above

.....

17. Relating to training and competency of the selection panels, suggest what should be done to address the effects it poses to the selection of teachers in public secondary schools in KWD, Kenya.

.....

**Section F**

18. Do manpower planning at the BOG level affect selection of teachers in public secondary schools in KWD Kenya?

If yes, to what extent?

- a) Very great extent
- b) Great extent
- c) Moderate extent

d) Low extent

e) Very low extent

19. Explain the answer given in question 18 above

.....

20. Relating to manpower planning what should be done to address the effects it poses to the selection of public secondary school teachers in KWD

.....

**Section G**

21. Do job specification of the applicant affects selection of teachers in public secondary schools by BOG in KWD?

Yes ( )            No ( )

If yes, to what extent?

a) Very great extent

b) Great extent

c) Moderate extent

d) Low extent

e) Very low extent

22) Explain the answer given in question 21 above

.....

23) Relating to job specification of the applicant, what should be done to address the effect it poses during Selection of public secondary school teachers in KWD?

## APPENDIX 2: BOG CHAIRPERSON & D.E.O IN PUBLIC SECONDARY SCHOOLS QUESTIONNAIRE

The questionnaire is meant to collect data that will be used to determine the factors affecting selection of public secondary schools teachers by TSC through the BOGs in Kirinyaga West District (KWD), Kenya .Its a requirement for the master of Business Administration of KU .Therefore your sincerelity will be greatly appreciated and any information will be treated with the confidentiality it deserves.

Thank you in advance.

Kindly tick in the space provided [        ] the correct answer or supply the required information. For others please specify and elaborate.

### Section A: Respondent particulars

1] Gender Male [    ]        Female [    ]

2] Education background:

Ph D holder [    ]    Master        [    ]

Degree        [    ]        Diploma    [    ]

Others please specify.....

3. Age

25-29 years        [    ] 30-35 years        [    ]

36- 40 years        [    ] 40-45 years        [    ]

50+ years        [    ]

4. How long have you been in present station?

0-5 years        [    ] 6-10 years        [    ]

11-15 years        [    ] Others        [    ]        please specify

### Section B: Research Data

5. How do you rate the selection of public secondary schools teachers during their deployment in Kirinyaga West District?

(        ) Very good(        ) Good

(        ) Poor (        ) Very poor

(        ) Not sure

6. What reason(s) would you give to the answer given in question (5) above?

.....

7. In a scale of 1 to 5 (where 1 is very poor / very low and 5 is very good / very high) please answer the following questions -:

Question	1	2	3	4	5
(v) How do you rate the effect of selection tools used to select teachers in public secondary schools in Kirinyaga West District (KWD)?					
(vi) How do you rate the training and competence of the selection panels in selection of teachers in public secondary schools in KWD?					
(vii) How do you rate the effect of the candidate's job specification on selection of teachers in public secondary schools in KWD?					



Explain the answer given in question 11 above.

.....

**Section D**

11. Do selection tools used in deployment of public secondary schools teachers by the TSC in KWD affects selection process?

Yes ( )                      No ( )

If yes to what extent

- a) Very great extent
- b) Great extent
- c) Moderate extent
- d) Low extent
- e) Very low extent

13. Explain the answer given in question 12 above

.....

14. Relating to selection tools, suggest what should be done to address the effects it poses to the selection of public secondary school teachers in KWD, Kenya

.....

.....

**Section E**

**15.** Do training and competency of the selection panels (BOGs) affect the selection teachers in public secondary schools in KWD, Kenya?

Yes ( )                      No ( )

If yes, to what extent?

- a) Very great extent
- b) Great extent
- c) Moderate extent
- d) Low extent
- e) Very low extent

16. Explain the answer given in question 15 above

.....

.....

17. Relating to training and competency of the selection panels, suggest what should be done to address the effects it poses to the selection of teachers in public secondary schools in KWD, Kenya.

.....

.....

**Section F**

18. Do manpower planning at the BOG level affect selection of teachers in public secondary schools in KWD Kenya?

If yes, to what extent?

- a) Very great extent
- b) Great extent
- c) Moderate extent
- d) Low extent
- e) Very low extent

19. Explain the answer given in question 18 above

.....  
.....

20. Relating to manpower planning what should be done to address the effects it poses to the selection of public secondary school teachers in KWD

.....  
.....

**Section G**

21. Do job specification of the applicant affects selection of teachers in public secondary schools by BOG in KWD?

Yes ( )      No ( )

If yes, to what extent?

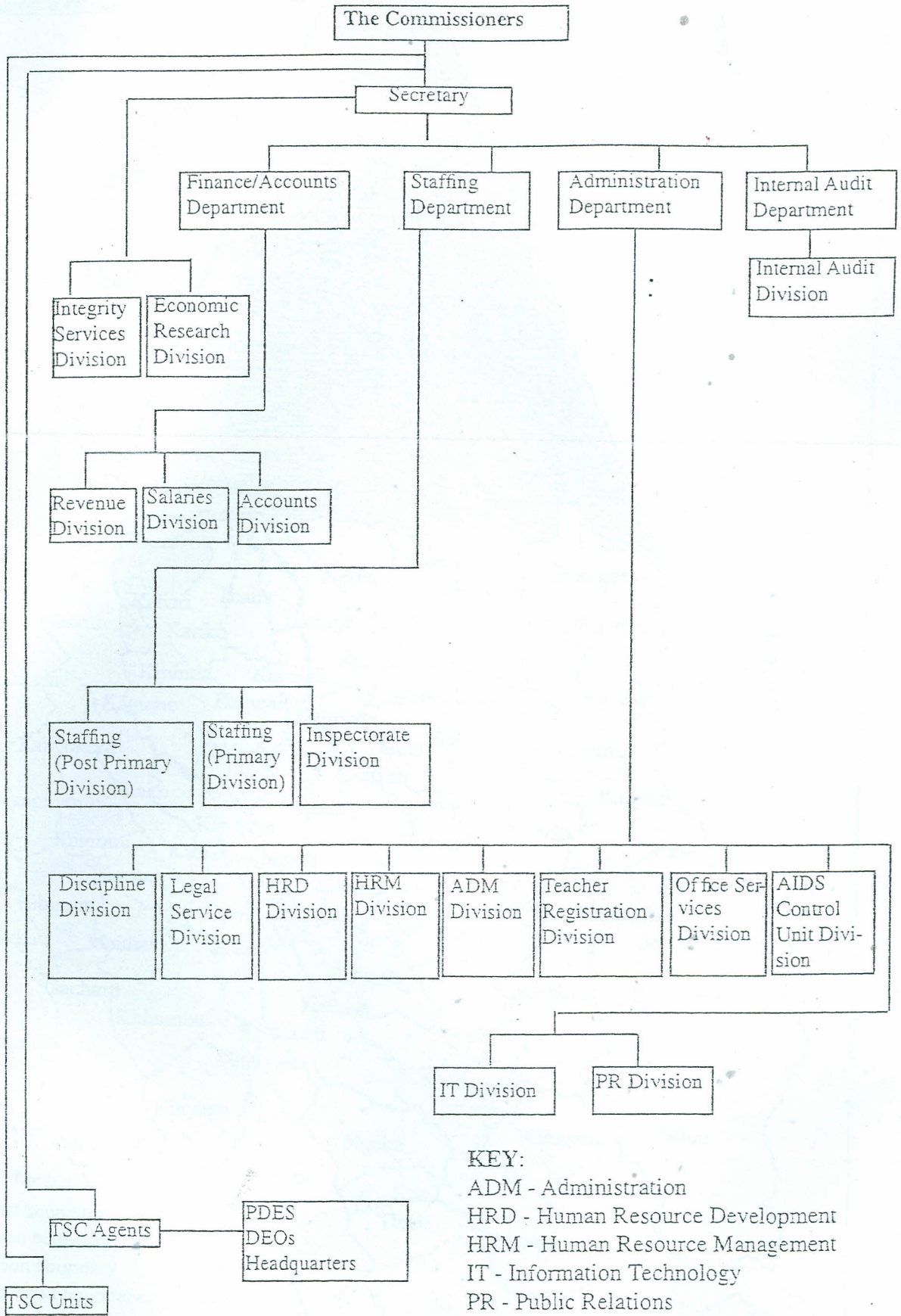
- a) Very great extent
- b) Great extent
- c) Moderate extent
- d) Low extent
- e) Very low extent

22) Explain the answer given in question 21 above

.....  
.....

23) Relating to job specification of the applicant, what should be done to address the effect it poses during Selection of public secondary school teachers in KWD?

# TSC Organizational Structure



**KEY:**  
 ADM - Administration  
 HRD - Human Resource Development  
 HRM - Human Resource Management  
 IT - Information Technology  
 PR - Public Relations

Source: The Kenya Handbook of Teachers (2008)

Administrative Units  
Sublocations



Mt Kenya Forest

NYERI

EMBU



- District boundary
- Division boundary
- Location boundary
- Sublocation boundary
- Gichugu division
- Kerugoya division
- Mt Kenya Forest
- Mwea division
- Ndia division

2 0 2 4 Kilometers

**KIRINYAGA WEST DISTRICT SECONNDARY SCHOOLS  
ENROLMENT /STAFFING.  
DATA COLLECTED ON 30<sup>TH</sup> MARCH 2010.**

	NAME OF SCHOOLS	STUDENTS			TEACHERS			SHORT FALL
		B	G	T	M	F	TOTAL	
1.	KIINE MIXED ✓	101	98	199	1	5	6	4
2.	MURAGARA	105	89	194	3	1	4	5
3.	KIINE GIRLS ✓✓	0	633	633	9	10	19	4
4.	MUKUI ✓✓	53	34	87	1	0	1	8
5.	THUMAITA WEST	159	142	301	6	1	7	6
6.	NGUGUINI ✓	68	69	137 ✓	4	3	7	2
7.	KATHAKA	54	60	114	2	0	2	8
8.	KIBURU	378	0	378	10	3	13	3
9.	KIBIRIGWI ✓	0	385	385	9	9	18	5
10.	KARIMA ✓ ✓	131	93	224	6	3	9	2
11.	BISHOP NGORU ✓	65	60	125	3	1	4	5
12.	SAGANA MIXED ✓	208	114	322	7	4	11	4
13.	KABONGE	209	174	383	8	6	14	5
14.	ST PHILLIPS	97	68	165	5	3	8	2
15.	KIARAGANA GIRLS	0	561	561	8	10	18	6
16.	MUKANGU ✓	69	63	132	5	1	6	3
17.	KAIRINI ✓	104	98	202	1	1	2	7
18.	BARICHO BOYS	1113	0	1113	18	11	29	13
19.	KIANDANGAE	209	156	365	5	2	7	11
20.	KIANGAM ✓	239	166	405	14	3	17	2
21.	KIANJEGE WEST ✓	128	74	202	5	1	6	3
22.	GATHAMBI GIRLS	0	380	380	3	13	16	2
23.	KARIMAINI	156	154	310	6	5	11	4
24.	GETUYA	78	82	160	2	2	4	5
25.	MATHIA ✓	88	82	170	2	2	4	5
	<b>TOTAL</b>	<b>3812</b>	<b>3835</b>	<b>7647</b>	<b>143</b>	<b>100</b>	<b>243</b>	<b>124</b>

## Annex 4.1

**SELECTION SCORE GUIDE FOR SECONDARY SCHOOL TEACHERS**

Candidates should be awarded marks during the selection in accordance to the areas specified below. The schedule below should be used for this purpose.

CANDIDATE'S NAME \_\_\_\_\_ GRADE \_\_\_\_\_

SCORING AREAS	MAXIMUM SCORE	ACTUAL SCORE	AVERAGE SCORE BY THE PANEL
(a) Academic and Professional certificates			
Degree (BED) (i) First Class/Masters	20		
(ii) Second Class Upper	15		
(iii) Second Class Lower	10		
(iv) Pass	5		
OR			
Degree BA-PGDE or BSC + PGDE			
(i) First Class/Masters	20		
(ii) Second Class Upper	15		
(iii) Second Class Lower	10		
(iv) Pass	5		
OR			
Diploma			
(i) Distinction	15		
(ii) Credit	10		
(iii) Pass	5		
<b>SUB TOTAL</b>	<b>20</b>		
(b) Length of stay since qualifying as a teacher			
(i) 7 years and above	50		
(ii) 6 years	40		
(iii) 5 years	30		
(iv) 4 years	20		
(v) 3 years	10		
(vi) 2 years	5		
(vii) 1 year	0		
<b>SUB TOTAL</b>	<b>50</b>		
(c) Length of teaching in current station under BOG:-			
5 years and above	25		
4 years	20		
3 years	15		
2 years	10		
1 year	5		
<b>SUB TOTAL</b>	<b>25</b>		

(d) Communication ability, special talent and willingness to participate in co-curricular activities and other duties assigned by the head.	5		
<b>SUB TOTAL</b>	<b>5</b>		
<b>GRAND TOTAL</b>	<b>100</b>		

**GRADING**

75 and above	-	A
70 - 74	-	A-
65 - 69	-	B+
60 - 64	-	B
55 - 59	-	B-
50 - 54	-	C+
45 - 49	-	C
40 - 44	-	C-

We certify that the information entered above is accurate and that we shall be held responsible for any inaccuracy.

Sign \_\_\_\_\_  
(Secretary BOG)

Sign \_\_\_\_\_  
(Chairperson BOG)

Name \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

Date \_\_\_\_\_

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