CONSTRAINTS FACING BOARD OF GOVERNORS ON THE DECENTRALIZATION OF SECONDARY SCHOOL TEACHER RECRUITMENT IN BOMET CENTRAL DIVISION, BOMET COUNTY, KENYA

BY

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DECLARATION

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

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I dedicate this work to my; my wife Caren and children; Joan and Brian.

ACKNOWLEDGEMENT

ABSTRACT

Decentralization of teacher recruitment by TSC to the Board of Governors (BOG) has never been without complaints and alleged malpractices. This is a pointer that the ability of the BOG in the delegated process is wanting. The study investigated the constraints facing BOG in the decentralization of teacher recruitment process. The study was based on MaxWeber's Bureaucratic theory. It attempted to find out the qualifications of BOG members and how it matches up their duties and responsibilities in recruitment of teachers. It also investigated the challenges that BOG members face as they perform teacher recruitment and attempted to establish how the selection panel conducts the recruitment exercise within the stipulated guidelines and regulations. It also sought to establish the opinion of teachers towards the exercise and how it can be improved. The study adopted a descriptive survey design. It targeted thirty 150 BOG members, 30 head teachers and 150 teachers employed through decentralized recruitment in 30 public secondary schools in Bomet Central Division of Bomet County. The study sampled 30 BOG members, 15 head teachers and 60 teachers. The number of schools was selected through stratified sampling because of the heterogeneity of the types of schools in the Division. Purposive sampling was used to select the head teachers while random sampling was used to select the teachers. On the other hand, convenience sampling was used to select BOG members. Research permit was obtained from the Ministry of Education (MOE) also District Education Office and District Commissioners Office were notified and after all other protocols observed the researcher administered the questionnaires to be filled by the respondents. Piloting was done in one percent of the schools not included in the main study to pretest the instruments. The study used content validity and reliability of the instruments attained was 0.76. The study used three sets of questionnaires – for the following: BOG members, Head teachers and teachers. Data collected was edited, coded, processed, analyzed and presented using tables and figures. Qualitative data gathered was grouped into related themes and categories, and presented in discussion form. The study found out that academic qualifications of the BOG members were low and this inhibits their ability to participate effectively in the teacher recruitment process. The study also established that they face myriad of challenges which include political interference, tribalism, large pool of applicants or none at all, lack of necessary knowledge on subject content of the advertised subject and classifications of teacher qualifications. Also the BOGs' preferred candidates appointment or rejection by TSC renders the BOG members to be just rubber stamps of the whole process. The study also revealed that recruitment guidelines as issued by the TSC are not always followed. Though decentralization is a noble idea the study found out that majority of teachers and head teachers do not want the process to be done by the BOG. The findings will have the Ministry of Education in reviewing the minimum qualifications of BOG members and establish their training needs and the TSC to identify the challenges facing the delegated exercise. The respondents therefore came up with varied suggestions on how the process can be improved. Based on the findings, the study concluded that there are several factors that limit the success of decentralization of recruitment. The study hence recommended that the MOE should set the minimum qualification of BOG members to be at least a diploma certificate and organize regular in-service training in personnel management for the BOG and other panel members. The study suggested further research to assess the challenges that female applicants face while seeking for employment with the TSC through the decentralized teacher recruitment process to ascertain whether there is gender balance.

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ABBREVIATIONS AND ACRONYMS

BOG   –   Board of Governors

TSC   –   Teachers Service Commission

MOE   –   Ministry of Education

KNUT –   Kenya National Union of Teachers

PDE   –   Provincial Director of Education

DEO   –   District Education Officer

MEO   –   Municipal Education Officer

STEPS –   Strengthening of Primary and Secondary Education

MPET –   Master Plan of Education and Training

LMS   -   Local Management of Schools

LEA   -   Local Education Authority

KESI   –   Kenya Education Staff Institute

KACC -   Kenya Anti-Corruption Commission

NSIS   -   National Security Intelligence Service

DEO   -   District Education Officer

DC   -   District Commissioner

ROK   -   Republic Of Kenya

CHAPTER ONE

INTRODUCTION

1.1 Introduction

The need for Kenya to achieve vision 2030 which aims at transforming Kenya into a newly industrialized middle-income country, providing a high quality of life to all its citizens in a clean and secure environment, coupled with the ever increasing student enrolment in schools, has made recruitment of teachers an issue of major concern to all stakeholders. Without enough teachers, the vision 2030 will remain a mirage. Curbing teachers' shortage through recruitment ensures that quality education is provided. This chapter discusses recruitment of teachers and problems arising from the same. It looks into the background of the study, the statement of the problem, the purpose of the study, the objective of the study, research questions, assumptions of the study, limitations of the study, delimitations of the study, significance of the study, theoretical framework, conceptual framework and operational definition of the central terms.

1.2 Background of the Study

Before Kenya attained independence, the colonial government involved itself in the management of education. Earlier, management of education was in the hands of the missionaries (Olembo & Kiragu, 1992). Teachers were employed by diverse mission agents with varied terms and conditions of service. Those mission agencies trained teachers and recruited them to help in spreading the word of God to the natives. The teachers owed their loyalty to the mission agents. According to Okumbe (2001), they (teachers) had been taught to accept rendering service without much pay. This was in line with education commission formed in 1909 headed by Professor Nelson Frazer(Otiende et al, 1992). The mandate of the commission was to look into

education in the British East African protectorate and recommended that education should train in strict obedience to authority. It was not to learn to question the colonial government.

In 1957, Kenya National Union of Teachers (KNUT), an umbrella body of all teachers was born. It made its priority to press for the employment of teachers by a central body which led to the establishment of Teachers Service Commission (TSC) under the Act of parliament (CAP 212) of the laws of Kenya in 1967 (Okumbe, 2001).

The TSC was formed for three reasons. These are posting of teachers to schools far away from their homes yet there was no proper accommodation provided for them, teachers were irregularly paid by certain denominations because some local authorities had irregular sources of income and local authorities had poor promotion conditions which were either favoured or disapproved by local religious sects. TSC Act CAP 212 (1967) mandated the commission to carry out several functions which included registration of teachers and recruitment of teachers among others as highlighted in the literature review. It was also given powers to delegate to its agents (Provincial Directors of Education (PDEs), District Education Officers (DEOs), Municipal Education Officers (MEOs) and Board of Governors (BOGs) its functions.

Okumbe (2001) says that in 1970 TSC started registering teachers in public schools and colleges. Since then, the TSC has been charged with the responsibility of teachers' management in primary, secondary and tertiary public institutions. According to Okumbe (2001), the establishment of the TSC not only centralized and brought about equity and efficiency in the management of teachers in public schools and colleges in Kenya but also brought some appreciable planning in the growth of hiring of teachers.

According to Otiende et al (1992), there was tremendous growth in pupils' enrolment in both primary and secondary schools after independence which meant more teachers being recruited. In its attempt to manage the growing teaching force, the TSC was faced with a number of problems including delay in processing teachers' employment documents, delay in payment of teachers' salaries, inefficient promotion procedures, delay in handling teachers disciplinary cases and inefficiencies in teacher transfers among others.

Due to economic depression that faced the country in 1990, the government stopped employing workers in all departments in 1997. This brought about general decrease of the total number of teachers in public schools and colleges due to natural attrition and brain drain. Currently, the commission has 219,387 teachers down from about 240,000 (Republic of Kenya, 2010).

In recent years, a clear trend towards the decentralization of control over the education services has emerged (Bjork, 2006). This trend is evident both in industrialized and the industrializing countries. According to Bjork (2006), international funding organizations have thrown their weight behind decentralization of education systems around the globe, often making decentralization a precondition for financial assistance. He further argued that decentralization attempts to enhance system of management.

Various forms of decentralization in education have been expressed. Decentralization can be broad or constrained in scope. The discretion in decision making that is transferred by the central government can vary from simply adjusting workload within central government organization to the diverting of all government responsibilities for performing a set of what was previously considered to be public sector functions

(Bjork, 2006). He identified three forms of decentralization: de-concentration (transfer of tasks and work and not authority), delegation (transfer of decision making authority from higher to lower levels, but authority can be withdrawn by the center) and devolution (transfer of authority to an autonomous unit which can act independently without permission from the center). These various forms of decentralization have in common the decision making being moved out from the central authority. This implies that people nearer to the classroom are empowered and do participate in decision making about education.

According to Bjork (2006) citing Lai-ngok Wong, China has been experimenting with educational decentralization for almost two decades (since early 1980s). He argues that decentralization has been treated by many as a panacea that will lead to improvements in quality of education. Such claims rest upon the assumption that the delegation of power can establish closer linkages between schools and other educational stakeholders. In Guangdong province of china, the teachers laws enacted in 1993 allow schools to establish a "teachers" employment system. This system provides schools with the autonomy to recruit employees. Nevertheless, autonomy in staff recruitment of public schools is not unlimited. It is controlled by a quota system that is predetermined by local education department.

According to Beckett et al (1991), in Warwickshire, under the Local Management of Schools (LMS), it is the governors who determine whether a vacancy should be filled and control the selection procedure. The Local Educational Authority (LEA) cannot refuse to appoint a candidate recommended by the governors except where that person is not qualified, unsuitable for the post on medical grounds or unfit (i.e. has failed the check made by police for certain

convictions mainly relating to children). Governors can also delegate the selection of all staff but the head to the head of school. In all schools the head is entitled to attend and advice in appointment procedure at all stages, for all but headship appointments, however, control of appointments procedure and ability to make decisions about appointments lie in the governors. The power of LEA to veto appointments is very limited and LEA no longer has power to enforce an appointment through redeployment (Beckett et al, 1991).

Advertisement of posts is done by governors under LSM. The only posts which have to be advertised nationally are headships and deputy headships. The governing body can choose whether to advertise other posts and can appoint from within the school without advertising. However, it is recommended strongly that, even when the heads and the governors decide to appoint internally, an internal advertisement is circulated (Beckett et al, 1991)

According to Okumbe (2001), the government of Kenya with the financial help from the World Bank under Strengthening of Primary and Secondary (STEPS) project early in 2000 made a proposal to decentralize some functions of the TSC. Some of the earmarked functions to be decentralized to the district level were salary payment, recruitment, discipline and promotion of teachers. This proposal was implemented and the function of teacher recruitment was placed in the hands of the BOG. The decentralization was in response to the need to inject democracy in management of education and training by involving stakeholders at all levels without rigid bureaucracy and ensuring that there is response to local realities while maintaining a national outlook (Bjork, 2006)

TSC decentralized the recruitment of teachers to the respective BOGs and institutions in the year 2001 (TSC, 2002). According to East African Standard (2001 p. 14), the TSC broke tradition in the year 2000 when it advertised for 35 teaching positions in secondary schools. The positions fell vacant after some teachers were offered teaching jobs in Seychelles. According to Kenya Times Newspaper (2002, August 12), the primary objective of this decentralization was to ensure that schools/local communities had the opportunity to manage their local education resources and contribute significantly in the employment of teachers, It was also to ensure that the high turnover of teachers was contained in those areas that suffered perennial staff shortage.

According to Hanson (1989), dropping a decentralization reforms into a weak regional management infrastructure is like dropping it into quick sand. The decentralization of recruitment of teachers saw the BOGs provided with guidelines and procedures on how to conduct the recruitment process. However, the recruitment process has remained a challenge.

Soon after every recruitment of teachers, there has been hue and cry that the process is bedeviled by favouritism, nepotism, bribery, manipulation and external influence (Ncungune, 2007). Naomi Wangai, the former Director of Education in 2003, also acknowledged that the decentralization and demand driven policy of recruitment of teachers had given rise to a new challenge that need to be addressed, that is, how the BOGs are able to implement the polices laid down by the TSC (Nzuvu, 2004).

According to the Ministry of Education (1987), the Education Act Cap 211 of 1968 and revised in 1980 legalized Board of Governors (BOG) to manage public secondary schools and teacher

training colleges on behalf of Education Minister. In accordance with the Act, only Education Minister is mandated to appoint the BOG members nominated. Inauguration of the board is conducted under the chairmanship of the Ministry of Education (MOE) representative. The following tasks are done: election of the chairperson of the board, election of the secretary of the board where the head teacher is formally confirmed, election of five members of the executive committee. These are members who are delegated with the powers to manage the school on behalf of the board; whatever they passed must be endorsed by full board. Appointment of Bank Account signatories which comprise of chairman, secretary and two other members of the board who are easily accessible are also done during inauguration. Co-option of three members which include Parents Teachers Association (PTA) chairperson, PTA treasurer and any other person whose profession is useful in the school is done. The role of the BOG is also spelled out to the members (Obuye & Mweseli, 2009).

According to Obuya & Mweseli (2009), a full board consists of thirteen (13) members (Obuya & Mweseli, 2009). BOG members are supposed to serve for a period of three (3) years in office but are eligible for re-appointment. Education Act gives the minister powers to revoke appointment of a board member or even dissolve the whole board if found to be ineffective. BOG is charged with the role of managing finances of the school, management of physical and material resources in the school and personnel management (students, academic and non-academic staff). The latest role of BOG in personnel management is the recruitment of teachers on behalf of TSC.

The Teachers Service Commission consists of the chairman and 23 other commissioners assisted by the secretary who is the Chief Executive Officer (CEO) of the commission. The secretary is

the head of the TSC secretariat responsible for the management of the commission services and execution of its policies and decisions. TSC has various departments headed by Senior Deputy Secretaries (SDS). The human resource department and staffing department is responsible for recruitment and selection of staff and teachers respectively. The names of selected candidates by the BOG are forwarded to the Human Resource Management Department for further necessary action. It is shown diagrammatically in Appendix IV.

1.3 Statement of the Problem

Decentralization of secondary school teacher recruitment has seen the BOG members delegated with the onerous task of recruitment of teachers in the year 2001 (TSC, 2002). This was in an effort to make recruitment demand driven, inject democracy in the process, minimize transfers of teachers and to allow the TSC headquarters to concentrate in other teacher management functions as mandated by the TSC Act CAP 212 (1967). Over the period the TSC delegated this function of deciding who to get recruited to the BOG there has always been allegations both by the public and applicants that the exercise is sometimes marred with malpractices (Nzuvu, 2004). To confirm these, TSC sometimes cancels appointments of some candidates and advertises the vacancies again. For instance in the year 2010, TSC rejected names of 192 candidates despite being forwarded to the TSC by the BOG as the most suitable candidates. (Kimutai, 2010). The rejection of candidates and subsequent cancellation, of their appointments is a pointer that the recruitment exercise delegated to the BOG is wanting. The pertinent questions therefore are: Are the BOG members equal to the task of recruiting teachers for secondary schools? What makes the BOG not to perform this role as expected? It is these deficiencies that constituted the problem of this research undertaking specifically focusing in Bomet Central Division, Bomet County.

1.4 The Purpose of the Study

The purpose of the study was to investigate the constraints facing the BOG in the process of recruitment of teachers in Bomet Central Division, Bomet District.

1.5 Objectives of the Study

The objectives of the study were to:

i. Find out the qualifications of BOG members and how it matches up to their duties and responsibilities in recruitment of teachers in Bomet Central Division.

ii. Investigate the challenges that BOG members face as they perform their teacher recruitment duties Bomet Central Division.

iii. Establish the extent to which the selection panel conducts the recruitment exercise within the stipulated guidelines and regulations.

iv. Establish teachers' opinion on decentralized teacher recruitment in Bomet Central Division.

v. Seek the views of teachers on how the decentralized recruitment can be improved in Bomet Central Division.

1.6 Research Questions

The researcher was guided by the following research questions.

i. What are the qualifications of BOG members that match up to the task of recruitment of teachers in Bomet Central Division?

ii. What are the challenges that BOG members face as they perform the teacher recruitment process in Bomet Central Division?

iii.   What extent are selection panels conducting recruitment exercise within the stipulated guidelines in Bomet Central Division?

iv.   What are the opinions of teachers on decentralized teacher recruitment in Bomet Central Division?

v.   What are the views of teachers on how the decentralized recruitment can be improved in Bomet Central Division?

1.7 Assumptions of the Study

Assumptions are statements of what the researcher believes to be facts but cannot verify (Orodho, 2004). The study was based on the following assumptions:

i.   All respondents are informed on the decentralized recruitment of teachers.

ii.   All the schools would have legally constituted Boards.

1.8 Limitations of the Study

Limitations are those conditions beyond the control of the researcher that may place restrictions on the method and conclusions of the study and their application to other situations (Orodho, 2004).

The anticipated limitations of the study were:-

i. Unreliability of the informants. Some informants may give information that is not true out of fear that the information could be used to victimize them. The researcher was to remind the respondents that the information they would give would be treated with confidentiality.

ii. Financial and time constraints. Carrying out a research requires a lot of money thus the need for research funding. The time available was not going to be enough to visit and collect data in all the secondary schools in the district.

iii. Poor infrastructure in some parts of Bomet District. Poor infrastructure hindered accessibility to all the schools in the district within the available time for the research. However, this was solved by sampling one division only.

1.9 Delimitations of the Study

Delimitations are boundaries of the study; the conditions that the researcher has control (Orodho, 2004). Although Bomet District has two divisions, the researcher confined himself to one division – Bomet Central Division and also public secondary school are manageable within the time available for this study and the researcher is familiar with the division. TSC also recruits teachers in public secondary schools only and not in private schools. Bomet District is one of the districts in Kenya where secondary school recruitment is still a problem as evident in chapter two of this project.

1.10 Significance of the Study

The findings of the study will be significant in a number of ways: firstly, the findings will be important for the BOG members in establishing what they need in terms of capacity building.

Secondly, the findings will also be important to Kenya Education Staff Institute (KESI) in identifying training needs of BOG members and address those needs through capacity building. Thirdly, it will help the Ministry of Education in reviewing the minimum qualifications for BOG members. Fourthly, the findings will be important to the TSC in identifying the constraints on the ground affecting teacher recruitment. Lastly, it will add information to the existing body of knowledge.

1.11 Theoretical Framework

The study was based on Max Weber's Bureaucratic Theory. The theory holds the view that bureaucracy exists practically in all public enterprises (Okumbe, 1999). Okumbe further highlighted the main features of bureaucratic organization identified by Weber to include hierarchy of authority, impersonal orientation, division of labour, career orientations and rules, regulations and procedures. Hierarchy of authority is where offices are arranged in a hierarchical order based on their responsibilities and authority. Consequently, the lower offices are answerable to a higher office to which they are accountable. In secondary schools in Kenya, offices are arranged in a hierarchical order with the highest office being that of the head teachers followed by the deputy head teachers' offices then those of the heads of departments in the lower rank. All these offices are integral in the recruitment of teachers. The BOG in the recruitment of secondary school teacher is answerable to a higher authority which is the TSC. The TSC advertises the vacancies while the BOG does the selection and recruitment. In impersonal orientation, Max Weber believed that every office holder must take an impersonal approach in dealing with others. Emphasis is on professional aspects where one should not manifest biases, nepotism, prejudices, emotions and intimacy. The selection panel in secondary school teacher

recruitment is expected by the TSC not to manifest biases, nepotism, tribalism, prejudices, emotion, intimacy and desist from bribery during the recruitment process. Also, decision making procedures are based on a constant pattern of rules, regulations and procedures. In secondary school teacher recruitment the BOG is guided by rules, regulations and procedures issued by TSC. The BOG is therefore expected by TSC to interpret the rules, regulations and procedures stipulated to be able to get the most suitable candidate. In division of labour, work is given to employees with regard to their areas of specialization. This improves performance and hence efficiency. In secondary school recruitment, teachers are employed as per their areas of specialization. It is only those applicants qualified for advertised posts (vacancies) who are supposed to be interviewed and the most suitable candidate employed among the pool of applicants. In career orientations, the job guarantees tenure and pension rights. In secondary school recruitment TSC has been employing teachers on permanent basis and guarantees pension rights. It is only in August this year, 2010 that it started employing teachers on contract as a stopgap measure to the current biting teachers' shortage in the country.

Max Weber's theory therefore can never be ignored by the management of any organization including public secondary schools for it to achieve its set goals (objectives).

1.12 Conceptual Framework

According to Orodho (2009), conceptual framework is a model of representation where the research conceptualizes or represents relationship between variables in the study and shows the relationship graphically or diagrammatically. In this study the conception framework was used to show the group of variables in their expected directional effects on each other and on the output.

Selection panel with required academic level or achievement, professional experience in education, attitude, aptitude, regular in-service training and trained in personnel management is able to interpret the selection guidelines and has objective judgment hence would pick the most suitable candidate from the pool of applicants seeking to be recruited. Beckett et al (1991), stated that the selection of staff is a complex task requiring high level of skills and considerable commitment of time and thought. He further added that board of governors must be disabused of the notion still prevalent in some quarters that it consists of "popping" into the school to help in an interview.

Lack of the requirements in the selection panel will lead to misinterpretation of selection guidelines or avoiding them altogether which leads to subjective assessment of applicants which leads to recruitment of unsuitable candidates. This gives rise to either cancellation of the candidate or complaints from the public and other candidates.

Figure 1: Recruitment and Selection Process

SELECTION PANEL	APPLICANTS
- Education level	- Academic qualifications
- Professional experience in education	- Professional qualifications
- Training in personnel management	- Experience
- Aptitude	- Knowledge
- Attitude	- Aptitude
- In-service training	- Personal qualities

SELECTION GUIDELINES

- Application

- Screening

- Short listing

- Interviews

- Recruitment

SELECTION OUTCOME

- Most suitable candidate

- Unsuitable candidate

1.13 Operational Definitions of Central Terms.

Board of Governors: Refers to the legal body entrusted with the responsibility of managing secondary schools and tertiary institutions

Centralization: The act of consolidating all functions under a central control.

Constraints: Refers to limitations, restrictions and factors which make the BOG and selection panel to select unsuitable candidate.

Decentralization: The process of devolving TSC functions to lower levels or agents (PDEs, DEOs, MEOs and BOGs)

Most suitable candidate: The best of all applicants.

Recruitment: Refers to the process of hiring employees in an organization. It covers the whole process of identifying vacancies, advertising and selection of suitable candidates.

Selection guidelines: Refers to the advice given to identify the most suitable applicants to join the organization.

Selection panel: Refers to a team entrusted with the task of identifying the most suitable applicants for teaching post.

Teacher recruitment: Refers to the process of identifying, interviewing and deploying teachers to schools.

Unsuitable candidate: The least deserving applicant.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter brings to the fore by way of review, the concept of recruitment and selection, centralization of teacher recruitment, decentralization of teacher recruitment, secondary schools teacher recruitment in Kenya and malpractices and complaints related to the recruitment exercise. This literature review is from various sources which include books and government documents.

2.2 Concept of Recruitment and Selection

Recruitment is the process of seeking and attracting a pool of people from which suitable candidates for job vacancies can be chosen. According to Okumbe (2001), recruitment refers to the process of making teachers and other employees interested in teaching or other jobs to apply for it. Sources of qualified personnel can be internal or external.

Selection on the other hand means choosing from a pool of applicants the individual(s) who is/are most likely to perform a job successfully. It is an attempt to match the job requirements and the qualifications of an individual. There are various stages in the selection process which include screening and short-listing of applicant, interview of short-listed candidates and offer of employment (Okumbe 2001).

For proper recruitment, Cole (2000 p.144) says, "there should be personnel specifications or conditions profile to make explicit attributes that are sought in candidates of the job in question".

According to Cole (2000), Professor Alec Rodger divided a seven-point plan as a model of personnel specification. The plan is:

Physical make-up **-** What is required in terms of health, strength, energy and personal appearance? Attainments **-** What education, training and experience are required? General intelligence **-** What does the job require in terms of thinking and mental effort? Special aptitudes **-** What kind of skills is needed to be exercised in the job? Interests **-** What personal interests could be relevant to the performance of the job? Disposition **-** What kind of personality are we looking for? Circumstances **-** Are there any special circumstances that the job requires of candidates?

To attract the right candidates, the job/vacancy is advertised. The main sources of job advertising outside the organization according to Cole (2000) are local newspapers, national newspapers, technical/professional journal, via job centres and posters.

According to Cole (2000) applications for jobs can arrive in four ways in an organization: Individual turn-up in person, an application form is returned, a letter of application is received and a Curriculum Vitae (C.V) is submitted. He further says that the selection interview may be of the following options: one interviewer, two interviewers and a panel of interviewers.

Cole (2000) says that interviewer should have the following skills:

The ability to prepare adequately, ability to listen, including picking up points implied in candidates' responses, questioning skills – the ability to ask relevant questions at the right time, ability to analyze the character of the candidate that is emerging during the interview, ability to summarize and make notes on candidates' performance, ability to supply relevant information to

the candidate without boring him or her, skill in building and maintaining a relationship with the candidate (rapport) and ability to control the interviews with tact, diplomacy and firmness. According to Cole (2000), the skills above are important in the current situations where qualified candidates are often in excess of the available posts. It helps selectors in narrowing down the field to the best potential candidate.

According to Bjork (2006), centralization is the act of consolidating power under a central control. Centralization of employment of teachers was done after the establishment of TSC under the act of parliament (CAP 212) of the laws of Kenya. The Act mandated the commission to carry out the following functions; to establish and keep a register of teachers, to establish and maintain a teacher's adequate to the needs of public schools in Kenya. Also to recruit, employ, assign duties, remunerate, promote, transfer when is necessary and discipline, suspend, demote, and terminate the services of errant teachers and exercise the power conferred by the regulations for managing the teachers in public schools in Kenya. In addition, it keeps under review the standards of education and training and compiles and publishes an updated code of regulation which applies to all teachers employed by the commission. It also delegates to its agents (PDEs, MEOs and BOGs) its functions.

According to Republic of Kenya (ROK) (1998) in *Master Plan of Education and Training* (1997 – 2001) noted that the TSC Act enacted in 1967, streamlined the management of the school education force by centralizing it in the commission. The main objectives were to provide teachers with uniform terms and condition of services and to ensure that schools and colleges are

adequately staffed. The same was also echoed in TSC Operational Manual of the year 2002 page viii.

According to Thomas & Noel (1999), decentralization, on the other, refers to the process of devolving power from the centre to lower levels of authority. They highlighted possible location of authority to include the central government, provincial, district/municipal council and schools.

Decentralization of teacher recruitment in Kenya was implemented for the first time in the year 2000. BOGs were given the extra role of recruitment of teachers. Both the TSC Act (1967) and Education Act give the BOG legality of recruiting teachers as an agent. The number of BOG members according to the Education Act (Republic of Kenya, 1968), are three members representing the community served by the school appointed by the minister, four persons representing bodies or organizations, which the minister feels should be represented on the board appointed by the minister, not more than three other persons considered by the minister to be necessary on the school board, appointed by the minister, not more than three persons co-opted by the board from the parents.

The panel of selectors of BOG consists of Ministry of Education (MOE) representative (chairperson), representative of the provincial administration (D.O, chief), local leader representative (Area MP, councilor), and head teacher (secretary of the selection panel)
BOG is an important organ because it oversees the implementation of educational policies.

The BOG is charged with the responsibility of declaring vacancies in the schools. They are required to send copies of the same to the District Education Board (D.E.B) and TSC. The

vacancies are based on the Curriculum Based Establishment (CBE). TSC then advertises some of the vacancies in specific schools. The BOG also receives applications for candidates after the advertisement and interviews. The panel for the interview comprise of the following: The chairperson Board of Governors – chair of interview panel, the Head teacher – secretary, three other members of the BOG, the District Education Officer, the Deputy Head teacher, the subject teacher preferably head of the subject and the teachers' union school representative (TSC, 2002).

According to TSC (2002), in its Operation Manual, an applicant is supposed to make an application within a specified period of time to the BOG and short-listed candidates should be invited formally at least 14 days before the interview date. Time as well as venue should be specified. For proper selection to take place, the selection panel needs to have interviewing skills (Cole, 2000).

The interview contents include the general objectives of teaching a particular subject and the skills the teacher is supposed to impart the learners, questions about professional document that teachers are supposed to maintain. This includes schemes of work, lesson plan, and record of work, content of the K.C.S.E syllabus in the area of specialization knowledge of the TSC code of regulation for teacher and TSC code of conduct general knowledge about the structure of the government, Ministry of Education (MOE) and Semi Autonomous Government Agencies (SAGAs) which include Teachers Service Commission (TSC), Kenya National Examination Council (KNEC) and Kenya Institute of Education (K.I.E) and previous teaching experience. Applicants during the interview earn marks commensurate to their general academic and professional achievement. After the interview merit list is submitted to the TSC. The list is

accompanied by a duly filled application for employment form of the most suitable candidate, certified copies of academic and professional certificates, certified copies of identify card, two passport size photographs which must be attested and minutes of the interview panel. TSC send teachers posting letters to the candidates who then report to the schools (TSC, 2002).

Nzuvu (2004) in his study on the effectiveness of BOG members in recruitment of teachers in Taita Taveta District found out that several factors affect the effectiveness of BOG. These included the panel members having their own preferred candidates, discrimination of candidates from other areas, bribery and canvassing which is against the laid down rules and regulations governing recruitment. The study, however, failed to target only the teachers recruited through the decentralized system for their opinion regarding the TSC guidelines and regulations.

Ncungune (2007) in his study carried out an evaluation of decentralization of teacher management functions of the TSC in Meru Central District and established that decentralization as it was then carried out was ineffective. The study found out that the views of the respondents were mainly influenced by the way teacher recruitment was done. The respondents pointed out that the practice was undermined by non-conformity to set guidelines and regulations by TSC.

2.3 Qualification of BOG Members and Challenges they Face in School Management

According to Obuya & Mweseli (2009), one of the management areas which the BOG members participate in is recruitment of teachers. However, they are faced with various problems in management which include lack of commitment by some BOG members, political interference,

low education level of some members and inability to maintain effective working relationship with the head teachers.

A study by Makau (1986) observed several causes of weaknesses among Board members that contribute to poor management. He found that some members use the board for personal gains, many members of the BOG are insufficiently educated and lack necessary experience as far as academic administration and financial matters are concerned. He also found out that board members are also discouraged because they are not paid for their services. External influences particularly from politicians reduce BOG authority in implementation of educational policies.

Matheka (1987) in a survey conducted in Taita Division of Machakos District found out that lack of knowledge among the BOG members was a great hindrance to their role in school management. The study revealed that the head teachers often had conflicts with some BOG members especially in recruitment of non-teaching staff. The head teachers in the study complained that while they wanted to employ qualified staff, the BOG members pushed for the employment of their family members.

The World Bank (1996) conducted out a study in Kenya on management of education. The study cited that one of the major causes of problems with public school management is the management capacity of education managers (World Bank, 1996, p. 94). The study went on to state that decentralization of educational management has shifted responsibility that has put demand on the management capacity of schools. The study found that very few managers of educational institutions have had formal training in basic management skills, including even

some head teachers. The question therefore is "Are the BOG capable of handling the onerous task of recruitment of secondary school teachers?

Mutai (2003) conducted a study in Buret District to establish the effectiveness of BOG in management of schools. The findings revealed that they were not effective in their participation in decision making. There was a lot of political interference. The head teachers also did not involve all members especially those who were not literate. He also found out that a few members dominated deliberations at times changed decisions agreed upon by the members. Majority of the members were also not aware of the guidelines from the Ministry of Education pertaining to their role in the management of schools.

Atsobwa (2007) in his study of effectiveness of Board of Governors in Resource Management of public secondary schools in Kakamega South District, argued that members of the Board of Governors should have a certain minimum education level, have professional experience in education and be trained in managerial skills. He further says that education level will make BOGs effective when dealing with issues related to school.

According to Waigwe (2006) in his study cited that there was no clear policy on academic qualifications of BOG members. He stated that it is debatable whether the BOG members can interview graduate teachers and yet some are illiterate

The Koech report (Republic of Kenya, 1999) recommended that the caliber of persons charged with the management and administration of education be such that their qualifications match up to their duties and responsibilities.

On the international level, Smolley (1999) carried out a research on the effectiveness of school boards in the state of Delaware USA. Many respondents attributed ineffective decision making process as difficult in accessing use of relevant information that would facilitate decision making process. This information includes those contained in ministry's circulars and other educational documents to furnish BOG members with the necessary knowledge required for the smooth running of the schools. The survey also revealed that effectiveness of school boards could only be realized in the board if capable boards had to act within defined mandated role, could take initiative, overrule the superintendent if need be resisting political pressure. The study did not however explain the role of BOG in teacher recruitment but it is important to note that right decision making is important in arriving at the most suitable candidate.

Banks (2002) carried out a research in Scotland to evaluate the quality and current support to school boards and the extent to which needs of the school boards were being met. One of the objectives of the study was to identify the needs of the school boards and head teachers in learning of financial management and administration and to establish whether there was need for initial and continuing training for board members. The findings of the study revealed that the BOG members were not well trained and it hampered their role in school management.

From the foregoing stated literature, it is clear that the boards posses wanting qualifications and they have many challenges to surmount in school management which include teacher recruitment

to curb the current teachers' shortage. Recently, TSC through the BOG recruited 1,480 post-primary teachers, 1,104 were employed in secondary schools while 196 were posted to technical and teacher training institutions (Siringi, 2010). The figure recruited was like a drop in the sea. According to the latest assessment by TSC, primary schools need 43,012 new teachers while secondary schools need 23,291 teachers. The current TSC secretary said that if the freeze of employment of teachers continues the shortfall will shoot up to more than 81,000 teachers at the end of financial year beginning July 1, 2010.

According to Siringi (2011), citing Human Resource Development Report 2011, the country needs 52,335 more teachers in primary schools and 26,960 in secondary and middle level colleges. The shortage is due to resignation and deaths and establishment of more schools. The report continues to say the shortage is expected to get worse since the new constitution of Kenya stipulates that education is a basic right.

2.4 Opinion of Teachers and Other Stakeholders on Decentralized Recruitment and How to Improve the Process.

In many countries of the world, recruitment and posting of teachers are sensitive areas in decentralization process (Gaynor, 1998). He further argued that where the question of who gets hired and promoted in the decentralized system is political, teachers are lobbying for a return to centralized control over their recruitment. For example in many states in Brazil, teachers are hired and fired at the discretion of politicians. Similarly, it is common in Colombia and Pakistan for teachers to be hired on the basis of their political loyalties (Hanson, 1995)

According to Gaynor (1998), teachers in Andhra Pradesh state of India to safeguard their rights resisted hiring and firing of teachers at local level through their unions because they saw it as being influenced by economics or individual or local bias. Teacher's organizations in Australia, Mexico, United Kingdom and Nigeria have also fought against devolving control over the hiring of teachers. This is because of the abuses of power by the local officials.

In Kenya, evidence of malpractices and complaints on the recruitment of teachers are being reported to the TSC and in the print media year in year out (Nzuvu, 2004). This is the reason why in advertisement of teaching vacancies in schools, TSC informs candidates with complaints related to the recruitment exercise to write to the DEO and send a copy to the TSC immediately after the exercise. TSC also warns general public, that it is an offence to offer or receive a bribe from any person for purpose of securing employment in all of their advertisement of teaching vacancies since the inception of decentralized recruitment (TSC, 2010).

Nyasimi (2010) reported to the Education News paper that Nairobi professionals want TSC to be recruiting teachers to curb tribalism, massive corruption and nepotism. He also added that giving districts the mandate of recruiting teachers was not only one way of promoting graft in the newly created counties but also demeaned the teaching profession. According to Mbindyo 2010, a resident from Mt. Elgon said that a recent recruitment by TSC was marred by favouritism and ethnic overtones. The resident continued to say that several qualified candidates were not invited for interviews and the individuals recruited were imposed on the interviewing panel. "It was a must for a local to be hired and this decision had to be defended at any cost. That is why members in the panel kept switching to mother tongue during the meeting" the resident says. "How can we create national unity if we allow such flawed assumption to prevail? If anything

national unity can be only achieved if members of other communities are allowed to work elsewhere so that people can interact and learn from one another," says the resident. The foregoing is a clear indication that the BOG recruitment still has handicaps. KNUT official of Bungoma North branch in The Standard Newspaper (2010, April 12) complaints that the names of successful candidates were not being forwarded to TSC and instead nepotism is being practiced. In The Daily Nation (2006, October 9), the TSC was requested to abolish the current system of recruiting teachers through DEB and BOG because it exposes teaching profession to ethnic animosity in the country and unfairness. The Kenya Secondary Heads Association proposed that new teachers be hired directly by the TSC headquarters as was the case before.

According to Mbindyo in his article published in The Standard (2010, August, 17) argues that TSC should give priority to candidate who graduated earlier rather than giving priority guideline which states "preference should be given to applicant from the constituency where the vacancies are advertised irrespective of the year of graduation." Langat (2010) complained that the requirement that resident of a given constituency should be given preference is discriminatory. He further argues that his prospect of getting employed is dim because he is a technical teacher and there are no technical schools in his Bomet constituency.

The DC for East Pokot District said that the district was hit by a shortage of qualified teachers. The district had only ten (10) qualified candidates out of all the slots allocated to the district as reported in The Standard of August, 2010. In this case the BOG is required to source for teachers from outside the district (constituency) and it therefore calls for the need for the BOG members to have a good training in personnel management and to have impersonal orientation as advocated by Max Weber's theory.

In The Standard Newspaper (2010, June 5), it is reported that 192 aspiring teachers had their applications rejected by TSC despite being forwarded by the BOG. Rift Valley Province topped the list of the rejected cases, with 54 candidates. Nyanza followed with 38 cases, Eastern 32, Western 24, Central 12, Coast 8 and North Eastern 4. The report continues to say that 54 candidates did not have the right qualifications. According to Paul, R. (2010), the BOG recruited him and was consequently employed by TSC but later on he received regret later that he did not meet all the requirements for his employment. Are the BOGs doing the exercise as expected? Do they have the ability to recruit teachers? Are the selection guidelines and regulations followed to the letter? This study therefore intended to look into the constraints that BOG is facing in the decentralized recruitment of teachers in Bomet County.

2.5 Conclusion

Decentralization of teacher recruitment is a worthy idea since it ensures that the powers at the centre are distributed to the school level. However, those responsible for the implementation must have certain desirable qualities. They should have a set minimum educational level, professional experience in education, training in personnel management especially in the area of selection and recruitment process and should be people of integrity. This will enable them to make objective decision hence recruit a suitable candidate who is specialized in the advertised subject area and meet all the TSC requirements. This is in line with division of labour as advocated by Max Weber's theory. Through decentralized recruitment, the BOG members who manage education at school level have been given a chance to have increased input in decision making. They decide who to teach in their schools in addition to the other managerial duties that they already have. The teachers employed have a guaranteed tenure and pension rights.

According to Silsil (2008), the decentralization process provides key stakeholders an opportunity to own the teacher employment process and also identify the best within the available pool of unemployed teachers. Teachers who are identified are bonded to teach in a particular institution for at least five years.

However, from the literature review, it was clear that the decentralized teacher recruitment faces substantive challenges as evident by the public outcry, thus the need for this study. This study adds to the existing body of knowledge the qualification of BOG members in public secondary schools in Bomet Central Division, the challenges that they face in the recruitment process and whether they follow the stipulated guidelines and regulations. Also there was no known research to the researcher that has looked into the opinion of teachers on the decentralized recruitment of teachers and their views on the same. Based on the findings, the researcher therefore recommended on how the problem can be minimized.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter comprises of the methodology and procedures used to obtain data. It also outlines research design, locale, target population, sampling procedures and research instruments used, data collection procedure and methods of data analysis.

3.2 Research Design

Research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in the procedure (Orodho, 2009). For the purpose of this study a descriptive survey design was used to collect information according to objectives. A survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals to solicit the desired information. It emphasizes on the frequency or number of answers to the same question by different people. The different cases lose their individuality and become anonymous. According to Kathuri and Pals (1993) the purpose of survey research design is to explore and describe. Questionnaires are used to collect basic descriptive information from a broad sample in order to yield data that enables conclusions to be drawn from the data.

3.3 Location of the Study

This study was carried out in Bomet Central Division of Bomet District in Kenya. The study was conducted in public secondary schools within the division. The division is situated in Bomet District, Bomet County. It borders Longisa Division to the East, Mau forest to the North, Sotik

District to the West, Bureti District to the Northwest and Chapalungu District to the South. The economic activity of the area is farming. Tea is the main cash crop followed by potatoes. Tirgaga tea processing factory is located at the middle of the division.

The choice of the locale was influenced by the fact that the Bomet central division is the only cosmopolitan area in Bomet County. It is a melting pot for many cultures from the region and from other parts of country. It was interesting to obtain opinions of teachers from diverse backgrounds on the issue of decentralized teacher recruitment.

3.4 Target Population

A population is a complete set of individuals, cases or objects with some common observable characteristics. Target population on the other hand is a population from which the sample is to be selected (Mugenda & Mugenda 1999). In this study, the target population consisted of 150 executive members of BOG, 30 head teachers and 150 teachers recruited through the decentralized recruitment process

Bomet District has 50 secondary schools both Provincial and District schools. There are no National Schools in the district. Bomet Central Division has thirty secondary schools and a total teacher population of 276 recruited through centralized and decentralized system. According to statistic in D.E.Os offices (Bomet) there are 177 male teachers and 99 female teachers. A total of 150 teachers were employed through decentralized system. A full board consists of 13 members. This implies that there are 390 board members in Bomet central division since it has 30 secondary schools.

3.5 Sample and Sampling Procedure

According to Kerlinger (1967), a sample is a subset of a population that will participate in the study. Sampling on the other hand, is the process of selecting a subset of cases in order to draw conclusions about the entire set (Orodho, 2004). Gay (1992, p. 192) points out that for smaller populations, a 20% sample size may be considered minimum.

The sampling procedures and sample sizes of this study were as follows:

(i)   Schools

Stratified sampling was used in selecting the public secondary schools in the study. The method was chosen because of the heterogeneity of the types of schools in the division. This enabled the researcher to obtain information from respondents of diverse types of schools. The study targeted 15 schools which constituted 50% of the total number of schools in the division. Bomet central division has 8 Boarding Schools, 10 Day Schools and 12 Day/ Boarding Schools. These were the three strata where proportional representation was obtained. Sampling fraction (Sf) was obtained thus:

$$Sf = \frac{Sample\ size}{Population} = \frac{15}{30}$$

$$Sf = 0.5$$

Each category of population was to be multiplied by this fraction to obtain the corresponding category of the sample. When the sub-populations were multiplied by the sampling fraction, the samples indicated in table 3.1 below were obtained.

Table 3.1: Types of schools and sample sizes

Type of schools	Population	Sample Size	Percentage (%)
Boarding Schools	8	4	50
Day Schools	10	5	50
Day/Boarding Schools	12	6	50
Total	30	15	50

From the table above, four boarding schools, five day schools and six day/boarding schools were selected. This constituted fifty percent of the schools in the division.

(ii)   Head teachers and teachers

Head teachers of all the sampled public secondary schools were purposively selected for this study. This was because all of them were involved in decentralized recruitment of teachers and is representatives of all the head teachers in the division. Purposive sampling is a method whereby elements are chosen because they suit certain criteria (Peil, 1995). This meant that fifteen (100 percent) head teachers formed part of the respondent since all of them had participated in teacher recruitment after it was introduced by virtue of them being chief executive officers in their schools. They are also secretaries in all BOG meetings. Random sampling was used to select the teachers to participate in the study. The study targeted sixty teachers which meant four teachers per school. The researcher used lottery method to select the teachers to participate in the study because it ensured that each one of them was given equal opportunity.

(iii) BOG members

Convenience sampling was used to select BOG members. This method is justified because board members were not easily available in schools. The study targeted two (2) members of the executive committee members of every sampled public secondary school. There are five executive committee members in every board and this implied that thirty BOG members of the targeted population were to participate in the study.

Table 3.2: Sample Size Frame

Category	Sample Sizes	Percentage (%)
Schools	15	50
Head teachers	15	100
Teachers	60	40
BOG Members	30	40

3.6 Research Instruments.

To obtain data, three sets of questionnaires were used. These were for the BOG members, and teachers recruited through the decentralized process. Each questionnaire was divided into two sections. Section A contained demographic data of the respondents and section B contained questions about recruitment of teachers by the BOG.

3.7 Piloting

Piloting helps pretest the research instruments. Piloting of instruments helps eliminate ambiguities, misunderstandings and inadequate items (Wiersma, 1985). Mulusa (1990)

underscores the importance of piloting when he states that blank spaces, inaccurate responses and inconsistencies need to be reviewed after piloting. In this study, the researcher pre-tested the instruments in three (1 percent) public secondary schools in the division which were randomly selected but not included in the main study. The main purpose of piloting was to validate research instruments and ascertain their reliability

3.7.1 Validity

Best & Kahn (1998) defines validity as the degree to which a test measures what it purports to. Gay (1992) observes that validity is the extent to which a test measures what it is suppose to measure.

There are several types of validity. This study used content validity. Content validity is the degree to which the content of the tests are related to the traits for which it was designed to measure. A panel of experts in the field can be used to judge its adequacy and thereby assess the validity of a research instruments (Best and Kahn, 1998). Since content validity is determined by expert judgment, the researcher's supervisors who are experts in Education administration were relied upon to assess the validity of the instrument.

3.7.2 Reliability

According to Orodho (2004), reliability of measurements concerns the degree to which a particular measuring procedure gives equivalent results over a number of repeated trials. Gay (1992) argues that reliability is the degree to which an instrument will give similar results for the same individuals at different times. The researcher tested reliability of the research instrument

using the split -half reliability method. The test items were divided into two halves in which all odd items were in one half and all even items in the other half. A computation of each subject's score on the two halves was done and the two set scores correlated and corrected using the spearman-brown correlation formula. According to Mugenda and Mugenda (1999), a reliability of 0.8 or more implies a high degree of reliability. Reliability of 0.76 was obtained which was considered high enough for the study.

3.8 Data Collection Technique/Procedure.

A research permit was sought from the Ministry of Education with an introductory letter from the university in order to conduct the study. The researcher further obtained an introductory letter fro the DEOs office addressed to the head teachers and sampled schools. Before meeting the teachers, the researcher first consulted the head teachers of the respective schools who introduced him to the teachers. The researcher distributed the questionnaires to the respondents who had been selected for study and waited for them to fill the questionnaires after assuring them that the information would be used for the purpose of the study only and the that the information would be confidential. The researcher then collected the questionnaires that had been filled. Those respondents who were unable to fill them immediately were given a period of one week.

3.9 Data Analysis and presentation

The data collected was both qualitative and quantitative. The data from the BOG members, head teachers and teachers was analyzed using both quantitative and qualitative data analysis techniques in order to facilitate presentation of summarized data. Quantitative data from close ended items in the instruments were edited, coded and subjected to descriptive statistics for

calculations of frequencies, means, sums and percentages, and results presented in figures, tables, graphs and charts. Qualitative data from open ended items in the instruments were edited, grouped into related themes and categories, and presented in discussion form.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents data, its analysis and interpretations drawn from it. The study sample consisted of BOG members, head teachers and teachers recruited by TSC through decentralized secondary school teacher recruitment since its inception to date.

The data collected was organized, coded and entered into the computer for analysis. It was analyzed using SPSS computer programme. Open ended questions were analyzed thematically. The analyzed data was presented using frequency tables, percentages and figures upon which interpretations and conclusion were made. The key issues discussed included demographic data of the respondents and other responses based on the research questions as presented in the sections that follow:

4.2 Demographic data of the respondents

The study used relevant demographic data based on the objectives of the study.

4.2.1 Questionnaire Return Rate

The questionnaire return rate was not 100 percent but 91.4 percent which the researcher considered adequate. They were as follows; 15 for the head teachers, 27 for the BOG members and 54 for teachers.

4.2.2 Age of the Respondents

The study sought to look at the ages of the respondents. The study found out that majority 59.3 percent of the BOG members were above the age of 45 years and none was below 34 years. This

implied that majority of them may have had working experience which was crucial in teacher recruitment exercise. It was also conspicuous that the input of the youths was not catered for in the composition of BOG and yet those recruited were mainly youths.

Majority of the head teachers (80 percent) fell between the ages of 40-44 years. Just like the BOG members, there was none below 34 years. This means that majority of the head teachers had vast experience in education and were in job group 'M' which is a requirement for one to hold administrative position according to the Teachers Service Commission. They were therefore probably knowledgeable in identification of the best candidates to be employed.

The study also established that 74 percent of the teachers who responded to the questionnaires were below 34 years of age. Table 4.1 gives a summary of the ages of the respondents.

Table 4.1: Age of the Respondents

	BOG Members		Head Teachers		Teachers	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
< 30 years	0	0	0	0	16	29.6
31- 34 years	0	0	0	0	24	44.4
35-39 years	4	14.8	1	6.7	14	24.1
40-44 years	7	25.9	12	80	1	1.9
> 45 years	16	59.3	2	13.3	0	0
Total	27	100.0	15	100.0	54	100.0

Table 4.2: Gender of the Respondents

	BOG Members		Head Teachers		Teachers	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Males	21	77.8	12	80	35	64.8
Females	6	22.2	3	20	19	35.2
Totals	27	100.0	15	100.0	54	100.0

Table 4.2 shows that there was no gender balance among the respondents. Among the BOG members 77.8 percent were males while 22.2 percent were females. On the other hand, 80 percent of the head teachers were males and 20 percent were females. Among the teachers 64.8 percent were males while 35.2 percent were females. There was dominance of male respondents which reflected the situation on the ground. This was unfortunate for the girl child who had no role models and representation. The recruitment could also be biased for the male gender. This contradicted what Gaynor (1998) that local officials should not abuse their powers in a decentralized system.

4.2.3 Highest Academic Qualifications of the Respondents

The study established that majority of the BOG members (37 percent) had diploma certificates and 29.6 percent posses K.C.S.E certificates as their highest qualifications. Those with Bachelors were 25.9 percent and those with Masters constituted 7.4 percent. On the other hand, majority of the teachers (77.8 perent) and head teachers (73.3 percent) had a bachelor degree as their highest qualifications. This suggested that the BOG members were recruiting teachers who were higher in their qualifications than them. The minimum qualification of the BOG should therefore be set and reviewed in relation to their added responsibility. This is in line with Koech Report (1999) which recommended that the caliber of persons charged with the management and administration

of education be such that their qualifications match up to their duties and responsibilities. Table 4.3 represents the summary of the academic qualifications of the respondents.

Table 4.3: Academic Qualification of the Respondents

	BOG Members		Head Teachers		Teachers	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
PhD	0	0	0	0	0	0
Masters	2	7.4	3	20.0	3	5.6
Bachelors	7	25.9	11	73.0	42	77.8
Diploma	10	37.0	1	6.7	9	16.6
KCSE	8	29.6	0	0	0	0
Total	27	100.0	15	100.0	54	100

4.2.4 Length of Service of Teachers

From the data collected 88 percent of the teacher respondents had worked at the same station since they were employed by TSC. This showed that the decentralization of teacher recruitment has managed to curb frequent transfers. This may be due to the requirement that successful candidates should be willing to work in the same station(s) employed for a minimum period of 5 years before seeking for transfers. This is in agreement with Sisil (2008) that a teacher is bonded to a school for a period of five years after recruitment.

4.2.5 Category of Schools Where Data was collected

The data of the study was collected from 15 schools- 5 day schools, 4 boarding schools and 6 day and boarding schools. A total number of 105 respondents were targeted. However, 96 of them returned filled questionnaires. This shows that the questionnaires return rate was 91.4

percent in which the researcher considered adequate. All the respondents indicated that their schools had recruited teachers through the decentralized teacher recruitment. This was an indicator that the responses they gave were valid for the study.

4.3 Qualifications of BOG Members

Section B part I of the questionnaires sought to find out the qualifications of BOG and whether it matches up with the task of recruitment of teachers. The first question in part I required the respondents to give their opinion on whether the BOG has the necessary qualification to recruit teachers. Their responses were as shown in Figure 2
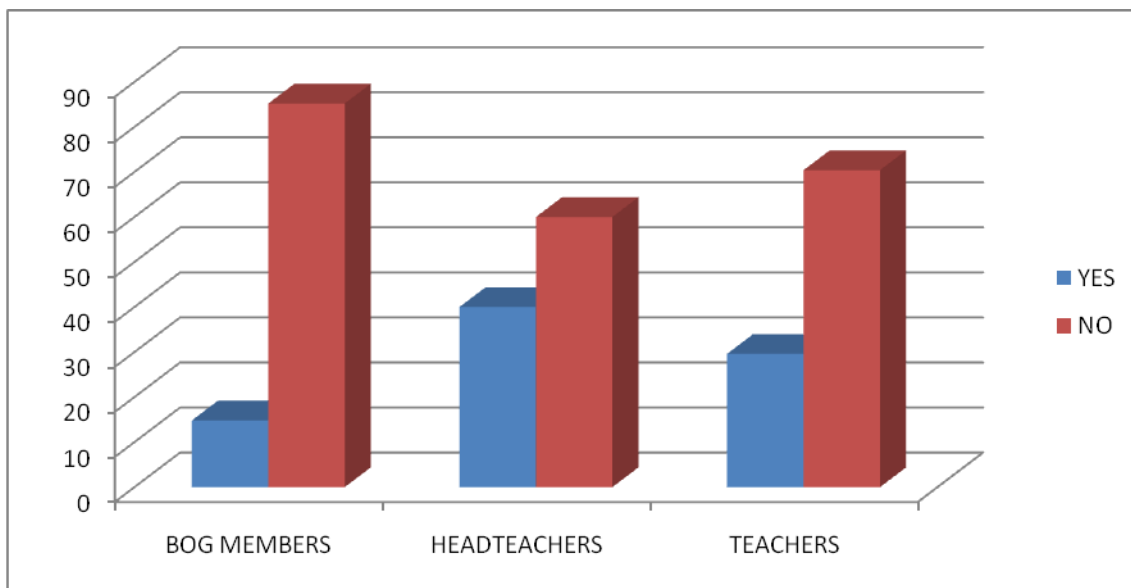
Figure 2: Opinion of Respondents on the BOG Qualifications to Recruit
            Teachers

Figure 2 shows that 14.8 percent of the BOG felt that BOG members had the necessary qualifications to recruit teachers while 85.2 percentstated that they did not have the necessary qualifications. On the other hand, 40 percent of the head teachers indicated that BOG members

had the necessary qualifications while 60 percent stated that the BOG did not have the necessary qualifications. Among the teachers who responded, 70.4 percent of them indicated that the BOG did not have the necessary qualifications to recruit teachers as compared to 29.6 percent of those who stated otherwise. This is in agreement with a study done by Mutai (2003) in Buret District who found out that some BOG members are illiterate and this affect the way they make decisions. The second question on qualifications of BOG members sought information on the least qualified persons in the selection panel where 100 percent of the respondents identified BOG members. The third question required the respondents to give their opinion on what should be the minimum qualification for one to be BOG member. Their suggestions were varied as shown in Figure 3.
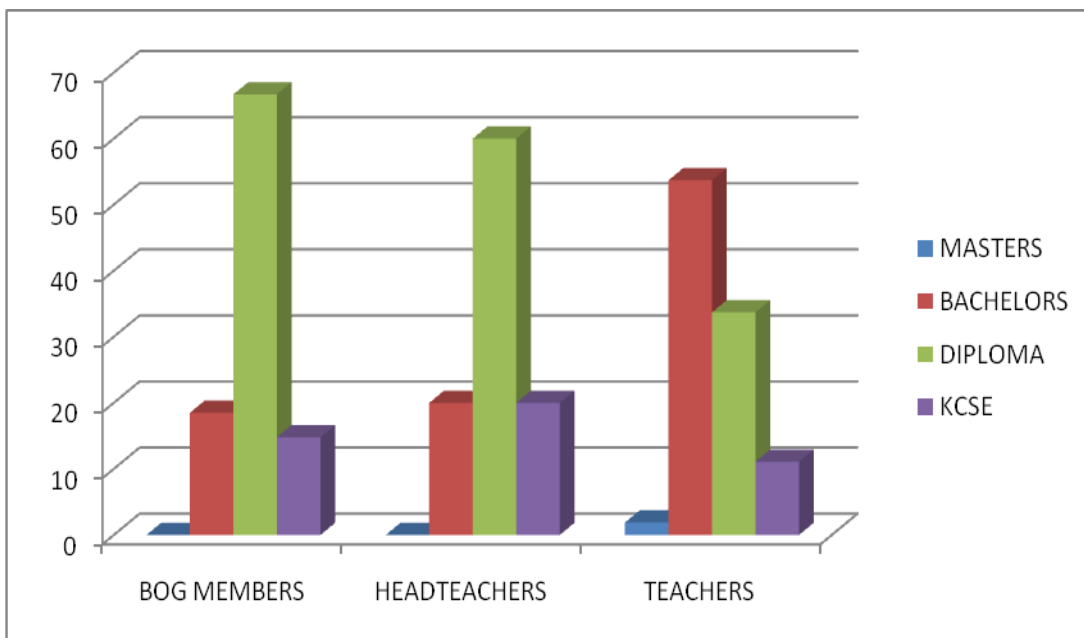
Figure 3: Opinion on Minimum Qualification for One to be a BOG Member.

Figure 3 shows that 66.7 percent of the BOG members suggested diploma, 18.5 percent a bachelors degree, 14.8 percent suggested KCSE certificate and none suggested master's degree.

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Sixty percent (60 percent) of the head teachers suggested diploma, 20 percent suggested bachelors degree, 20 percent also suggested KCSE certificate and none suggested master's degree. Majority of the teachers (53.78 percent) suggested bachelor's degree, 33.72 percent suggested diploma, 11.12 percent suggested KCSE certificate while 1.92 percent suggested masters' degree.

This indicates that the respondents were of the opinion that BOG should have a qualification that is the same or higher than the teachers they were recruiting. The minimum qualification for one to be recruited as a secondary school teacher is a diploma certificate.

The fourth question in **Part I** sought to find out whether BOG had attended any in-service course on recruitment of teachers and the respondents responded as shown in Table 4.4.

Table 4.4: BOG Members Attendance of In-service Training on Recruitment of Teachers

	BOG Members		Head teachers		Teachers	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Yes	0	0	0	0	0	0
No	24	88.9	9	60	27	50
Do not know	3	11.1	6	40	27	50
Total	27	100	15	100	54	100

From table 4.4, it was obvious that BOG members had not attended any in-service training on recruitment. This was because 88.9 percent, 60 percent and 50 percent of the BOG, head teachers and teachers respectively stated that BOG had not attended any in-service training (course). This

implied that they might not have the skills for recruitment. This is in agreement with what Makau (1986) found out in his study that majority of the BOG members are insufficiently educated and lack experience in Education matters.

4.4 Challenges that BOG Members Face as they Perform the Teacher Recruitment Exercise.

The study also sought to find out the challenges that the BOG members face as they perform the teacher recruitment exercise. The respondents who were the BOG and head teachers as the secretaries to the BOG highlighted several challenges. Majority (58 percent) of the respondents cited pressure from the area political class to recruit from their own community. This is in agreement with such researches on management of schools conducted by Makau (1986), Matheka (1987), Mutai (2003) and Nzuvu (2004) who highlighted political interference in the day - to - day running of schools.

Also 54 percent of the respondents stated that some panel members had their own preferred candidates irrespective of their qualifications and the guidelines to be followed and lastly the rigid and inconsistent guidelines from TSC. This inhibited their ability to choose the best applicants to suit the school in respect to the subject combination that the school required especially when one subject was advertised by the TSC. They were also not allowed to change the subject advertised even if the school had another teacher for the advertised subject.

Another challenge that was established through 60 percent of the respondents was that of a large pool of applicants or none at all. A large pool in some subjects made the work of the BOG members and selection panel more difficult and it also consumed a lot of time which the BOG

members required in doing their own businesses. Some BOG members were not willing to stay in school for long hours because they were not paid by the TSC to recruit teachers. Lack of applicants in some subjects also was a challenge to them because they were unable to source for others in other areas with excess, a duty which could be handled better by the TSC. The BOG members also lacked the necessary knowledge on the subject content of the advertised subject. This forced them to rely on the decisions of the head teachers and the subject teachers. This reduced them to mere observers of the whole process. This is in agreement with Mutai (2003) who found out in his study that at times a few members in a panel dominated deliberations and were central in decision making.

BOG members (42 percent) lacked knowledge regarding to the classification of teacher qualification and were also not competent in interviewing skills during the interview. This happened probably because of their low qualifications. This is against what Cole (2000) advocated for in terms of interviews skills.

Lastly, the study found out that 47 percent of the BOG members' preferred candidate awaited the appointment by TSC which was sometimes rejected thus making the duty of BOG members to be just a way of rubber stamping the process. This is a reduction in their authority. Makau (1986) in his study highlighted that BOG members are discouraged because they are not paid for their services in the management of the schools. They are also perhaps demotivated by their reduced authority in choosing the actual candidate to be employed.

4.5   Recruitment Guidelines

The BOG members were asked whether they were aware of recruitment guidelines issued by TSC. The head teachers were also asked the same question. Majority of the respondents (74.1 percent) of the BOG members and 60 percent of the head teachers reported that they were aware of the recruitment guidelines. This contradicted what Mutai (2003) found out in his research on the issue of awareness of MoE guidelines. Table 4.5 shows a summary of the awareness.

Table 4.5:   Awareness of the Recruitment Guidelines by BOG Members and Head Teachers

	BOG Members		Head teachers	
	Frequency	Percent	Frequency	Percent
Yes	20	74.1	9	60.00
No	7	25.9	5	40.00
Total	27	100.0	15	100.00

Respondents were asked to react to questions on recruitment guidelines using Likert scale ranging from Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD). The first statement required the respondent to respond to the statement that recruitment guidelines are always followed. Majority of the respondents – 33.3 percent of the BOG members, 46.7 percent of the head teachers and 31.5 percent of the teachers disagreed with the statement while 22.2 percent of the BOG members, 26.7 percent of the head teachers and 13 percent of the teachers strongly agreed; 25.9 percent of the BOG members, 20 percent of the head teacher and 29.6 percent of the teachers agreed; 18.5 percent of the BOG, 6.7 percent of the head teachers and 24.1 percent of the teachers strongly disagreed and none was undecided as summarized in Figure 4.
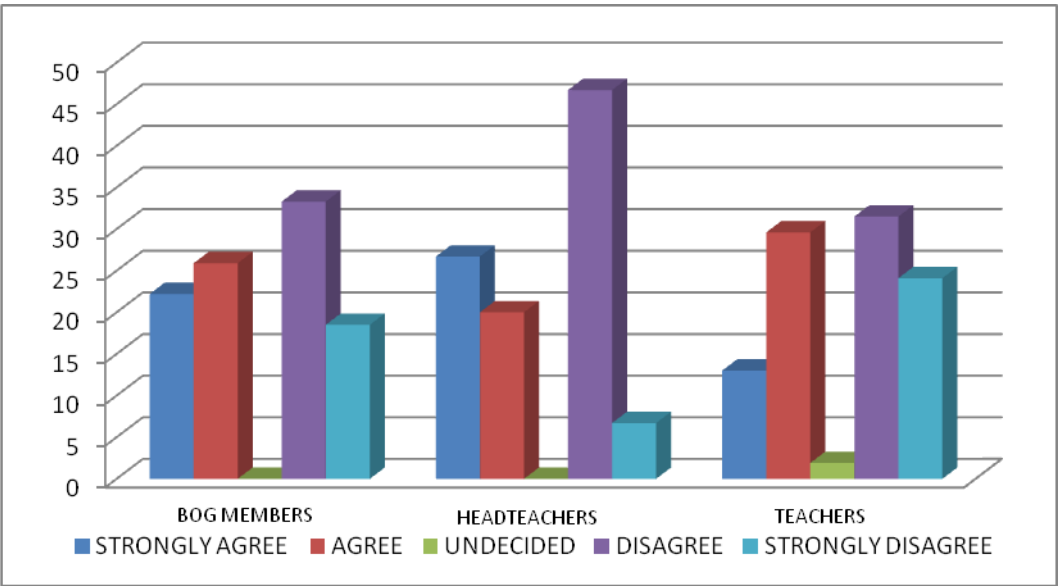
Figure 4 : Opinion on Whether Recruitment Guidelines are Always Followed

From figure 4, it is paradoxical that the BOG members were aware of the recruitment guidelines yet they did not always adhere to them. It was possible that perhaps the guidelines were just shown to them or read to them a few minutes before the recruitment exercise started thus reducing the interview to 'a pop in exercise' to interview candidates. This therefore impacted negatively on the whole process. The majority of the teachers and head teachers reported that recruitment guidelines were not always followed. This contradicted what TSC (2002) started in its Operation Manual on how to carry out the recruitment exercises.

On the statement that those who graduated earlier are recruited, 29.6 percent agreed, 25.9 percent disagreed, 22.2 percent strongly agreed, 18.5 percent strongly disagreed and 3.7 percent were undecided among the BOG members. On the part of head teachers, 20percent agreed, 40 percent disagreed, 33.3 percent strongly agreed, 6.7percent disagreed and none was undecided. Among

the teachers, 33.3 percent agreed, 22.2 percent disagreed, 13.1 percent strongly agreed, 22.2 percent strongly disagreed and 9.3 percent were undecided. The response of the BOG members and teachers indicated that those who graduated earlier are usually the first to secure employment though majority of the head teachers disagreed with it. Perhaps according to the head teachers, the interview (oral interview) and presentation was valuable as compared to the year of graduation. This contradicted Mbindyo (2010) who advocated for employment of candidates who graduated earlier before employing those who graduated later.

On the subject that academic qualification is valuable, 33.3 percent agreed, 18.5 percent disagreed, 37.0percent strongly agreed, 11.1 percent strongly disagreed and none was undecided among the BOG members. On the part of the head teachers, 13.3 percent agreed, 20.0 percent disagreed, 53.3percent strongly agreed, 13.3 percent strongly disagreed and none was undecided. Among the teachers, 40.7percent agreed, 18.5% disagreed, 29.6percent strongly agreed, 5.6percent strongly disagreed, and 5.6percent were undecided. From the findings, it is worth to note that the respondents were in agreement that academic qualification was vital for one to be employed.

On the issue that the best candidates always get the job, 18.5 percent agreed, 40.7 percent disagreed, 7.4 percent undecided, 25.9 percent strongly agreed and 7.4 percent strongly disagreed among the BOG members. On the part of the head teachers, 13.3 percent agreed, 40.0 percent disagreed, 33.3 percent strongly agreed, 13.3 percent strongly disagreed and none was undecided. Among the teachers, 22.2 percent agreed, 37.0 percent disagreed, 9.3 percent strongly agreed, 18.5 percent strongly disagreed and 13.0 percent were undecided. It was therefore clear

from the respondents that the best candidate did not always get employed. This is in agreement with Nzuvu (2004) who found out that there were complaints and malpractices on decentralized recruitment of teachers.

On the fact that there is political interference in the process, 14.8 percent agreed, 48.1 percent disagreed, 14.8 percent strongly agreed, 14.8 percent strongly disagreed and 7.4 percent of the BOG members were undecided. On the part of the head teachers, 13.3 percent agreed, 40.0 percent disagreed, 13.3 percent strongly agreed, 20.0 percent strongly disagreed 13.3 percent were undecided. Among the teachers 46.4 percent agreed, 16.7 percent disagreed, 16.7 percent strongly agreed, 7.4 percent strongly disagreed and 13.0 percent were undecided. From the findings, the teachers strongly felt that there was political interference in the process which contradicted the findings from the BOG members and head teachers. This could imply that the BOG members and head teachers were politically connected. This is in agreement with Gaynor (1998) and Hanson (1995) who said that who gets hired or promoted in a decentralized system is political.

On the statement that ethnicity is a factor to reckon with, 66.7 percent agreed, 14.8 percent disagreed, 11.1 percent strongly agreed, 7.4 percent strongly disagreed and none of the BOG members was undecided. On the part of the head teachers, 66.7 percent agreed, 13.3 percent disagreed, 6.7 percent strongly agreed, 13.3 percent strongly disagreed and none was undecided. Among the teachers 37.0 percent agreed, 7.4 percent disagreed, 42.6 percent strongly agreed, 13.0 percent strongly disagreed and none was undecided. The response of the statement was striking because majority of the respondents were in agreement that there was a heavy presence

of ethnicity which impacted negatively on the goals of education. Ethnicity is a vice which goes against the spirit of national unity.

On the matter that canvassing is necessary to be recruited, 37.0 percent agreed, 22.2 percent disagreed, 14.8 percent strongly agreed, 22.2 percent strongly disagreed and 3.7 percent of the BOG respondents were undecided. On the part of the head teachers, 33.3 percent agreed, 13.3 percent disagreed, 20.0 percent strongly agreed, 26.0 percent strongly disagreed and 6.7 percent were undecided. Among the teachers, 27.8 percent agreed, 22.2 percent disagreed, 18.5 percent strongly agreed, 20.4 percent strongly disagreed and 11.1 percent were undecided. From these findings, it was clear that canvassing was rife in teacher recruitment process.

On the issue that a bribe is necessary to be recruited, 11.1 percent agreed, 29.6 percent disagreed, 7.4 percent strongly agreed, 48.1 percent strongly disagreed and 3.7 percent of the BOG members were undecided. On the part of the head teachers, 13.3 percent agreed, 26.7 percent disagreed, 6.7 percent strongly agreed, 40 percent strongly disagreed and 13.3 percent were undecided. Among the teachers, 11.1 percent agreed, 31.5 percent disagreed, 9.3 percent strongly agreed, 31.5 percent strongly disagreed and 16.7 percent were undecided. From this statement, it was evident that bribing had not infiltrated into the recruitment exercise of teachers.

On the subject that BOG members sometimes have their own candidates they prefer, 37.0 percent agreed, 18.5 percent disagreed, 29.6 percent strongly agreed, 14.8 percent strongly disagreed and none was undecided. On the part of the head teachers, 46.7 percent agreed, 20.0 percent disagreed, 13.3 percent strongly agreed, 13.3 percent strongly disagreed and 6.7 percent of the BOG members were undecided. Among the teachers, 53.7 percent agreed, 7.4 percent disagreed, 33.3 percent strongly agreed, 5.6 percent were undecided and none strongly disagreed.

From these responses it was clear that BOG members sometimes had their preferred candidates. Though Matheka (1987) cited this vice in the employment of non teaching staff, the disease has also been transferred to the recruitment of teaching staff in the wake of decentralized recruitment of teachers. This defied the fact that all candidates were supposed to be given equal opportunities.

4.6   Opinion of Head Teachers and Teachers on Decentralized Teacher Recruitment

The opinion of head teachers and teachers was sought on the decentralized teacher recruitment. The first question required them to give their opinion on whether BOG members should continue with the recruitment of teachers. The responses indicated that 53.3 percent of the head teachers responded that the BOG should not continue with the recruitment exercise while 46.7 percent should continue with recruitment of teachers. On the other hand, 64.8 percent of the teachers responded that the BOG should not be allowed to continue with the recruitment while 35 percent were of the opinion that BOG should continue with recruitment. Figure 5 and 6 give their opinions.
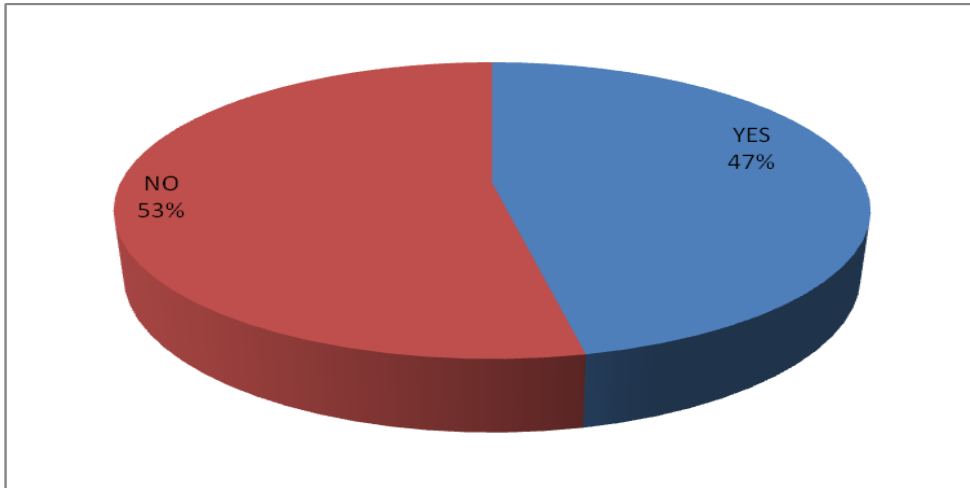
Figure 5: Opinion of Head Teachers on BOG Continuing with Recruitment of Teachers
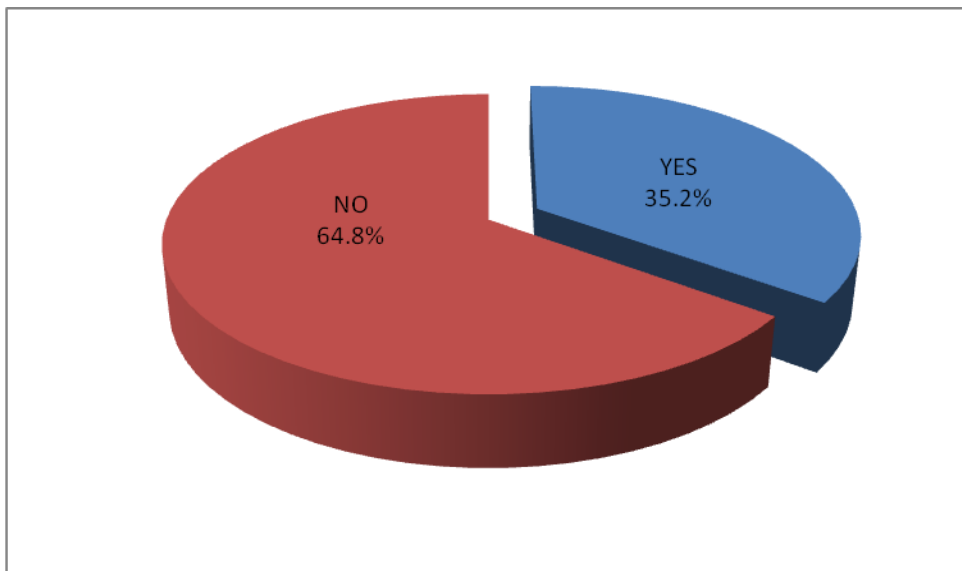
Figure 6: Opinion of Teachers on BOG Continuing with Recruitment of Teachers

From the Figure 5 and 6, it was clear that the involvement of the BOG members in the recruitment exercise was not welcomed both by the teachers and head teachers. Majority of the

respondents who were against them cited their low qualifications and their unknown or suspicious integrity.

The study also sought the opinion of teachers and head teachers on the appropriate level where teacher recruitment should be done. Their opinions are as in Figure 7.
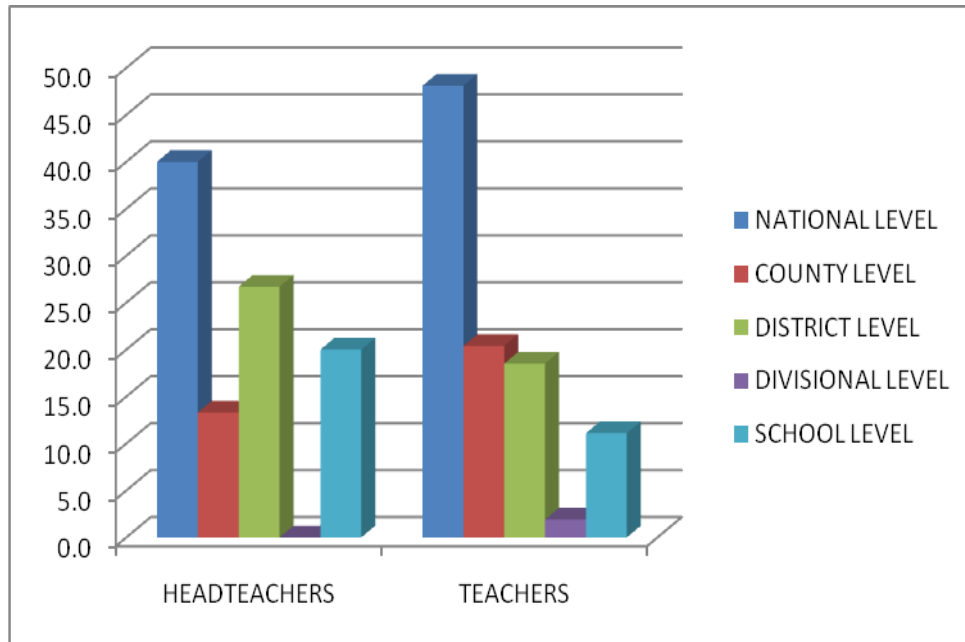
Figure 7: The Level at Which Teacher Recruitment Should be Done

From figure 7, 40.0 percent of the head teachers suggested national level, 13.3 percent suggested county level, 26.7 percent suggested district level and 20.0 percent suggested school level. On the other hand, 48.1 percent of the teachers suggested national level, 20.4 percent suggested county level, 16.7 percent suggested district level, 1.9 percent suggested divisional level and 13.0 percent suggested school level. It was therefore clear that majority of the teachers and head teachers wanted the exercise be done at national level, however, this defeats the purpose of decentralization of improving efficiency and taking services closer to the teachers. The resistance

by the teachers on decentralized recruitment is perhaps because of abuses of powers by the BOG and other local officials. Gaynor (1988), echoed similar sentiments in Nigeria where teachers are fought against devolving control over hiring of teachers because of abuse of powers by the local officials. Gaynor further argued that many other countries of the world like Brazil, India (Andhra state), Australia, Mexico and United Kingdom where the question of who gets hired in a decentralized system is political; teachers are lobbying for a return to centralized control over their recruitment in an effort to eliminate misuse of power by local officials. It is the onus of the TSC and The Ministry of Education (MOE) to re-look into the appropriate level where recruitment of teachers should be done.

4.7 Suggestions of on Improvement of Decentralized Teacher Recruitment

To improve the process, the respondents (teachers, head teachers) made the following suggestions: Firstly, 40 percent of the headteachers and 48 percent of the teachers argued that recruitment of teachers should be done at the national level, county level or district level. This will ensure that some of the vices witnessed in the process are minimized. Secondly, 51 percent of the respondents argued that the BOG members and other selection panel members should be in-serviced in human resource management or personnel management on regular basis if they will continue to recruit teachers. This is to equip them with the necessary skills required in recruitment.

Thirdly, 52 percent of the respondents said that the TSC should register all unemployed but trained teachers. This will enable TSC to have a database for all of them and should post them directly depending on the year of graduation and subject combination. Fourthly, 51 percent of the respondents suggested that the panel members (BOG members) should consist of people with

unquestionable integrity. Some of the respondents suggested that the panel should consist of retired teachers. Fifthly, 38 percent of the respondents suggested that the recruitment guidelines should be disclosed to the applicants prior to the date of the interview and that quota system be applied so as to enable the recruits in a particular area to have the face of Kenya thus promoting inclusiveness. The recruitment should also be gender balanced to avoid the domination of one gender.

Sixthly, 36 percent of the respondents said that the TSC should outsource the services of independent employment companies to recruit teachers on its behalf. This will ensure that there is transparency in the exercise. Also closely related to this, is another suggestion that TSC should establish a body within itself to move round the counties or districts recruiting teachers when vacancies are advertised.

Another suggestion from 57 percent of the respondents was that the BOG and other panel members should have the same or even higher qualifications than the teachers being employed. Finally, 30 percent of the respondents wanted TSC to enlist the assistance of Kenya Anticorruption Commission (KACC) and National Security Intelligence Service (NSIS) in the recruitment exercise to eradicate the vices in it.

It is imperative for the TSC and MOE to continuously obtain feedback from teachers and teacher organizations through organized forums where they can openly change views and opinions on teacher recruitment. It the only way in which malpractices and complaints can be ironed out.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study based on the research questions as well as the conclusion reached. It also delved into the recommendations and ends with suggestion for further research.

5.2 Summary

The purpose of the study was to investigate the constraints facing the BOG in the process of recruitment of teachers in Bomet central division, Bomet district. The objectives of the study were to find out the qualifications of BOG members and how it matches up with the duties and responsibilities in recruitment of teachers, investigate the challenges that BOG members face as they perform the teacher recruitment duties, establish how the selection panel conducts the recruitment exercise within the stipulated guidelines and regulations, establish teachers opinion on decentralized teacher recruitment and finally seek the views of teachers on how the decentralized recruitment can be improved. The study was based on Max Weber's Bureaucratic Theory. The theory holds the view that bureaucracy exists practically in all public enterprises. For the purpose of this study, a descriptive survey design was used because of its appropriateness to explore and describe. The sample consisted of 15 public secondary schools in Bomet central division, Bomet district with a sample size of 105 respondent -15 head teachers, 30 BOG members and 60 teachers employed through decentralized teacher recruitment. However, only 96 respondents returned filled questionnaires. Stratified sampling was used in selecting schools and their head teachers while random sampling was used to select the teachers from the same

schools. On the other hand, convenience sampling was used to select the BOG members. Three sets of questionnaires were used to collect data after piloting and establishing their validity and reliability. The data collected was subjected to descriptive statistics and results presented in tables and figures. Qualitative data collected using the instrument were sorted out into related themes and presented in discussion form.

5.2.1 Major Research Findings

The research findings were as follows:

i. **Qualifications of BOG members**

The study found out that majority (66.6 percent) of the BOG members had KCSE and Diploma Certificates as compared to the qualification of the teachers where majority (83.4 percent) had bachelors degree and masters. Majority of the respondents (teachers) employed through the decentralized recruitment were of the opinion that BOG members should not continue recruiting teachers because of their low qualification as compared to teachers that they recruit. Majority (91 percent) of the respondents therefore suggest that the minimum qualifications of BOG members should diploma certificate and above.

ii. **Challenges that face BOG members**

The study also found out that BOG members were faced with myriad of challenges as they executed their responsibility of recruiting teachers. These challenges included powerful pressure from the area political leaders, vested interest from the panel members, rigid and inconsistent guidelines, inability of the BOG members to understand the advertised subject requirements and teachers qualifications. In addition, they are also faced with the challenges of a large pool of applicants and lack of applicants in some subjects. Their most suitable candidates were

sometimes rejected by the TSC thus making their work to be more of rubber stamping the process.

iii. **Recruitment Guidelines**

The study revealed that the recruitment guidelines were not always followed when carrying out the recruitment exercise. This was because of the presence of factors like political interference, canvassing by the applicants, bribery and sometimes the BOG members had their own preferred candidates.

iv. **Teachers Opinion on Decentralized Recruitment**

The study also established that teachers and head teachers did not want BOG to continue with the recruitment of teachers and proposed that the exercise should be done at the national level by TSC.

v. **How to Improve Decentralized Recruitment of Teachers**

The study revealed that the BOG and other panel members should regularly attend in-service courses in human resource management or personnel management. BOG members should also be as qualified as the applicants and that those who abetted vices in the exercise should be penalized.

5.3 Conclusion

The research focused on constraints facing BOG in decentralized teacher recruitment and established that there were factors that discredited the otherwise noble idea. The academic qualifications of the BOG members were found to be low and this hindered them from participating effectively in the recruitment exercise because they often lack the prerequisite skills necessary in the recruitment process. The study found out that majority of the BOG members

were certificate and diploma holders as compared to teachers whose majority had bachelors' degrees.

In addition, the study revealed that BOG members faced a lot of challenges which include political interference where the political class demanded that candidates from the region irrespective of their qualifications and year of graduation be given the first priority before those from other regions were considered .Vested interests among the panel members was also another challenge. This was a situation where the panel members view the exercise as an opportunity to employ their own preferred candidates thus injecting bias into the recruitment exercise. The rigid guidelines from the TSC sometimes also inhibited the BOG from choosing the best applicants to suit the school in respect to subject combination that the school required especially where one subject was advertised by the TSC. They were also not allowed to change the subject advertised even if the school was not in dire need of the subject area. Large pool of applicants or none at all also posed a challenge to the BOG. A large pool of applicants in some subjects made the work of BOG and selection panels difficult thus deterring them from indentifying the best candidate with precision. It also ate into their time which they required in doing their own businesses. On the other hand, lack of applicants put them in an awkward position because they were unable to source for applicants from other areas with excess, a duty that can be handled better by TSC. Sometimes the BOG's preferred candidates were rejected by the TSC because of one reason or another thus reducing the work done by the BOG to be a rubber stamp of the whole process since their decision was not final.

The study also established that the recruitment guidelines are not always followed resulting in complaints and malpractices. This is because the best candidates do not always get the job

because of the heavy presence of ethnicity which is against the spirit of national unity and also presence of canvassing.

Majority of the head teachers and teachers are of the opinion that the recruitment of teachers should not be done by the BOG members. They cited low qualifications of the BOG members and their unknown or suspicious integrity as their main concern. Consequently, majority of the head teachers and teachers suggested that the recruitment should be done at the national level while others suggested that BOG members and other panel members should undergo capacity building in order to equip them with the prerequisite skills of recruitment.

5.4 Recommendations

The following are recommendations from this study:

i. The Ministry of Education should set the minimum qualifications of BOG members to be at least a diploma certificate in any field. This will ensure that secondary schools in Kenya select BOG members who are able to interpret the education policies and help teachers in their implementation.

ii. MOE should ensure that the BOG members and other panel members are people of high integrity and also have a wide field of experience relevant to education. This calls for the re-looking of the composition of the BOG members and the way they are selected and the selection panel.

iii. MOE, TSC in conjunction with KESI should organize regular in-service training in human resource management or personnel management for the BOG members to be skilled in recruitment process.

iv.   The MOE and TSC should put in place mechanisms that will ensure that the gender balance rule enshrined in the constitution of Kenya is followed to the letter.

v.   MOE and TSC should regularly seek the opinion of BOG members, head teachers and teachers on how the decentralized recruitment can be perfected.

vi.   The TSC should also involve Kenya Anti-Corruption Commission (KACC) and National Security Intelligence Service (NSIS) when recruitment is going on to ensure that the exercise is transparent.

vii.   The TSC should review the recruitment guidelines and regulations to curb the alleged malpractices.

viii. The TSC should also source for the services of independent employment bodies to recruit teachers on its behalf. This could be achieved through sourcing of funds from private sector and Non Governmental Organizations to fund this service. Those who are recruited can also fund for this service through salary reductions by the employer once they are employed.

ix.   TSC should devolve recruitment of teachers to an appropriate level that can manage it well, probably county level.

x.   TSC should supplement the allowances given to the BOG members by the school in support of decentralized recruitment. This will ensure that qualified people are attracted for the job.

5.5 Suggestion for further research

The study recommended that:

i. A study be undertaken to assess the challenges that the female applicants face while seeking for employment with the TSC through the decentralized teacher recruitment. Most of the BOG members and head teachers who were crucial members in the recruitment process were male. It would therefore be interesting to know the challenges that female applicants face in the hands such a male dominated panel.

ii. A study to be done on the effects of decentralization of teacher recruitment on learning outcomes. The ultimate aim of the decentralization is to improve on learning outcomes through the minimization of transfers and maximization of human resources (teachers) available because the process is demand driven. It is therefore imperative to assess whether the recruitment has improved the learning outcomes in secondary schools.

iii. A similar study should be replicated in other districts with a larger sample. The study was limited to only fifteen schools in Bomet County thus there is need for a larger sample for wider generalization of results.

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APPENDIX I

QUESTIONNAIRE FOR HEAD TEACHERS

This questionnaire is designed to gather information on constraints facing BOG on decentralized

teacher recruitment in Bomet Central Division. You are requested to tick

(√) appropriate responses or as is relevant. The information will be confidential and will only be

used for the purpose of research.

Please respond to all items. Do not write your name.

SECTION A: PERSONAL DATA

1. Please indicate the age category that applies to you

    a. Below 30 years   [   ]

    b. 31 – 34 years   [   ]

    c. 35 – 39 years   [   ]

    d. 40 – 44 years   [   ]

    e. 45 and above   [   ]

2. Indicate your gender

    Male   [   ]   Female   [   ]

3. Indicate your highest academic qualification

    PhD   [   ]

    Masters   [   ]

    Bachelors   [   ]

    Diploma   [   ]

Others (specify)………………………………………………………………………

4. Write down your length of service as a secondary school teacher in your entire teaching career……………………………………………………………………………………………

5. How long have you been a head teacher in your current station?

…………………………………………………………………………………………

6. Indicate the size of the school you are in

Single stream   [   ]

Double stream   [   ]

Three stream   [   ]

Four stream   [   ]

7 Tick the category of the school you are in

Day   [   ]

Boarding   [   ]

Day and boarding   [   ]

Others (specify)   [   ]

8 Has your school recruited teachers through decentralized teacher recruitment . process?

Yes   [   ]   No   [   ]

9 Do all the BOG members in your school belong to the community?

Yes   [   ]   No   [   ]   Do not know   [   ]

SECTION B: DATA ON BOG TEACHER RECRUITMENT PROCESS

PART I: Qualifications of BOG members

10. In your opinion do you think BOG has the necessary qualifications to recruit teachers?

Yes   [   ]   No   [   ]

11. In the selection panel, who are the least qualified in the recruitment exercise?

   BOG Members [   ]   Head teachers [   ]   Head of department [   ]

12. In your opinion what should be the minimum qualifications for one to be a board member?

………………………………………………………………………………..

13 (a) Have the BOG members in the school attended any in-service training (course) on

recruitment of teachers?

        Yes   [ ]   No   [   ]   Do not know   [   ]

   (b) If yes, who organized for the training?

…………………………………………………………………………………….

PART II: Recruitment Guidelines

14. Are the BOG members aware of the recruitment guidelines given by TSC?

        Yes   [ ]   No   [   ]   Do not know   [   ]

15. Give your opinion on the current teacher recruitment by ticking (✓) the appropriate

response using the key below.

   SA = Strongly Agree

   A = Agree

   U = Undecided

   D = Disagree

   SD = Strongly Disagree

	SA	A	U	D	SD
Recruitment guidelines are always followed.					
Those who graduated earlier are recruited					
Academic qualification is valuable					
The best candidate always get the job					
There is political interference in the process					
Ethnicity is a factor to reckon					
Canvassing is necessary to be recruited					
A bribe is necessary to be recruited.					
BOG members sometimes have their own candidates they prefer.					

PART III: Opinion of head teachers on decentralized teacher recruitment

16. (a) Do you think BOG should continue with the recruitment of teachers?

     Yes   [ ]   No   [ ]

  (b) Give reasons for your answer……………………………………………………….

…………………………………………………………………………………………….

17. At what level should teacher recruitment be done?

  National level (TSC) [ ]   County level [ ]   District level [ ]

  Divisional level [ ]   School level [ ]

PART IV: Challenges that face BOG members

18. In your opinion what are the challenges that face the BOG in teacher recruitment process?

……………………………………………………………………………………………………

……………………………………………………………………………………….

PART V: How to improve decentralized teacher recruitment process

19. What recommendations would you give to improve the teacher recruitment process?

……………………………………………………………………………………………………

……………………………………………………………………………Thank you for your

cooperation.

QUESTIONNAIRE FOR TEACHERS

This questionnaire is designed to gather information on constraints facing BOG on decentralized teacher recruitment in Bomet Central Division. You are requested to tick ($\sqrt{}$) appropriate response or as is relevant. The information will be confidential and will only be used for the purpose of research.

Please respond to all items. Do not write your name.

SECTION A: PERSONAL DATA

1. Please indicate the age category that applies to you

    a. Below 30 years   [   ]

    b. 31 – 34 years   [   ]

    c. 35 – 39 years   [   ]

    d. 40 – 44 years   [   ]

    e. 45 and above   [   ]

2. Indicate your gender

    Male   [   ]   Female   [   ]

3. Write down your highest academic qualification

    PhD   [   ]

    Masters   [   ]

    Bachelors   [   ]

    Diploma   [   ]

Others (specify)……………………………………………………………………

4. What is your length of service as a secondary school teacher in your entire teaching career?

…………………………………………………………………………….........

5. How long have you been a teacher in your current station?

…………………………………………………………………………………

6. Indicate the size of the school you are in

Single stream   [   ]

Double stream   [   ]

Three stream   [   ]

Four stream   [   ]

7. Indicate the category of the school you are in

Day   [   ]

Boarding   [   ]

Day and boarding   [   ]

Others (specify)   [   ]

8 Has your school recruited teachers through decentralized teacher recruitment   . process?

Yes   [   ]   No   [   ]

9 Do all the BOG members in your school belong to the community?

Yes   [   ]   No   [   ]   Do not know   [   ]

SECTION B: DATA ON BOG TEACHER RECRUITMENT PROCESS

PART I: Qualifications of BOG members

10. In your opinion do you think BOG has the necessary qualifications to recruit teachers?

    Yes   [ ]   No   [ ]

11. In the selection panel, who are the least qualified in the recruitment exercise?

  BOG Members [ ]   Head teachers [ ]   Head of department [ ]

12. In your opinion what should be the minimum qualifications for one to be a board member?

……………………………………………………………………………………………

13 (a) Have the BOG members in the school attended any in-service training (course) on recruitment of teachers?

        Yes   [ ]   No   [ ]   Do not know   [ ]

  (b) If yes, who organized for the training?

……………………………………………………………………………………….

PART II: Recruitment Guidelines

14. Give your opinion on the current teacher recruitment by ticking (✓) the appropriate response using the key below.

    SA = Strongly Agree

    A = Agree

    U = Undecided

    D = Disagree

    SD = Strongly Disagree

	SA	A	U	D	SD
Recruitment guidelines are always followed.					
Those who graduated earlier are recruited					
Academic qualification is valuable					
The best candidate always get the job					
There is political interference in the process					
Ethnicity is a factor to reckon					
Canvassing is necessary to be recruited					
Bribe is necessary to be recruited.					
BOG members sometimes have their own candidates they prefer.					

PART III: Opinion of teachers on decentralized recruitment

15. (a) Do you think BOG should continue with the recruitment of teachers?

      Yes   [ ]   No   [ ]

  (b) Give reasons for your answer……………………………………………………

    ………………………………………………………………………………………….

16. At what level should teacher recruitment be done?

  National level (TSC) [   ]   County level [   ]   District level [   ]

   Divisional level [   ]   School level [   ]

PART IV: How to improve decentralized teacher recruitment process

17. What recommendations would you give to improve the teacher recruitment process?

………………………………………………………………………………………………………

………………………………………………………………………………………

Thank you for your cooperation.

APPENDIX III

QUESTIONNAIRE FOR THE BOG MEMBERS

This questionnaire is designed to gather information on constraints facing BOG on decentralized

teacher recruitment in Bomet Central Division. You are requested to tick

(✓) appropriate response or as is relevant. The information will be confidential and will only

be used for the purpose of research.

Please respond to all items. Do not write your name.

SECTION A: PERSONAL DATA

 1. Please indicate the age category that applies to you

    a. Below 30 years   [   ]

    b. 31 – 34 years   [   ]

    c. 35 – 39 years   [   ]

    d. 40 – 44 years   [   ]

    e. 45 and above   [   ]

2. Indicate your gender

    Male   [   ]   Female   [   ]

3. Write down your highest academic qualification

    PhD   [   ]

    Masters   [   ]

    Bachelors   [   ]

    Diploma   [   ]

Others (specify)………………………………………………………………………

4. What is your length of service as a secondary school BOG member?

…………………………………………………………………………………

5. How long have you been a BOG member in your current station?

…………………………………………………………………………………

6. Indicate the size of the school you are in as a BOG member

Single stream   [   ]

Double stream   [   ]

Three stream   [   ]

Four stream   [   ]

7. Indicate the category of the school you are in

Day   [   ]

Boarding   [   ]

Day and boarding   [   ]

Others (specify)   [   ]

8 Has your school recruited teachers through decentralized teacher recruitment   . process?

Yes   [   ]   No   [   ]

9 Do all the BOG members in your school belong to the community?

Yes   [   ]   No   [   ]   Do not know   [   ]

SECTION B : DATA ON BOG TEACHER RECRUITMENT PROCESS

PART I: Qualifications of BOG members

10. In your opinion do you think BOG has the necessary qualifications to recruit teachers?

Yes   [ ]   No   [ ]

11. In the selection panel, who are the least qualified in the recruitment exercise?

  BOG Members [   ]   Head teachers [   ]   Head of department [   ]

12. In your opinion what should be the minimum qualifications for one to be a board member?

……………………………………………………………………………………..

13 (a) Have the BOG members in the school attended any in-service training (course) on

recruitment of teachers?

      Yes   [ ]   No   [   ]   Do not know   [   ]

  (b) If yes, who organized for the training?

……………………………………………………………………………………..

PART II: Recruitment Guidelines

14. Are the BOG members aware of the recruitment guidelines given by TSC?

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15. Give your opinion on the current teacher recruitment by ticking (√) the appropriate response

using the key below.

    SA = Strongly Agree

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Ethnicity is a factor to reckon					
Canvassing is necessary to be recruited					
Bribe is necessary to be recruited.					
BOG members sometimes have their own candidates they prefer.					

PART III: Challenges that face BOG members

17. In your opinion what are the challenges that face the BOG in teacher recruitment process?

……

……

……………………………………………………………………………….

PART IV: How to improve decentralized teacher recruitment process

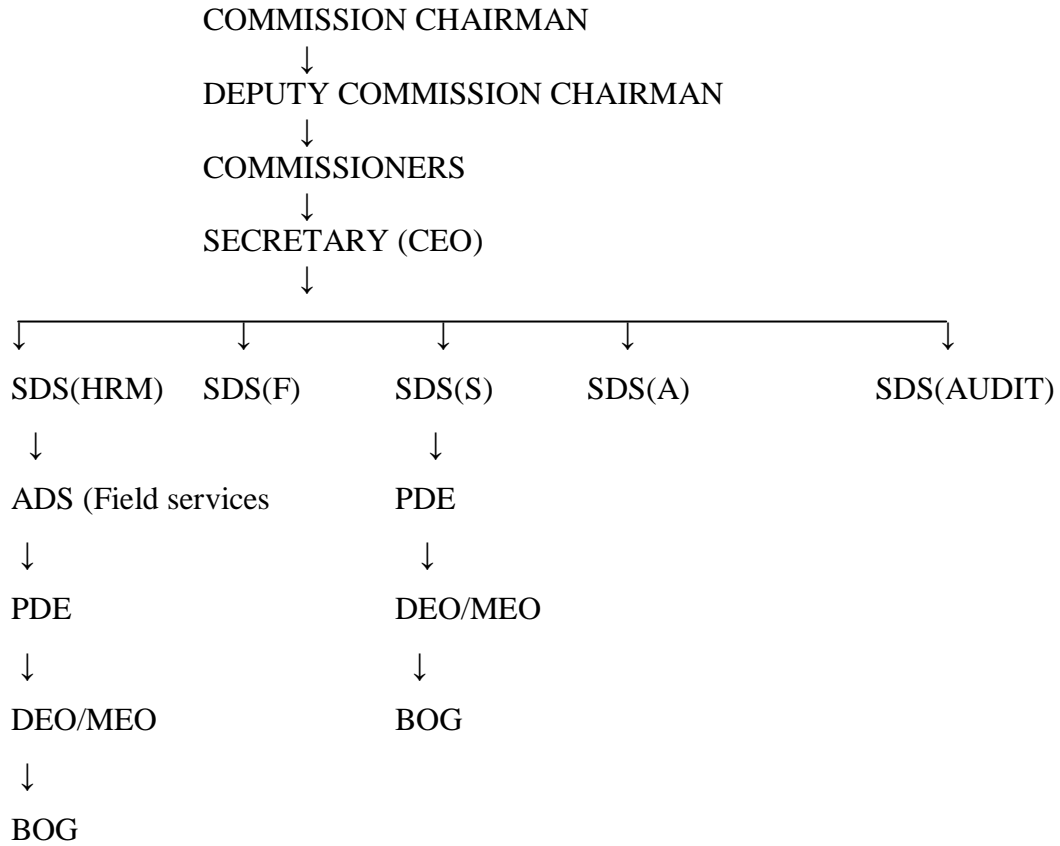19. What recommendations would you give to improve the teacher recruitment process?

……

……………………………………………………………………………………………….

Thank you for your cooperation.

APPENDIX IV

TSC OPERATIONAL STRUCTURE

COMMISSION CHAIRMAN
↓
DEPUTY COMMISSION CHAIRMAN
↓
COMMISSIONERS
↓
SECRETARY (CEO)
↓

↓	↓	↓	↓	↓
SDS(HRM)	SDS(F)	SDS(S)	SDS(A)	SDS(AUDIT)
↓		↓		
ADS (Field services		PDE		
↓		↓		
PDE		DEO/MEO		
↓		↓		
DEO/MEO		BOG		
↓				
BOG				

KEY

SDS	-	Senior Deputy Secretary
ADS	-	Assistant Deputy Secretary
PDE	-	Provincial Director of Education
DEO	-	District Education
MEO	-	Municipal Education Officer
BOG	-	Board of Governors
HRM	-	Human Resource Management
F	-	Finance Department
S	-	Staffing Department
A	-	Administrative Department

Source: Kimathi (2007)

APPENDIX   V

INTRODUCTORY LETTER TO THE RESPONDENTS

BYEGON JACOB,
KENYATTA UNIVERSITY,
P.O. BOX 43844,
NAIROBI.

Date …………………

Dear Sir/Madam,

<u>RE: COLLECTION OF DATA</u>

I am a postgraduate student at Kenyatta University. I am carrying out a research on *Constraints facing board of governors on the decentralization of secondary school teacher's recruitment in Bomet central division, Bomet District, Kenya.*

The research study is conducted in partial fulfillment of the requirements of master of education degree of Kenyatta University. In this respect, I request you to fill the questionnaire intended to collect information that would furnish the study. Any information obtained through the questionnaire shall be used ONLY for the purpose of this study and shall be treated with confidentiality.

I greatly value your cooperation and would appreciate if you consider spending some time to answer all questions as honestly as possible.

Thank you in advance.

Yours faithfully,

Byegon Jacob

APPENDIX   VI

WORK PLAN

		2010									2011	
	Time / Activity	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.
1	Title identification	▓										
2	Literature review	▓	▓	▓	▓	▓	▓	▓	▓			
3	Development of proposal		▓									
4	Submission of draft/concept paper			▓								
5	Proposal submission to supervisors.				▓							
6	Proposal correction				▓	▓						
7	Department proposal defense					▓						
8	School proposal defense						▓					
9	Piloting of research data collection instruments							▓				
10	Data collection and analysis								▓			
11	Project writing									▓		
12	Project submission for examination										▓	
13	Correction and final submission											▓

BUDGET

No.	Item	Subtotal (sh)	Total (sh)
1	**Proposal writing**		
	Typesetting 63 pages @ 20	1260	
	Printing 63 pages @ 10	630	
	Photocopying 63 pages for 10 copies @ Ksh 3	1,890	
	Binding 10 copies @ 60	600	
	Stationary	1000	
	Computer/laptop	39,530	
	Internet services/flash disks	5,000	
	Total (sh)	**49,910**	
2	**Pilot study**		
	Typing and printing of questionnaires 15 pgs x 30	450	
	Photocopying 15 pgs @ k.shs 3 for 40 questionnaires	1,800	
	Traveling to administer questionnaires for 3 days k.sh 1,000	3,000	
	Subsistence for 3 days k.sh 1,000	3,000	
	Data analysis using SPSS	10,000	
	Total k.sh)	**18,250**	
3	**Data collection and analysis**		
	Typing and printing of questionnaire 15 pgs x k.sh 30	450	
	Photocopying 200 copies each 15 pgs @ k.sh 3 per pg	9,000	
	Traveling to administer questionnaire for 30 days at k.sh 1,000 per day	30,000	
	Subsistence for 30 days at k.sh 1,000 each day	30,000	
	Data analysis using SPSS	10,000	
	Total (k.sh)	**79,450**	
4	**Preparation of project**		
	Typing and printing of 80 pages @ k.sh 30	2,400	
	Photocopying of 80 pages @ k.sh 3 for 10 copies	2,400	
	Binding10 copies at sh. 500 @	5,000	
	Subsistence and traveling 3 days @ 2,000	6,000	
	Total (sh)	**15,800**	
			163,410
	10% contingencies		**16,341**
	Grand total		**179,751**

Source of fund: Self.