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**EFFECTIVENESS OF DECENTRALIZED TEACHER RECRUITMENT AND
PLACEMENT IN PUBLIC SECONDARY SCHOOLS IN BUNGOMA COUNTY**

BY

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**A RESEARCH PROJECT REPORT SUBMITTED TO THE DEPARTMENT OF
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PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE DEGREE OF
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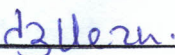
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*Effectiveness of
decentralized teacher*



2012/391371

DECLARATION

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




Date 16/02/2012

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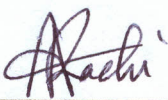
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DEDICATION

This project is dedicated to the Almighty God who has given me good health to accomplish this work.

The work is also dedicated with total respect and appreciation to my husband James O. Ayonga and my children Edgar I. Opeywa and Elton J. Lugalia for the moral, material and psychological support they accorded me.

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ABSTRACT

Since the inception of the TSC in 1967, the government had been employing teachers using the supply driven method. The government recruitment policy changed in the year 2001. Decentralized teacher recruitment was intended to improve learning outcomes for institutions and schools to be given an opportunity to recruit the best persons who were ready to work for schools for at least five years before being considered for transfer. The purpose of this study was to investigate the effectiveness of decentralized teacher recruitment and replacement in public secondary schools in Bungoma South District. The discrepancy model was adopted for the study. A descriptive survey research design was used in the study. The study population consisted of 26 head teachers of public secondary schools, 26 deputy head teachers and the district staffing officer (Bungoma South). Purposive sampling was used in selecting 2 boys school and 3 girls school in the district. Simple random sampling was used to select 15 mixed schools thus a sample size of 20 head teachers and 20 deputy head teachers was used in this study. Saturated sampling techniques were used to select the District staffing Officer (Bungoma South). Questionnaires were used to collect data from both the DSO and head teachers. Interviews were used to collect more information from the deputy head teachers. Validity and reliability of instruments was determined before use. Quantitative data based on the responses were analyzed by using descriptive statistics namely frequencies and percentages and then presented using tables and graphs. This was done using statistical package for social sciences (SPSS). The qualitative data from respondents was analyzed for content as themes and subthemes as they emerged. The findings of the study revealed that there was disparity in distribution of subject teachers with some being evenly distributed and others being unevenly distributed contrary to the objective of decentralization. The study revealed that the recruitment exercise was fairly effective. From the study, it was concluded that the policy had not fully achieved its objectives. It was recommended that the policy on decentralization be reviewed to address the objectives of decentralization.

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ACRONYMS

TSC	Teachers Service Commission
PDE	Provincial Director of Education
DEB	District Education Board
BOG	Board of Governors
DEO	District Education Officer
FPE	Free Primary Education
UNESCO	United Nations Educational, Scientific and Cultural Organization
HOD	Head of Department
KCSE	Kenya Certificate of Secondary Education
MOE	Ministry of Education
EFA	Education for All
SASA	South Africa Schools Act
MDG	Millennium Development Goals
FGD	Focused Group Discussion
UN	United Nations
IMF	International Monetary Funds
ESC	Educational Service Committee
DSO	District Staffing Officer
CBE	Curriculum Based Establishment
TAC	Teachers Advisory Centre

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Background to the study

Decentralization is the process of dispensing decision making governance closer to the people. Authority is delegated to lower levels in an organization away from central authority. Decentralization in education has taken place in many countries. Sang (2005) says that this strategy is used by policy makers to improve on service delivery.

In Argentina, the goals of decentralization were many. However, decentralization in education was introduced in the context of tension and deep-seated regional inequality that was reflected in the different socio-economic conditions of the population, the varying technical and administrative capacities of the provinces and the different historical traditions of the education systems (UN, 2002).

Those concerned with decentralization in Columbia were driven by a multitude of contradictory motives. National policy makers were seeking to municipalize education, weaken teachers unions and neutralize expenditure to the greatest possible extent in the face of different policies. The private sector in particular the catholic schools wished to maintain their freedom to provide education and reduce state intervention to a minimum (Vargas et al. 1997).

In Chile, most resource decisions are made at Municipal Management level including development of a Municipal Education Plan. School directors have authority to manage school funds and develop school improvement plan that is financed by the central government.

Municipalities have the authority to recruit and hire teachers. Teachers pay is set at municipal level. At school level, teachers define their own training needs (Burki, 1999).

In Memphis schools develop school improvement plan that include the strategy for allocating resources to support the chosen pedagogical restructuring model. This comes complete with textbooks. **Non-personnel funds were essentially decentralized to the directors through school based management reforms that took the place of pedagogically driven reforms in 1995.** School councils can't hire and fire the principal who in turn has relatively limited power over the **teaching personnel.** They can't really fire teachers and they have some limited extra control over hiring of new teachers. Principals have some limited power over assigning teachers responsibilities but must remain within union guidelines. Pay scales are set centrally as is the **case in Kenya.**

In Chicago schools develop a school improvement plan. School councils hire and fire teachers. School directors have increased authority over new teachers. It is the directors who assign the **teaching responsibilities.**

Malik (2008) says that the main aim of decentralization in India was to increase literacy rates and increase involvement of children to learn by the year 2015 for achieving the vision of EFA.

In Kenya, the Teachers Service Commission was established in 1967 through an Act of Parliament (Cap 212 of the Law of Kenya) and mandated to recruit and register teachers among other functions. Prior to this, teachers were employed by various organizations with diverse

terms and conditions of service. However, as the number of teachers tremendously increased it became evident that a centralized system was not suitable for effective teachers' management.

Decentralization of teacher recruitment in Kenya was as a result of World Bank/IMF policies which support projects that guarantee direct net economic returns by productivity and indirect returns or externalities. The project was also expected to meet the private demand for education and inter regional distribution (World Bank, 1998). Following the government embargo on recruitment in the Public Service in 1998, the automatic employment of trained teachers also ceased. In 2001, the TSC adopted a new policy of recruiting teachers on the basis of demand and availability of vacancies. **The TSC shifted from the supply driven method of employing teachers to a demand driven method.** In line with the new policy, the recruitment policy was decentralized to the school level. To facilitate this exercise, the recruitment process was restructured and decentralized (TSC Recruitment Policy, 2007).

The decentralized process necessitated the defining of roles of the TSC agents. It also called for the involvement of the stakeholders at various levels and also gave more responsibilities to the District Education Boards (DEBs) and the BOGs. There was therefore imperative need to review the recruitment and the deployment of teachers and implement appropriate approaches in teachers' recruitment and management.

TSC in 2001 directed that all vacancies for secondary schools be advertised and interested candidates apply to schools where vacancies exist. The application is to be done to the Board of Governors and all eligible candidates are to be given a chance to appear for the interview. The selection panel for secondary schools comprises eight members namely: BOG Chairman, School

principal, deputy principal, subject teacher (HOD), three members of the Board whom one should be an educationist and an Education officer in the D.E.O's office (TSC Circular No.9/2007).

The Minister for Education launched the school based teacher recruitment in the year 2001 and in his speech emphasized that success of this exercise would require that the members of the panel in the BOG be competent (Aduda, 2001). Decentralized recruitment of teachers was meant to reduce the work load at the TSC headquarters and also satisfy the staffing needs of the schools. The interviews were meant to maintain a balanced teaching force but to date schools in Bungoma South District have disparities in teacher distribution between subject areas and regions.

The overall goal of the TSC is to establish and maintain a sufficient and professional teaching service for public educational institutions in the whole region. In this regard the commission strives to live up to the aspiration of its mission and vision in pursuit of quality service to teachers and Public Educational Institutions (TSC, 2004).

The demand driven teacher recruitment was to address challenges in teacher recruitment. However, up to June 2007, the policy on teachers' recruitment only existed in form of guidelines and circulars. Having found no study on Bungoma South District, this was necessary to find out the effectiveness of decentralized teacher recruitment in the public secondary schools in the District.

1.2 Statement of the Problem

Teacher selection and placement is an important exercise carried out by the TSC. Previously, entry to the service was direct for all trained teachers. The Teachers Service Commission Operation Manual on Teacher Management of 2002 indicated that teacher recruitment will now be demand driven. Interviews and selection will be done by an interview panel then the successful candidates names forwarded to the TSC for a letter of employment (TSC 2002).

Were (2005) observes that decentralization of teacher recruitment should not take place when institutional capacity is weak, democratic institutions are fragile and resources are scarce. Bungoma South District has a poor distribution of teachers in most rural public secondary schools. Sang (2005) alleges that the recruitment process is often manipulated to suit certain individuals can otherwise deny equal chance to all.

Decentralization was meant to avoid over staffing of teachers in given areas and schools and maintain the quality of education in all regions.

The monthly staff returns of teachers in November 2009 showed that some schools were lacking teacher in certain disciplines. Aloo (2009) cites corruption and nepotism as a barrier to proper recruitment. This study therefore will determine the effectiveness of decentralization teacher recruitment and placement in public secondary schools within Bungoma South District.

1.3 Purpose of the Study

The purpose of this study was to investigate the effectiveness of decentralized teacher recruitment and placement in public secondary schools within Bungoma South district.

1.4 Objectives of the study

The study focused on the following specific objectives:

1. To ascertain the extent to which the recruitment and placement exercise conforms to the official expectations in public secondary schools in Bungoma South District
2. To find out the extent to which decentralized teacher recruitment and placement exercise has been effective in Bungoma South District.
3. To establish the strategies for improving effectiveness of decentralized teacher recruitment in Bungoma South District.

1.5 Research Questions

The study was guided by the following research questions:-

- i) To what extent does the teacher recruitment and placement exercise conform to the official expectations in public secondary schools in Bungoma South District?
- ii) Is the decentralized teacher recruitment and placement exercise effective in Bungoma South District?
- iii) What strategies can be put in place to improve the decentralized teacher recruitment in Bungoma South District?

1.6 Significance of the Study

The anticipated outcomes resulting from this study had both theoretical and practical implications. Theoretically, the findings of the study were expected to:

- i. Provide greater insight that is needed in developing a recruitment framework on decentralized teacher recruitment.
- ii. Enable educational policy makers to improve policies regarding issues of teacher recruitment.

Practically, the study would be significant in that:

- i. It may help in balancing the number of teachers in all public secondary schools
- ii. Help the TSC to devise alternative approaches in teacher recruitment and placement if need arises.
- iii. Identify the strengths and weaknesses of interviews as an approach used in teacher recruitment.
- iv. Help the TSC and other educationists to know the challenges of decentralized teacher recruitment and placement.
- v. Assist in putting in place appropriate guidelines for all education stakeholders who are members of the interview panel.

1.7 Assumptions of the Study

The study was carried out on the basis of the following assumptions;

- i. That those applying for the teaching posts were aware of the policy guidelines that were used by the interview panel including the five year stay in a station.
- ii. All respondents would be cooperative and provide reliable responses.

1.8 Limitations of the Study

The following were the limitations of the study:

- i) **The study limited itself to only one district in the country. For a more conclusive result more districts should be studied. However this was not possible due to financial and other logistics like time.**
- ii) **There is dearth of recent literature on decentralized teacher recruitment in Kenya. The review was to be directly concerned with decentralized teacher recruitment in Kenya.**
- iii) **It may not be possible to cover the opinions of all the concerned stakeholders of education due to the bureaucracy in some institutions.**
- iv) **Some head teachers might have failed to complete all the items in their questionnaires hence leading to incomplete data.**

1.9 Delimitation of the Study

The proposed study confined itself to head teachers and deputy head teachers of public secondary schools. Head Teachers and Deputy Head teachers are the only ones involved in the decentralized teacher recruitment exercise. Second, the private secondary schools were precluded as they do not have a common system with the Public secondary schools used for recruiting their teachers. Third, the head teachers and deputy head teachers to be included in sample were those in the schools at the time of the study. Those absent or on leave, were not be included even though they would have positively contributed to the study. The study covered a five year period between years 2005 and 2009.

Data was collected from the DSO Bungoma South District since he is responsible for staffing public secondary schools in the District.

The head teachers of the public secondary schools were used. This is because they are BOG secretaries in their schools and give advice to BOG members on issues concerning recruitment and staff shortages or surpluses. The tools to be used were questionnaires for the head teachers and PDE western, interview schedule for the deputy head teachers and document analysis schedules which was used to collect data on teacher distribution from the schools monthly staff returns. The study was confined to investigating effectiveness of decentralized teacher recruitment and placement exercise.

1.10 Theoretical Model

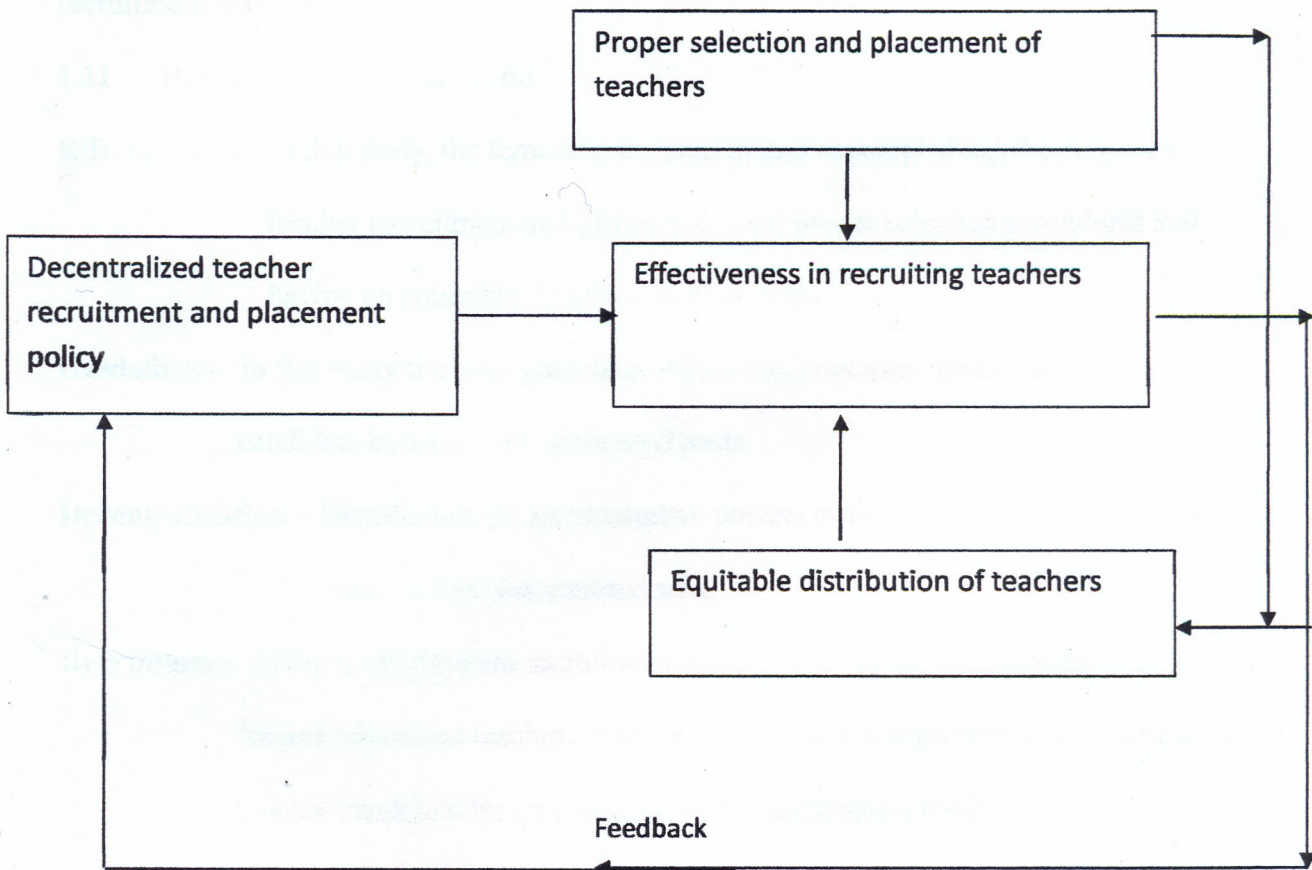
The study adapted the discrepancy model (Malusu, 1990). The model is a statistical model containing both fixed effects and random effects. The model was used to look for the differences between what was intended and what was happening during the recruitment exercise and other issues related to recruitment which should be in agreement. According to this model, the main areas to look for discrepancy in this decentralized teacher recruitment policy are:

- i) The objectives and outcomes.
- ii) The policy plan and implementation during the recruitment exercise.
- iii) The assumptions and the reality.

The conceptual framework assisted in the study in suggesting what is supposed to be done in decentralized teacher recruitment and placement in public secondary schools by use of the policy guidelines.

If decentralized teacher recruitment would effectively be done, then it would lead to equitable distribution of teachers in all schools, proper placement of the teachers and effectiveness in the recruitment of teachers. If the recruitment would not be effective then there would be inequitable distribution of teachers in all schools, lack of proper placement of the teachers and effectiveness in the recruitment of teachers. Below is the diagrammatical presentation of the conceptual framework.

Figure 1.0 Conceptual Framework showing the relationship of decentralized teacher recruitment and placement policy on teacher distribution, proper selection and placement of teachers and effectiveness in teacher recruitment exercise.



Source: Researcher

The independent variable was decentralized teacher recruitment and placement, a policy that was meant to produce desired results namely; Proper selection and placement practice of teachers, equitable teacher distribution in schools and effectiveness in teacher recruitment exercise. The dependent variables were proper selection and placement of teachers, effectiveness in recruiting teachers and equitable distribution of teachers since they depended on decentralized teacher recruitment and placement policy. The conceptual framework based on the study findings indicated that the decentralized teacher recruitment and placement policy had contributed to proper selection and placement of teachers to some extent. The teacher distribution across subject and schools had not improved much. These were indicators that the decentralized teacher recruitment was not very effective.

1.11 Definition of Central Terms

Effectiveness – In this study, the term effectiveness means accomplishing the purpose of teacher recruitment and placement using proper selection procedures and having an equitable distribution of teachers.

Guidelines- In this study the term guidelines means the principles used to decide which candidate best suits the advertised posts.

Decentralization – Distribution of administrative powers or functions of a central authority over a less concentrated area.

Recruitment -In the study the term recruitment means receiving applications for Vacant advertised teaching posts, interviewing the applicants and selecting the suitable candidate for employment in the teaching profession.

Placement - Act of an employer filling a position.

- Supply driven Method** – The process whereby teachers were posted directly from colleges and universities upon completion of studies/training without the government considering areas of shortages and surpluses.
- Average distributed** - An almost acceptable level of teacher distribution across schools and subjects.
- Demand driven Method** - The process whereby only teachers whose services in specific subject areas are needed and get employment through interviews.
- Subject** - A branch of knowledge as a course of study for example English, Physics, and Business Studies etc.
- Well distributed** - Distribution is equitable across schools and across subjects.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed the available related literature to this study. The researcher managed to review some studies on decentralized teacher recruitment in Kenya. The literature was reviewed under the following headings: review of the previous literature research, decentralization, advantages and disadvantages of decentralization and effective recruitment process. The literature was sourced from various places like books, TSC Manuals, Newspaper and the internet. Recruitment is the process of searching for prospective employees and stimulating them to apply for jobs in an organization (Flippo, 1984). Armstrong (1999) observes that the overall aim of the recruitment and selection process is to obtain at a minimum cost the number and quality of the employees required to satisfy human resource needs of the company.

In Kenya today, recruitment and selection of teachers in public secondary schools is done by the BOG. Their roles as stipulated in the Education Act (1992) include:

- i) Preparing an annual budget for the school.
- ii) Receiving fees, grants, donations and other revenues on behalf of the school.
- iii) Management of school finances.
- iv) Maintaining discipline.
- v) Conducting interviews for teacher recruitment and forwarding names to the TSC for approval.
- vi) Recruiting and hiring school employees.
- vii) Payment of salaries to the employees of the school and the BOG teachers. An interview panel is in charge of the selection process.

According to the TSC circular dated July 28th 2003, the selection panel comprises the following members:

- (i) BOG Chairman.
- (ii) 3 other BOG Members (whom one should be an educationist).
- (iii) Head teacher.
- (iv) Deputy Head teacher.
- (v) A Subject teacher (HOD).
- (vi) An Education Officer.

Cole (2000) notes that if all members of the selection panel have the relevant and required skills, then the situation at hand where qualified candidates are in excess of the advertised posts, will be appropriate in helping those doing the selection to have the best candidate. The selection guidelines are used to select the best candidates for the job. Members of the panel are expected to exercise a high degree of professionalism and transparency as stipulated in the Public Officer Ethics Act (2003). Some of the things looked at include;-

Professional qualifications and pedagogical skills in the relevant subject area, ability to understand the content of KCSE syllabus in their area of specialization, show willingness to participate in co-curricular activities and other extra duties assigned by the principal and to be able to communicate effectively. The current guidelines on hiring teachers may be biased in rewarding experience instead of competence. Early graduates may be favored than late graduates according to the guidelines. This study will assess the implementation of the existing practice to ascertain the extent to which Boards of Governors do hire teachers fairly and objectively by adhering to the guidelines.

The decentralized teacher recruitment process is as shown below:

BOG declares vacancies in institutions, TSC verifies and advertises the vacancies, applicants apply to schools of their choice, BOG receives applications from candidates, shortlisted candidates are interviewed by the interviewing panel, Merit list and minutes of the BOG are submitted the TSC and an offer of employment through appointment is offered. TSC operation Manual, (2002: p.10).

A checklist is used to ensure that every applicant has the required documents. The BOG checklist that is used has the following items as listed in the TSC circular No. 10 of 2005.

Hand written application of employment, hand written commitment letter to serve in the school for a minimum period of 5 years, photocopy of the National Identify card, Passport size photographs (2), Certificates and testimonials – originals and photocopies of “O” level (KCSE) or “A” level, Degree/Diploma, academic transcripts and registration certificate (original and photocopies).

The applicant is required to submit the above documents to the secretary of the BOG. Copies of those documents should be certified by the Secretary.

2.2 Review of Literature in the rest of the world

Decentralization of education system is one of the most important phenomena in education planning over the past 20 years. It is also against this backdrop of change that government has to contend with the tensions arising from the restructuring or readjustment including countries with more or less decentralized structures. The trend towards decentralization in some countries like Spain was motivated by a desire to establish or consolidate democracy. Both more and less

positive aspects of decentralization are noted by various observers. Some consider that the process decentralization in education may considerably improve transparency, administrative efficiency and finance management, the quality and accessibility of services and the development of political responsibility in general. They believe that a decentralized education system would be more efficient, more compatible with local priorities and more strongly encourage other participation.

In Argentina the goals of decentralization were many. However, decentralization in education had been introduced in the context of tension and deep-seated regional inequality as reflected in the different socio-economic conditions of the population, the varying technical and administrative capacities of the provinces and the different historical traditions of the education systems. The decentralization process took place in the context in which it was possible to count on the resources of international organizations in view of the strong political legitimacy of the national state. After the crisis of the 1990s there was a substantial change in the managerial context of education systems.

The process of rapid transition was preceded by a four-year pilot of decentralized school management in around 10% of the Armenian schools. For the purpose of decentralized in Armenia it was considered important to try out procedures and regulations before introducing them on a wide scale. By doing so, the authorities were able to indentify the difficulties and advantages of decentralization and thus to improve the relevant time before a clear idea could be formed of the school and linearization of education in Armenia.

On the other hand decentralization of education in Cyprus concentrated on minor matters such as school building infrastructure, determining the education district for each and providing the appliances and all furniture and fittings required were the proper functioning of school. These responsibilities were transferred to the school boards. For each municipality a school was established which was responsible for school operating within the area of the municipality. The government of Cyprus appointed members of the school boards who once established became self governing entities. The boards had their own budget approved and financed by the ministry of Education and Culture and by the Ministry of Finance. The policy regarding teachers is completely in the hands of the government. The educational service committee (ESC) recruits teachers from a list of qualified personnel having at least a university degree. The ESC is responsible for the promotion and placement of teachers in cities and districts. Cyprus being a small country decentralization was not the best solution (UN, 2002).

Those concerned with decentralization in Columbia were driven by a multitude of contradictory motives. National policy makers were seeking to municipalize education, weaken Teacher's unions and neutralize expenditure to the greatest possible extent in the face of different policies of the parties. The teachers wanted guaranteed payment of services and the least possible decentralization. The private sector and in particular catholic schools wished to maintain its freedom to provide education and reduce state intervention to a minimum.

Centralized teacher recruitment has been used in most African countries for sometime. The exercise today seems to be decentralized by most governments.

Hedges (2000) as cited by Kiende (2007) observes that centralized teacher recruitment undermine the rationale operation of the posting system. This system of teacher recruitment is independent on the information coming from the schools and without adequate data it may became bureaucratic and unresponsive.

According to Gershberg (2000) African bureaucratic decentralization occurs in the context of severe deficiencies in the educational quality but growing financial resources for basic education strong country commitments to use additional resources towards that end and vigorous monitoring by donor countries in the context of Millennium Development Goals (MDGS) and Education for all (EFA) initiatives to ensure that funding for basic education increases and access improves.

Decentralization is viewed by many as offering the promise of a new and more effective mode for organizing the delivery of education. Rationale for education decentralization involved improving efficiency, effectiveness and democracy.

Africa's education decentralization was in diverse approaches. Decentralization is in three different approaches namely: decentralization of education to regions or provincial authorities, decentralization to local governments and decentralization to community schools. Decentralization in regions took place in Ethiopia, Nigeria and South Africa while decentralization to local government was done in Mali, Uganda and Tanzania.

In South Africa, the 1996 South Africa Schools Act (SASA) established selected schools-site councils in each school. Members comprised school staff, parents and students. The council made decisions on current personnel, budgeting, finance and the school calendar.

Personnel decisions are subjected to nationally negotiated salary, hiring and promotion standards. Principal candidates are interviewed and recommended by the school-site councils but approved by the provincial ministry. Schools can hire additional teachers out of their own source revenues though it's only done by wealthiest schools.

According to Kavita (2008) Education decentralization in South Africa indicates that:

- Decentralization is not a panacea for enhancing participation, effecting equity and/or improving quality.
- Policies of education decentralization cannot easily affect equity in societies with a high degree of social inequity.
- Ambitious education programmers are only effective to the extent that institutions are able and committed to engage with processes of change.
- Charging fees at the school level is not a policy that has endangered great equity in South Africa.

In Uganda and Tanzania teacher recruitment is done at a regional level (District Level). Decentralization is hampered by lack of clarity concerning the role of local governments at the outset and decentralization being more political than educational.

However, in Africa, Cameroon had inadequacies in terms of education supply and quality of education including the private sector. This led to high dropout rates. Teaching conditions were

shaky. The primary objective of decentralization in education of Cameroon was therefore the universalization and democratization of basic education.

This meant bringing the school back to the local community, involving the community extensively in the organization of school life, facilitating access for all children particularly in the most disadvantaged social groups thereby reaching those excluded from the system. This then translated into the following measures: transfer to the decentralized local authorities of responsibilities for education, setting up the “educational community” defined as all the physical and legal entities contributing to the operation and development of education institution, establishment of school councils and issuing recommendations on the operations of the school or institutions, abolition of school fees and establishment of minimum package in public primary schools. The second objective of decentralization was to improve effectiveness of the education system. The system was supposed to be sufficiently effective for it to make young people renewing curricular but in the case of Cameroon reappportioning responsibilities on a controllable, recognizable and human scale and ensuring better controlled distribution of roles, functions and actions.

According to Okumbe (2001) as cited by Kiende (2007) observes that the enormous growth in the teaching fraternity, the TSC's centralized and bureaucratic structures were characterized by a number of problems including delays in the process of teacher recruitment document, delayed salaries to teachers haphazard promotion procedures, delayed disciplinary cases and a lot of ineffectiveness in teacher transfers. In the year 2001 the government with the support of the

World Bank proposed decentralization of some functions of the TSC. The functions earmarked for decentralization to district and school levels included:

- ❖ Salary payment
- ❖ Teacher recruitment
- ❖ Discipline
- ❖ Promotion of teachers

Like in Spain, decentralization in Kenya was meant to improve transparency, the quality and accessibility of services in Education. However, Okinda (2005) observed that the process in Kenya is marred by hue and cries of favoritism, nepotism, bribery, manipulation and external influence that bedeviled the process. He asserts that the BOG members had not grasped the essence of decentralization especially with recruitment of teachers. Okinda (2005) notes that decentralization of teachers should not take place where institutional capacity is weak and resources are scarce. Like in Armenia, decentralization would have been tried on a small scale before being introduced on a large scale.

A study by Oirere (2005) in Gucha District indicates that the recruitment process is marred by malpractices and irregularities including corruption/bribery, tribalism, nepotism, favoritism of guidelines given by the TSC and also political interference. Her findings among others indicated that there was discrimination of non-local candidates. This shows that if decentralization will not be done effectively it will take the country to regionalism.

All eligible candidates with the necessary qualifications and the required pedagogical skills have a right to apply by Sang (2005) in Uasin Gishu District revealed that some schools refused to

shortlist qualified applicants who posed a threat to their 'identified' candidates while other schools kept the interview dates secret so as to achieve their sinister motives. Schools in the district recruited candidates who did not meet the qualifications as long as they had a degree certificates with no relevant teaching subjects.

2.3.3 Types of decentralization

The government may have appreciated recommendation from other researchers but this study will bridge the gap by finding out how decentralized teacher recruitment has addressed the issue of equitable teacher distribution and the use of TSC policy.

2.3 Decentralization

2.3 Decentralization

Fiske (1996) defines decentralization as the process of reassigning responsibility and corresponding decision making authority for specific functions from higher levels to lower levels of government and organizations.

2.3.1 Advantages of Decentralization

These include:

The top management is relieved of much day to day problem solving and is left free to concentrate on strategy, higher decision making coordinating activities, it provides lower level manager with vital experience in making decisions without such experience; they would be ill prepared to make decisions when they are promoted to higher level positions, added responsibility and authority often result in increase job satisfaction. Responsibility he authority that goes with it makes the job more interesting and provides greater incentives for people to put out their best efforts, lower level managers generally have more detailed and up to date

information about local conditions than top manager's. Therefore the decision of lower level management is often based on better information and it is difficult to evaluate a manager's performance if the manager is not given much latitude in what he/she can do.

2.3.2 Disadvantages of decentralization

Lower level managers may take decisions without understanding the "big picture", while top level manager typically have less detailed information about local operations than the lower level managers. They should have more information about the company as a whole and have a better understanding of the company's strategy, in a true decentralized organization, there may be lack of co-ordination among autonomous managers. This problem can be reduced by clearly defining the company's strategy and communicating it effectively throughout the organization, lower level managers may have objectives that are from objectives of the entire organization.

For instance; some managers may be more interested in increasing sizes of the company. To some degree this problem can be overcome by designing performance evaluation system that motivates managers to make decisions that are in best interest of the organization, in a strongly decentralized organization, it may be more difficult to effectively spread innovative ideas. Someone in one part of the organization may have an idea that would benefit other parts of the organization but without strong direction the idea may not be shared with and adopted by other parts of the organization.

2.4 Effective Recruitment Process

Recruitment is a process to discover the source of the man power to met the requirements of staffing and to employ effective measure for attracting that manpower in adequate number to facilitate effective selection of efficient workforce.

Flippo (1984) defines recruitment as a process of searching employees and stimulating is often termed to be positive in that it stimulates people to apply for jobs in an organization. Recruitment is often termed to be positive in that stimulates people to apply for jobs increase the selection ration. Other hand selection tends to be negative because it rejects a good number of those who apply leaving only the best to be hired.

Recruitment forms the first stage in the process which continues with selection and ceases with the placement of the candidate. It is the next step in procurement function, the first being man power planning (Aswathappa, 2003).

Recruitment makes it possible to acquire the number and type of people necessary to ensure the continued operation of the organization recruiting is the discovering of potential applicants for actual or anticipated organization vacancies. It is the linking activity that brings together those with jobs and those seeking jobs. Organizations look out for new ways of giving themselves a complete advantage. Here in lies recruitment and staffing-getting the right people for right jobs.

2.4.1 Recruitment Techniques

These are classified as:

Traditional techniques and modern techniques. In the traditional techniques we further have:

Promotion, transfer and advertising.

2.4.2 Advertising

Advertising is a widely accepted technique of recruitment although it mostly provides one way communication. It provides the candidates with different sources the information about the job and the company and stimulates them to apply for the job. It includes advertising through different media like newspaper, magazines of all kinds, radio, television and others.

Advertising is aimed at attracting attention of prospective candidates, creating and marinating interests and stimulating action by candidates. In the modern techniques we have scouting and salary and perks.

2.5 A Summary of Literature Reviewed

The main goal of decentralization was to manage, plan, mobilize and use resources, implement plans, monitor and evaluate the education system in order to improve educational services at the local level. Having launched the process of decentralization on 14th August 2001, it is time to assess the successes and failures of the implementation plan.

Since no study has been done regarding decentralized teacher recruitment in Bungoma South District the researcher found it necessary to provide first hand information on the extent to which

the laid down procedures are followed in teacher recruitment and the effectiveness of the procedure. Involvement of the concerned stakeholders in the recruitment exercise was also key. Decentralization reforms in education do not automatically lead to an improvement in educational quality. They do not in themselves entail any change in teaching methods. Decentralization could however when it brings greater parental involvement have a positive effect on pupil attendance (UNESCO, 2003).

3.3 Research Design

The research design adopted for this study was a descriptive survey design. This design is characterized by the researcher not attempting to be creative and to generate new ideas and would be more concerned with the nature of the survey design. The design will be a cross-sectional study which will involve a research that studies a large population and describes their characteristics, distribution and interrelations of sociological and psychological variables (Kerlinger, 1973). A survey is most frequently used to describe a population and to measure the attitudes of any individual or social group.

Also, the research aimed at the researcher to gather data on the current state of affairs in the school for the purpose of description. The data, which is gathered by the researcher, is then analyzed across the study to interpret the results.

3.4 Sample Selection

The study was conducted in Baramulla Block District, Kuttanada, which is one of the blocks in the Baramulla District. The study was conducted in the Baramulla District, Kuttanada, which is one of the blocks in the Baramulla District.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter described the research design, locale of the study, target population, sample size and sampling techniques, research instruments, validity and reliability of the instruments, data collection procedures and methods of data analysis.

3.1 Research Design

The research design adopted for this study was a descriptive survey. A survey enabled data on decentralized teacher recruitment and placement to be collected across the district. The results would be more accurate since by use of the survey design the researcher collected data from a wider area. Survey is a method that studies a large population and discovers the relative incidence, distribution and interrelations of sociological and psychological variables (Kerlinger, 1973). A survey is most frequently used to collect information about people's opinions, attitudes, habits or any educational or social issues.

Also, the research allowed the researcher to gather information, summarize, present and interpret it for the purpose of clarification (Orodho, 2008). Survey enabled the researcher to collect data across that the study is intended for.

3.2 Locale of the study

The study was conducted in Bungoma South District. It borders Bungoma Central to the North, Bungoma East District to the East, Mumias District to the South and Bungoma West District to

the West. This study was the first of its kind in this district. This was because no such study had been done in the district before. The district has an area of approximately 2069 km² and it has three administrative zones namely; Municipality, Sang'alo and Mwibale Zones (Republic of Kenya, 2009). The main economic activity in the district is farming with sugarcane and maize as the main cash crops. The roads and communication network is fairly good.

3.3 Target Population

The study population comprised of 26 head teachers, 26 deputy head teachers and 1 DSO. They are the managers of the 26 public secondary schools in Bungoma South District and the Provincial Director of Education, Western province.

3.4 Sample Size and Sampling Techniques

The stratified random sampling and purposive sampling techniques were used in this study. The purposive sampling technique was used to select the DSO Bungoma South District who is a TSC agent in the District responsible for staffing of public schools. The purposive sampling procedure was used because there is only one DSO in the district. Since the District has different categories of schools-Boys' schools, Girls' school and Mixed schools that are not equal in number, stratified random sampling technique was used to collect data from 20 head teachers and 20 deputy head teachers of public Secondary schools in the District out of a total of 26 head teachers and 26 deputy head teachers.. According to Grinnell (1993) as cited by Nyinya (2007), stratified sampling helps to reduce chances of variation between the sample and target population. It also allows a researcher to get more precise estimates for each stratum (Kothari, 2004).

The purposive sampling enabled the researcher to have representation from the whole district. In this study, 2 head teachers were drawn from Boy's schools, 3 head teachers from Girls schools and 15 head teachers from Mixed schools. Table 3.1 shows the number of schools in each stratum and the sample size.

Table 3.1 Sample Size

Stratum	Number of Schools	Sample Size
Boys' Schools	3	2
Girls' Schools	5	5
Mixed Schools	18	13
Total	26	20

3.5 Research Instruments

Questionnaires and an interview schedule were used to collect data. The researcher used questionnaires because they can reach a bigger number of respondents within a short time and questionnaires are cheaper to administer. Orodho (2009) explains that questionnaire is an instrument used to gather data which allows measurements for or against a particular viewpoint. A questionnaire has the ability to collect a large amount of information in a reasonably quick space of time. Questionnaires can easily be analyzed, anonymity is possible and the questions are standardized.

Gay (1996) explains that descriptive data are usually collected using questionnaires. Cohen and Manion (1998) have also positively identified questionnaires and interviews as crucial for data collection in descriptive research. The document analysis was used to collect data that was not

directly obtained from the questionnaires. Borg and Gall (1996) as cited in Aloo (2009) asserts that document analysis is used extensively in educational research that cannot be accessed from respondents.

3.5.1 Questionnaires for Head Teachers

Headteachers questionnaires were used to collect information on the nature of the school student population, the number of streams, the number of teachers employed under the decentralized teacher recruitment policy, distribution of teachers per subject, effectiveness in teacher recruitment, the head teachers, perception about the policy and the changes that can make the recruitment exercise effective.

3.5.2 DSO's Questionnaire

This questionnaire was used to collect information on the total number of schools in the district, total number of teachers in service, the teacher shortage, the number of teacher recruited in each year for the past five years, teacher distribution in the district and effectiveness in the decentralized teacher recruitment.

3.5.3 Interview for Deputy Head teacher

The interview was used to collect more information about decentralized teacher recruitment. The questions would seek information on the distribution of teachers and the effectiveness of the decentralized teacher recruitment policy.

3.5.4 Document Analysis Schedule

The researcher used the document analysis to ascertain the teacher shortage and surplus in different subjects in the sampled schools. This was done for a period of five years in public secondary schools in Bungoma South District.

3.6 Reliability of Instruments

Mugenda and Mugenda (2003) explained that reliability is the measure of degree to which a research instrument yields consistent results or data after repeated trials. The reliability of the instruments was enhanced through piloting. Test re-test method of piloting was employed. The questionnaires and interview schedule were administered to 4 schools in order to ensure clarity of questions, confirm the ease of administration and gain insights into the potential difficulties that could arise during data collection. The questionnaires and interview schedules were collected and analysed. Clarifications were made, suggestions incorporated and potential difficulties identified. The questionnaires and interview schedules were then given to the same head teachers and deputy headteachers after 2 weeks. They were analyzed and a coefficient of 0.7 was obtained.

3.7 Validity of Instruments

Validity is the extent to which the difference found with a measuring instrument reflects true differences among those being tested (Kothari, 2004). There are various types of validity, but face validity was used in this study. Responses were determined for face validity by considering whether the responses gave information on the effectiveness of decentralized teacher recruitment and placement policy. To ascertain the validity of the instruments, the instruments were

submitted to two experts in research methodology to read through and give their suggestions. Their suggestions were used to revise the instruments that were used in this study.

3.8 Data Collection Procedures

Before going to the field the researcher obtained permission from the DEO Bungoma South District through the school of graduate studies Kenyatta University. The researcher then distributed the questionnaires to the sampled head teachers and the DSO Bungoma South District. The researcher then booked an appointment with DSO and interview sessions with the deputy head teachers. After the interview, the researcher got the filled questionnaire from the DSO. Data on the interviews was recorded in a note book. The researcher picked questionnaires from the head teachers on the same day.

3.9 Data Analysis

The raw data collected was systematically organized in a manner that facilitated analysis. For the quantitative responses, the researcher assigned numerical values. This was done for close ended questions. Responses were placed into given categories. For open-ended questions in the questionnaires the researcher categorized all responses given and assigned codes to them. The open-ended questions allowed respondents to give their views. The purpose of such items is to help the researcher to obtain qualitative data. All numerical numbers representing responses from the questionnaires were transferred to a code sheet into a computer. The data was then analyzed by use of frequencies and percentages and then presented using pie charts, table and graphs.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the results and discussions of the findings of the study. To find out the effectiveness of decentralized teacher recruitment and placement in public Secondary school in Bungoma South District, Bungoma County, the study sought the opinion of head teachers, deputy head teachers and the District staffing Officer – Bungoma South District, concerning decentralized teacher recruitment policy. If the policy is well implemented it should lead to an even distribution of teachers in schools and across all subjects. The opinions of the head teachers, deputy head teachers and the DSO were therefore necessary in helping the researcher to assess the extent to which the policy has been effective in the district.

The results of the study were presented as follows; the questionnaire returns rate, descriptive data on the general information about respondents and data addressing the objectives of the study.

4.2 Instrument Return Rate

In the study questionnaires were administered to head teachers of public secondary schools in Bungoma South District. Table 4.1 shows the number of questionnaires dispatched and the number returned thus the percentage response rate.

Table 4.1 Questionnaire Return Rate

No. Dispatched	No. Received	Percentage %
20	16	80

Most of the questionnaires issued were received with an overall return rate of 80%. Four schools never returned their questionnaires. One other questionnaire was issued to the DSO Bungoma South and it was filled and returned.

4.2.1. Interview Schedule for Deputy Head Teachers

For the study, the researcher interviewed deputy head teacher of the sampled public secondary schools in Bungoma South District. Table 4.2 shows the percentage response rate for the deputy head teachers.

Table 4.2 Interview Schedule Response Rate

No. to be interviewed	No. interviewed	Percentage %
20	17	85

Most of the deputy head teachers were available for the interview the researcher having made the prior arrangements. Three of them were never available. The response rate for the interview was 80%.

4.3 General Profile of Respondents

The researcher looked at the general information regarding the schools that were under study in terms of nature of the school, student's population, number of streams in the schools, teachers recruited since 2005 and the experience of the head teacher.

4.3.1 Category of schools

The researcher looked at the category of schools among the sampled schools. The sampled schools comprised day schools, boarding schools and day& boarding Schools.

Table 4.3 Category of School

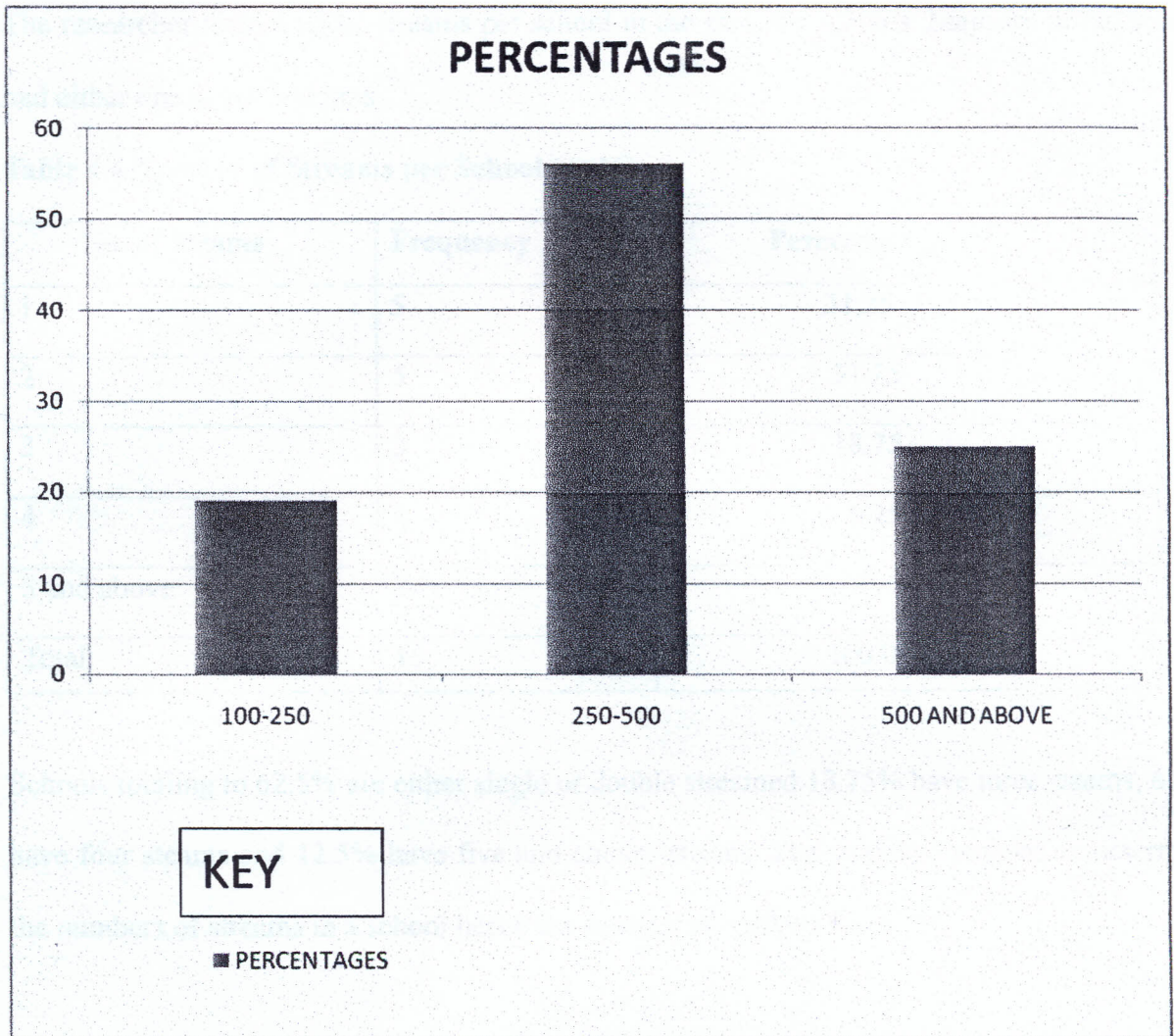
TYPE	FREQUENCY	PERCENTAGE %
Day	8	50
Boarding	4	25
Day & Boarding	4	25
Total	16	100.0

From table 4.3 the researcher observed that half of the schools sampled, 50% were day schools while 25% are boarding and the remaining 25% both day and boarding schools. There was an indication that schools that had easy access had a better teacher distribution as compared to those that were in areas with transport problems.

4.3.2 Student Population

The researcher put the student population into three groups of 100 to 250 students, 250 to 500 students and 500 and above students .The findings were as shown in Figure 4.1

Figure 4.1 Student Populations in Sample Schools



Schools totaling to 19% have a student population of between 100 – 250 students, 56% of the schools have between 250 – 500 students while 25% have above 500 students. CBE in secondary schools is used to determine the number of teachers across subjects and the student populations contribute to the same.

4.3.3 Number of Streams in Sampled Schools

The researcher looked at the streams per school in the sampled schools. Majority of the schools had either one or two streams.

Table 4.4 Number of Streams per School (n=16)

No. of Steams	Frequency	Percentage %
1	5	31.25
2	5	31.25
3	3	18.75
4	1	6.25
5 and above	2	12.5
Total	16	100.00

Schools totaling to 62.5% are either single or double streamed 18.75% have three steams, 6.25% have four steams and 12.5% have five and above streams. The students' population determines the numbers of streams in a school hence the number of teachers required.

4.3.4. Number of Teachers Recruited in Decentralized teacher recruitment since 2005

From the records, the researcher observed that a minimal number of teachers had been recruited in the sampled schools from the year 2005 to 2010. The number of teachers recruited in each of the five years under study are as shown in table 4.5

Table 4.5 Number of Teachers Recruited in Decentralized Teacher Recruitment Between 2005 – 2009

YEAR	FREQUENCY	PERCENTAGE %
2005	10	30.3
2006	2	6.1
2007	10	30.3
2008	7	21.2
2009	4	12.1
TOTAL		100.0

From Table 4.5, the head teachers indicated that 30.3% of teachers were recruited in 2005, 6.1% in 2006, 30.3% in 2007 21.2% in 2008 and 12.1% in 2009. From the 16 sampled schools this is an average of two teachers per school within five years. This is like a drop in the sea since there is a biting teacher shortage in the District. This is due to the fact that all the schools under study had at least employed a BOG teacher to ease the workload at the schools. There was one school in Sang'alo zone where the school had only one Geography teacher for the entire school. This is because replacement of teachers is done annually and the school is compelled to wait for a whole year upon the exit of a teacher before replacement. This is a clear indication that the exercise has not been effective.

4.3.5. The Length of Time the Respondents had been Head Teachers

The researcher sought to know if all the respondents had served as head teachers to effectively respond to the questionnaire. The researcher also wanted to know if the head teacher had sat on

the interview committee and participated in the recruitment exercises. Table 4.6 shows their length of service as head teachers.

Table 4.6 Length of Time of Service as Head teachers (n = 16)

Length of Service in Year	Frequently	Percentage %
<1	1	6.7
1 -10	10	66.7
11- 20	3	20.0
>20	1	6.7
TOTAL	15	100.1*

*Different from 100.0 because of rounding off.

From table 4.6, head teachers totaling to 6.7% had served for less than once a year, 66.7% had served for between eleven and twenty years while 6.7% had served for over twenty years .The sample was sixteen but the total according to the table is fifteen. One head teacher did not indicate the number of years in service as a head teacher .The service is an indication that all the head teachers have been members of the interview panel hence are conversant with the laid down guidelines by the TSC for Teacher Recruitment.

4.4 The Extent To Which Official Recruitment and Placement Procedures Are Used In The Public Secondary Schools In Bungoma South District

The first research question was: What is the official recruitment and placement procedure used in Public Secondary schools in Bungoma South District? This research question sought to

determine the teacher recruitment and placement procedures. Data presented and analyzed below addressed this research question in the following manner:

The head teachers and deputy head teachers were asked to give their views on the official recruitment and placement procedures in public secondary schools in Bungoma South District. The study sought the views of the head teachers and deputy head teacher on the extent to which official recruitment and placement procedures are used in public secondary schools.

4.4.1. Opinion of head teachers on the extent to which official recruitment and placement procedures are used in public secondary schools in Bungoma South District

The head teachers were asked to give to give their opinion on the extend to which official recruitment and placement procedures are used in public secondary schools in Bungoma South District and their responses were as discussed below:

The head teachers said the procedure was well followed from the time the vacancies are advertised to the time the letters of appointment were sent to the successful candidates. The number of vacancies advertised was determined by the statistics appearing on the staff monthly returns or at times the shortages are personally launched to the TSC by head teachers. Basing on the above information the chances are then advertised in the local dailies. The candidates then visit the schools listed to hand in their application letters and told of the interview dates. At times the dates are communicated on phone. During the interview, scores are strictly awarded according to the set down guidelines / marking schemes. The panel then picks the required number of teachers for each subject combination in the schools. The successful candidates' names are then forwarded to the TSC for the appointment letters to be sent to school.

4.4.2 Opinion of Deputy Head Teachers on the extent to which official Recruitment and placement procedures are used in public secondary schools in Bungoma South District

The deputy head teachers were asked to give their opinion on the extent to which official recruitment and placement procedures are used in public secondary schools in Bungoma South District and their responses were as discussed below:

The deputy head teachers said the procedure was well followed and all the laid down guidelines adhered to. A representative from the DEO's office oversees the interview process and settles any disputes that arise as a result of the interview. The score sheet is used in awarding marks hence gives a sense of objectivity. Some deputy head teachers also felt that by sticking to the official procedures of recruitment, graft had been limited in the recruitment process and a level playground created for all applicants.

4.5 The Effectiveness of Teacher Recruitment And Placement Policy In Public Secondary Schools In Bungoma South District

The second research question was: Is the decentralized teacher recruitment and placement exercise effective in Bungoma South District? This second research question sought to find out the extent to which decentralized teacher recruitment and placement exercise had been effective.

Data presented and analyzed below addresses this research question in the following manner:

To address the objective of the effectiveness of teacher's recruitment and placement policy in public secondary schools in Bungoma South District, the head teachers were asked their views about the policy's contributions to effectiveness of teacher's recruitment and placement in Bungoma South District.

4.5.1 Opinion of Head Teachers and the DSO on the Effectiveness of Teacher recruitment and placement policy in public Secondary schools in Bungoma South District.

The head teachers were asked to indicate their opinion on effectiveness of teacher recruitment and placement policy in public secondary schools in Bungoma South District in relation to teacher distribution in schools and their responses were as shown in Table 4.1

Table 4.7 Opinion of Head Teachers on effectiveness of Teacher Recruitment and placement policy (n=16)

Opinion	Frequency	Percentage
Well distributed	1	6.25
Fairly distributed	8	50
Not sure	0	0
Unevenly distributed	6	37.5
Poorly distributed	1	6.25

From Table 4.7 the head teachers totaling to 56.25% indicated that there was effectiveness in the teacher recruitment and placement exercise in public secondary schools in Bungoma South District. On the other hand 43.75% of the head teachers indicated that the exercise was not effective.

The head teachers were further asked to indicate the trend of teacher's distribution according to subject as this was also an indicator of effectiveness. A balance in teacher distribution among public secondary schools and across subjects determines the effectiveness in the exercise of teacher recruitment and placement. The findings of the researchers show that the decentralized

teacher recruitment and placement exercise has not been effective, this is evident in schools where a certain subject teacher handles more small classes than expected hence a heavy work load. The responses of head teachers were as shown in Table 4.8

Table 4.8 Opinion of Head Teachers on Distribution of Teachers Across subjects (N=16)

SUBJECT	Poorly distributed		Average distributed		Well distributed	
	(F)	(%)	(F)	(%)	(F)	(%)
Mathematics	4	25	5	31.25	7	43.75
English	3	18.75	10	62.5	3	18.75
Kiswahili	6	37.5	8	50	2	12.5
Biology	3	18.75	10	62.25	3	18.75
Physics	4	25	8	50	4	25
Chemistry	7	43.75	6	37.25	3	18.75
Geography	4	25	6	37.25	6	37.5
History	4	25	7	43.75	5	31.25
C.R.E	1	6.25	10	62.5	5	31.25
Home Science	2	40	1	20	2	40
Music	3	75	1	25		
French	4	80	1	20		
Computer studies	3	60	2	40		
Agriculture	2	12.5	9	56.25	5	31.25
Business studies	6	37.5	9	56.25	1	6.25
Wood work	2	100				
Art \$ Design	2	100				

From Table 4.8, head teachers indicated that most subjects in their schools did not have an adequate number of teachers. They felt that if the decentralized teacher recruitment exercise had addressed its objective and purpose, all subjects will have a fair distribution of teachers. Due to the imbalance in the teacher distribution across subject, they felt the exercise had not been effective. The head teachers indicated that the following subjects were averagely distributed: English 63%, Kiswahili 50%, Biology 63%, Physics 50%, CRE 63%, Agriculture 56%, and Business studies 56%. On the other hand, they indicated that the following subjects had a poor distribution: Music, French, computer studies, Woodwork and Art and Design. The DSO confirmed that none of the subjects had a good distribution of teachers. He noted that the worst hit subjects were technical subjects. French, Music and computer studies are subjects that head teachers indicated were not well distributed at all. With the poor and average distribution in the subjects, not all the schools under study offered the subjects. French was offered in only five schools representing 31.25%, Music was offered in four schools representing 25% of the schools under study and computer studies was offered in only five schools which was 31.25% of the schools under study. The head teacher of the schools offering woodwork and art and design indicated that the subjects had a poor distribution of teachers. None of the schools had an average distribution of was well distributed. Only two schools offer woodwork and two schools offer Art and Design. This is represented by 12.5% of the total schools under study.

General view was that they were fairly distributed. The head teachers were further asked to comment on other issues that contributed to effectiveness of decentralized teachers recruitment and placement and their responses were as shown in Table 4.9

Table 4.9 Issues that contribute to effective decentralized Teacher Recruitment and placement (N=16)

Issues	Effective		Fairly Effective		Less effective	
	(F)	(%)	(F)	(%)	(F)	(%)
Transparency in the advertisement of vacancies	2	12	8	50	6	38
Support during the recruitment exercise	4	25	7	44	5	31
Declaration of the correct vacancies	2	13	5	31	9	56

Head teachers totaling to 50% indicated that the TSC was fairly effective on transparency while advertising teaching vacancies in schools. 56% of the head teachers stated that the TSC was less effective while declaring the correct number of vacancies per school. 44% of the head teachers felt that the TSC was fairly effective in its support during the recruitment exercise.

The subjects of need were not given preference while advertising the vacancies. The DSO indicated the following about rating of effectiveness of decentralized teacher recruitment and placement: transparency in the advertisement of vacancies was effective support during the recruitment exercise was rated as fairly effective while declaration of correct vacancies was rated as less effective.

4.5.2 Perception of Head teachers on the trend of decentralized teacher recruitment and placement

The head teachers' response on whether effectiveness in decentralized teacher recruitment and placement had depicted any changes in teacher balance in schools and across subjects are as presented in Fig. 4.2

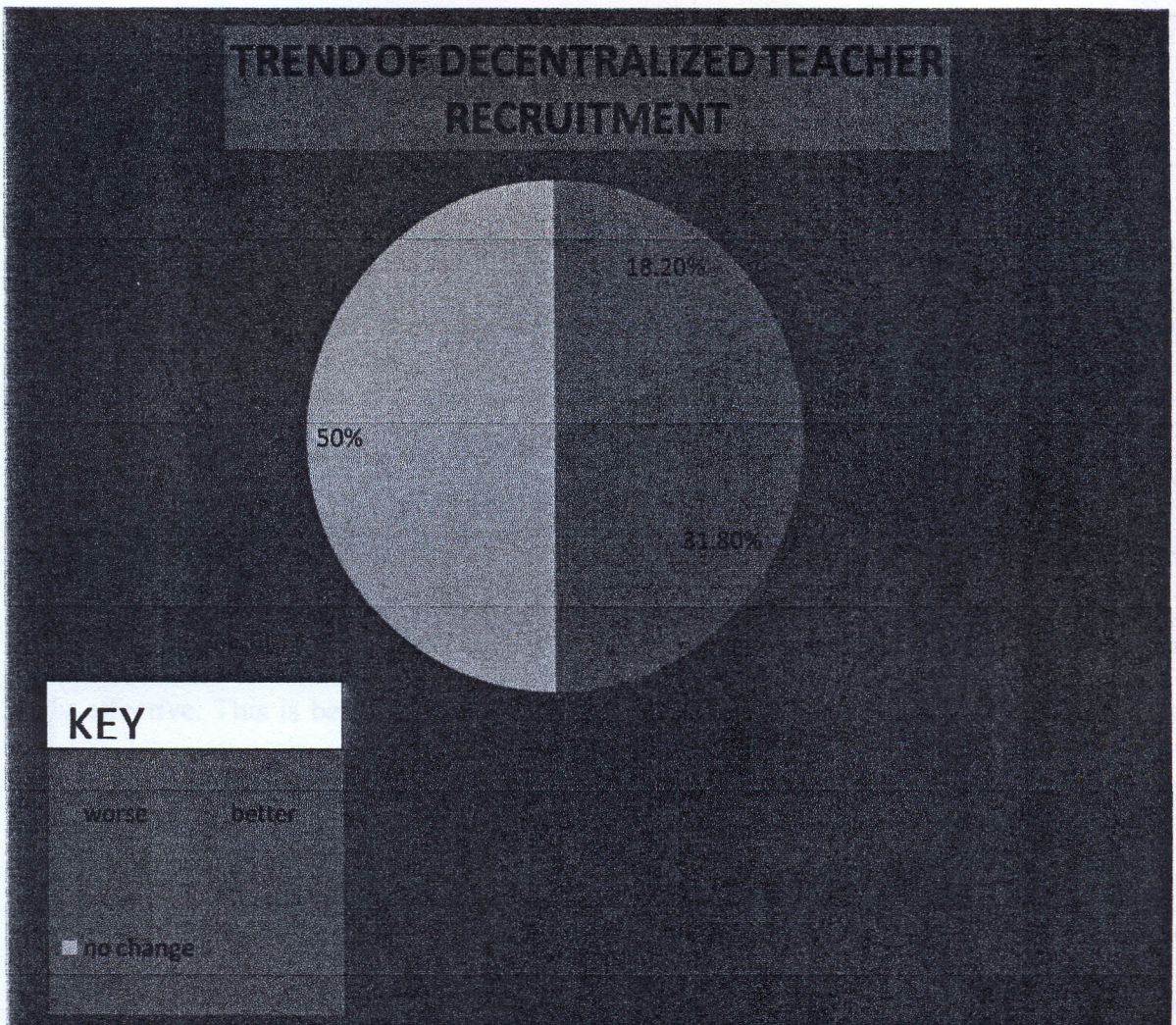


Figure 4.2 Perception of Head Teacher on Trend of Decentralized Teacher Recruitment

The head teachers totaling to 50% indicated that decentralization in teacher recruitment and placement had not been effective since there was no change in teacher distribution in schools and

across subjects. However, 31.8% said that it was better and 18.2% pointed out that the situation was worse than before. According to the DSO, the situation had been better over progressive years. In ascertaining further the extent to which decentralized teacher recruitment and placement exercise had been effective. The responses were as shown in Table4.10

Table 4.10 Extent to Which decentralized teacher Recruitment is Effective (N = 16)

Perception	Frequency	Percentage %
Not effective	2	12.5
Effective	3	18.8
Undecided	2	12.5
Fairly effective	9	56.2
Very effective	0	0
TOTAL	16	100

From Table 4.10 the head teachers considered decentralized teacher recruitment exercise to be fairly effective. This is because 56.2% considered the exercise to be fairly effective and 18.8% considered it effective. On the contrary, 12.5% of the head teachers considered the exercise not effective at all and the remaining 12.5% were undecided. This outcome depicts that the decentralized teacher recruitment exercise has not realized its purpose of staffing and balancing teachers in public secondary schools. It has performed below the expectations of head teachers hence being rated fairly effective.

None of the head teachers felt the exercise was very effective .The DSO also considered the exercise fairly effective.

4.6 The strategies for improving effectiveness of Decentralized Teacher Recruitment and Placement in Bungoma South District

The third research question was: What strategies can be put in place to improve the decentralized teacher recruitment in Bungoma South District? This research question sought to establish the strategies for improving effectiveness of decentralized teacher recruitment in Bungoma South District. The data presented below addressed the above research question in the following manner;

Head teachers were asked to give their views on strategies for improving the effectiveness of decentralized teacher recruitment and placement in public secondary schools in Bungoma South District, Bungoma County. In order to achieve the objective the study sought the opinions of the head teachers and the DSO Bungoma South District on improving effectiveness of decentralized teacher recruitment.

4.6.1 Opinion of head teachers and the DSO on improvements on interviewing panels for effectiveness in decentralized Teachers Recruitment and Placement in Public Secondary Schools in Bungoma South District

The head teachers were asked to give their opinion on what needed to be done with regard to interview panels to improve effectiveness of decentralized teacher recruitment and placement in public secondary schools in Bungoma South District and their responses were as discussed below. Their responses were as shown in Table 4.11

Table 4.11 Factors That Enhance Improvement on Interviewing Panels (N=16)

Factors	Frequency	Percentage %
Elimination of corruption, tribalism and exercising transparency	9	56.25
Disregarding the year of graduation and recruitment, teacher from any part of the country	3	18.75
Qualified personnel in education field to be on interview panel	4	25
Total	16	100.0

From Table 4.11, head teachers totaling to 56.25% indicated that if corruption, tribalism and nepotism are eliminated and transparency exercised, improvement will be enhanced on the panels carrying out teacher recruitment. 18.75% of the head teachers indicated that the year of graduation should be disregarded and recruitment of teachers be done to all qualified teachers regardless of which part of the country they come from. 25 % of the head teachers indicated that they would prefer members of the interviewing panel to be professional educationists.

The head teachers felt that the recruitment exercise should be open to all qualified teachers from any part of the county. Limiting or localizing the exercise promoted vices like tribalism and clanism which hindered national unity in our country yet it was one of the goals of education.

The panels should also disregard the years when these candidates graduated and give chance to

those who qualify and are interested in the job. The panels should inform the applicants about the interview dates in good time so that they are at the venues when they are required. The head teacher also felt that interviewing panels that are within the same locality and have advertised for vacancies in similar subject combinations should have their interviews done on different dates. This would allow an applicant who misses a chance in one school to possibly secure one in a different school. The members on the panel should be non partisan and avoid selfish interests. The head teacher also felt that no external influence should be allowed as it was noted that at times political influence played a key role in the selection process. Makabila (2007) asserts that the hiring process at district and school levels has been marred by corruption, tribalism and politics. A section of the head teachers also felt that apart from the panel awarding marks strictly basing on the marking scheme provided both oral and written interviews should be done. A session should also be allowed for the applicants to have interaction with students in a classroom environment. This would allow for time tested human resource management procedures according to Okumbe (2001) as cited by Aloo (2009). The panel members should observe a high level of integrity and avoid any forms of corruption, be transparent and honest and preferably be professionals in the education field and well conversant with subject content in various disciplines. Finally, the head teachers felt that the interviewees should be allowed to give a feedback on how the recruitment exercise was carried out in various schools. The DSO felt there needed to be training for panel members on relevant Acts and Policies and acquaintance with the education system.

4.6.2 Opinion of Head Teachers and the DSO on the Changes the TSC Needs To Effect for Effectiveness in Decentralized Teacher Recruitment and Placement in Public Secondary Schools in Bungoma South District

The data indicating the opinion of head teachers and the DSO Bungoma South District on the changes that needs to be effected by the TSC for effectiveness in decentralized teachers Recruitment and placement in public secondary schools in Bungoma South District, Bungoma County were as discussed below.

The head teachers felt that the recruitment marking scheme should be flexible. Currently, the marking scheme is so rigid that the interview panel cannot make any alterations while awarding scores .For instance in the most recent recruitment exercise candidates from the constituency were automatically awarded 60% of the total score. The head teachers also felt that the TSC being the sole employer of teacher's country wide should always ensure that they advertise the correct number of vacancies of for the teachers required per school basing on the staff monthly returns. This was necessary since the head teachers felt that the rate at which teachers left the service due to retirement, search for greener pastures and natural attrition was higher than the rate of replacement. They also argued that if transparency in the advertisement for vacancies was an issue at the headquarter, then schools should be allowed to advertise the chances based on curriculum needs of given schools. The TSC should then allow the interview panels to recruit any teacher who are effective giving consideration to the schools' preferences- BOG teachers regardless of their places of origin and then TSC personnel to be set to interview venues as monitors and observers during the recruitment exercise. Alternatively counties should be used to identify vacancies in various schools. The TSC should vet the BOG members who sit on the

interview panel to be sure they are fit for the job. The head teachers also proposed that MOE officials should be excluded from the interviewing panels and they should be allowed to work with subject teachers. Schools that are overstaffed should have the teachers balanced out by exit transfers. They also felt that head teachers are the right people for promotion to manage the TSC units and Education Officials since they are more conversant with staffing problems at the grassroots. Finally, the head teachers felt that the TSC should consider going back to the centralized recruitment of teachers to curb vices like tribalism and nepotism. The DSO was of the opinion that TSC should establish a county recruitment secretariat and employ qualified personnel in their offices and improve the remuneration of their staff to avoid being compromised. These would improve effectiveness in decentralized teacher recruitment and placement in public secondary schools.

4.6.3 Opinion of Head Teachers and the DSO on improvement at schools and Districts for effectiveness in decentralized Teacher Recruitment and placement in public secondary schools in Bungoma South District

The head teachers were asked to give their opinion on the strategies required at school level to improve the effectiveness of decentralized teacher recruitment and placement of public secondary schools in Bungoma South District. The responses of the head teachers on improvement at school level for effective decentralized teacher recruitment was as shown in Table 4.12

Table 4.12 Opinion of Head Teachers on Improvement at School Level for Effective Decentralized teacher Recruitment (N=16)

OPINION	FREQUANCY	PERCENTAGE
Considering priory needs of the schools.	6	37.5
Recruitment to be done at county level or TSC head quarters	3	18.75
BOG to be trained on their roles during the interview	4	25
Schools be allowed to receive application from all parts of the country	3	18.75
Total	16	100.0

Table 4.12 shows that 37.5% of the head teachers indicated that if priority needs of their schools were considered during advertisement of teaching positions, this would lead to improvement at school level for effectiveness in decentralized teacher recruitment. 25% of the head teachers indicated that there was need for BOG members to be trained on their roles during the interviews and occasionally attend refresher courses for effectiveness on decentralized teacher recruitment at school level. 18.75% of the head teachers indicated that recruitment should be done at county level or the TSC headquarters for fairness and another 18.75 % indicated that applications should be received from all parts of the country and any applicant who qualifies should be considered for employment regardless of their places of origin or year of graduation.

The head teachers were asked to give their opinion on the strategies required at school level to improve the effectiveness of decentralized teacher recruitment and placement of public secondary schools in Bungoma South District and their responses were as discussed below;

The head teachers felt that BOG's should be given full independence and carry out the exercise of hiring teachers. They should be allowed to advertise for vacancies in schools by strictly following the priority needs of school as given in the staff monthly returns. Other head teachers felt that all the panel members of the interview committee should be properly serviced on the recruitment exercise prior to the interviews. Schools should also allow all qualified people to apply regardless of their year of graduation and their origin provided their combinations are the areas for shortage for the schools. On the contrary, there are head teachers who felt that schools should employ teachers strictly basing on the year of graduation. Head teachers also wanted the schools to avoid corruption by the people who carry out the interviews. Finally, a few teachers wanted the TSC to take up the role of hiring teachers as this was the only way to exercise fairness. The DSO wanted the school to use qualified BOG members; undo the constituency based recruitment which encourages tribalism and said priority should be given to teachers serving on BOG in those schools that need hiring.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter provides the summary of findings of the study and the conclusion. It further provides recommendations to the Ministry of Education and TSC on how to improve and effectively carry out the decentralized teacher recruitment exercise. The purpose of this study was to establish the effectiveness of decentralized teacher recruitment and placement in public secondary schools in Bungoma South, Bungoma County. The study was guided by the following research objectives: to determine the extent to which official recruitment and placement procedures are used in teaching recruitment in public secondary schools, to find out the extent to which decentralized teacher recruitment and placement exercise has been effective and to establish strategies for improving effectiveness of decentralized teacher recruitment .

5.2 Summary of Findings

This chapter summarizes the findings of the research objectives.

In the first objective that sought to determine the extent to which official recruitment and placement procedures are used in teacher recruitment in Public secondary schools in Bungoma south District, Bungoma County, the study revealed that availability of the marking scheme acted as a guide to all the panel members of the interview committee. As a result, nothing was done outside the laid down guide lines. An issue only arose if there was a tie for position one candidates. Definitely one of them would be favored by the panel to come out the best. In case of disputes, a representative from the DEO's office on the panel was expected to resolve such

issues. All candidates leave the interview venue satisfied and know their fate. For the second objective which sought to find out the extent to which decentralized teacher recruitment and placement exercise had been effective in public secondary schools in Bungoma South District, Bungoma County, the study found out that 56.2% of the Head Teachers considered the exercise fairly effective, 18.8 % of them felt the exercise was less effective, 12.5% of the head teachers viewed the exercise as not effective at all while the remaining 12.5% were different. The DSO Bungoma South District also felt the exercise was fairly effective since it had not achieved its objective. The exercise was aimed at balancing the teaching force within schools and across subjects but so far this was still wanting.

In the study, the third and final objective was to establish strategies for improving effectiveness of decentralized teacher recruitment and placement in public secondary schools of Bungoma South District, Bungoma County. Majority of the head teachers were of the opinion that schools with vacancies be allowed to recruit teachers from any part of this country other than confining schools to constituencies, that since the central system of declaring vacancies was not address in school needs properly and not in good time, a secretariat at the DEO's office or county be used to do the same.

5.3 Discussion of Findings

5.3.1 What is the official teacher recruitment and placement procedure used in Public Secondary Schools in Bungoma South District?

The study findings indicate that all the head teachers of the 16 schools and deputy head teachers of the 17 schools indicate that the official procedure was well followed from the time of the

vacancies to the final stage of recruitment. The official laid down guidelines from the TSC is adhered to. In the study, it was found out that the number of vacancies advertised was based on the staff monthly returns prepared by Head teachers to the TSC. The chances were then advertised in the local dailies to attract the interested candidates. The finding concurred with the view of Okumbe (2001) which identifies the first step of recruitment as being the professional recruitment which entails making prospective teachers attracted to the teaching profession via teacher training. The second step is the recruitment of the trained teachers to fill up the identified positions. In the study, it was found that the deputy head teachers felt that by sticking to the laid down guidelines in the selection process graft had been minimized there by creating a level playground for all applicants. This finding differs with the findings of Guantai (2008) which noted that the recruitment process had the following weaknesses corruption and nepotism, biasness and favoritism. She also reported that issues of governance in teacher recruitment process are marred by favourism and nepotism. This study is in agreement that for effectiveness in decentralized teacher recruitment and placement, official procedures must be used.

5.3.2 Is the decentralized teacher recruitment and placement exercise effective in Bungoma South District?

In the study , the contributions of the head teachers and the DSO on effectiveness in decentralized teacher recruitment based on teacher distribution across subjects was found as fairly distributed. In the study, it was found that 50% of teachers felt that there was a fair distribution of teachers across subjects in different schools and only 6.25% felt teachers were well distributed. The fair distribution was due to the fact that a teacher was expected to teach more streams than the recommended teacher – student ratio by UNESCO. This finding concurs

with the finding of Wanjala (2005) in her study on the Effectiveness of TSC in maintaining a balanced teaching force at secondary schools level which summed that:

There is disparity between subject areas and regions. The disparity is viewed as an indicator of potential ineffectiveness in TSC in its role of maintaining a balanced teaching force in secondary schools.

It was also found in this study that while declaring the number of vacancies in schools, incorrect figures were used 56% of the head teachers felt that the declaration was less effective and only 13% of them felt it was effective. That was why schools have never had enough teachers despite the annual recruitments. This concurred with the views of Guantai (2008) which stated that there is always inaccurate data from the field on the existing vacancies. She further cited that recruitment is only done to replace teachers who leave the service through natural attrition but doesn't address the actual teacher shortage. It was also found in the study that 50% of the head teachers indicate that decentralization in teacher recruitment and placement had not been effective since no change was seen in the trend of teacher distribution in schools and across subjects.

5.3.3 What strategies can be put in place to improve the decentralized teacher recruitment in Bungoma south district?

The study findings indicated that the head teachers were of the opinion that something needed to be done to the interview panel members to improve effectiveness of the decentralized teachers recruitment and placement in public secondary schools. The members of the panel should be none partisans and people who avoid self interests. These members should not allow any external influence to interfere with the recruitment exercise as it has been noted that sometimes political

influence played a role. This finding concurred with the view of Makabila(2007) when he asserted that the hiring process at both district and school levels had been marred by corruption, tribalism and politics. In the study, it was also found that DSO felt that the panel members needed training on relevant acts and policies and acquaint themselves with the education system. The DSO also felt that the DEO's representative on the panel should not be TAC tutors but other qualified educationists, This concurred with Guantai(2008) who cited that there was lack of professionalism in the admin of the recruitment process. It was found in this study that the TSC should vet the BOG members who sit on the interview to be sure that they fit to carry out the recruitment process. This concurred well with the views of Sang, K.A and Otunga N.R (2005) in their study on Challenges and Experience in Decentralization of Teachers Recruitment in Kenya: A case of urban secondary schools in Uasin Gishu District in which they noted that the BOG members knowledge base on an educational matter was wanting and the recruitment process was efficient and subject to manipulation. From the study it was also found that a section of head teachers felt that the TSC should take up the role of centrally hiring teachers as this could be the only way to exercise fairness in recruitment exercise. It was also found that the DSO wanted the consistency based recruitment to be done away with as he felt it encouraged tribalism and that during the recruitment exercise, priority should be given to teachers serving on BOG in various schools where vacancies exist.

5.4 Conclusions

This study was set to find out the effectiveness of decentralized teacher recruitment and placement in public secondary schools in Bungoma South District. Decentralized teacher recruitment was first done in Kenya in 2001 when the government with the support of World

Bank proposed decentralization of some functions of the TSC teacher recruitment being one of them. This was meant to lead to equitable distribution of teachers in all schools and cross subjects.

5.4.1 The Extent to Which Official Recruitment and Placement Are Used In Public Secondary Schools

The study in addressing the research objectives the extent to which official recruitment and placement procedures are used in public secondary schools in Bungoma South District found out that the exercise is done based on the MOE /TSC guidelines that are sent to schools. In all schools where vacancies are advertised, all present applicants on the interview date are subjected to an interview before a panel and then the highest score given a chance. The head teachers noted that at the end of the exercise a copy of the score sheet is sent to the TSC to verify the scores before an employment letter is sent to the best candidate. Procedurally, failure by such a candidate to take up the chance preference is given to the second best candidate. This limits issues of favourism since the set up rules are followed.

5.4.2 Effectiveness of the Teacher Recruitment and Placement Policy in Public Secondary Schools

The study in investigating into the effectiveness of the teacher recruitment and placement policy in public secondary schools in Bungoma South District looked at three issues and found out that transparency in the advertisement of vacancies was rated as fairly effective by the head teachers. This was because advertising of the vacancies was not done regularly. It took longer than the schools expected. Replacement of teachers who had left service perhaps due to transfers or

natural attrition was also not effective. Secondly, support by the DEO's office during the recruitment exercise was rated as fairly effective. The representative from the Education office played no major role except in cases where a dispute arose. Finally, declaration of correct vacancies was rated less effective by both the head teachers and the staffing officer. This was occasioned by advertisement of wrong combinations and at times lack of transparency by the TSC in allocation of correct slots in a given subject based on the needs of a school.

5.4.3 Strategies for Improving Effectiveness of Decentralized Teacher Recruitment Policy

The study in attempting to gather information on how to improve the effectiveness of decentralized teacher recruitment exercise found out that some members of the interview panel had personal interests in certain candidates. This then brought about favoritism, promoted tribalism or nepotism especially when there was a tie between two candidates and only one had to be selected. The head teachers noted that before recruitment, genuine understaffed schools should be given preference.

In addition, the recruitment exercise should be based on school needs to avoid cases of double recruitment in certain schools at the expense of other schools since this causes inequitable distribution of teachers in schools. However, the study revealed that applications are confined to certain areas but to get the best person a chance should be given to all applicants regardless of where they come from. Also, only qualified personnel should be allowed to sit on the interview panels and preferably educationists.

5.5 Recommendations

In the light of the findings and conclusion of this study the following recommendations were made:

5.5.1 The Extent to Which Official Recruitment and Placement Procedures are Used in Secondary Schools

The study recommended that:

- i) There is need to adjust the allocation of scores on the score sheet since a stiff competition arises among candidates for only five marks where there is a tie. This was evident in the recent recruitment where candidates who hailed from the constituency automatically earned sixty (60) marks.
- ii) The TSC should undo the constituency based recruitment and recruit the candidates from any part of the country to promote national integration and avoid tribal skewness.

5.5.2 The Effectiveness of Teacher Recruitment and Placement Policy in Bungoma South District.

The Study Recommended That:

- i) The TSC should train panel members on what is expected during the recruitment exercise and acquaint them with relevant acts like the Public Officers Ethics Act.
- ii) The public secondary schools should have learned BOG members who are conversant with issues in education and their dynamics.
- iii) The TSC should consider the understaffed schools first during recruitment and especially those that wish to introduce new subjects in their schools.

5.5.3 Strategies for improving the Effectiveness of Decentralized Teachers Recruitment Policy.

Arising from the findings of the study, the following recommendations were made;

As evident from the study, TSC did not exercise transparency in the allocation of vacancy slots based on the school needs. The TSC therefore should address the actual teacher shortage in secondary schools rather than merely replacing those teachers who had left the profession due to various reasons. This concurred with the views of Guantai (2008) in her study on the effectiveness of BOG Recruitment of secondary school teachers in which she cited that the recruitment is only done to replace teachers who leave the service through natural attrition but doesn't address the actual teacher shortage.

It is also evident that the selection process is marred by corruption, tribalism, nepotism and sometimes political interference. For this reason, the TSC should have one panel that is centrally placed to carry out interviews for public secondary schools nationwide where the panel members do not know any of the candidates to avoid cases of favoritism and personal interest in the recruitment exercise.

School head teachers lack confidence in the panel that carry out recruitment exercise. Likewise, the DSO feels that some of these members need to undergo training so they are component in their duties. This concurred with findings of Wanjala, G. and Okinda, R (2005) in their study on implications of decentralized teacher recruitment in public secondary school in Kisumu District which stated that the respondents are dissatisfied with the current staffing trends. The panel members capability should be enhanced to enable them to carry out their duties effectively and

efficiently. For this reason, the head teachers felt that the TSC should establish a county recruitment secretariat to facilitate the recruitment of teachers in all public secondary schools.

5.6 Suggestions for Further Research

In view of the study carried out, the following recommendations for further research were made:

- i) **Comparative analysis of performance between teachers recruited through supply driven method and those recruited through the demand driven method.**
- ii) **The findings also indicate that there is a five year bonding to schools for teachers employed under decentralized teacher recruitment before one can be considered for a transfer. Further research should therefore be conducted on retention rate of teachers in public secondary schools after the introduction of decentralized teacher recruitment.**

The findings further indicate that the purpose of decentralization was to reduce the workload at TSC headquarters, satisfy the staffing needs of schools and ensure a balanced distribution of teachers across subjects. Further research should therefore be conducted in all public secondary schools within Bungoma County to find out if these objectives have been met.

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APPENDIX A: PRINCIPALS' QUESTIONNAIRE

I am a master of Education student at Kenyatta University pursuing a course in Education Planning and Management. I am currently doing a research on Effectiveness of Decentralized Teacher Recruitment and placement in Public Secondary school in Bungoma south District. You have been identified as potential respondent in this research. The information you give is strictly for research purposes and will be treated with confidentiality. Your co-operation is highly appreciated.

1 .What is the nature of your school?

Day

Boarding

2. Student's population in your school

100-250

250-500

500 and above

4. Number of streams in the school.

One

Two

Three

Four

5. How many teachers have been recruited under the decentralized teacher recruitment since 2005

6 Please indicate the number recruited each of the following years

2005

2006

2007

2008

2009

7 For how long have you been a Head teacher? years

8 Have you ever been a member of the interview committee during the recruitment process?

No Yes

9 How are the teachers distributed in your school?

Well distributed

Fairly distributed

Not sure

Unevenly distributed

Poorly distributed

10 What is the teacher distribution per subject in your school on the following subject areas?

	Poor	Average	Good
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kiswahili	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Biology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chemistry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Geography	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
History	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C.R.E	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Home science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
French	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Computer studies	<input type="text"/>	<input type="text"/>	<input type="text"/>
Agriculture	<input type="text"/>	<input type="text"/>	<input type="text"/>
Business studies	<input type="text"/>	<input type="text"/>	<input type="text"/>
Wood work	<input type="text"/>	<input type="text"/>	<input type="text"/>
Art and Design	<input type="text"/>	<input type="text"/>	<input type="text"/>

11 How would you rate the effectiveness of decentralized teacher recruitment policy on the issues above?

Issue	Opinion		
	Effective	Fairly Effective	Less Effective
Transparency in the Advertisement of vacancies	<input type="text"/>	<input type="text"/>	<input type="text"/>
Support during the Recruitment exercise	<input type="text"/>	<input type="text"/>	<input type="text"/>
Declaration of correct Vacancies	<input type="text"/>	<input type="text"/>	<input type="text"/>

12 List any five things the interviewing panel can do for effective decentralized teacher recruitment.

13 In what ways has the MOE failed you in your effort to get the right personnel for the teaching posts?

14 What changes can the TSC make to have effective in decentralized teacher recruitment?

15 How has decentralized teacher recruitment and placement in your school been over progressive years?

Better	<input type="text"/>
No change	<input type="text"/>
Worse	<input type="text"/>

16 To what extent has the decentralized teacher recruitment exercise been effective?

Very effective	<input type="text"/>
Fairly effective	<input type="text"/>
Undecided	<input type="text"/>
Less effective	<input type="text"/>
Not effective	<input type="text"/>

17 In your opinion what would improve the effectiveness of decentralized teacher recruitment exercise in your school?

In your opinion what is the teacher distribution in public secondary schools in the district?

South Orokobi

Evenly distributed

Fairly distributed

Not distributed

Overly concentrated

Not evenly distributed

APPENDIX B

DSO's QUESTIONNAIRE

1. Total number of schools in Bungoma South District

Boy's schools _____

Girl's schools _____

Mixed schools _____

2. Total number of secondary school teachers in Bungoma South District by September 2004.

3. Teacher shortage in Bungoma South District Secondary Schools by September 2004.

4. What was the number of teachers recruited in Bungoma South District in each of the following years?

2005

2006

2007

2008

2009

5. In your opinion what is the teacher distribution in public secondary schools in Bungoma South District?

Evenly distributed

Fairly distributed

Well distributed

Almost evenly distributed

Not evenly distributed

6. What is the teacher distribution per subject in the district across the following subject areas?

	Poorly distributed	Averagely distributed	Well distributed
Mathematics	<input type="text"/>	<input type="text"/>	<input type="text"/>
English	<input type="text"/>	<input type="text"/>	<input type="text"/>
Kiswahili	<input type="text"/>	<input type="text"/>	<input type="text"/>
Biology	<input type="text"/>	<input type="text"/>	<input type="text"/>
Physics	<input type="text"/>	<input type="text"/>	<input type="text"/>
Chemistry	<input type="text"/>	<input type="text"/>	<input type="text"/>
Geography	<input type="text"/>	<input type="text"/>	<input type="text"/>
History	<input type="text"/>	<input type="text"/>	<input type="text"/>
C.R.E	<input type="text"/>	<input type="text"/>	<input type="text"/>
Home science	<input type="text"/>	<input type="text"/>	<input type="text"/>
Music	<input type="text"/>	<input type="text"/>	<input type="text"/>
French	<input type="text"/>	<input type="text"/>	<input type="text"/>
Computer studies	<input type="text"/>	<input type="text"/>	<input type="text"/>
Agriculture	<input type="text"/>	<input type="text"/>	<input type="text"/>
Business studies	<input type="text"/>	<input type="text"/>	<input type="text"/>
Wood work	<input type="text"/>	<input type="text"/>	<input type="text"/>
Art and Design	<input type="text"/>	<input type="text"/>	<input type="text"/>

7. How would you rate the effectiveness of decentralized teacher recruitment policy on the issues below?

Issue	Opinion		
	Effective	Fairly Effective	Less Effective
Transparency in the advertisement of vacancies	<input type="text"/>	<input type="text"/>	<input type="text"/>
Support during the recruitment exercise	<input type="text"/>	<input type="text"/>	<input type="text"/>
Declaration of correct vacancies	<input type="text"/>	<input type="text"/>	<input type="text"/>

8. List any five things the interviewing panel can do for effective decentralized recruitment.

9. In what ways has the MOE failed your effort to get the right personnel for the teaching posts?

10. What changes can the TSC make to have effective policies in decentralized teacher recruitment?

11. How has decentralized teacher recruitment and placement in your Province been over progressive years?

Better

No change

Worse

12. To what extent has the decentralized teacher recruitment exercise been effective?

Very effective

Fairly effective

Undecided

Less effective

Not effective

13. In your opinion what would improve the effectiveness of decentralized teacher recruitment exercise in your province?

APPENDIX C

INTERVIEW SCHEDULE

1. What was the TSC's aim of decentralizing teacher recruitment?

2. Has the TSC achieved its goal in decentralizing teacher recruitment?

If not, what is your opinion can be done to achieve the commission's goals?

3. Other than the use of interviews in recruiting teachers, what else can be done to make the exercise more effective?

4. How does the TSC support the teacher recruitment exercise?

APPENDIX D

DOCUMENT ANALYSIS SCHEDULE

YEAR	SUBJECT	SHORTAGE	SURPLUS
2005	Sciences	_____	_____
	Humanities	_____	_____
	Languages	_____	_____
	Technical	_____	_____
2006	Sciences	_____	_____
	Humanities	_____	_____
	Languages	_____	_____
	Technical	_____	_____
2007	Sciences	_____	_____
	Humanities	_____	_____
	Languages	_____	_____
	Technical	_____	_____
2008	Sciences	_____	_____
	Humanities	_____	_____
	Languages	_____	_____
	Technical	_____	_____
2009	Sciences	_____	_____
	Humanities	_____	_____
	Languages	_____	_____
	Technical	_____	_____



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Date: **24th June, 2011**

Roselyne M. Lugalia
Kenyatta University
P. O. Box 43844
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Effectiveness of decentralised teacher recruitment & placement in public secondary schools in Bungoma South District*" I am pleased to inform you that you have been authorized to undertake research in **Bungoma South District** for a period ending **31st August 2011**.

You are advised to report to the **District Commissioner & the District Education Officer, Bungoma South District** before embarking on the research project.

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


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

Copy to:

The District Commissioner
Bungoma South District

The District Education Officer
Bungoma South District

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