

**FACTORS INFLUENCING THE EFFECTIVENESS OF
DECENTRALISED RECRUITMENT OF TEACHERS IN PUBLIC
SECONDARY SCHOOLS IN NANDI SOUTH DISTRICT, KENYA**

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DECLARATION

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

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DEDICATION

This research project is dedicated with love and respect to my lovely wife Carolyne Sang Misoi. It is also dedicated to my children Dominic Kipkosgei, Michelle Chemutai and Meshach Kipchumba. It is also dedicated to my parents Mr & Mrs Geoffrey Melly.

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LIST OF ABBREVIATIONS AND ACRONYMS

BED	Bachelor of Education
BOM	Board of Management
BOG	Board of Governors
CBE	Curriculum Based Establishment
DEO	District Education Officer
DQASO	District Quality and Assurance Officer
FPE	Free Primary Education
FSE	Free Secondary Education
KUPPET	Kenya Union of Post Primary and Tertiary Institutions
MED	Master of Education
MOE	Ministry of Education
SAPs	Structural Adjustment Programmes
STEPS	Strengthening of Primary and Secondary Education
TSC	Teachers Service Commission
UNESCO	United Nations Educational, Scientific and Cultural Organization

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ABSTRACT

The purpose of this study was to determine the factors influencing the effectiveness of decentralised recruitment of teachers in public secondary schools in Nandi south district, Kenya. The objectives of the study were to find out how the location of a school affects the effectiveness of the recruitment of public secondary school teachers, the gender of the recruiting panellists and the effectiveness of the recruitment of public secondary school teachers, the adherence to the TSC guidelines and the effectiveness of the recruitment of public secondary school teachers and the level of education of the recruiting panellists and the effectiveness of the recruitment of public secondary school teachers. The study employed a descriptive survey. The research instrument used in this study was questionnaires with both open ended and closed ended questions. Quantitative data was analyzed using Statistical Package for Social Sciences (SPSS) and the results were presented using frequency tables, pie charts, bar graphs and percentages to make meaningful conclusions. From the findings of the study, it was established that a majority of the teachers were comfortable in their stations as well as satisfied as teachers and agreed to the process being fair, the grading system being appropriate but that the panel was not fully inclusive. They agreed to malpractices existing. The majority of other teachers faulted the process and recommended for continued evaluation as there were malpractices in the process. The findings from the head teachers revealed that although the required teacher was recruited, the best candidates were missed due to tough rules. The BOM members indicated from the findings that while the process was all inclusive the guidelines were difficult to follow and the best teachers could not be recruited. Findings from the sub county director revealed that the BOM followed the guidelines except for the challenge of the last 5 marks which varied from panelist to panelist. It was also established that recruited teachers preferred areas near main roads. Further, it was established that malpractices such as tribalism, nepotism and predetermination of candidates existed. The study recommends that academic qualification should be put in for consideration in choosing BOM members for the interview panel to enhance competence in recruitment. The study further recommends that advertisement of the vacancy posts and the entire recruitment process should be open and transparent and also be conducted in a professional manner so that the best candidate among the applicants can be chosen. The study further recommends that the board should strictly follow the TSC recruitment guidelines so that no biases or complaints arise from the recruitment process.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Human capital is the backbone of human development and economic development in every nation. Mahroum (2007) suggested that at the macro-level, human capital management is about three key capacities, the capacity to develop talent, the capacity to deploy talent, and the capacity to draw talent from elsewhere. Collectively, these three capacities form the backbone of any country's human capital competitiveness. The national sectors significant to achievement of national growth and development targets are Agriculture and Rural development; Health and Life Sciences; Trade and Industry; Human Resource Development; Physical Infrastructure; Energy; Environment and Natural Resource Management; Information Communication Technology (ICT); and Space Science Technology. (Ministry of Education, Science and Technology, 2012). It further notes that education can reduce social and economic inequality. Gaynor (1998) refers to decentralization as the process of devolving power from the centre to lower levels in such areas as of recruitment, deployment or discipline of staff members. This power is delegated in the form of transferred responsibility to be exercised within certain provisions. Welch and McGinn (1999) look at decentralization in terms of

the shifts in location by those who govern. This can occur at central government, provincial, county, district or at the school level.

There are a number of advantages attributed to decentralization. United Nations Educational, Scientific and Cultural Organization (UNESCO), 1985, 1999 and 2003, notes that decentralization improves and fosters participation in decision making. It thus works in favour of democratization as it allows local community issues to be managed by themselves and in so doing encourages participation. According to Cole (1999) decentralization helps top management reduce overload, empowers line management to make decisions without unnecessary reference, encourages flexibility in decision making and fosters staff motivation through delegated responsibility. Bloomer (1991) identifies other advantages including that local control encourages responsiveness to local needs, speeds up decision making, promotes initiative by all concerned, brings together synergies of potentialities available, motivates participants as well as increases accountability.

Okumbe (1999), refers to recruitment as the process of making a worker interested in a particular job so as to apply for it. This is done after the manpower requirement process has shown need for new workers or promotion of incumbent. Okumbe (2001), the first step in recruitment of teachers is the professional recruitment which entails making prospective teachers attracted to the teaching

profession via teacher training. Recruitment of teachers is an international practice. Recruitment of teachers in Australia is decentralized on a State to State basis with each state having its own requirements for teacher registration. In India across various states, there are different qualifications required to be a teacher. The government schools generally recruit the teachers through competitive examination. There are degrees like Bachelor of Education (Bed) , Diploma of Education (DEd), Teacher Training Certificate (TTC) to train professional teachers. However, one may be appointed as teacher in a non-government funded school even if one does not have these degrees. Apart from the state schools there are also schools run under the central government. These schools strictly recruit based on the qualification alone (Certified teacher, Wikipedia). In the USA, the decentralised system is also used. By offering schools multiple options to interview teachers, USA Employment has successfully placed teachers nationwide (www.usaemployment.org.) In Rwanda, the system is decentralized. Districts are responsible for the recruitment and the teachers' transfer management (TSC- Rwanda).

The Kenyan situation has for a long time been the supply driven system which changed in the year 2001 when the demand driven approach was used. To achieve equality and transparency, the TSC provides clear guidelines on recruitment process for post primary institutions. According to the TSC Manual on Staffing Functions (2008), once the vacancies are advertised, applicants are expected to

apply and attend the interview. The results of the interview must be communicated immediately to the interviewers so that they know whether to complain or not. The candidates must meet the requirement of the TSC. The TSC provides a selection score guide having the relevant scores for academic and professional certificates, length of stay since qualifying as a teacher as well as communication ability, special talent, willingness to participate in co-curricular activities and other duties assigned by the head.

The Board of Management (BOM) is given the responsibility of the recruitment of teachers. The TSC concedes that it has faced challenges some of which are of integrity (Manual on Staffing Functions, June 2008-TSC). The BOM is a legal entity established under Basic Education Act 2013 which provides that there shall be a Board of Management for every secondary school. This legal framework and entity lends credibility for TSC to provide delegated responsibility to the BOM.

The TSC requires members of the selection panel who consists of the Board of Management chair as chairman, head of institution as secretary, deputy head of institution as member, subject teacher as member, 3 other members of BOM, one of whom should be an educationist and the DEO's representative to exercise a high degree of professionalism and transparency. The Constitution of Kenya 2010 anticipates the composition of elective or appointive positions not to exceed two thirds of either gender. The BOM therefore must reflect this reality. The education

level of the panellists will be determined by the regulations prescribed by the cabinet secretary. Chelal (2007) recommends in her project thesis that there is need for a set educational standard before being appointed into the school board.

In a paper presented by Emmy Kipsoi and Antony Sang to the CCEAM conference in Durban 2008, they say decentralization of teacher recruitment caused a lot of controversy. Okelo (2006) records the complaints of eligible candidates who were discriminated upon resulting in their being unfairly not recruited. Nandi South District is basically a rural district where despite recruitment complaints being raised a systematic study of the recruitment process has not been conducted. This study will focus on the factors influencing the effectiveness of recruitment process to ascertain its suitability with a view to improving it.

1.2 Statement of the problem

There had been attempts to bring resources and management of education to the local communities in Kenya over the years. The establishment of TSC in 1967 and whose functions included that of recruitment moved the whole issue from the Ministry of Education to TSC. The recruitment of teachers in Kenya is the responsibility of the TSC which is established by an Act of Parliament (TSC Act ,2012). The Kenya government and World Bank initiated STEPS (Strengthening of Primary and Secondary Education) in 2000 and proposed recruitment as one of

the functions of TSC to be decentralized. This was to be done in 2001. The BOG then got the go ahead to recruit teachers on behalf of the employer, TSC. The lifting of the freeze on teacher employment was occasioned by an acute shortage of teachers at both primary and post primary institutions (Wangai, 2003). TSC considers decentralization as delegation of some of the teachers' management functions and also empowering the agents and field officers to make important decisions on issues related to teacher management (TSC, 2006). To guard against uncertainty, the TSC provided guidelines on the process of teacher recruitment.

However, there have been complaints arising from the recruitment process and panellists. Kirui (2003) reported that in Nandi North students from neighbouring districts were chased and their certificates torn as the advertised vacancies were supposed to be for the locals. A TSC report on the August 2003 selection and recruitment of teachers process stated that there were several complaints of nepotism, bribery, flouting guidelines and substitution of advertised subjects (TSC-2003). In a District Education Board Meeting of January 20th 2012 the DQASO, Nandi South District reported that there were complaints on his desk about glaring biasness and feelings of being left out unfairly in the recruitment, as well as dates for the interviews being kept secretive by some schools. These complaints have therefore faulted the recruiting process as one which can be manipulated, altered or even violated. This study seeks to carefully explore the

issues arising from the recruitment process with a view to improving it.

1.3 Purpose of the study

The purpose of the study was to investigate the factors influencing the effectiveness of decentralised recruitment of teachers in public secondary schools in Nandi South District, Kenya.

1.4 Objectives of the study

The objectives of the study were as follows:

- (I) To determine the extent to which the location of a school influences the effectiveness of decentralised recruitment of teachers in public secondary schools in Nandi South District.
- (II) To establish the extent to which the level of education of the interview panellists influences the effectiveness of decentralised recruitment of teachers in public secondary schools in Nandi South District.
- (III) To examine the extent to which the recruiting panels adherence to the TSC guidelines on recruitment influences the effectiveness of decentralised recruitment of teachers in public secondary schools in Nandi South District.
- (IV) To assess the extent to which the recruiting panellists' gender influences the effectiveness of decentralised recruitment of teachers in public secondary

schools in Nandi South District.

1.5 Research questions

The study was guided by the following questions:

- (I) To what extent did the location of a school influence the effectiveness of decentralised recruitment of teachers in public secondary schools in Nandi South District?
- (II) To what extent did the level of education of the interview panellists influence the effectiveness of decentralised recruitment teachers in public secondary schools in Nandi South District?
- (III) To what extent did the recruiting panels adhere to the TSC guidelines on recruitment of teachers in public secondary schools in Nandi South District?
- (IV) To what extent did the gender of the recruiting panellists influence the effectiveness of decentralised recruitment of teachers in public secondary schools in Nandi South District?

1.6 Significance of the study

The study contents may provide the TSC with information on the field problems that may be specific to some counties and those that are general to the Republic. It would be important to recruits, as they would know requirement needed of them, as well as preparing them for the intended interviews. Kenya Education

Management Institute (KEMI) would also obtain an opportunity to develop an up to date syllabus for use by panellists. This study contents would also further studies in academic contributions on issues of recruitment of secondary school teachers.

1.7 Limitations of the study

A number of limitations to the study were expected. These included that some terrains in the research area may be difficult to reach during the rainy period when the research will be conducted. Some teachers who may have benefitted from a corrupt or unfair recruitment may reserve their opinions thinking they may be penalised by TSC.

1.8 Delimitations of the study

The study only focused on the sampled BOM members, head teachers, beneficiary teachers already teaching and other teachers in the respective schools as well as the Sub-county Director of Education representatives who have participated in the process. It also focused on only public secondary schools in Nandi South District that have participated in the recruitment process.

1.9 Basic assumptions

The following assumptions were taken into consideration.

- i. That the BOM members had been adequately trained on the task of recruitment.
- ii. That the guidelines on recruitment were easy to follow and implement.
- iii. That all the guidelines on recruitment were followed by all the panellists.

1.10 Definition of significant terms

The following are the definitions of significant terms used in the study:

Effectiveness refers to the quality of working well to produce the result that was intended.

Recruitment refers to the process of finding people to join a military force or an organisation.

Decentralization refers to taking power from a central government or organisation and giving it to several smaller and more local ones.

Employment refers to the work that you are paid regularly to do for a person or company.

1.11 Organisation of the study

This study consists of five chapters. Chapter one addresses the background to the study, the statement of the problem, the purpose to the study as well as the

objectives to the study, research questions, significance of the study, limitations and delimitations of the study, basic assumptions to the study , definition of significant terms to the study, the organisation of the study and ethical considerations. Chapter two discusses the area of literature review. This is to give an exhaustive overview of the concept of decentralized recruitment, location of a school, the gender of the recruiting panellists, the adherence to the TSC guidelines and the level of education of the recruiting panellists and the effectiveness of the recruitment of public secondary school teachers. It also delves into the theoretical and conceptual framework of the study. Chapter three is the research methodology which contains the introduction, research design, target population, sample size and sampling techniques, research instruments, instrument validity and reliability, data collection procedures and analysis techniques. Chapter four addresses the findings of the research while Chapter five contains the summary, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

RELATED LITERATURE REVIEWED

2.1 Introduction

This section discusses the area of literature review. This gives an exhaustive overview of the concept of decentralized recruitment, location of a school and the effectiveness of the recruitment of public secondary school teachers, the gender of the recruiting panellists and the effectiveness of the recruitment of public secondary school teachers, the adherence to the TSC guidelines and the effectiveness of the recruitment of public secondary school teachers and the level of education of the recruiting panellists and the effectiveness of the recruitment of public secondary school teachers. It also delves into the theoretical and conceptual framework of the study.

2.2 The concept of decentralized recruitment

Gaynor (1998) refers to decentralization as the process of devolving power from the centre to lower levels in such areas as of recruitment, deployment or discipline. This power is delegated in the form of transferred responsibility to be exercised within certain provisions. Welch and McGinn(1999), look at decentralization in terms of the shifts in location by those who govern. This can occur at central government, provincial, county, district or at the school level.

Rondenelli and Cheema (1983) considers decentralization as the handing over of some amount of administrative authority to lower government ministries and agencies and it is a shifting of the workload from centrally located officials to staff or offices outside of the national capital or centre.

There are a number of advantages attributed to decentralization. UNESCO 1985, 1999 and 2003, notes that decentralization improves and fosters participation in decision making. It thus works in favour of democratization as it allows local community issues to be managed by themselves and in so doing encourages participation. While decentralization has advantages it also has problems. Cole (1999) points out issues of need for proper communication to avoid judgment errors on operational management, the complexity of harmonizing individual and common interests, self – centeredness by lower level management and the need for proper training and motivation of managers to catch up with added responsibility.

Okumbe (2001), states that recruitment refers to the process of making teachers and other employees, interested in teaching, or other jobs, so as to apply for it. It further adds that it is a positive process of searching for prospective employees and stimulating them to apply for the vacant jobs. It notes that teachers are a very important resource that any country has. It stresses the need for professional recruitment through training of prospective teachers. According to Attwood

(1985), recruitment is the process of matching the characteristics of an individual to the demands of a job. It is therefore clear that for any effective employment, the process of recruitment must reflect a high sense of integrity since through the process future teachers are employed.

2.3 Location of the schools and the effectiveness of decentralised recruitment of teachers.

In many countries, urban areas have qualified teachers who are unemployed, while rural areas have unfilled posts. This pattern of simultaneous surplus and shortage is strong evidence that the problem of finding teachers for rural schools will not be solved simply by producing more teachers. There are quite a few constraints on teacher deployment to rural schools. (The World Bank, 2008) The rural-urban disparity in living conditions is the major constraint on attracting teachers to rural areas. Many countries report that teachers express a strong preference for urban postings because living conditions in general are so much better in urban than in rural areas.

A research by Loeb, Boyd and Wyckoff of Stanford University of Graduate studies however pinpointed that urban schools and those with lower-performing students tend to employ the least qualified teachers. But contrary to popular belief, this might not just be due to the fact that teachers prefer working with higher-performing kids. Loeb, who teaches a class on economic approaches to

educational policy analysis for the Graduate School of Business, analyzed the choices first-year teachers made for employment in New York state. Among other results, she and her colleagues found that the labour market for teachers is quite local (Loeb, Boyd and Wyckoff, 2005). In Uganda teachers avoid remote rural locations for various reasons, including the poor quality of housing; lack of services such as electricity, water, health care, and public transport; and the high cost of some commodities. By contrast, teachers in urban schools often receive a salary top-up - from parent contributions (The World Bank , 2008).

In Kenya, the government has made strides to ensure that there is equity in the distribution of teachers between the rural and urban areas. The recruitment of teachers in Kenya is the responsibility of the TSC which is established by an Act of Parliament (TSC Act 2012). But the gap still remains. The schools in rural areas still suffer the consequences of marginalization that cost them even the teachers. The TSC has targeted the supply and demand for teachers which has done little to alleviate the problem of shortage. Most teachers actually look at the school in general and particularly in terms of its location. Guilford and Kings (1992), observe that there should be a system reform in schools that requires personalised learning, professional teaching, intelligence accountability as well as networking and innovation within schools to make them attractive to teachers. Macharia (2014) reports that KNUT secretary general asked the teachers teaching in North Eastern Kenyan to boycott teaching in light of the insecurity in the area.

Ombuor (2015) indicates that the county government of Mandera was in the process of recruiting school leavers to teach in Mandera. However, Macharia (2014), reports that only seven secondary school teachers had been recruited in Mandera County, out of the 200 required following the refusal by non-local tutors to return to the area, citing insecurity.

2.4 Gender of recruiting panels and the effectiveness of decentralised recruitment of teachers.

King (1991) says that an educated mother raises a smaller, healthier and better educated family and is more productive at home and in the work place. In South Australia, Gender representation is required on all panels for externally advertised vacancies and is achieved through the appointment of the peer panellist. (Merit selection procedure 2010). In Uganda the Constitution of Uganda of 1995 contains several provisions on the principle of non-discrimination and equal rights of women and men. Article 21 provides that all persons are equal before and under the law in all spheres of political, economic, social and cultural life and in every other respect and shall enjoy equal protection of the law (Danida, 2011)

Yet women remain under-represented in educational leadership in Republic of Uganda. The shortage of female teachers is not due entirely to difficulties in initial recruiting. The research suggests that the attrition of female teachers may be greater than male teachers. There is considerable anecdotal data suggesting

why female teachers fail to enter or persist in teaching. Female teachers may be reluctant to move to rural areas, perceiving these areas as offering little social opportunity and lower levels of personal safety. This results in a greater proportion of male teachers in schools where female role models would be of the most importance. (World Bank Working Paper No. 99)

The issue of gender in Kenya is captured in the constitution under Article 27 which provides that women and men have the right to equal treatment. On the delegated responsibility of recruitment by the BOM, the Education Act 2013 specifies that in appointing persons as members of a board of management, the nominating and appointing authority shall observe and respect gender. It is therefore anticipated that the recruiting panellists will meet the 30% gender rule and that they shall observe the provisions of the Kenyan constitution and relevant Acts. Chege (2009) concluded that in her research, the panel had no consideration for gender of the candidates though male filled most of the vacancies. She further noted that the panel composition was sensitive.

2.5 Adherence to the TSC guidelines and the effectiveness of decentralised recruitment of teachers.

Recruitment is a process of searching for and obtaining applicants for jobs so that the right people in the right number can be selected (Khanka, 2011). The question of the right people implies the application of selective criteria to sieve and find only those who fit the job specification. In Australia the Department for

Education and Child Development (DECD) Merit Selection Procedures outline the approved processes for merit selection across the organisation. It is the responsibility of the Chairperson of a selection panel to ensure that all members of the panel understand the relevant procedural requirements of the selection process, and to ensure that the process is carried out in an ethical, efficient and appropriate manner. The successful applicant will be the applicant who best meets the essential minimum requirements of the vacancy. (Merit selection procedure 2010 issued by the Government of South Australia, Department of Education and Child Development).

In Kenya once the vacancies are advertised, applicants are expected to provide two copies of their application letters to the BOM and Sub county Director of Education. The applicants are expected to meet the TSC requirements on educational qualifications and subject combinations, attend the interview, be interviewed and the results released. The successful candidate will fill an employment letter which will be scrutinized by TSC. Asiago (2010), notes that most of the BOG members did not adhere to the TSC recruitment guidelines. Similarly Chelal (2007) found out that most of the BOG members were not aware of the TSC guidelines. Okelo (2006) attributed a report to the Transparency International (TI) that the TSC was among the most corrupt, citing recruitment as a source.

2.6 Education of the recruiting panellists and the effectiveness of decentralised recruitment of teachers.

In South Australia selection panels should comprise people with expertise and diversity relevant to the needs of the site and/or vacancy. Selection on merit should be the primary consideration for panel members in their actions and decision-making. (Department for Education and Child Development (DECD). Banks (2002), observed that in Scotland the BOG did not receive training and hence this hampered their role in school management. Van (2001), notes in a research on policy implementation in South Africa that 37% of school boards were illiterate hampering decision making processes.

The Basic Education Act 2013, provides for the establishment of the BOM. The TSC has decentralized its mandate provided for in law to the BOM so that it can do the recruitment. The qualifications of the BOM are provided for in The Act. The regulations so implied shall therefore be critical in the determination of the effectiveness of the recruitment process. A Report on the task force on student unrest in secondary schools in Kenya (2001) faulted the educational background of some BOG members in relation to the huge task of school management. It noted that the appointment of unqualified and incompetent BOG had a bearing on quality of management. In the Daily Nation of April 8 2006 KNUT questioned the credibility of illiterate persons interviewing graduates. Chelal (2007), therefore

recommended that BOG members should have a set educational level before being appointed to the school board.

2.7 Summary of literature review

The section has dealt with the concept of decentralized recruitment, location of a school, the gender of the recruiting panellists, the adherence to the TSC guidelines and the level of education of the recruiting panellists in the effectiveness of the recruitment of teachers in public secondary school and also the theoretical and conceptual framework of the study. While it is clear the problems as well as challenges exist despite some very good suggestions made, it is necessary to further consider the intrinsic factors of the entire panel that continue to work against alleviating the malpractices. The studies mentioned have not researched on the effectiveness of recruitment in Nandi South District. It's therefore the intention of the study to carefully research on it in Nandi South District.

2.8 Theoretical framework

The study is hinged on Max Weber's Bureaucratic Theory as it is based upon the nature of authority relationships in organizations and more specifically on how organizations operate rather than how they should function (Okumbe, 1998). Weber was concerned with three major forms of authority: Traditional, charismatic authority and rational/ legal authority. The theory has distinct features

which include a set of rules and work procedures that guide all administrative acts, functions and decisions; specialization which refers to the systematic division of labour, rights and powers; hierarchy of authority where a lower office is under control and supervision of higher one; impersonal relations where the ideal is to treat all employees equally, and not influenced by individual differences; trained personnel to facilitate full rational application of technical rules and norms and organizational freedom where the incumbent cannot monopolize or outside control is allowed.

The principles of this theory include fixed division of labour which implies that the jurisdictional areas with duties and rights cannot be changed arbitrarily. There's hierarchy of offices to allow for a clear chain of command, control and order in the organization. Also, there's rational / legal authority to allow those elevated in hierarchy to possess authority and issue commands. The other principle is the creation of rules to govern performance and which must be relatively stable, exhaustive and easily understood. There's also separation of personal from official property rights so that property for the organization doesn't seem like that of the office holder. There's also selection based on qualification and where competence is a key factor in official recruitment and appointment. Lastly is the existence of clear career paths where employees have tenure of office to execute their duties without fear of arbitrary dismissal (Okumbe, 1998).

The strengths of this theory are that the rules and procedures are decided for every work it leads to consistency in employee behaviour. Since employees are bound to follow the rules , the management process becomes easy. The duties and responsibilities of each job are clearly defined hence there is no question of overlapping or conflicting job duties. The selection process and promotion procedures are based on merit and expertise. It assists in putting right persons on right jobs. There is optimum utilization of human resources. The division of labour assists workers in becoming experts in their jobs. The performance of employees improves considerably. The enterprise does not suffer when some persons leave it. If one person leaves then some other occupies that place and the work does not suffer.

The weaknesses of the theory are that this system suffers from too much of red tape and paper work. The employees do not develop belongingness to the organisation. The excessive reliance on rules and regulations and adherence to these policies inhibit initiative and growth of the employees. They are treated like machines and not like individuals. There is neglect of human factor. The employees become so used to the system, they resist to any change and introduction of new techniques of operations.

Despite the weaknesses, the theory is appropriate as it touches heavily on delegated responsibility to a legal BOM body whose members are expected to be

literate and responsible enough to follow laid down guidelines. This is what informed the choice of the theory.

2.9 Conceptual framework

A successful recruitment process is one where the panellists know their job and the interviewees go through a transparent recruitment process.

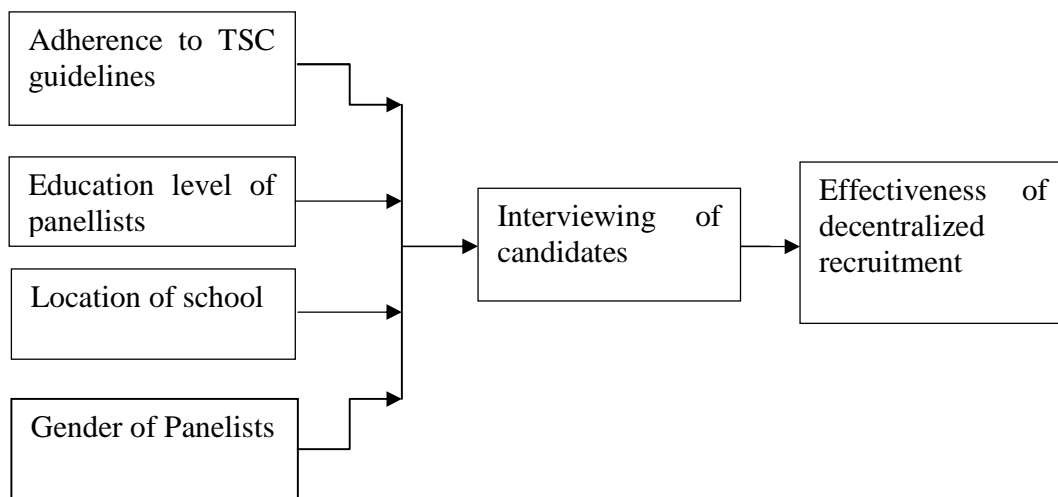


Fig 1.1: Relationship between the Factors Influencing the Decentralised Recruitment of Teachers.

With regard to the literature review the inputs that were under investigation were location of a school and the effectiveness of the recruitment of teachers in public secondary schools, the gender of the recruiting panellists and the effectiveness of the recruitment of teachers in public secondary schools, the adherence to the TSC guidelines and the effectiveness of the recruitment of teachers in public secondary schools and the level of education of the recruiting panellists in the effectiveness of the recruitment of teachers in public secondary schools. This means that there were both internal and external factors that contributed towards the effectiveness of the recruitment of teachers. The selection panel factors that

brought subjectivity to the process had to do with their competence and academic qualifications. It is therefore clear that for the process to succeed, the inputs when subjected to a transparent process will give the recruitment process credibility.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The section focuses on the research design, target population, sampling and sampling procedures, research instruments, validity of the instruments, reliability of the instruments, data collection procedures , data analysis techniques and ethical considerations.

3.2 Research design

The study used the descriptive survey design. Ogula (1995), says that surveys are used to gather systematically factual information necessary for decision making. The method was appropriate because the research dealt with how people feel or perceive, how they behave and also their roles or group status (Wiersman et al, 1995). Intensive opinions on decentralised recruitment were sought from respondents.

3.3 Target population

The target population refers to the total number of subjects or total enrolment of interests to the researcher. (Oso & Onen, 2005). The target population of this study was all the 47 public secondary school which have participated in the

decentralized recruitment process and which also represents all the public secondary school in Nandi South District. It involved 47 head teachers from all the 47 public secondary schools all the 141 BOM members from the 47 schools, the sub county director Nandi South and 47 teachers who were recruited by 2014 as well as 47 other teachers not recruited through the decentralised process.

Table 3.1: Target population for the research

	Population
Sub county director of education	1
Head teachers	47
BOM chair	47
Teachers recruited through decentralised process	47
Teachers not recruited through decentralised process	47
Other BOM	141
Total	330

There are 5 girls' schools, 8 boys' schools and 34 mixed schools in Nandi South District, according to the Sub county Director of Education. The school names from each division were obtained from the DEO's office. Details as to what number of teachers recruited in each school were established from the same office and print media. The name of each school was written on a piece of paper, folded and put in a box for each division. A school was randomly selected

by picking a paper. The name of the school was noted down and the paper returned and thoroughly mixed. The process was repeated until the required number was selected.

3.4 Sample size and sampling procedure

Wiersma (1995), describes sample population as a small proportion of the target population selected using some systematic procedure that is used for selecting a given number of subjects from a target population as representative of that population. Borg & Gall (1983), suggest at least 30 cases for descriptive and correlation studies. The researcher used purposeful sampling to sample all the 47 schools which have participated in the recruitment since 2008. The researcher sampled 60% of the population of head teachers, teachers and BOM and purposeful sampling for the 1 sub county Director of Education. Mulusa recommends 30% (Mulusa 1990). The study sample considered 28 head teachers, 28 teachers recruited through BOM, 28 teachers not recruited through BOM, 28 BOM chair persons, 84 other BOM members and 1 sub county director of education as indicated in table 3.2 below.

Table 3.2 Sample size of the sample population for the research of decentralised recruitment of teachers

	Population	Sample	Percentage
Sub county director of education	1	1	100%
Head teachers	47	28	59.57%
BOM chair	47	28	59.57%
Teachers recruited through decentralised process	47	28	59.57%
Teachers not recruited through decentralised process	47	28	59.57%
Other BOM	141	84	59.57%
Total	330	197	59.697

3.5 Research instruments

The study used the questionnaire to obtain necessary data. The questionnaires' use was possible as all participants are literate and able to respond to items asked on their own. There were questionnaires each for the head teacher, BOM members, teachers and the sub county director of education. The questionnaires for teachers, head teachers and BOM chair and members had three parts. Part A and B had close ended questions while Part C had open ended questions. The questionnaire for the sub county director of education had two parts. Part A had closed ended questions while Part B had open ended questions.

3.6 Validity of the instruments

Best and Khan (1998) refers to validity as the degree to which the test items actually measure the traits for which the test was designed. To achieve this, the researcher used pilot study to administer questionnaires to 7 respondents covering the BOM chair, 3 other BOM members, head teacher and a teacher who was recruited using decentralised process and another not recruited using the process in one of the schools and which will be excluded in the final study. An analysis of the findings was checked to establish the relationship between the problem and reality so that the intended is achieved. This was necessary in establishing the relevance as well as flexibility of the study (Mulusa, 1988).

3.7 Reliability of the instruments

Best and Khan (1998) states that a test is reliable to the extent that it measures whatever it's measuring consistently. To establish reliability the researcher administered the developed questionnaires to respondents in 2 pilot schools in a test and retest research method. Scores were taken manually. After two weeks the same questionnaire were administered to the same respondents and requested to fill again. The scores were then taken manually. A comparison between the two scores was computed using Pearson's Product Moment Co-relation formula, written thus:

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

Where;

r = Pearson coefficient of correlation

N = Number of subjects

Σ = The sum of

y = Scores on one test

y = Scores on the other test

A co-efficient of 0.8 was established. If a co-efficient of more than 0.7 is achieved, then the instrument will be reliable (Ogula, 1995).

3.8 Data collection procedure

In preparing to go out and collect data, the researcher obtained a research permit from the National Commission for Science, Technology and Innovation. Written permission was also sought from the sub county director of education, Nandi South. Letters of introduction from the Ministry of Education and the sub county director of education were availed to sampled schools before authority from the head teacher was granted. The researcher administered the questionnaire to the BOM chair, other BOM members, the head teacher and the teachers and the sub county director of education. After the questionnaires had been filled, they were collected for sorting and analysis.

3.9 Data analysis technique

Ogula (1995), defines data analysis as the process of reducing research data to manageable summaries and which can be analysed manually or using such software as Statistical Package for Social Sciences (SPSS) and which the researcher utilized. After collecting the questionnaire the researcher checked for any wrongly responded to items, spelling mistakes or blank spaces of unfilled responses. The quantitative data was first coded thematically. Frequency counts were then made for similar responses. Ogula (1995) suggests use of frequencies and percentages in descriptive survey designs. The researcher used the same.

3.10 Ethical considerations

The researcher conducted a research that deals with people. The researcher therefore considered ethical issues. Respondents were assured of their confidentiality at all times as their names would never be disclosed at any time. The researcher also obtained consent from relevant authority and subjects participating. Respondents were told to participate voluntarily on the research.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presents the data presentation and analysis. It deals with the response rate, demographic data of respondents and the findings of the study.

4.2 Response rate

From the data collected, out of the 197 questionnaires administered, 183 were filled and returned. This represented an 92.89% response rate, which is considered satisfactory to make conclusions for the study.

Table 4.1: The rate of return of the questionnaires

Questionnaires	197
Response rate	183
Percentage	92.89

Mugenda and Mugenda (2003), states that a 50 percent response rate is adequate, 60 percent good and above 70 percent rated very good. This implies that based on this assertion; the response rate in this case of 92.89% is very good. This high response rate can be attributed to the data collection procedures, where the researcher pre-notified the potential participants of the intended survey, the

questionnaire was self administered to the respondents who completed them and these were picked shortly after.

4.3 Demographic data of the respondents

The respondents included one sub County Director Of Education, 28 BOM Chairs, 28 head teachers, 28 teachers recruited through the decentralized system, 28 other teachers not recruited through the decentralized system and 84 other members of the BOM. The information was collected through use of questionnaires and interview schedule and the findings presented in tables, pie and bar charts.

4.3.1 Categories of schools.

The study sought to establish the category of school to establish the diversity and inclusivity of all types of schools. The findings were as follows.

Table 4.2: Category of schools

School category	Frequency	Percentag
Mixed	17	59.57
Boys	4	17.03
Girls	7	24.40
Total	28	100

The results in table 4.2 indicates that 17 schools (59.57%) are mixed, 7 schools (24.40%) and 4 schools (17.05%) are girls' and boys' school respectively. All the

school categories are fairly represented making the study objective.

4.3.2: Demographic information of teachers

4.3.2.1: Gender of teachers

Table 4.3: Distribution of teachers by gender

Gender	Frequency	Percentage
Male	14	50
Female	12	42.86
Not returned	2	7.14
Total	28	100

The results in table 4.3 indicates that the majority of the respondents were male (50%) against the female (42.86%) . 7.14% of the respondents failed to return their responses. The results represent a almost equal percentage between male and female. This is an objective representation.

4.3.2.2 Age of teachers

Table 4.4 Age distribution of respondents

Age	Frequency	Percentage
Below 30	7	26.9
Between 30-35	18	69.2
Between 36-40	1	3.9
Above 40	0	0
Total	26	100%

The results in table 4.4 indicates that majority of the respondents were between 30-35 years showing that they had spent some time before recruitment.

4.3.2.3 Academic qualifications

Table 4.5: Respondent's highest academic qualification

Qualification	Frequency	Percentage
MED	1	3.9
BED	18	69.2
UT	0	0
DIP	7	26.9
Others	0	0
Total	26	100%

The findings in table 4.5 shows most of the teachers are BED teachers (69.2%) followed by Diploma holders (7%) indicating that they can provide substantially good class instruction.

4.3.2.4 Year of graduation

Table 4.6: Year of graduation

Year of graduation	Frequency	Percentage
2003	1	3.85
2004	3	11.54
2005	7	26.85
2006	2	7.69
2007	3	11.54
2008	3	11.54
2009	4	15.38
2010	1	3.85
2011	2	7.69
2013	0	0
2014	0	0
Total	26	100%

The results in table 4.6 indicates that a number of teachers stayed for long before they were recruited making them discontented and even disillusioned. TSC guidelines require those who have stayed long before employment score higher marks (TSC-2008).

4.3.2.5 Years of service since recruitment

Table 4.7: Years of service since recruitment

No. of years	Frequency	Percentage
6	5	19.23
5	10	38.46
4	5	19.23
2	4	15.38
1	2	7.69
Total	26	100%

The data from table 4.7 shows that most of teachers had served for five years. Many were recruited in the same school they had worked as BOM teachers before. They were familiar with the BOM members. TSC guidelines require those who have stayed long before employment score higher marks (TSC-2008).

4.3.2.6 Teaching subjects/ subject combinations

Table 4.8: Teaching subjects of respondents

Subject	Frequency	Percentage
English	7	26.92
Maths/business	4	15.38
History/CRE	5	19.23
Biology/agriculture	3	11.53
Biology/chemistry	4	15.38
Kiswahili/CRE	1	3.85
Maths/physics	1	3.85
Kiswahili/geography	1	3.85
Total	26	100%

The results in table 4.8 indicates most of the teachers taught English (26.92%) followed by Maths (15.38%). The findings reveal that there's still a number of subjects that have not been balanced across. Chege (2009) notes that the process has not solved the problem of uneven distribution of teachers.

4.3.2.7 The number of interviews attended by the respondents before they got recruited and where

Table 4.9: The number of interviews attended before they got recruited.

Interviews	Frequency	Percentage
0	1	3.85
1	3	11.54
2	2	7.7
3	5	19.23
4	8	30.77
5	3	11.54
6	4	15.38
Total	26	100%

Table 4.10: Places of interview before recruitment

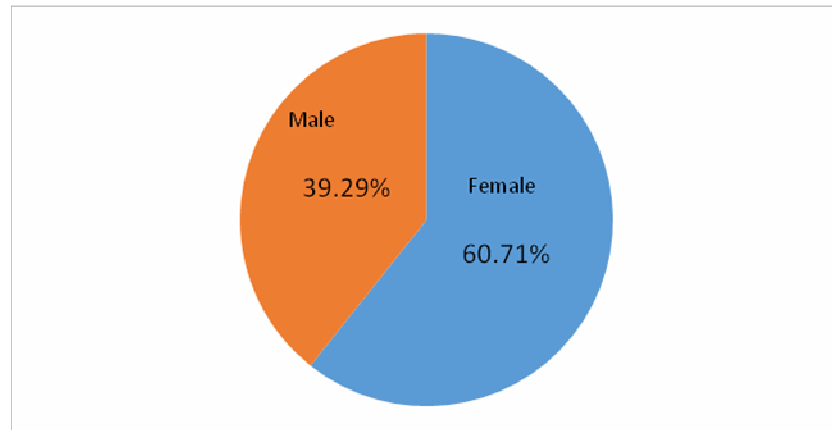
District	Frequency	Percentage
Nandi south	11	42.3
Nandi central	8	30.77
Nandi east	7	26.93
Total	26	11%

The results in table 4.9 indicates that many respondents had attended a number of interviews before being recruited within Nandi South as well as in the neighbouring sub counties as shown in table 4.10. Many reported that it was both emotionally and financially straining to attend many interviews some of which you were confident not to get recruited.

4.3.3 Demographic information of other teachers not recruited through the decentralized system

4.3.3.1: Gender of teachers

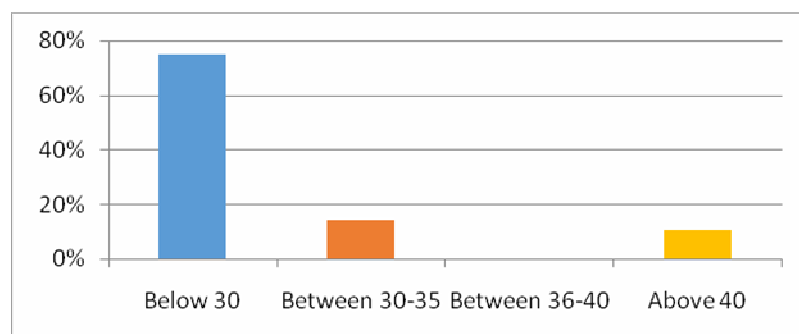
Figure 4.1: Distribution of teachers by gender



The data in figure 4.1 indicates that the majority of the respondents were female (60.71%) against the male (39.29%). This meets the constitutional threshold of 1/3 gender representation.

4.3.3.2 Age of respondents

Figure 4.2: Age of respondents



The data in figure 4.2 indicates that majority of the respondents were between 30-35 years showing that they had spent some time before recruitment. Those above 40 years worked under BOM on applied technical subjects such as Agriculture or Business studies.

4.3.3.3 Academic qualifications

Table 4.11: Respondent's highest academic qualification

Qualification	Frequency	Percentage
MED	0	0
BED	15	53.57
UT	3	10.71
DIP	10	35.71
Others	0	0
Total	28	100.0

From the findings in table 4.11 most of the teachers are BED teachers (53.57%) followed by Diploma holders (35.71%). This clearly indicates that they are suitably qualified to perform their teaching duties. The UT are those teachers who have served the school for many years, hence their retention based on experience.

4.3.3.4 Year of graduation

Table 4.12: Year of graduation of respondents

Year of graduation	Frequency	Percentage
1997	1	3.57
1999	1	3.57
2000	1	3.57
2008	3	10.71
2009	2	7.14
2010	8	28.56
2011	2	7.14
2013	6	21.42
2014	4	14.28
Total	26	100%

The data in table 4.12 shows that the majority of teachers graduated after 2008. Their not being employed by the TSC is partly attributed to the demand driven recruitment and also the huge marks given to years since graduation during recruitment (TSC-2008).

4.3.3.5 Years of service since recruitment as BOM teachers

Table 4.13: Years of service since recruitment as BOM teachers

No. of years	Frequency	Percentage
17	1	3.57
15	1	3.57
14	1	3.57
6	3	10.71
5	2	7.14
4	8	28.56
3	2	7.14
2	6	21.42
1	4	14.28
Total	28	100%

Table 4.13 indicates that most of the teachers have worked for between 1-6 years. This was good enough for them to get employed by TSC.

4.3.3.6 Teaching subjects/ subject combinations

Table 4.14: Teaching subjects/ subject combinations

Subject	Frequency	Percentage
English	7	25
Maths/Business	7	25
History/CRE	6	21.43
Biology/Agriculture	4	14.29
Biology/Chemistry	2	7.14
Maths/Physics	1	3.57
Kiswahili/Geography	1	3.57
Total	28	100

The data in table 4.13 indicates that most of the teachers taught English (25%) and Maths (25%). Despite sustained recruitment, a number of subjects have yet to get enough teachers. This corroborates Chege (2009) that the process has not

solved the problem of uneven distribution of teachers.

4.3.3.7 The number of interviews attended by the respondents before they got recruited and where.

Table 4.15: The number of interviews attended before they got recruited.

Interviews	Frequency	Percentage
6	3	10.71
5	4	14.29
3	3	10.71
2	8	28.56
1	3	10.71
0	5	17.86
Total		100%

Table 4.16: Places of interview

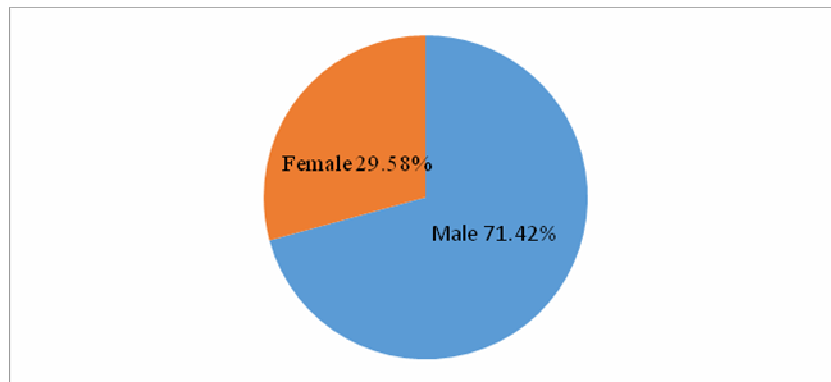
District	Frequency	Percentage
Nandi South	9	32.14
Nandi Central	7	25
Nandi East	3	10.71
Others	4	14.29
None	5	17.86
Total	28	100%

The data in table 4.15 indicates that the majority of the respondents have attended at least an interview within or in neighbouring districts. However, 17.86% have never attended any interview at all.

4.3.4 Demographic information of head teachers

4.3.4.1 Gender of respondents

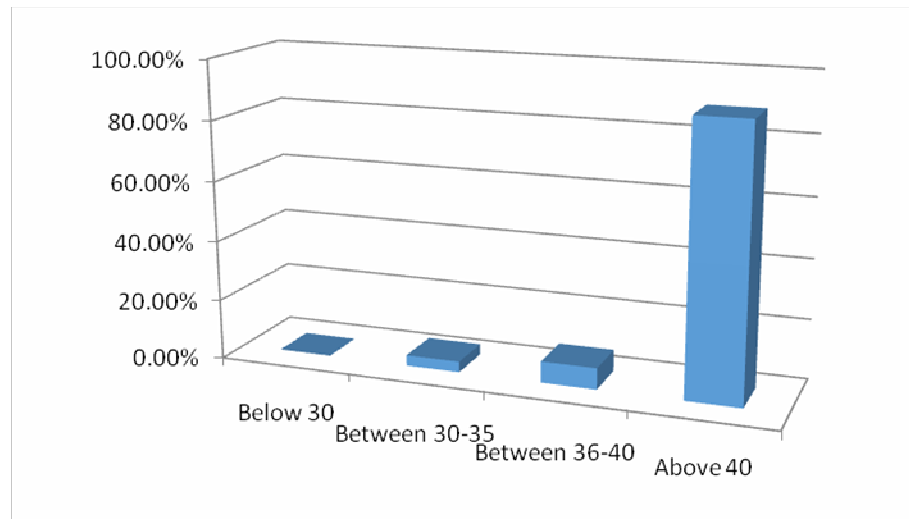
Figure 4.3 Distribution of headteachers by gender



The data in figure 4.3 indicates that most of the head teachers (71.42%) sampled are male in this district. Most of the mixed schools are headed by male head teachers.

4.3.4.2 Age of respondents

Figure 4.4 Distribution of headteachers by age



The data in figure 4.4 indicates that majority of the head teachers (89.286%) were above forty and experiences of more than three years in their current stations or as head teachers. This was enough experience to enable them respond to the questions asked.

4.3.4.3 Highest academic qualifications

Table 4:17: Respondents highest academic qualification

	Frequency	Percentage
Master of Education	11	39.29
Bachelor of Education	17	60.71
Diploma	0	0
Total	28	100%

The findings in table 4.17 indicates that majority of the head teachers (60.71%) had bachelors degrees. This was important for the competency based duties that their administrative positions called for.

4.3.4.4 Number of teachers recruited in the current station

Table 4:18: Number of teachers recruited in current station

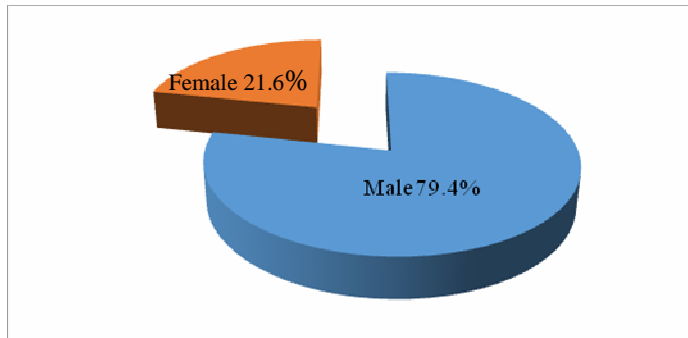
Head teachers	Frequency	Percentage
2	5	7.14
6	4	21.43
15	3	53.57
2	2	7.14
3	1	10.71
28		100%

Table 4.18 shows that most head teachers had recruited more than three times(53.57%) in their current station meaning that they had gained substantial experience in the recruitment process.

4.3.5 Demographic information of BOM members

4.3.5.1 Gender of respondents

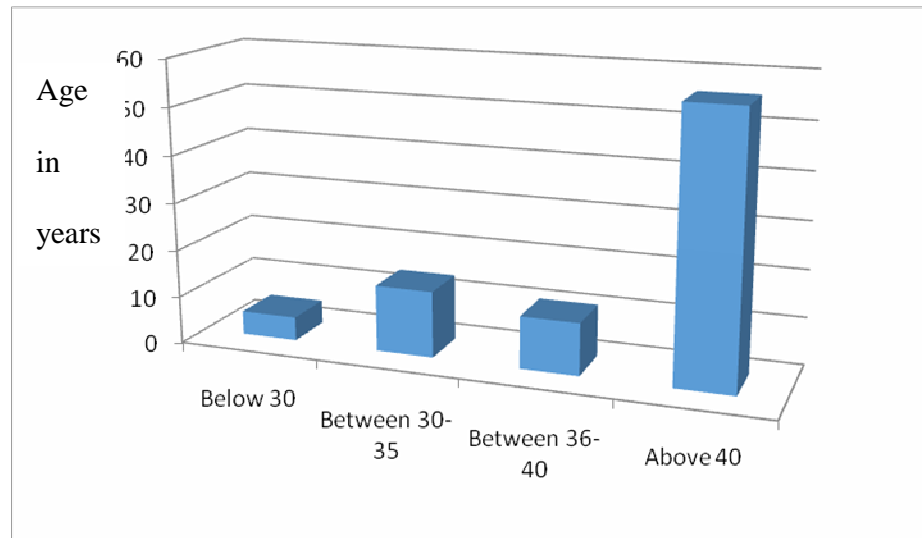
Figure 4.5: Distribution of respondents by gender



The data in figure 4.5 indicates that there was a serious disparity of the gender representation in the BOM members . All the BOM chairs respondents were male.

4.3.5.2 Age of respondents

Figure 4.6: Respondents age in years



The data in figure 4.6 indicates that the majority of the BOM (88.18%) members were above forty years. This was attributed to the extension of Boards which had expired for more than five years by the Ministry of Education. The members were old enough to provide responsible responses to the study.

4.3.5.3 Academic qualifications of BOM members

Table 4.19: What's your highest academic qualification?

Education level	Frequency	Percentage
O Level	6	5.94
A Level	5	4.95
Certificate	65	64.36
Diploma	11	10.89
Graduate	12	11.88
Masters	7	6.9
PHD	1	0.99
Total	101	100%

The data in table 4.19 indicates that majority of the respondents were knowledgeable with a certificate (64.36%) in some course. They were competent to respond to the questionnaires. Chelal (2007) had raised issues of illiterate BOG members interviewing teachers.

4.3.5.4 Current profession

Table 4: 20: What's' your current profession/ job?

	Frequency	percentage
1. University lecturing	1	0.99
2. Medical field	8	7.9
3. Business	30	29.7
4. Civil service	13	12.87
5. Religious service	11	10.89
6. Farming	26	25.74
7. Consultancy services	4	3.96
8. Engineering	6	5.94
9. No response	1	0.99
Total	101	100%

The data in table 4.20 shows there were varied representations in terms of jobs and professions creating a rich mix in the membership. The largest group: business persons (29.7%%) were engaged in some form of business but didn't reflect if they were professionally trained. Farming (25.74%) also accounts for a large percentage meaning that they were mainly self-employed and at home.

4.3.5.5 Number of years as BOM chair or member in current school

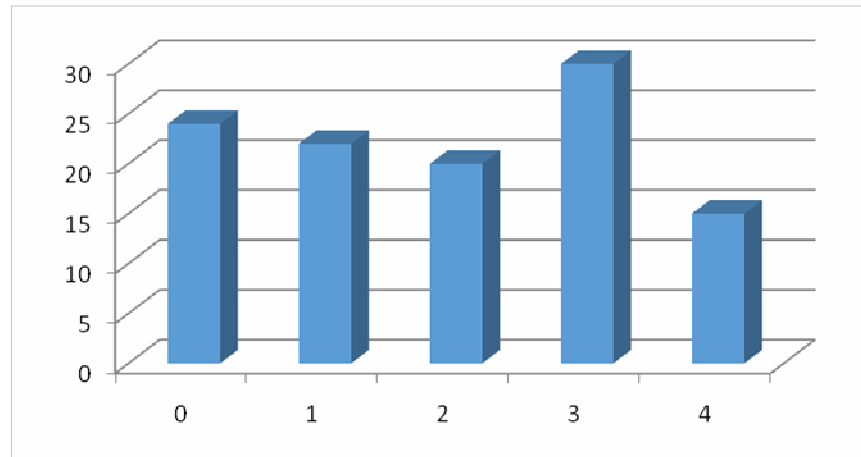
Table 4:20 Years of service in current school as BOM member or chair

Years	Frequency	Percentage
1	0	0
2	0	0
3	7	6.93
4	12	11.88
5	20	19.8
6	11	10.89
7	7	6.93
8	17	16.83
9	11	10.89
10	5	4.95
11	3	2.97
12	8	7.92
Total	101	100%

The data in table 4.21 indicates that the majority of the respondents had worked in their current stations for more than six years. They therefore knew the teachers to be recruited easily. Chelal (2007) states subjectivity in recruitment as a major hindrance to transparency.

4.3.5.6 Other schools you are BOM member or chair

Figure 4.7: Other schools you are BOM member or chair



The data in figure 4.7 indicates that the majority of the members are also members of BOM in other schools. This reflects the confidence they have cultivated as a result of their positions or commitment to public duty.

4.4 Findings of the study

4.4.1 Respondents view on the recruitment process

The study sought to find out the views of the already recruited teachers. Respondents were asked to give their agreement or not on specific statements.

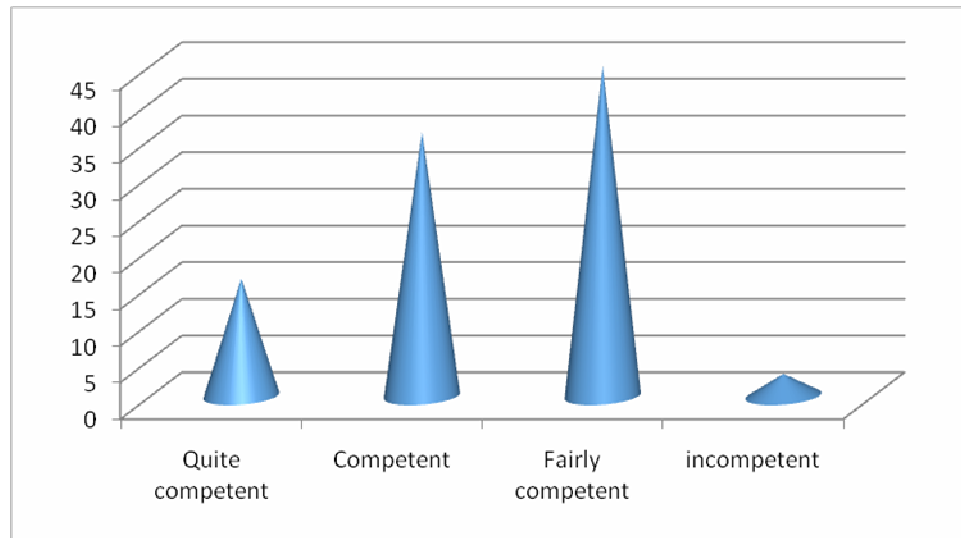
Table 4.22: Respondents view on recruitment process

1	Am comfortable in my station	23.08%	8	30.77%	4	15.38%	2	7.69%	6	23.08%	
2	Am satisfied as a teacher	4	15.38%	11	42.31%	3	11.54%	0	0%	7	26.92%
3	The recruitment process is good	5	19.23%	13	50.00%	7	26.92%	1	3.84%	0	0%
4	The process was fair	23.08%	11	42.31%	9	34.62%	0	0%	0	0%	
5	The grading system is appropriate	12	46.15%	3	11.54%	0	0%	7	26.92%	4	15.38%
6	The panel composition is satisfactory	3	11.54%	4	15.38%	5	19.23%	11	42.31%	3	11.54%
7	There is need for continued	11	42.31%	9	34.62%	1	3.84%	0	0%	5	19.23%
8	There are malpractices in the process	7	26.92%	10	38.46%	2	7.69%	3	11.54%	4	15.38%

The findings in table 4.22 reveal that 53.85% of teachers already recruited are comfortable in their current stations while 23.07% are not. 57.69% affirm that they are satisfied as teachers while 69.23% believe that the recruitment process was good. A majority of 65.39% agree that the process was fair while 57.55% agree to the appropriateness of the grading system. A majority of 61.54% however, don't believe that the panel composition was satisfactory. A large majority of 76.93% support that evaluation of the process should continue. 65.35% confirm that the process had malpractices. These finding corroborate that the process is still riddled with malpractices (Oirere, 2005)

4.4.2 Respondents' views on the competence of the recruitment panel

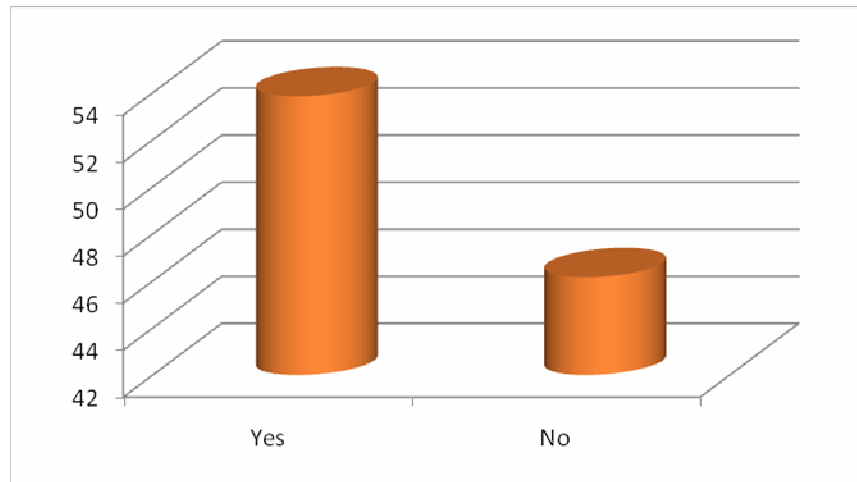
Figure 4.8: Respondents view on panel's competence



The data in figure 4.8 indicates that majority of the respondents (42.31%) felt the panel was fairly competent. However those who felt panel was not adequately competent complained of difficulty in their communication which was sometimes done in vernacular or in incomprehensible Swahili. Okinda (2004), faults the competency of the BOG members.

4.4.3 Respondents' views on whether the process should continue or not

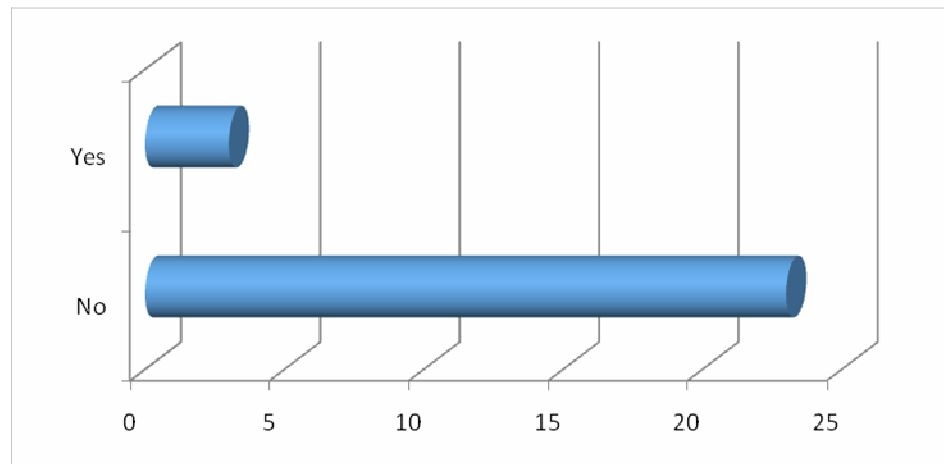
Figure 4.9: Respondents' views on whether the process should continue or not.



The data in figure 4.9 indicates that the majority (53.84%) supported the continued use of the system as long as complete transparency is used. Those who objected complained of unfairness as the interviews were done at the same time countrywide.

4.4.4 Respondents' views on category of school and performance

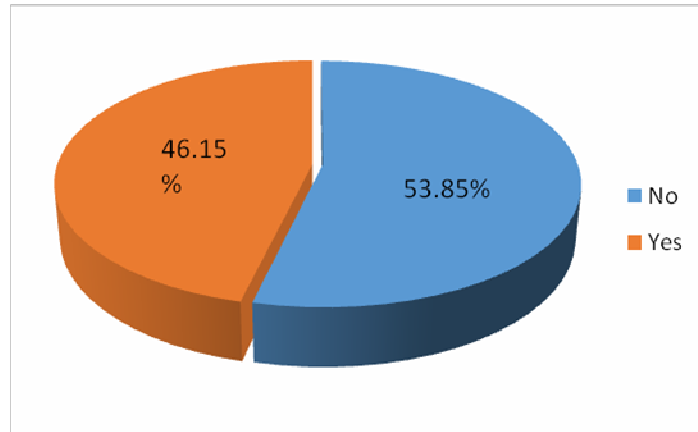
Figure 4.10 Views if category of school affects work performance



The results in figure 4.10 indicates that the majority of the respondents (88.46%) didn't find the category of school affecting the school work performance. A few said that single sex schools were a real challenge to them.

4.4.5 Respondents views on their preference to work elsewhere

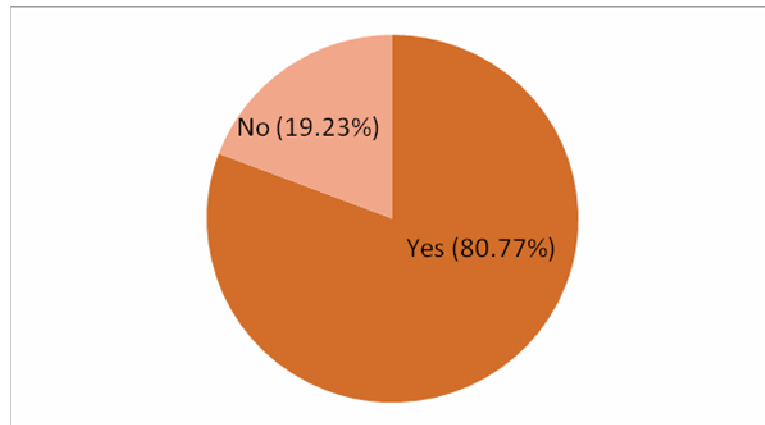
Figure 4.11: Views on working in another school



The results in figure 4.11 indicates that the majority of the respondents (53.84%) preferred to continue working in the same station. The others felt that they could be transferred to another station citing overwork and frustration.

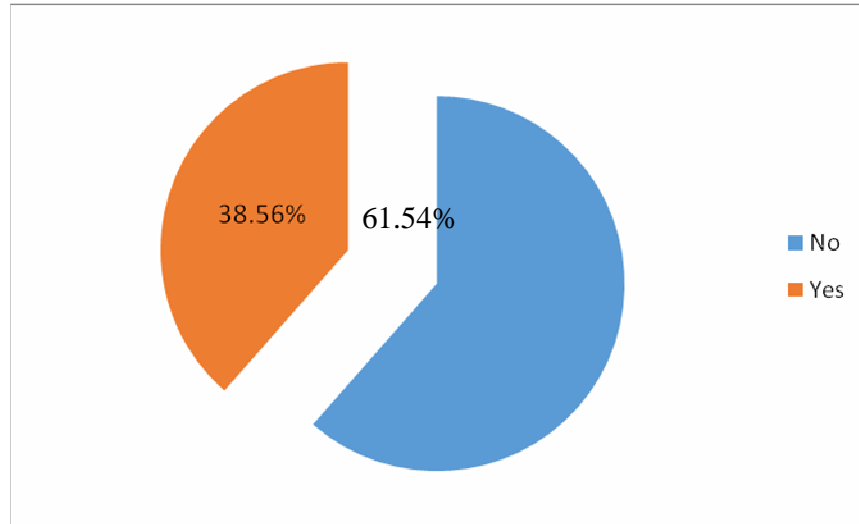
4.4.6 Respondents view on whether they came from local community of recruiting school and if that affected the recruitment.

Figure 4.12 Do you come from local community?



The results in figure 4.12 indicates that majority of the respondents (80.77%) came from the local community and many were personally known to the panelists.

Figure 4:13: Did this affect the recruitment?



The findings in figure 4.13 indicates that the majority of the respondents (61.54%) didn't find their locality affecting the process of recruitment. The others felt that they may have benefitted as they had been assured the positions by some BOM members and the head teachers in whose schools they worked under BOM.

4.4.7 Respondents' view on whether panelists did their work affectively.

Table 4:23: Respondent's views on whether panelists did their work effectively.

	Frequency	Percentage
Effective	6	23.08%
Not effective	16	61.54%
No response	4	15.38%
Total	26	100%

Table 4.23 indicates that the majority (61.54%) of the respondents didn't feel that the panelists understood their duties as most of them just kept quiet or asked irrelevant questions and sometimes wandered away from the topic. Okinda (2004) questions the merit of the panellists in the process especially BOG members.

4.4.8 Respondents views on anything else different to be done on the process

Table 4.24 Views on anything else to be done

	Frequency	Percentage
Reduce BOM panel members	2	7.69
Centralize the system	9	34.62
Stagger the interview dates	5	19.23
Train panel members	6	23.08
No response	4	15.38
Total	26	100%

The findings in table 4.24 show that the respondents felt that some intrinsic and extrinsic factors need to be considered if the process is to be more successful.

Only 15.38% of the respondents didn't respond. Oirere (2005) recommends proper sensitization of the panellists on the recruitment process.

4.4.9 Respondents' other suggestions concerning the process.

Table 4.25: Other suggestions to improve the process

Suggestions	Frequency	percentage
Recruitment be done by TSC	8	30.77
Follow up the process	9	34.62
Do interviews in a common place	6	23.08
Re-evaluate the process	3	11.54
Total	26	100%

The findings in table 4.25 suggest that there is need for a follow up process (34.62%) as well as that the process be done by TSC (30.77%) itself.

4.4.10 Respondents' views on the recruitment process

The study sought to find out the views of the other teachers not yet recruited through the decentralised recruitment process but are working as BOM teachers in respective schools. Respondents were asked to give their agreement or not on specific statements.

Table 4.25: Respondents view on recruitment process

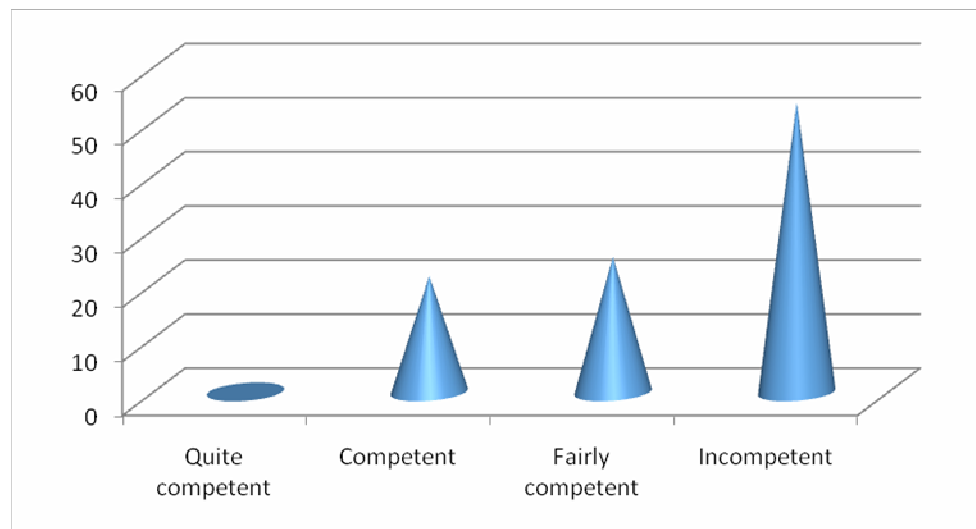
	S	A	A	D	S	D	U			
1 Am comfortable in my station	2	7.14%	3	10.71%	10	35.71%	5	17.85%	8	28.57%
2 Am satisfied as a teacher	1	3.57%	7	25%	8	28.57%	7	25%	5	17.85%
3 The recruitment process is good	0	0%	2	7.14%	4	14.28%	13	46.42%	9	32.14%
4 The process was fair	0	0%	2	7.14%	4	14.28%	13	46.42%	9	32.14%
5 The grading system is appropriate	2	7.14%	9	32.14%	7	25%	7	25%	2	7.14%
6 The panel composition is satisfactory	0	0%	4	14.28%	14	50%	6	21.42%	4	14.28%
7 There is need for continued evaluation of the process	17	60.71%	10	35.71%	0	0%	0	0%	1	3.57%
8 There are malpractices in the process	20	76.92%	6	21.42%	1	3.57%	1	3.57%	0	0%

Table 4.26 shows that the majority of the respondents (53.56%) were not comfortable in their current stations while 28.57% were satisfied as teachers compared to 53.57% who were not. Only 7.14% believed the process was good but 61.7% felt the process wasn't good. Similar statistics are evident for the question on fairness of the process. 50% believe the grading system was inappropriate compared to 39.28% who support the system. 71.42% of the respondents were dissatisfied with panel composition while 96.42% recommended for continued evaluation of the process. 98.34% of the respondents

believed that there were malpractices in the process. Asiago (2010) recommends the incorporation of moral issues in the TSC guidelines.

4.4.11 Respondents' views on the competence of the recruitment panel

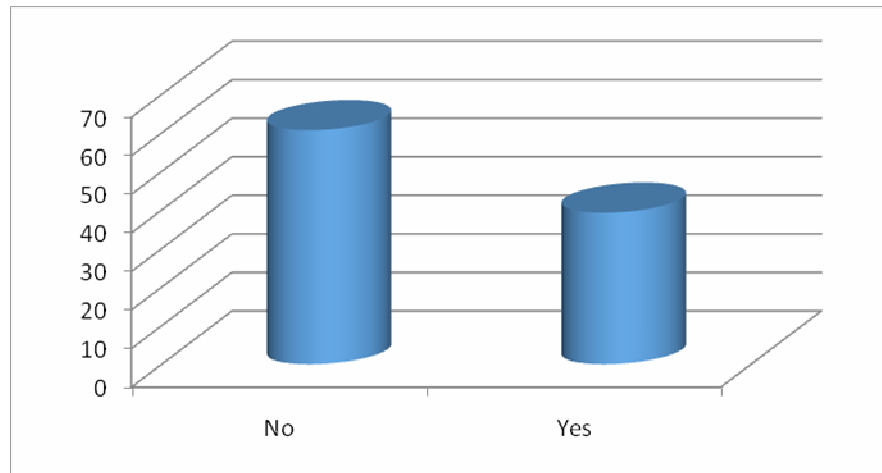
Figure 4.14: Respondents view on panel's competence



The results in figure 4.14 indicates that majority of the respondents (53.57%) felt the panel was incompetent especially the BOM members. 46.43% however, felt they were adequately competent to perform the recruitment exercise.

4.4.12 Respondents' views on whether the process should continue or not

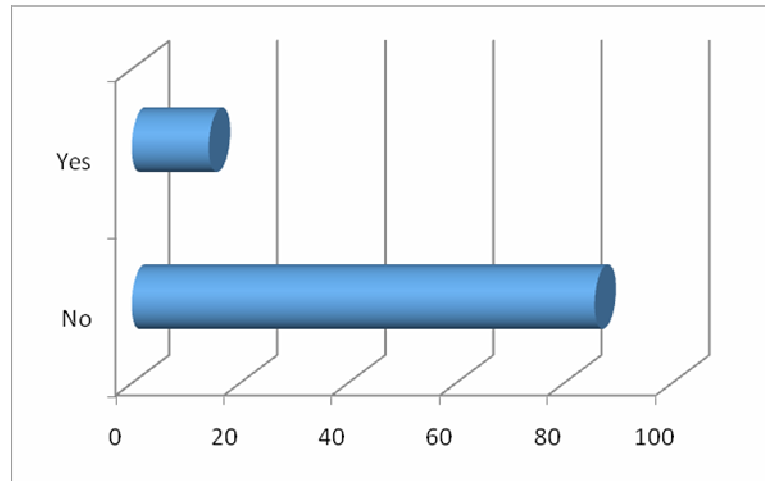
Figure 4.15: Respondents' views on whether the process should continue or not.



The results in figure 4.15 indicates that the majority (60.71%) of the respondents did not support the process to continue as currently constituted. 39.29% supported but recommended that professionalism should be engrained in the process. Asiago (2010) recommends the training of the BOG to cope with the problem arising from complaints and scepticism by interviewees.

4.4.13 Respondents' views on category of school and performance

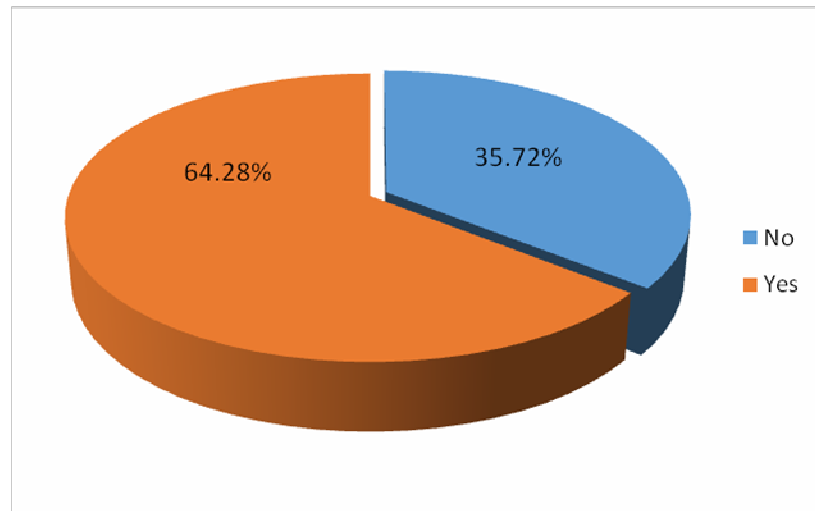
Figure 4.16 Views if category of school affects work performance



The results in figure 4.16 indicates that majority of the respondents (85.71%) didn't find the category of school affecting the school work performance. Those saying yes attributed mixed schools to a lot of truancy and absenteeism.

4.4.14 Respondents views on their preference to work elsewhere

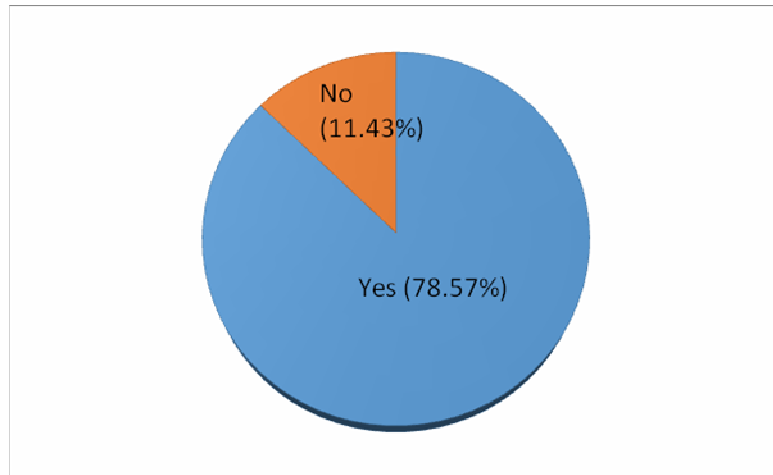
Figure 4.17 Views on working in another school



The results in figure 4.17 indicates that the majority of the respondents (64.28%) preferred to work in a different station. They cited frustration in their current stations as well as poor pay. Loeb, Boyd and Wyckoff (2005), established that most teachers seeking employed preferred their local areas contrary to this finding.

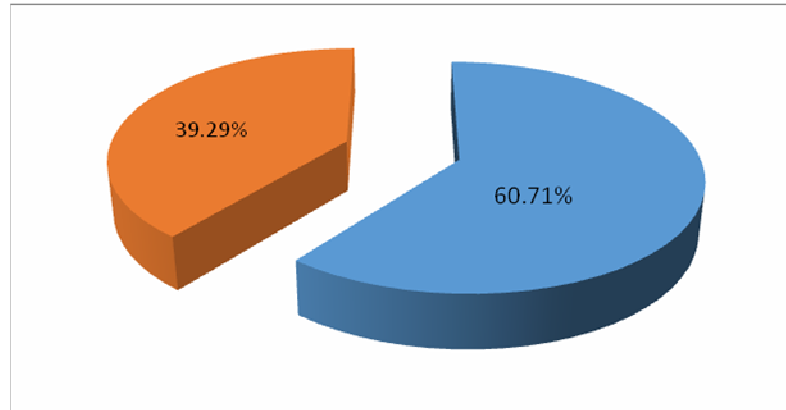
4.4.15 Respondents view on whether they came from local community of the recruiting school and if that affected the recruitment.

Figure 4.18 Do you come from local community?



The results in figure 4.18 indicates that majority of the respondents (78.57%) came from the local community. This shows that they were within the knowledge of the recruiting BOM members. Loeb, Boyd and Wyckoff (2005), established that most teachers seeking employed preferred their local areas or homes.

Figure 4.19: Did this affect the recruitment to the BOM?



The results in figure 4.19 indicates that the majority of the respondents (6071%) agreed that they were particularly known by the board members and this may have influenced their being employed as BOM teachers and especially being promised that they would be considered when TSC announced the vacancies.

4.4.16 Respondents’ view on whether panelists did their work affectively.

Table 4:27: Respondent’s views on whether panelists did their work effectively.

	Frequency	Percentage
1. Effective	5	17.86
2. Not effective	20	71.42
3. No response	3	10.72
4. Total	28	100.0

Table 4.27 indicates that The majority of the respondents (71.42%) had the view that the panelists were not effective in the process of recruitment as candidates with similar qualifications did not obtain similar marks at all.

4.4.17 Respondents views on anything else different to be done on the process

Table 4.28 View on anything else to be done

	Frequency		Percentage	
	Yes	No	Yes	No
1. Reduce BOM panel members	16	12	57.14	42.86
2. Centralize the system	22	6	78.57	21.43
3. Stagger the interview dates	23	5	82.14	17.86
4. Train panel members	19	9	67.85	32.15

The findings in table 4.28 reveal that panel member size (57.14%), centralizing the system (78.57%) staggering the interview dates (82.14%) and training panel members (67.85%) factors which need to be considered if the process is to be more successful.

4.4.18 Respondent's other suggestions concerning the process.

Table 4.29: Other suggestions to improve the process

	Frequency	ercentage
1. Recruitment be done by TSC	15	53.57
2. Follow up the process	4	14.29
3. Do interviews in a common place	2	7.14
4. Re-evaluate the process	7	25.0
Total	28	100.0

The findings in table 4.29 indicates that the majority of the respondents (53.57%) prefer the process to be done by the TSC which they perceive as more objective, qualified and best placed.

4.4.19 Respondents views on the recruitment process

The head teachers were asked to respond on their level of agreement to specific statements as indicated below.

Table 4.30: Respondents views on recruitment process

Question	SA	A	D	S D	U
1 The required teacher was recruited	11 39.28%	10 35.71%	3 10.71%	2 7.14%	2 7.14%
2 The best candidate was recruited	4 14.28%	7 25.0%	12 42.85%	4 14.28%	1 3.57%
3 Decentralized teacher recruitment is appropriate	9 32.14%	11 39.28%	8 28.57%	0 0.0%	0 0.0%
4 The process is a success	4 14.28%	8 28.57%	13 46.42%	3 10.71%	0 0.0%

The findings in table 4.30 indicates that while 74.99% agree that the required teacher was recruited, a mere 39.28% confirm that the best candidate was recruited. This implies that they needed a more rigorous exercise to obtain a candidate of excellent credentials. On appropriateness of decentralization, 71.42% agree to it while only 42.85% rate the process a success. It is therefore evident that the head teachers find the process wanting and in need of reforms or

evaluation. It is also possible that there are some inherent qualities in a teacher that they wanted and may not have been captured in the guidelines. Chelal (2007) points out that BOG members had vested interest in the recruiting of candidates.

4.4.20 Respondents’ views on difficulties in looking for a teacher using decentralized system.

Table 4.31: Respondent’s views on difficulties of looking for teachers using decentralized system.

	Frequency	Percentage
1. Same year of graduation teachers		
2. Lateness by teachers during interview date	3	10.72
3. Issues of incompetence of teachers	8	28.58
4. No response	5	17.85
Total	28	100.0

From the findings in table 4.31, the panellists found that teachers who graduated during the same year (42.85%) attracted almost similar marks except for discretionary awarding of marks which varied from member to member. Some teachers were also found to be lacking in their content area (28.5%) hence putting to question of their training into perspective. Some teachers arrived late (10.72%) to the interview venue and others even found the interview over.

4.4.21 Respondent's opinions on the whole process

Table 4.32: Respondents opinions on whole process

	Frequency	Percentage
Fair process	12	42.85
Unfair process	16	57.17
No response	0	0.0
Total	28	100.0

Table 4.32 reveals that the majority of the head teachers (57.17%) believe that the process is unfair. Most head teachers find the year of graduation impeding on the acquisition of extremely competent teachers who would deliver the school goals to fruition. Asiago (2010) recommends further research on the perceptions of unsuccessful applicants in the process of recruitment to be incorporated.

4.4.22 Respondents views if the panel was adequately competent for interview

Table 4.33: Respondent's view on competence of panel

	Frequency	Percentage
Competent	22	78.57
Incompetent	6	21.43
Total	28	100.0

Table 4.33 indicates that the majority (78.57%) believe that the panel was adequately competent to conduct the interview. Some heads however believe that the BOM members need more exposure in dealing with the recruitment process.

4.4.23 Respondents viewed on cases of unfairness

Table 4.34: Respondents views on cases of unfairness or influence

	Frequency	Percentage
1. Preference by BOM to specific	10	35.72
2. Tribalism	7	25.0
3. Gender preference	7	25.0
4. Predetermination of candidates	4	14.28
Total	28	100.0

The data in table 4.34 indicates that there were various categories of influence or unfairness witnessed in the process. Majority of the respondents preferred a candidate (35.71%) from their own community (tribalism) (25%) and who should be male (25%) even where female panelists did the interviews. The World Bank working Paper No. 99 decries the high attrition of female teachers. This may have influenced the subtle preference of male candidates.

4.4.24 Respondents views on the recruitment process

The Board of management chairs and members were required to provide information on specific areas as follows.

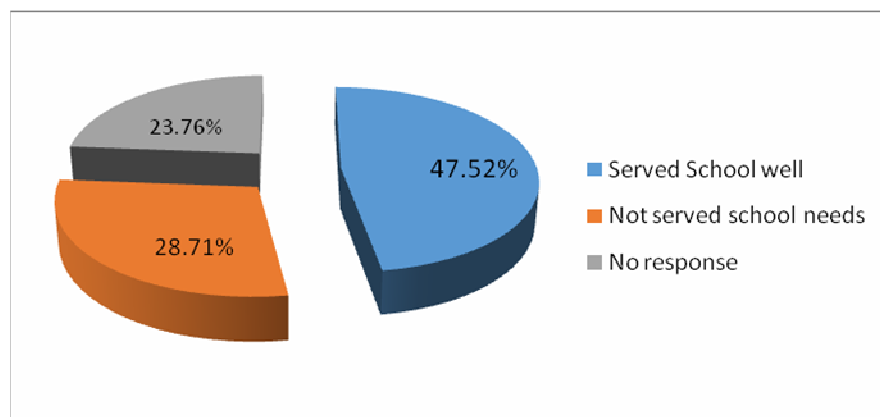
Table 4.35: Respondents views on the recruitment process

		SA		A		D		S D		U	
1	The process is good	22	21.78%	16	15.84%	43	42.57%	18	17.82%	2	1.98%
2	The teachers recruited are the best	3	2.97%	21	20.79%	58	57.43%	12	11.88%	7	6.93%
3	The guidelines are easy to follow and implement	16	15.84%	14	13.86%	61	60.39%	5	4.95%	5	4.95%
4	The panel is all inclusive	72	71.28%	11	10.89%	12	11.88%	2	1.98%	4	3.96%

The data in table 4.35 indicates a small fraction (37.62%) rate the process a success while 79.31% disagree that the best teacher was recruited. A further 65.34% do not think the guidelines were expressly easy to follow while a large number of 82.17% stating the panel was all inclusive especially in the presence of at least a female in all the BOMs. Danida, 2011 indicates that women remain under-represented in educational leadership in the Republic of Uganda.

4.4.25 Respondent's views on how decentralized systems have served the school

Figure 4.20: Respondents views on how decentralized system has served the school



The data in figure 4.20 indicates that the majority of the respondents (47.2%) believe the system has helped them acquire the teachers they wanted. A substantial group (23.76%) didn't respond to this question.

4.4.26 Respondents views on complaints of tribalism, political influence, nepotisms, clannism or bribery

Table 4.36: Complaints related to tribalism, political influence, nepotism, clannism etc

	Frequency	Percentage
Complaints reported	68	67.32
No complaints reported	22	21.78
No response	11	10.89
Total	101	100.0

The results in table 4.36 indicate that the majority of the respondents (67.32%) received complaints about the stated aspects. This puts a dent to the process. It is clear that the process requires re-evaluation and improvement. Chege (2009) faults the process that the process had allowed the ignorance and malpractices of the BOG to lead to poor performances in the districts under study.

4.4.27 Respondents suggestions on how to improve the recruitment process

Table 4.37: Suggestions on how to improve the process

	Frequency	Percentage
1. Retain current status	24	23.76
2. TSC to intervene	22	21.78
3. Involve only	21	20.79
4. Train the panelists	18	17.82
5. Centralize	9	8.91
6. No response	7	6.93
Total	101	100.0

The findings in table 4.37 indicate that respondents 23.76% wanted the current status of interview to be maintained as they were fully involved in getting the teachers. While 21.78%, suggest that TSC intervenes they also want more training of the panellists (17.82%) to enable them dispense their duties expediently.

4.4.28 Analysis on the Sub County Education Director's views

The sub-county director of education was also interviewed on some particular areas as indicated in table 4.38.

Table 4.38: Respondent's views on the process

	Opinion	Suggestion
Adherence to TSC guidelines	There was strict adherence	Need to check the scoring of area of co-curricular and talents
Training of BOM	Inductions done on interview date	A proper training be initiated
Distribution of teachers	There is uneven distribution	More teachers need to be recruited and retained
Complaints	Complaints had been raised	The TSC should have an immediate mechanism to investigate and handle complaints promptly
Challenges faced	There were challenges of predetermination of candidates	A more rigorous process should be initiated
	Some candidates were late	Pool interviews for schools in a geographical area can be done

It was established that the sub county director had worked in current station for three years. He opined that most of the panel members strictly followed the TSC guidelines except a challenge on scoring 5 marks on sports and willingness to take instructions. He further explained that there's need to train BOM members on the various issues about recruitment and other management issues. The findings reveal that there are still very serious uneven distributions of teachers in various schools. Others are attributed to promotions and natural attrition. He explained that many complaints have been raised concerning the process especially with regard to tribalism, nepotism and predetermination of candidates. He further stated that most applicants apply to be interviewed in schools near the roads and shopping centres compared to those in far flung areas. The challenges he pointed out include BOM members who follow cues from head teachers or BOM chairs on predetermination of candidates. Also there was the challenge of accessibility by interviewees to the various centres of interview. Danida , 2011 confirms that most teachers don't like teaching in rural or far flung areas.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter focuses on the summary of the study, conclusions and recommendations and suggestions for further research.

5.2 Summary of the study

The purpose of this study was to investigate factors influencing the effectiveness of decentralised recruitment of teachers in public secondary schools in Nandi south district, Kenya. To achieve this the study sought to exhaustively establish the strengths and weaknesses of the system as well as delve into the malpractices that dent the image of the process. Since the decentralized system has been used for relatively a shorter time compared to the centralized system, the study sought to compare the two with a view to providing methods could improve its implementation.

The study was hinged on four major objectives. They were the location of a school, the gender of the recruiting panellists, the adherence to the TSC guidelines and the level of education of the recruiting panellists in the effectiveness of the recruitment of teachers in public secondary school in Nandi South District,

Kenya. The objectives were met. While many applicants turned up for interviews in schools along the main road, lateness and few applicants characterised those in far flung areas. Many of the BOM panellists were male and more male teachers were recruited. Majority of the BOM members indicated a challenge of uniformity in allocation of marks for some sections of the guidelines. Majority of the respondents felt that there should have been a specific educational background for the BOM panellists.

The literature review examined the concept of decentralized recruitment as well as the location, gender of panellists, education of the panellists and panellists conformity to TSC guidelines helped in the formulation of a conceptual framework. The framework showed that a successful recruitment exercise is one where the panellists act professionally during, before and after the interviews. The study employed descriptive survey. The target population for the study consisted of teachers recruited by selection panels, other teachers not recruited through the process, head teachers, BOM members and the sub county director of education who have participated in teacher recruitment exercise in the 47 public secondary schools in Nandi South District under the time of this research. Research instrument used in this study were questionnaires. Quantitative data was analyzed using Statistical Package for Social Sciences (SPSS) and the results were presented using frequency tables, pie charts, bar graphs and percentages to make

meaningful conclusions.

5.3 The findings of the study

The following are the research findings of the study: Majority of the recruited teachers were comfortable in their current stations. The panel composition had at least gender sensitivity except that all the BOM chairs were male. Lateness and few applicants characterized the interviews in far flung areas of the district. Majority of the candidates recruited came from the local community. Some BOM members did not find the TSC guidelines very easy to follow and implement.

Most of the BOM members had a certificate and were engaged in some form of business or farming. Some candidates recruited through the system denounced the process and recommended for centralization. Complaints of tribalism, nepotism, predetermination of candidates and clannism were reported.

Majority of the BOM members lauded the process as that which involved key stakeholders and therefore commendable. Majority of the candidates recruited were male.

5.4 Conclusions

From the research findings, it can be deduced that there are some factors that

affect the effectiveness of decentralized recruitment of teachers in Nandi South District. The study found out that the effectiveness of decentralized recruitment is positively affected by the representative gender of panellists. All the panels had at least a female panelist. The proper training and induction of BOM members on the TSC guidelines as well as insistence on moral integrity and professionalism was found to be lacking in varying degrees. The academic qualifications on all the BOM members therefore needed harmonisation. The study also concluded that the location of some schools was an impediment to transparent recruitment. The study also concluded that the effectiveness of the teacher recruitment was negatively affected by malpractices such as nepotism, tribalism, predetermination of candidates, gender preferences and clannism. It is therefore important to include moral integrity issues on the part of panellists to make the process very transparent.

5.5 Recommendations

In light of the findings of the study, the following recommendations were made: The BOM members should undertake personnel management courses and also training on recruitment. Only the BOM members with at least a diploma and a relevant course for personnel management and with proven integrity and professionalism should be engaged to do the recruitment.

Schools from far flung areas should be allowed to do the interviews for an extended period. They should also be allowed to do pool interviews where candidates from various schools congregate in one centre and be interviewed. The TSC guidelines must be designed to be absolutely objective and leave no space for subjective awarding of marks as the case is currently. The responses should be definite and same.

Political and religious interferences must never be allowed in the recruitment process. TSC should handle the complaints raised within the month of launching, even if the complaints are verbal. The BOM must desist from malpractices of tribalism, clannism, predetermination of candidates and gender preferences. Mechanisms of accountability for interferences should be developed by TSC. Schools and BOM members should motivate recruited teachers to continue teaching in their stations.

5.6 Suggestions for further research

The delimitation of the study calls for the replication of the study across all sub-counties in the county to find out the realities of the specific areas. Also, research on training opportunities the recruiting panels especially the BOM on the recruitment process

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APPENDIX I
LETTER OF INTRODUCTION

Fredrick Kipchirchir Misoi
Department of Educational Administration and Planning
University of Nairobi
P.O. Box 30197
Nairobi

22/06/2015

Dear Sir/Madam,

RE: PARTICIPATION IN RESEARCH

I am a Master of Education student at the University of Nairobi, Department of Administration and Planning. I am carrying out a research on the topic **“Factors influencing the effectiveness of decentralised recruitment of teachers in public secondary schools in Nandi South District.”**

I am kindly requesting to be allowed to undertake the study in your school. The information received will be for the purpose of the study. The confidentiality of the respondents will be highly appreciated.

Thank you.

Yours faithfully,

Fredrick Kipchirchir Misoi

APPENDIX II

QUESTIONNAIRE FOR TEACHERS

The purpose of the study is to find out the Factors influencing the effectiveness of decentralised recruitment of teachers in public secondary school in Nandi South District. Please complete the questionnaire as honestly and as effectively as possible. Tick or fill gaps appropriately. Do not write your name.

Part A Demographic information

1. What is the category of your school? Boys only Girls only Mixed
2. What is your gender? Male Female
3. What is your age bracket? Below 30 Between 30 and 35
Between 36 and 40 Above 40
4. What is your highest professional academic qualification?
 - a) MED b) BED
 - c) Untrained graduate d) Dip
 - e) Any other (specify) _____
5. Which year did you graduate? _____
6. How many years have you worked since recruitment? _____
7. What are your teaching subjects? _____
8. Have you attended another / other interview (s) before this recruitment?
Yes No If yes how many and where? _____

Part B The recruitment process

Guide

SA - Strongly Agree A - Agree D - Disagree
SD - Strongly Disagree U - Undecided

No	Question	SA	A	D	SD	U
1	Am comfortable in my station					
2	Am satisfied as a teacher					

3	The recruitment process is good					
4	The process was fair					
5	The grading system is appropriate					
6	The panel composition is satisfactory					
7	There's need for continued evaluation of the process					
8	There are malpractices in the process					

Part C The Panel and the recruitment process

1. What is your view about the competence of the recruitment panel? _____
2. Do you think the recruitment process should continue to be used in Kenya?
Yes [] No [] Explain _____
3. Does the category of your school affect your work performance? Explain.

Yes [] No [] Explain _____
4. Would you prefer to work in another station? Yes [] No [] Why?

5. Do you come from the local community where you were recruited? Yes []
No [] Do you think the recruitment was influenced by this? Yes []
No [] Explain _____
6. In your own suggestions, should anything different be done in the recruitment process? _____
7. Do you think the panellists did their work effectively? Yes [] No []
Explain _____
8. Make any other suggestions on the overall recruitment process.

APPENDIX III

QUESTIONNAIRE FOR HEAD TEACHERS

The purpose of the study is to find out the factors influencing the effectiveness of decentralised recruitment of public secondary school teachers in Nandi South District.”. Please complete the questionnaire as honestly and as effectively as possible. Tick or fill gaps appropriately. Do not write your name.

Part A Demographic information

1. What is the category of your school? Boys only [] Girls only [] Mixed []
2. What is your gender ? Male [] Female []
3. What is your age bracket? Below 30 [] Between 30 and 35 []
Between 36 and 40 [] Above 40 []
4. What is your highest professional academic qualification?
 - a) MED [] b) BED [] c) Untrained graduate []
 - d) Dip [] e) Any other (specify) _____
5. How many teachers have you recruited to the current station? _____

Part B The recruitment process

Guide.

SA - Strongly Agree A - Agree D - Disagree

SD - Strongly Disagree U - Undecided

NO	Question	SA	A	D	SD	U
1	The required teacher was recruited					
2	The best candidate was recruited					
3	Decentralized teacher recruitment is appropriate					
4	The process is a success					

Part C Opinions on the recruitment process

1. Explain if there were any difficulties in looking for a teacher using the decentralized system. _____
2. What is/ are your opinions on the whole processes? _____
3. Was the panel adequately competent to conduct the recruitment? _____
4. Explain any cases of unfairness or influence that you may have witnessed in the recruitment. _____

APPENDIX IV

QUESTIONNAIRE FOR BOARD OF MANAGEMENT CHAIR/MEMBER

The purpose of the study is to find out the Factors influencing the effectiveness of decentralised recruitment of public secondary school teachers in Nandi South District. Please complete the questionnaire as honestly and as effectively as possible. Tick or fill gaps appropriately. Do not write your name.

Part A Demographic information

1. What is your school category? Boys only [] Girls only [] Mixed []
2. What is your gender? Male [] Female []
3. What is your age bracket? Below 30 [] Between 30 and 35 []
Between 36 and 40 [] Above 40 []
4. What is your current professional / job? _____
5. How many years have you served as BOG chair or member in the current school? _____
6. Have you been a BOM member / chair in another school? If yes, how many?

Part B The recruitment process

Guide.

- SA - Strongly Agree A - Agree D - Disagree
SD - Strongly Disagree U - Undecided

NO	Question	SA	A	D	SD	U
1	The process is good					
2	The teachers recruited are the best					
3	The guidelines are easy to follow and implement					
4	The panel is all inclusive					

Part C Opinions on the recruitment process

1. How has the decentralized process served your school?

2. Do you think complaints about political influence, tribalism, nepotism, clannism or bribery and others affect the recruitment? Comment.

3. What suggestion(s) do you make so as to improve the process?

APPENDIX VI

THIS IS TO CERTIFY THAT:
MR. FREDRICK KIPCHIRCHIR MISOI
 of UNIVERSITY OF NAIROBI, 0-30301
 NANDI HILLS, has been permitted to
 conduct research in Nandi County

Permit No : NACOSTI/P/15/6593/7582
 Date Of Issue : 24th July, 2015
 Fee Received :Ksh 1,000

on the topic: **FACTORS INFLUENCING
 THE EFFECTIVENESS OF DECENTRALISED
 RECRUITMENT OF TEACHERS IN PUBLIC
 SECONDARY SCHOOLS IN NANDI SOUTH
 DISTRICT, KENYA**



for the period ending:
 11th December, 2015

.....
 Applicant's
 Signature

.....
 Director General
 National Commission for Science,
 Technology & Innovation

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.



REPUBLIC OF KENYA



**National Commission for Science
 Technology and Innovation**

**RESEARCH CLEARANCE
 PERMIT**

Serial No. A 6305

CONDITIONS: see back page

APPENDIX VII



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No.

Date:

24th July 2015

NACOSTI/P/15/6593/7582

Fredrick Kipchirchir Misoi
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Factors influencing the effectiveness of decentralised recruitment of teachers in public secondary schools in Nandi South District, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Nandi County** for a period ending **11th December, 2015**.

You are advised to report to **the County Commissioner and the County Director of Education, Nandi County** before embarking on the research project.

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


SAID HUSSEIN
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nandi County.

The County Director of Education
Nandi County.