



**INFLUENCE OF DECENTRALIZATION OF TEACHERS
SERVICE COMMISSION FUNCTIONS ON SERVICE
DELIVERY IN PUBLIC SECONDARY SCHOOLS IN
TIGANIA WEST SUB-COUNTY, KENYA**

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DECLARATION

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



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DEDICATION

I dedicate this research project work to my parents, my husband and my children for their tireless support and words of encouragement towards my studies. May God bless you abundantly!

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I am grateful to Lord God almighty for his favor, love, guidance and protection throughout my study. I sincerely thank all my lecturers who took me through the course. I also wish to thank my supervisors; Dr. Susan Chepkonga and Mr. Edward Njenga Kanori for their tireless effort towards the success of this work. Special thanks also goes out to my family for their encouragement and support which has seen me go through this long journey.

May God's blessings be upon you.

ABSTRACT

The purpose of the study was to investigate influence of decentralization of Teachers Service Commission functions on service delivery among public secondary school teachers in Tigania West Sub-County, Kenya. The study sought to establish the influence of decentralization of teachers' recruitment; the influence of decentralization of promotion of teachers; the influence of decentralization on maintenance of teachers' standards; and assessment of the influence of decentralization of discipline of teachers on service delivery in public secondary schools in Tigania West Sub County, Kenya. Data was collected using questionnaires and interview guide and analysed using descriptive statistics, particularly frequencies and percentages. The sample consisted of 12 principals from the anticipated 12; 44 teachers from the anticipated 48; one TSC sub county director; four Curriculum Support Officers from the anticipated four; and ten Board of Management members from the anticipated twelve participated in the study. This represented 100%, 91.7%, 100% 100% and 83.3% return rate respectively. From the findings of the study, several conclusions were arrived at: the study established that empowerment of school management on teachers' recruitment and teachers' service delivery had led to recruitment of teachers based on year of graduation and age rather than on competence which at times was a disservice to the applicants; it had increased transparency in the recruitment exercise which created a dissonance between the views of principals and CSOs with the teachers a sign that the school management was not very transparent in the recruitment process; schools were able to get the right teachers according to their needs; empowering BOM in the recruitment had helped improve the link between the community, the school and the teachers; and it had helped in the recruitment of teachers within the community. The study established that teachers viewed decentralization of TSC services as a positive move towards improvement of service delivery. The effectiveness of this strategy was being hampered by a number of challenges that affected the transparency of the entire process. There were many challenges experienced during the recruitment of teachers and corruption among the TSC County office was a key challenge. On the influence of decentralization of teachers' promotion on service delivery in public secondary schools the study established that the promotion of teachers had improved teachers delivery of service, promotion of teachers had motivated teachers to be readily available to assist students and approachable when necessary and promotion of teachers had motivated teachers to be available during the working hours. Teachers viewed promotion as key incentive towards service delivery in schools. Decentralization of teachers' promotion on service delivery and performance of their work had many benefits to teachers, learners and education in general though it was experiencing a myriad of challenges. On the influence of decentralization on maintenance of teachers' standards on service delivery in public secondary schools the study established there was both internal and external monitoring of teachers work in ensuring that the standards set were being

adhered to. On the influence of decentralization of teachers' discipline on service delivery in public secondary schools the study established that TSC Sub county office had sensitized and advised teachers on the essence of professionalism and how to maintain teachers' code of conduct and teachers with disciplinary cases were being expedited and given a chance for their cases to be heard. Challenges encountered when the school handles disciplinary cases included: investigation of disciplinary cases was tedious and time consuming; learners lost contact hours with teachers when cases were not expedited; witch hunting from seniors increased; there was lack of fairness in the adjudication of cases; there were no proper investigations that were being carried out to arrive at proper verdicts; at times the teacher might not be given a fair hearing; there is lack of follow up of students' cases by their parents; teachers were not well acquainted with the code of conduct and the public officer ethics act; and family quarrels ended up in school. The recommendations of the study were in double folds: at government level through the Ministry of national treasury and planning, Information and Communication Technology (ICT) and Ministry of Education and at school level.

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LIST OF ABBREVIATIONS AND ACRONYMS

BOM	Board of Management
CPG	Career Progression Guidelines
DEM	Discrepancy Evaluation Model
ICT	Information and Communication Technology
LSC	Local School Council
MoEST	Ministry of Education Science and Technology
SASA	South African School Act
PTA	Parents teachers Association
TPD	Teacher Professional Development
TSC	Teachers Service Commission
UK	United Kingdom
UNESCO	United Nations Educational, Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION

Background to the Study

In almost every developing country teachers are the largest group of workers in the civil or public service and the largest item in the education budget (Gaynor, 1998). As the management and delivery of education comes under increasing public scrutiny, the question of how best to manage teachers is receiving much attention. For management, the goal is to have qualified and motivated teachers assigned where they are most needed, with low levels of turnover and attrition and an incentive system that encourages teachers' commitment and professionalism. Decentralization has become a popular way of reforming educational management. Many countries with different characteristics have decided to take the path of decentralization in a number of areas, including education (Barasa, 2014).

Policymakers have long viewed decentralization as a tool for improving service delivery; however, as governments across the world have implemented decentralization reforms in the past few decades, its promised effects have often not materialized (Maestro, 2021). As postulated by Momanyi (2011) some scholars have mentioned that many functions that are currently the responsibility of central ministries or agencies are performed poorly because of the difficulty of extending central services to local communities. In order to improve education, policy makers have recommended and implemented reforms that shift educational

management from centralization to decentralization (Ojwan’g, 2016) with the aim of improving efficiency in service delivery and governance of education (Salinas, 2015).

The measurement of education decentralization (UNESCO, 2018) is especially difficult. Economists often measure decentralization to lower levels of government by looking at the percent of educational revenues that come from local (or regional) sources, or, alternatively, by looking at the share of educational resources – whatever their origin – that local governments control. Using these measures, education is highly centralized in countries such as Greece, Italy, and Turkey and highly decentralized in countries such as Canada, Norway, the United Kingdom, and the United States. During the 1990s and early twenty-first century, many of these countries began to decentralize education. This phenomenon proceeded fastest in Latin America and Eastern Europe, but several countries in Asia and Africa also began initiating decentralization policies.

The rationale for education decentralization tends to be associated with four distinct objectives: democratization, regional and/or ethnic pressures, improved efficiency, and enhanced quality of schooling. According to a policy document by UNESCO (2018) the motives of decentralization is to enhance democracy in decision making, to promote the effective and efficient use of resources in education, to make public education more responsive to local needs, to increase local groups’ financial responsibility for schooling provision, and to enable schools and teachers to exercise greater professional autonomy. This is further

supported by research conducted by Heredia-Ortiz (2017) that revealed decentralization in education significantly improves repetition rates, dropout rates, completion rates and test scores in both primary and secondary school level.

In principle, decentralization of teacher management leads to more autonomy. But, autonomy may result in less professional support for teachers and thus require more of them (Fiszbein, 2001 and Gaynor, 1998). These strategies may include giving teachers more control over accreditation, licensing and advanced certification and allowing teachers to set and monitor ethical standards. In addition, the reform might devolve responsibility for teacher training to various bodies such as advisory bodies or councils.

Decentralizing teacher placement in public secondary schools is all-inclusive with increased participatory decision-making in most countries, which enhances service delivery because school administrators, teachers, parents and community members are brought on board (Ojwang, 2016). Decentralizing teacher placement also leads to reduced bureaucratic decision-making, which enhances efficiency in service delivery. There is a sense of ownership among the stakeholders, which boosts efficiency in service delivery.

Sang and Sang (2011) found out that restructuring teacher placement helped develop a sense of ownership of the school among the Boards of Management who sought to protect and shield the principal from external pressures. Decentralizing teacher placement also leads to an empowerment of teachers, parents, and others in the education community while improving efficiency and

effectiveness of school reform (Thida and Joy, 2012). Lussier (2006) supported this argument by stating that decentralization promoted efficiency. Wanjala (2010) also found out that decentralization reduces the workload of the Teachers Service Commission based at the headquarters, thereby satisfying the staffing needs of the schools. According to Gaynor (1998), countries where the placement of teachers is political, teachers have lobbied for a return to centralized control of their recruitment.

It is important for the reform to clearly delineate what aspects will remain at the center and what should be decentralized. Usually the center should decide the total number of teachers and qualification standards, while the community would be in charge of the more administrative tasks such as pay and monitoring (Gaynor, 1998). Communities in developing countries often have difficulty recruiting teachers; to mediate this problem the government could establish a regional or national register of qualified teachers that would be updated and circulated to all schools on a regular basis. Another consideration is the fact that teacher shortages often lead to problems with teacher deployment. In such circumstances, the leaders would need to outline a plan for deployment that would be equitable to all students in all regions or localities. Most often promotion within the system means leaving teaching. This tends to lead to a decline in the perceived importance of teaching and of the need to improve teaching quality.

With regard to the overall strategy for decentralizing teacher management, the reform must be comprehensive, integrated and long term and must be aligned to

an overall approach to education and schooling. It must make sense to teachers, school managers and parents. At the same time those responsible for teacher management must have the skills, resources and authority to bear the responsibility for personnel management and staff development. Specific functions should be devolved to the appropriate level that has the capacity to carry out the responsibility. Choices about the most appropriate level to which to devolve teacher management functions depend on the capacities of different levels of the system. It is important to ensure compatibility between the rights and needs of teachers and the autonomy of the level to which authority is devolved (Gaynor, 1998).

In the recent past all over the world, there has been a lot of interest in decentralization of government functions all over the world and Kenya has not been left behind as a way of enhancing efficiency and effectiveness and taking governance to the people. Despite decentralization of education functions through delegation and de-concentration of functions, there are still concerns of ineffectiveness in service delivery especially at the local level (Obuya, 2013). The promulgation of the Kenyan constitution in 2010 enabled the central government to cede some of its powers and responsibilities to the county levels (Moraa et al., 2017).

Teachers Service Commission (TSC) is one of the constitutional Commissions created under the Constitution of Kenya, 2010. Under this constitutional framework, the Commission should decentralize its functions and services from

its headquarters to counties with a view to enhancing access to services by citizens. According to Teacher Service Commission (2015) policy document TSC functions that were decentralized include recruitment and promotion of teachers, teachers discipline and maintenance of teaching standard.

Decentralization of recruitment of teachers is to make sure teachers are adequately recruited and deployed according to the needs of the schools in a County. Teachers are most important inputs to the education system, therefore efficient recruitment ensure only academically competent staff and those who are available during working hours are recruited. Effective recruitment ensures teachers perform promised services dependably and accurately resulting to effective service delivery of education services. One of the reasons for decentralizing promotion of the teachers is to reward performance of the teachers. When hardworking teachers are rewarded through promotion, teachers' delivery of service is improved. Motivated teacher due to promotion are willing to help students and provide prompt service (Mandera, 2013).

Decentralization of maintenance of teacher standards plays a role in ensuring continuous professional development. It facilitates maintenance of standards on professional qualifications and competencies within the teaching service. Moreover, teachers discipline is vital in order to deliver educational services adequately. Decentralization of teachers discipline aim to ensure teachers code of conduct is maintained so as to enhance professionalism and integrity in the teaching service (Teachers Service Commission, 2015).

Meru County where this study will be done has 15 education divisions and zones. Staffing is inadequate for both teachers and education officers. Majority of the students are attending government institutions at the schooling levels except for professionals and vocational training where private institutions absorb most students. Meru County has 192 public secondary schools, which absorbs students from both public and private primary schools. These schools have a total enrolment of 54,682 students against 1,825 teachers. The proportion of those enrolled in secondary school is however low compared to the population aged 14-17 years as only 45 per cent are in school. The number of male in secondary school stand at 25,625 which is lower than that of girls whose number is 29,057. The low number of boys could be attributed to a combination of factors in the county (The County Government of Meru, 2021).

Decentralization of education sectors in different countries indicated that sometime expectations of the reform are usually unmet. It is based on this background that there is a need to determine whether decentralization of the TSC function has improved service delivery among secondary schools. Some of the indicators of service delivery are the time teachers spend teaching, students' academic performance, school absence, classroom absence rate and education infrastructure (Bold et al., 2011).

Statement of the Problem

Decentralization of the education sector is an innovative reform that gained popularity in the 1990s. Kenya is one of the countries that have embraced

decentralization of her education sector. Teachers Service commission is the body that has been mandated to employ teachers and deals with implementation of education curriculum. The commission has decentralized several of its functions to be conducted at the county levels and others in the school under the board of management. The main reason of decentralization was to improve service delivery so as to improve students' achievement and successfully implement national education curriculum.

However, despite TSC effort to decentralize its functions some of the expectations of the result are yet to be realized. In Meru County educational standards have been claimed to be declining by education stakeholders due to poor teachers' service delivery. Some of the indicators of declining teachers' service delivery include students' indiscipline, drug abuse, exam irregularities, poor infrastructure and poor result being posted by some schools in the region (Kimanthi, 2014). One study conducted in Meru County by Ekabu, Kalai and Nyagah (2018) revealed that teachers' motivation in secondary schools in Meru County was low due to poor working conditions, overstaying in same job group without promotion, overworking of teachers due to low staff number and low levels of commitment to their jobs leading to high turnover intentions.

The main reason for decentralization of TSC function was to improve efficiency of services provided by teachers and improve education standard (Ojwan'g, 2016). The issues discussed above that have been happening in Meru County are not supposed to occur; because it is expected decentralization of TSC functions

has empowered Sub-county education officials to promote teachers, recruit teachers, discipline teachers and maintain teachers standard so that they can deliver their services effectively. It is based on such cases that prompted the researcher to investigate influence of decentralization of TSC functions on service delivery, because very little has been done on decentralization in Meru County.

Purpose of the Study

The purpose of this study was to investigate influence of decentralization of Teachers Service Commission functions on service delivery among public secondary school teachers in Tigania West Sub-County, Kenya.

Objective of the Study

- i) To establish the influence of decentralization of teachers recruitment on service delivery in public secondary school in Tigania West Sub county, Kenya.
- ii) To determine the influence of decentralization of promotion of teachers on service delivery on public secondary schools in Tigania West Sub county, Kenya.
- iii) To examine the influence of decentralization on maintenance of teachers standards on service delivery of teachers in public secondary schools in Tigania West Sub county, Kenya.
- iv) To assess the influence of decentralization of discipline of teachers on service delivery of teachers in public secondary schools in Tigania West Sub county, Kenya.

Research Questions

- i. To what extent does decentralization of teachers' recruitment influence service delivery of teachers in public secondary school in Tigania West Sub County, Kenya?
- ii. What is the influence of decentralization of promotion of teachers on service delivery of teachers in public secondary schools in Tigania West Sub County, Kenya?
- iii. To what extent does decentralization of maintenance of teachers' standards influence service delivery of teachers in public secondary schools in Tigania West Sub County, Kenya?
- iv. How does decentralization of discipline of teachers influence service delivery of teachers in public secondary school Tigania West Sub County, Kenya?

Significance of the Study

The findings of this study may be useful to the Teachers Service Commission because it unraveled the extent to which decentralization of their functions has influenced teachers' delivery of service. The findings may enable TSC to evaluate how effective they have implemented decentralization of the commission functions as stipulated in the constitution. The findings may also be useful to education policy makers since it informed on the challenges facing decentralization in education sectors. This enabled them to draft well informed education policies that promoted effectiveness of decentralization of the education

sector. This study may also be useful to County and Sub-County education officials, Board of Management members and secondary school principals who were able to evaluate how they have implemented their roles in decentralization of the TSC functions. The knowledge gained in this study may enable the TSC in planning how to execute their functions in order to improve effective service delivery of secondary schools.

Limitations of the Study

The main limitation of this study was the unwillingness by teachers and principals to provide accurate information because some of the questions to be asked were sensitive. Questions on promotion and recruitment of teachers if answered in a way to unravel ineffectiveness of those responsible can lead to intimidation or revenge to teachers who disclose such information if known. Respondents may be hesitant to disclose some of the information. To mitigate this, the researcher assured all the respondents of non-disclosure of identities since no personal identifiers were sought. In addition, some teachers may be absent from school during administration of the questionnaire. This was solved by making advance appointment before data collection day.

Delimitations of the Study

The study focused on public secondary schools in Tigania West Sub-county, Kenya because principals and teachers teaching them are employed by the TSC. Private schools were excluded because their teachers are not under TSC management. The study focused on decentralized functions of TSC; recruitment

and promotions of teachers and maintenance of teachers' standard and discipline. These are the main functions that had an impact on teachers' delivery of their services.

Basic Assumptions of the Study

The study was based on the following assumptions.

- i. It was assumed that all the respondents cooperated and provided reliable and accurate information regarding the topic of study.
- ii. It was assumed that TSC had implemented decentralization of its functions as stipulated in the policy document.

Defination of Significant Terms

Decentralization refers to the process of transferring decision making power, responsibility and tasks from higher to lower organizational levels in the educational system

Promotion refers to the process of recognizing and elevating persons with high levels of performance in teaching

Recruitment refers to the process of identifying and engaging persons with relevant skills in teaching

Service Delivery refers to measure of how well the service level has been achieved. In the education context it is the experiences of a student based on the assessment of all the critical components of the education system, including inputs as well as outputs.

Teachers' standards refers to a set of standards upheld by teachers that help them maintain high standards of ethics and behavior within and outside school both in their professional and personal lives in delivering quality teaching.

Organization of the Study

The study was organized into five chapters. Chapter one was introduction covering background to the study, statement of the problem, research objectives, research questions, limitations of the study, basic assumptions, definition of significant terms and organization of the study. Chapter two reviewed literature related to teacher's recruitment and promotion, maintenance of teachers' standard and discipline and conceptual framework was drawn. Chapter three was research methodology covering research design, target population, sample size, sampling procedures, research instruments, data collection procedures and data analysis techniques and ethical considerations. Chapter four covered data analysis, interpretation and discussion while chapter five covered the summary of the findings, conclusion and recommendations of the study. Suggestions for further studies were also given.

REVIEW OF RELATED LITERATURE

Introduction

The related literature was reviewed focusing on the concept of service delivery of teachers, teachers' recruitment, promotion of teachers, maintenance of teachers' standards and discipline. Included also was the summary of the study. Finally, a theory that guided this study and a conceptual framework that showed the relationship between decentralization of TSC functions and teachers service delivery were presented and discussed.

Concept of Service Delivery

Every education institution should always be examining how they are offering their services in order to commit themselves to constant improvements in terms of service delivery. Provision of quality services today is the most important aspect that enables any organization or institutions to create differentiation and gain competitive advantage in this era of borderless world and globalization (Ismail, Yunan, & Sufardi, 2016).

There is no consensus on the appropriate definition of service delivery. One definition echoed by Zeithaml as quoted by Westhuizen (2014) define it as the perceived rating of services received by the customer compared to what he or she expected. Parasuraman et al. (2015) defines service delivery as the measure of how well the service level has been achieved or matches customer expectations. While Tait and De Jager (2016) tried to link service delivery in education context by defining it as the experiences of a students based on the assessment of all the

critical components of the education system, including inputs as well as outputs. Today service delivery in education is being driven by outcomes assessment, which requires measuring the desired result of a particular instructional or education effort that is more strongly directed to the learning process. Other service delivery outcomes include the assessment of quality in teaching and learning and measuring the quality of the total student experience (Westhuizen, 2014).

To provide effective service quality Ismail et al. (2016) outlines five dimensions it should have. The first dimension are the tangibles, which include the physical facilities, equipment and the appearance of the workers. In the secondary schools it include availability of study materials, how helpful teachers are to the students and convenience of operating hours. The second is reliability, which is ability to perform the promised service dependably and accurately. The teachers should be academically competent and available during the working hours in order to handle any enquiries and teach in a satisfactory way. The third is responsiveness where the staff are willing to help students and provide prompt service. The staff should also be able to deal with enquiries rapidly and mark assignment and exams script on time. The fourth is accessibility or assurance of access to service and approachability. Teachers should be readily available when students need them and should have ability to inspire trust and confidence. The fifth is empathy which is caring, individualized attention the organization provides to its customers. In secondary school it include compassion and individual attention to students needs.

The teachers should care for students, be patient to them, pay individual attention and be willing to assist them.

The school exist primarily to inculcate desirable knowledge and behaviour to the students, therefore, anything that will enhance effective teaching and learning is of great importance (Eseyin, Chidinma, Oyemwen, & Adebisi, 2017). Quality service delivery is one of the key building blocks in any education system. It is only when services are delivered with certain quality will the learners access and use them to improve their knowledge and skills status. In education institution the key indicator of effective delivery of services is performance of the students (Dedehouanou & Berthe, 2013).

Services that secondary school should provide include, ensuring learners have access to minimum set of textbooks and workbooks required. The teachers should use appropriate instructional method to deliver curriculum content. Teachers should regularly assess the learners to track changes in their performance (Torukwein & Kaegon, 2017). The school administration should ensure teachers are provided with support materials to focus on curriculum aspects of learning required to master the appropriate competencies and provide enabling environment for learning (Motshekga, 2018). Being the instructional leader the principal should ensure availability of materials needed by teachers to teach, monitor teachers attendance and their preparation of lesson notes, give feedback to the teachers on their instructional task performance to ensure periodic review and improvement of teaching and learning process.

According to Dedehouanou and Berthe (2013) lack of education services and poor quality of services delivered in school are manifested in most Sub-Saharan Africa than the rest of the world. Even though there have been improvements since 2000, Sub-Saharan Africa has been registering lowest school enrollment rates with high drop out rate. Poor teaching quality, absenteeism and present teachers not being in the classroom at the time of enumerator visits are some of the concern in the education institutions. Additionally, Torukwein and Kaegon (2017) contend that incidences of unacceptable behaviour by teachers, examination malpractices, lateness to school, teachers doing private business at official time, loitering of teachers and teachers salaries not promptly and regularly paid are some of the issues that affect effective instructional delivery. One of the proposed institutional arrangement that can solve the problem and improve quality of service delivery and consequently the service outcomes is decentralization. It is perceived that decentralization can improve responsiveness and facilitate good governance.

Nyirenda (2018) outlined seven principles that can guarantee quality of education service delivery. The first is focused on the learners by ensuring services provided meet their needs and expectations. The second is focus on systems and processes. Teachers must understand what need to be done and the order in which steps are to be taken. The third is that teachers and head of schools should be supported by the system. This include clear job descriptions, clear and immediate feedback on performance, equipment and supplies, good working environment, recognition and motivation in the frame of regular supportive supervision. The fourth is focus

on teamwork where there is a team approach to problem solving and performance improvement. The fifth is effective communication to ensure the quality of education service delivery by sharing information, ideas, knowledge, emotions and skills between people. The sixth is routine supervision to improve performance and quality of education services and lastly is use of data. Evidence based practice requires correct and current data (Nyirenda, 2018). There is need to evaluate whether secondary schools in Tigania West Sub-County are delivering services to students as effectively as explained above.

Decentralization of Teachers Recruitment and Service Delivery

One of the TSC functions that has been decentralized is recruitment of the teachers. Recruitment is done to provide sufficient professional teaching force to all public primary, secondary and tertiary institutions in the country (Teachers Service Commission, 2015). The Teachers' Service Commission (TSC) is the main employing body for teachers in Kenya. It was established in 1967 and during those days it practiced a direct and automatic employment of all trained teachers until 1998 following a government directive (Ojwan'g, 2016).

This supply driven recruitment process was stopped in order to cut cost, which was a measure proposed by the International Monetary Fund to the developing countries (Jonjo & Odera, 2017). It was replaced with a demand driven recruitment policy for teachers in 2001, where teachers were recruited based on demand and availability of vacancies. However, in the year 2006 recruitment of teachers was decentralized where the process of recruitment and selection was

delegated to lower levels of educational management at different periods in time as follows: First, to the Provincial Directors of Education and District/Municipal Education Officers. After the promulgation of the Kenyan constitution in 2010 recruitment of teachers was assigned to the County Directors of Education.

Under the new TSC policy the county director of education has to give update after every four month to the TSC headquarters on teachers shortage within the county. In case of complains of the recruitment process the county director receives and addresses them appropriately. The county director chairs the county education board and collaborates with every individual school Board of Management (BOM), the Principal and other appropriate authorities on teacher placement of basic schools within the county (Teachers Service Commission, 2015). The TSC policy (2006) on decentralization of teacher placement is being implemented by BOMs with the final appointment of teachers by the TSC using the provided guidelines and a Selection Score Guide which are revised annually before the recruitment of teachers.

Teachers play a significant role in ensuring quality instruction and education in schools. They manage and provide leadership to schools, develop and implement curricula. For these services to be effectively accomplished, teachers must be adequately recruited and deployed to schools. Teachers have been identified as the most important inputs to the education system. The efficient management and utilization of this resource, therefore, remains critical to the quality of the learning outcomes (Jonjo & Odera , 2017). There is a need to evaluate whether

recruitment of teachers in public secondary schools in Tigania West Sub-County in Meru County are effectively recruited to deliver education services as expected. Bandur (2012), who did a study on decentralized developments in Indonesia, obtained findings suggesting that restructuring policy and programs in Indonesia are widely perceived to have influenced the transfer of authority for decision making on such key areas as the selection and hiring of teachers from the central government to the school level. This move has created several changes, including participation of school communities which in turn led to improvements in the schools.

Sineta (2002) study in Malawi focused on establishing different views that key actor groups have concerning this policy and its implementation. Key findings were that there was a good understanding of decentralization by definition among the key actor groups although some confusion about what practically is involved in decentralization was evident. There were also mixed views about which functions to decentralize. Whilst some respondents support decentralization as a way to improve the educational system, there were others who think otherwise, stating reasons of possible corruption, favoritism and diversion of funds under a decentralized system.

Mafuru (2011) carried out a study about the effects of the central influence on the recruitment of teachers in secondary education in Tanzania. The dissertation revealed that the centralized teacher recruitment within the initiative to decentralize secondary education had failed to achieve its claimed objective of

redressing the inequalities in the deployment of teachers in the country. As a result, the schools had structured their internal operations in order that they cope with inadequacy. The dissertation recommended therefore that the actual needs of schools in terms of the types of teachers required should be given consideration when teachers are posted in schools.

Ojwan'g (2016) study employed a combination of inclusive criterion, purposive, and simple random sampling techniques to select seven districts and thirty seven schools under study. There was no gender bias in the restructuring of teacher placement in public secondary schools in Nakuru County. The study recommended the need for a thorough audit of all secondary schools data returns forms so as to provide teachers to all needy schools regularly; publish different interview dates for the selection panels; post the selected teachers to their work stations without unnecessary delay; adequately prepare secondary teacher education students with the required units; ensure that graduates have successfully completed secondary teacher education units; and ensure equity in gender distribution across schools for mentoring purposes.

Bundi (2012) and Githaiga (2011) study sought to investigate the challenges facing decentralization of teacher management in Meru South District, in Tharaka Nithi County Kenya and Murang'a respectively. The objectives of the study were: to find out the teachers attitudes towards the devolvement of TSC functions to District level, to find out whether there has been improved performance of teachers as a result of decentralization of teacher's management by the TSC, to

investigate the challenges faced by TSC officers on the ground in executing the decentralized teacher management functions and to find ways through which decentralization of teacher management can be implemented effectively for improved education service delivery. The study utilized a descriptive research survey design and the target population was 241 subjects comprising 40 head teachers and 200 teachers in public secondary schools in Meru South district and the DEO. The study established that secondary school teachers in Meru South District appreciated the decentralization of TSC functions. The decentralization was found to have reduced time wastage and enhanced teacher performance in curriculum delivery. However, a number of challenges hamper effective management of teachers at the district and school level through decentralization of TSC services. These included recruitment panels taking a long time to understand the process of recruitment; interference from stakeholders, politicians, teachers, relatives and friends; lack of qualified personnel; and poor transport systems. The main recommendations of the study were enforcement of anticorruption activities, putting more resources in decentralized offices and maintenance of standards.

Moraa, Chepkoech and Simiyu (2017) study sought to assess decentralized approach process and examined the challenges faced in the application of the approach in secondary teacher recruitment and selection. Arising from the descriptive survey research analysis and interpretation is that despite the crucial role decentralized approach play in secondary teacher recruitment and selection,

there are still some negative aspects that hinder the applicability and implementation of the approach. It was noted that, the approach has led to better staffing in rural remote schools, equity and equality in employment leading to community development and high rate of teacher trainee absorption in the employment sector. However, very little attention has been paid on competence of the BOG/PTA, adequate funds, corruption, political interference and teacher performance that challenge the efficiency and effectiveness of the approach.

Okinda (2004) study indicated that recruitment at the school level reduced workload at the TSC headquarters and at the same time, head teachers were satisfied with the extent to which their staffing needs were met. The head teachers were, however, not satisfied with the current trend whereby teachers are recruited once in a year. The education officials, trade union officials and the head teachers were in agreement that the panel members' capacity be enhanced to enable them carry out the tasks bestowed upon them effectively and efficiently. There was a need to evaluate whether recruitment of teachers in public secondary schools in Tigania West Sub-County in Meru County were effectively recruited to deliver education services as expected.

Decentralization of Promotion of Teachers and Service Delivery Promotion of teachers is an important issue in school administration that should be above board all the time and which deserves more academic attention (Jonyo & Odera, 2017). Aside from promotion the most commonly used tool to motivate employee is compensation system, which can be flexibly and frequently adjusted

with performance of individual staff members. However, in the existing education system, pay levels and structure are relatively fixed and it is difficult for principals to use the compensation system as a tool to motivate teachers. Promotion is therefore the most important reward that principals can use (Wong & Wong, 2015).

Promotion of teachers should be based on criteria that all teachers are conversant of as part of their terms and condition of service. Currently the promotion of teachers is another TSC function that has been decentralized to the county director. According to the Teachers Service Commission (2015) the main purpose of promotion is to reward performance, manage succession and expand opportunities for career growth and progression. Promotion is based on existing schemes of Service that may be reviewed from time to time. Promotion of teachers is done in three categories. The first is promotion on common cadre establishment where a teacher move from one grade to another without the competitive selection process or availability of vacancies, provided they meet the minimum qualifications for the grade. The second promotion is through teacher proficiency course. This is usually for non-graduate teachers in job group G and H who must undertake a teacher proficiency course. The third promotion is through competitive selection for those in job group M, N, P, Q and R. In this category of promotion names of shortlisted candidates for job groups M and N and guidelines are forwarded to the county directors who conduct interviews at county level (Teachers Service Commission, 2015).

Currently the TSC has released guidelines on how teachers will be promoted through a competitive recruitment process for administrative positions. In this new guidelines promotion of teachers is to be based on existence of funded vacancies in the approved establishment, minimum qualifications per grade, relevant experience, satisfactory performance and relevant teacher professional development (TPD) modules (Wanzala, 2018). This new guidelines has attracted a lot of controversy between the TSC and teachers' unions because it does not talk about teachers who have attained higher academic qualifications. The secretary of TSC has defended the newly proposed promotion guidelines that is based on career progression guidelines (CPG) implementation. She argues that the promotion will be on a competitive basis that will give chances to only deserving teachers. Additionally, the new promotion guidelines is seen as an excellent way to enhance the performance of the teachers as well as take them to the next grade. The TSC chief executive Nancy Macharia argues that CPG will solve the promotion stalemate that has clouded the body since independence. The old regime used for promotions is unfriendly and an inferior tool about teacher elevation and career improvements (Nyanchama, 2019).

Mastro (2021) conducted a study on linking accountability and service delivery in a decentralizing system: An analysis of human resource management powers in Malawi's education sector. The study found out that transition of HRM powers from the central government to district governments was ongoing within the education sector in Malawi. Respondents largely perceived decision space around

the power to hire, dismiss, and promote teachers to be narrow, while there is evidence that decision space around the power to discipline was growing. The generally limited ability to act without central approval has diminished the legitimacy of the district office, restricted the ability for district officials to hold teachers accountable for their actions, and decreased teacher motivation, ultimately affecting service delivery outputs. In the future, district education and central government respondents hope to see a system in which HRM powers are fully decentralized. District education respondents note that they will be able to correct unhelpful teaching behavior immediately and set better standards for the quality of teaching when the full transition of powers occurs.

Obuya (2013) conducted a study on the teaching and learning in public primary schools in Mombasa Sub-County. The study established that majority of the teachers and the head teachers had a positive perception on the effectiveness of managing decentralization of teaching and learning by TSC in public primary schools in Mombasa County. The study also established that head teachers and the County Education Officials were very supportive on the decentralization, noting that it has a number of benefits including enhancing accountability as the schools account for the funds and services received, brings services closer to the people while the central office left for policy formulation and provision of funds. The study further established that there were a number of challenges faced by both the head teachers and education officials which included inadequate funds by the ministry of Education, lack of training in school management by the head

teachers, conflict of interest among the School Management Committees (SMC), inadequate teaching staff, problem of prioritization of items purchased by the head teachers and political interference by the local leaders when it comes to transfers, promotion and discipline. The study recommended sensitization of all the stakeholders and the community on their roles and also on the contents of the Education Acts and Policies. Finally the Education officials should visit schools regularly in order to monitor schools instructional programmes, assess the teachers' suitability. It is therefore necessary to determine whether the current promotion of teachers after decentralization of this function to County levels is resulting to effective delivery of education services in public secondary schools in Tigania West Sub-County in Meru County.

Decentralization of Maintenance of Teachers Standards in Professional Development and Service Delivery

A teacher is very important in a school and also in a community. The complex world of schooling requires a teacher to keep on learning so that they are able to respond to the diverse needs of their students. Today teachers are asked to teach in increasing multicultural classrooms, integrate students with special needs, use ICT for teaching effectively, engage in evaluation and accountability processes and involve parents in schools (Koster and Dengerink, 2018).

The maintenance of teaching standards has also been decentralized to the county level. It entails development, review and maintenance of the entry and performance standards of persons in the teaching service. It provides for the

procedures of quality assessment of teachers, continuous professional development, performance contracting for heads of institutions and teacher performance appraisal. In the teaching service, teacher registration entails the verification of the qualifications and background information of the applicants before a qualified teacher is subsequently issued with a teacher registration certificate. This ensures that, standards on professional qualifications and competencies within the teaching service are maintained thus enforcing teachers compliance with the teaching standards prescribed under the Teachers Service Commission Act 2012.

Currently there is continuous professional teacher development that is used for updating of professional knowledge and improvement of personal competence throughout teachers teaching life. This is necessary for effective teaching because teachers working environment keep changing from time to time. The Professional development involves the career-long processes and related system and policies designed to enable educators (teachers, administrators, and supervisors) to acquire, broaden, and deepen their knowledge, skill, and competences in order to effectively perform their work roles. Every teacher is supposed to undertake the the Teacher Professional Development Programmes from time to time as recommended by the TSC. There are institutions that are accredited to train teachers and issue certificates to teachers upon completion of the Programme. Every teacher is required to successfully complete a prescribed teacher professional development programme to qualify to be issued with a Teaching

Certificate by the Commission. The county director is required to undertake periodic teacher training needs assessment, coordinate and carry out induction courses for teachers (Teachers Service Commission, 2015).

Waweru (2016) study examined the implementation process of education decentralization specifically in view of having the required institutions, and their performance, the level and nature of participation of the community, the financial resources made available and its adequacy. The study found that the power devolved was inadequate to undertake the responsibilities of expanding Basic Education. In Nairobi East District Education and schools level there was manpower problem in terms of having the relevant capacity to undertake the responsibilities and bring change in education decentralization. There was acute budget shortage principally capital budget which was reflected in shortage of school infrastructure, provisions and manpower shortage and as a result a tendency of exercising much reliance on the community beyond it can afford to tolerate as observed. The study generally recommended that for education decentralization to succeed there was a need to address the capacity of all those involved from District Education office to the level of schools and equally the budget constraint must be solved if education should serve as a basis for all forms of development.

Barasa (2014) study focused on the impact of decentralization policies on local level actors, in particular the District Education Office (DEO) in Kenya, Lesotho, and Uganda. The research aimed to examine the roles and challenges of DEOs in

these different contexts. It focused on four areas, namely staff management, the management of financial resources, quality monitoring, and the relationship of the DEO with the central authorities and the local administration. The research was mainly qualitative with interviews carried out with a wide range of actors at local level. Overall, it appears that the DEO mainly plays a traditional role within the decentralization framework, for example focusing on quality monitoring through supervision visits to schools, as well as an administrative role with the management of teacher files and with the provision of education data. The main changes in its role these past years relates to its quality monitoring task, which has been characterized by two trends: on the one hand, more attention is given to pedagogical support during supervision visits rather than on control, with the creation of quality assurance and standards officers (QASOs) who have contributed to better relationships with teachers; on the other hand, financial control overshadows the importance of quality monitoring, as auditors join QASOs during supervision visits. Results also show that the DEO has little, if any, autonomy in the management of its staff and financial resources, which limits the effectiveness of its activities in the district.

Kimathi (2012) study investigated the factors that affect effective decentralization of education focusing on instructional materials and infrastructure development and rehabilitation in primary schools in Abothuguchi division of Meru Central District. The study established that head teachers and the DEO were supportive of decentralization, noting that it has a number of benefits including enhancing local

responsibility, involvement and ownership, and enabling local businesses to supply instructional and construction materials to schools leading to local level development. Management bodies at the school level, such as School Management Committees (SMCs) performed various roles such as financial management, procurement, management of physical resources, infrastructure development, and management of human resources. The major factors that affected effective decentralization were: inadequate funds, inadequate in-service training, and lack of expertise and experience by SMC members. The study also established that there were irregular visits to schools by the DEO's staff and poor communication channels. The study recommended that: the Ministry headquarters should increase funds to schools and disburse them in time and also put more emphasis on training and sensitizing the school stake holders and the community on the education Act and policies; the Provincial as well as the District Education Officers should visit schools frequently in order to monitor the school development programs and also ensure there are good communication channels. There was little research conducted to evaluate whether County directors were implementing their role of maintaining teachers standards in their area of jurisdiction. It is for this reason this study is being conducted to determine whether decentralization of maintenance of teachers standards has led to effective delivery of education services in public secondary schools in Tigania West Sub-County in Meru County.

Decentralization of Discipline of Teachers and Service Delivery

The maintenance of teachers discipline is very important for quality of education to be achieved (Gerundino, 2019). The TSC has delegated the teacher discipline function to the county directors. That function that was earlier conducted by TCS commissioners from the headquarters. The policy on teacher discipline is aimed at regulating the conduct of teachers in order to enhance professionalism and integrity in the teaching service. The disciplinary process should be undertaken fairly to ensure justice for the affected teachers and efficient administration of the disciplinary procedures (Jonyo and Odera, 2017).

The newly released guidelines on discipline cases has ensured that deputy county directors and sub-county directors have an active role in determining disciplinary cases. This changes are made to ensure cases are done quickly in the shortest time possible. Teachers are also given a change to bring witnesses during the hearing of their cases and they can appeal the decisions taken in case they feel they are unfair to them. The work of commissioners in the new guidelines is only approving verdicts arrived at by discipline panels and allowing room for appeals. The school board of management has been given power in the new guidelines to interdict secondary school teachers found guilty of professional misconduct at the investigation stage. The country directors can interdict the secondary school principals, while the deputy county directors can interdict secondary school teachers in institutions where the BOM is not functional. The Sub-County directors can interdict primary school teachers (Oduor, 2016).

Cases of immoral behaviour, neglect of duty, absenteeism, desertion of duty, insubordination, mismanagement of public funds and conviction of criminal offence attracts interdiction. Usually a teacher will be given one month before the hearing date. In the case where a teacher confirms that he or she is guilty the teacher must offer an explanation to the panel why he or she took the action in order to enable the panel take appropriate action. On the other hand if a teacher pleads not guilty, witnesses must be provided by the teacher and invited to testify. The disciplinary panel has to make appropriate punishment based on the evidence adduced during the hearing (Oduor, 2016). Cases of some teachers not conforming to stipulated code of conducts in secondary schools are common.

Mastro (2021) conducted a study on linking accountability and service delivery in a decentralizing system: An analysis of human resource management powers in Malawi's education sector. The study concluded that there was a picture of completed decentralization in which the central government set policy goals, and district officials had the ability to implement those goals in ways that make the most sense for their constituency. With regards to HRM, there was a system where district officials had a series of disciplinary tools at their disposal to correct poor service delivery. He describes a future for decentralization where district governments had the power to conduct human resources in a way that best fits the need of their communities, including the ability to hire, assess performance, discipline and promote. However, gaining district-level power at all moments in the HRM system will be difficult without the full decentralization of hiring and

recruiting as implemented for a number of years before being reversed. The study also noted that the frequency of teachers' indiscipline and how such cases were solved had increased in the new era where this role has been decentralized in the county level. It is necessary to unravel how county official, Board of management and principals handle teachers indiscipline cases in public secondary schools in Tigania West Sub-County in Meru County. Also it is important to establish whether the manner in which these cases are handles enhance delivery of services to the students.

Summary of Literature Review and Gaps to be filled by the Study

The power to recruit teachers is one of the TSC functions that were decentralized to the county levels, BOM and to the school administration in the year 2015 completely. This is done to ensure the school recruits competent teaching force. However in Tigania West Sub-County in Meru, Kenya there are few secondary teachers than required necessitating conduction of this study to find out whether the Sub-county education officials together with the administration are recruiting enough teachers. Promotion of teachers has been decentralized to the county and sub-county levels. The main purpose of promotion of teachers is to reward performance, manage succession and expand opportunities for career growth and progression. In Tigania West Sub-County most teachers have overstayed in one job group for years affecting their morale and teachers delivery of service. There is need to investigate how effective decentralization of teacher's promotion improves education service delivery.

Maintenance of teacher's standard and discipline is also decentralized. Teachers are required to implement the education curriculum and evaluate student to know whether they have grasped the content required. Similarly, teachers must maintain code of conduct that regulates the way teachers should behave for purposes of professionalism and integrity. However, despite decentralization of these functions poor academic performance is an issue in Tigania West Sub-County a gap that needs to be investigated.

Theoretical Framework

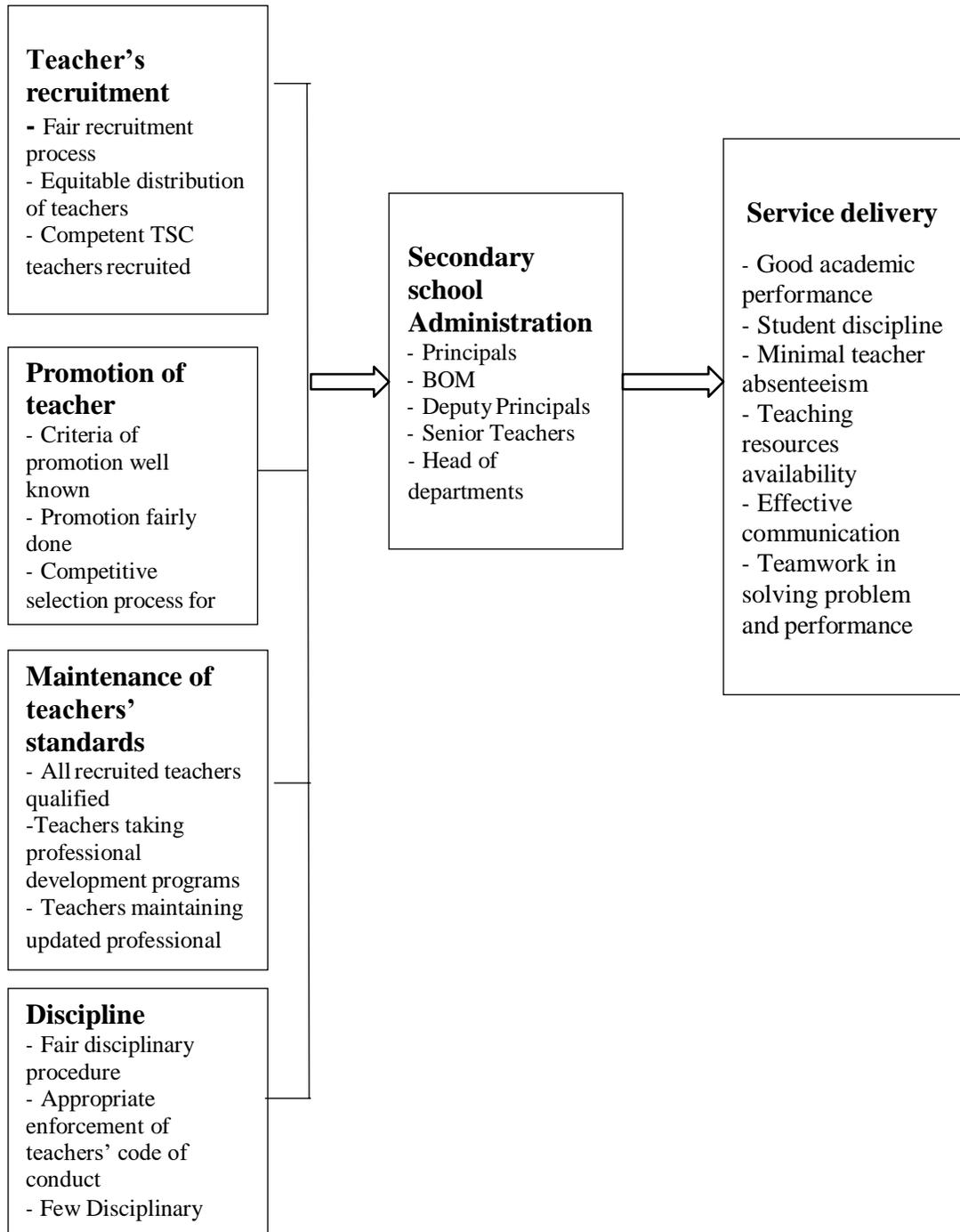
This study was guided by functionalist perspectives theory whose key proponents were Herbert Spencer, Talcott Parsons and Robert K. Merton. According to functionalism, society is a system of interconnected parts that work together in harmony to maintain a state of balance and social equilibrium for the whole (Mooney, Schacht, & Knox, 2014).

The functionalist perspective emphasizes the interconnectedness of a society by focusing on how each part influences and is influenced by other parts. In case of this study, the main purpose of decentralization of TSC function is to enhance educational service delivery so that the national curriculum is effectively implemented (Maeke, 2010). When Counties officials, board of management and principals all perform their duties to ensure teachers are well recruited, teachers are promoted in just manner, teachers standard are maintained and teachers maintain their TSC code of conduct service delivery is likely to be improved.

The functionalist members of this group see themselves as part and parcel of the education system and therefore should contribute to the achievement of the goals that are desired from them for the benefit of the society which belongs to them. The roles played by the above-mentioned components must be seen as complementing each other for in the event of one being faulty the whole system will most likely not be in a position to produce the intended goals of effective service delivery.

Conceptual Framework

Figure 2.1 Conceptual Framework



Conceptual framework is a diagram that shows how the independent variables are associated with dependent variables in a study (Kothari, 2010). When teachers are adequately and effectively recruited there will be equitable distribution of competent teachers that will be able to efficiently deliver educational services to the students. When promotion is fairly done following the laid down procedure teachers will be motivated to deliver their services adequately. Maintenance of teachers standards ensures teachers are briefed on current knowledge that will enable them to deliver curriculum content effectively. This improves teachers service delivery. Finally, its only disciplined teachers that can manage to effectively deliver neducation services adequately. Figure 2.1 shows the relationship between variables in this study.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter outlines an overall plan conceived to aid the researcher in answering the research questions. The subsections include; research design, location of the study, target population, sample size, sampling procedure, research instruments, data collection procedures, pilot of the study, instrument reliability, instrument validity, data analysis techniques and ethical issues.

Research Design

Research design is a plan that shows how the study will be conducted. This study employed descriptive survey research design. Descriptive survey is a method for collecting data from a representative sample of individuals using questionnaires, observations and interviews (Orodho, 2009). It will enable the researcher to describe variables being investigated. This will be possible because the design allows the researcher to use questionnaires and interview schedule to correct both quantitative and qualitative data (Mugenda and Mugenda, 2010).

Target Population

The target population in this study consisted of all the 49 principals, 249 male teachers and 157 female teachers in 49 public secondary schools in Tigania Sub-County, Kenya. The researcher will also include Board of Management chairpersons (BOM), and Sub-County TSC officials.

Sample Size and Sampling Procedures

All the principals of the 49 schools to be studied were selected purposefully because they are the link between the school and TSC officials. According to Matula, Kyalo, Mulwa and Gichuhi (2018) purposive sampling enables the researcher to use personal judgment to select subjects that are representative of the population based on the research goal. Teachers will be selected through simple random sampling technique. In each school three male and three female teachers will be selected. The total number of male teacher to be selected for this study will be $3 \times 49 = 147$ and for female $3 \times 49 = 147$. In each school two BOM members will be selected $2 \times 49 = 98$ and five TSC officials in the Tigania West Sub-County education officials.

Table 3.1 Respondents of the Study

Respondents	Numbers	Percentage %
Principals	49	11
Male teachers	147	33
Female teachers	147	33
BOM chairpersons	98	22
Sub-County TSC officials	5	100
Total	443	100

Research Instruments

According to Mugenda and Mugenda (2003) research instruments are tools the researcher will use to collect the necessary information/data. In this study, questionnaires will be developed to collect data. Questionnaires contained open-ended and close ended questions to allow for collection of qualitative and

quantitative data. The questionnaire contained six sections. Section A of the questionnaires sought for information on respondent characteristics; Section B on teachers' recruitment; Section C on teachers' promotion; Section D on maintenance of teachers' standard; Section E on teachers' discipline; and Section F on teachers' service delivery.

Validity of the Research Instruments

Validity is the degree to which the questionnaires and interview schedules measures appropriate elements in a research (Orodho 2009). In this study, content validity technique will be used to ensure research instruments used have content that is relevant and appropriate to the purpose of the study. Two experts in this field of study will be used to review independently the relevance of each item in the questionnaires as per the purpose of this study.

Reliability of the Research Instruments

Reliability is the extent to which questionnaire to be used in this study will provide similar outcomes for the same participants at different times. It is about the instrument giving unswerving results or data after continual trials. It is confirmed by the constancy of the surveillance of the result. In this study, the test-retest technique was used to assess the reliability of the research instruments. The method encompasses administering unchanged research instrument two times to the same respondents of a study. After the first test, the same instruments were given to the same respondents after one week. This will be followed by a reliability coefficient that will be computed using Pearson-product moment

correlation coefficient (r). Instruments that will give a coefficient of above 0.7 will be used in this study because they imply a high degree of reliability of the data and thus suitability of the research instruments (Blischke & Murthy, 2011).

Data Collection Procedures

A letter of clearance was obtained from the Faculty of Education of the University of Nairobi authenticating the status of the researcher as a student. Later a research permit was obtained from the National Council for Science, Technology, and Innovation (NACOSTI). Additionally, subsequent clearance was sought from the Meru County Education Office and the head teachers. Proper arrangement with the teachers was made to ensure that the questionnaires are filled and the interviews conducted appropriately.

Data Analysis Techniques

In this study data analysis entailed questionnaire checking, editing, coding, and testing any assumptions and finally analysis. Qualitative data was analyzed through content analysis technique where responses were grouped into categories and then analyzed descriptively. Quantitative data from Likert scale responses were analyzed descriptively by entering the data in SPSS software version 23 for analysis. Data was presented in by use of bar charts, graphs, tables, essays and narrations.

Ethical Considerations

Ethical issues are key considerations for this study. According to Madges (2006) a research is said to have observed ethical considerations when no one is harmed,

when respect and confidentiality is observed and the researcher gives respondents informed consent. The researcher sought clearance from the University and got the permit prior to carrying out research. A visit to the schools to book appointment with head teachers was done. On the data collection day the researcher explained the purpose of the study to the respondents. Those who accepted to participate in this study were assured of confidentiality. Respondents will not be required to give their names or any other identifying information.

CHAPTER FOUR
DATA PRESENTATION, INTERPRETATION OF FINDINGS AND
DISCUSSIONS

4.2 Introduction

This chapter presents data analysis, presentation of the data and interpretation. The chapter presents the questionnaire return rate, bio data followed by the influence of decentralization of teachers' recruitment; the influence of decentralization of promotion of teachers; the influence of decentralization on maintenance of teachers' standards; and assessment of the influence of decentralization of discipline of teachers on service delivery in public secondary schools in Tigania West Sub County, Kenya.

Instruments Return Rate

A questionnaire for principals, teachers, Teachers' Service Commission Sub County Director, Board of Management chairpersons and Curriculum Support Officers were used to collect data for this study. The sample consisted of 12 principals, 44 teachers, 10 BOM chairpersons, one TSC sub county Director and four Curriculum Support Officers from Tigania West Sub County were sampled for the study. This summary is stated in Table 4.1:

Table 4.1: Questionnaire Return Rate

Respondents	Questionnaires administered	Questionnaires filled and returned	Percentage
Principals	12	12	100
Teacher	48	44	91.7
TSC Sub County Director	1	1	100
Curriculum Support Officers (CSO)	4	4	100
BOM Chairpersons	12	10	83.3

Table 4.1 shows that, 12 principals from the anticipated 12; 44 teachers from the anticipated 48; one TSC sub county director; four Curriculum Support Officers from the anticipated four; and ten Board of Management chairpersons from the anticipated four participated in the study. This represented 100%, 91.7%, 100% 100% and 83.3% return rate respectively. According to Bailey (2000) assertion, a response rate of 50% is adequate, while a response rate greater than 70% is very good. The instrument return rate for this study was considered to be high and very good.

Demographic Characteristics of the Participants

The demographic characteristics covered by the study were gender, highest professional qualification, age, years of teaching, capacity building workshop programs attended and how the workshop has enabled the respondents perform their duties.

Gender of the Participants

The study sought cognize disparities in gender among the respondents. This was overly essential in understanding the respondents in regard to the influence of decentralization of teachers' recruitment, promotion, maintenance of teachers' standards and discipline of teachers on service delivery across different genders in public secondary schools in Tigania West Sub County, Kenya. In order to determine the gender of the participants, a question was posed to the principals, teachers, B.O.M chairpersons, CSOs and TSC sub county director to indicate their gender. The table illustrated the responses gathered as per the gender as seen in Table 4.2.

Table 4.2: Gender of the Participants

Gender	Participants				
	Principals	Teachers	B.O.M Chair	CSO	TSC Sub County Director
	f (%)	f (%)	f (%)	f (%)	f (%)
Male	8 (66.7)	26 (59.1)	7 (70)	2 (50)	-
Female	4 (33.3)	18 (40.9)	3 (30)	2 (50)	1 (100)
Total	12 (100)	44 (100)	10 (100)	4 (100)	1 (100)

Data depicted in Table 4.2 show that majority of principals (66.7%), teachers (59.1%), and B.O.M chairpersons (70%) were male; there was a gender balance among the CSOs (50%) while there was a female TSC sub county Director in public secondary schools in Tigania West Sub County. There was a male dominance among the B.O.M chairpersons, Principals and Teachers in public secondary schools in Tigania West Sub County.

Highest Professional Qualification

Professional qualification of the respondents was also a factor to consider in this study. Professional qualifications of the respondents could influence teachers' recruitment, promotion of teachers, maintenance of teachers' standards, and discipline of teachers on service delivery in public secondary schools. In order to determine whether the participants were well qualified and prepared for their respective duties it was imperative to establish their professional qualification.

The study sought to establish the professional qualification of respondents. A question was posed and the following responses realized as shown in Table 4.3:

Table 4.3: Professional Qualification of Participants

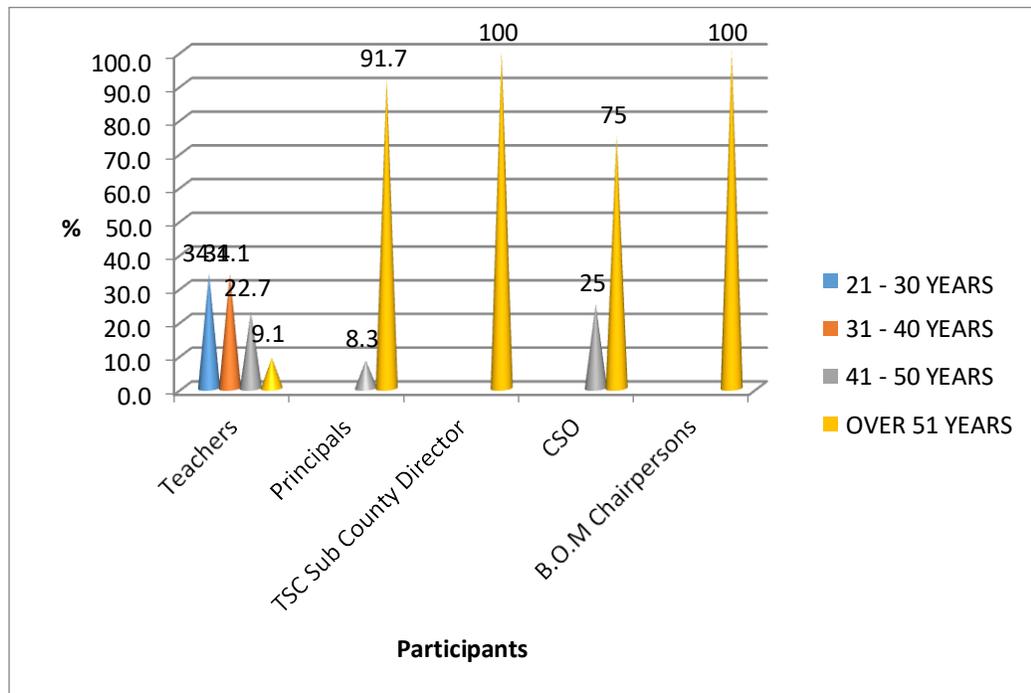
Professional qualification	Participants				
	Teachers f (%)	Principals f (%)	TSC sub county Director f (%)	CSOs f (%)	B.O.M Chairpersons f (%)
Diploma in education	4 (9.1)	-	-	-	-
BED	33 (75.0)	5 (41.7)	(100)	4 (100)	10 (100)
PGDE	1 (2.3)	-	-	-	-
Masters	5 (11.4)	7 (58.3)	-	-	-
Doctorate	-	-	-	-	-
No response	1 (2.3)	-	-	-	-
Total	44 (100)	12 (100)	1 (100)	4 (100)	10 (100)

On professional qualification for participants, majority were BED graduates (75%) while 11.4% were master degree holders. On the other hand, a mere 9.1% of teachers were diploma holders. Majority of the Principals (58.3%) were master degree holders compared to 41.7% who were BED degree holders. The TSC sub county director was a B/ED degree holder, all the Curriculum Support Officers (100%) and the B.O.M chairpersons were BED degree holders. The findings indicated that most teachers, principals, TSC sub county director, CSOs and B.O.M chairpersons were professionally qualified to execute their mandate of ensuring there was fair promotion of teachers; proper maintenance of teachers' standards; and effective assessment of discipline of teachers on service delivery in public secondary schools in Tigania West Sub County, Kenya.

Age of the Participants

The age of the participants was particularly important in determining the duration they have been in a station and their working experience. Participants were requested to indicate their age bracket. The data collected was summarized as seen in Figure 1:

Figure 1: Age of the Participants

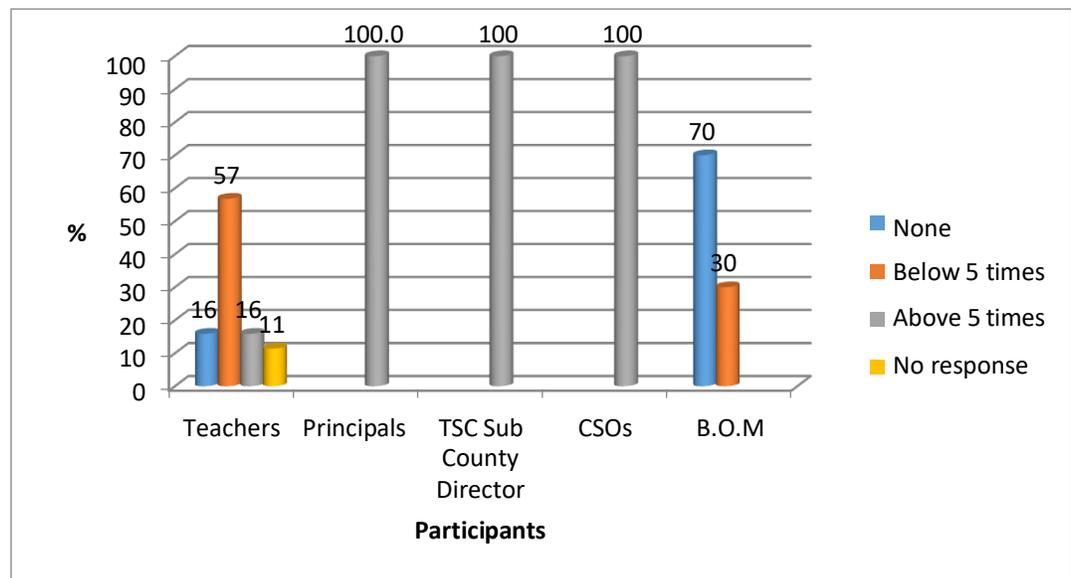


Data depicted in Figure 1 show that most of the teachers (34.1%) were between 21 – 30 years and 31 – 40 years respectively; majority of the principals (91.7%), the TSC sub county Director and CSOs and all the B.O.M chairpersons were over 51 years respectively.

Capacity Building Workshop Programs Attended

The study sought to find out the capacity building workshop programs participants had attended. Number of capacity building workshop programs participants of the study had attended would determine their knowledge in executing their mandate of ensuring there was fair promotion of teachers; proper maintenance of teachers' standards; and effective assessment of discipline of teachers on service delivery in public secondary schools in Tigania West Sub County, Kenya. Data was collected and summarized as shown in Figure 2.

Figure 2: Capacity Building Workshop Programs Attended



The results from Figure 2 indicate that a majority of teachers (57%) had attended capacity building workshop programs less than five times while 16% had not attended any capacity building workshop program, all principals, TSC sub county Director and CSOs (100%) had attended the workshops for more than five times, while majority of the B.O.M chairpersons 70% had not attended any capacity

building workshop program compared to a mere 30% who had attended less than five times. In a nut shell, 16% of teachers and 70% of the B.O.M chairpersons urgently require attendance to capacity building workshop programs in order to execute their mandate of ensuring there was fair teacher recruitment; promotion of teachers; proper maintenance of teachers' standards; and effective assessment of discipline of teachers on service delivery in public secondary schools in Tigania West Sub County, Kenya. This finding tended to concur with Bashiisa (2008) study that aimed at assessing the challenges of primary education service delivery in relation to decentralization in Mbarara district in Uganda which recommended that training of teachers and other stake holders of primary services should be given a priority in order to improve on capacity building. The same view has also been echoed by Okinda (2004) and Obuya (2013) who noted that the education officials, trade union officials and the head teachers were in agreement that the panel members' capacity be enhanced to enable them carry out the tasks bestowed upon them effectively and efficiently.

How the Capacity Workshop Enables the Respondents Perform Duties.

Participants' attendance to capacity workshop programs will enable them perform their duties in ensuring there was fair promotion of teachers; proper maintenance of teachers' standards; and effective assessment of discipline of teachers on service delivery in public secondary schools in Tigania West Sub County, Kenya.

Teachers and Principals were required to indicate capacity building workshop attended enables them perform their duties and the following feedback was obtained as seen in Table 4.4:

Table 4.4: How Capacity Workshop Enables the Respondents Perform Duties

Capacity Workshop Role in Enabling Respondents Perform Duties	Teachers f (%)	Principals f (%)
It has helped in improving teaching skills and in discharging participants responsibilities well	10 (22.7)	-
It has helped me enhance my H.O.D role in meeting the needs of my learners' appropriately	1 (2.3)	-
Widen my experience and approach towards an array of issues	3 (6.8)	1 (8.3)
Helped in upholding learners' discipline in the school	1 (2.3)	1 (8.3)
It has enhanced mastery of content in various subject area	5 (11.4)	4 (33.3)
Helped in the integration of ICT into teaching and learning	2 (4.5)	-
Helped maintain professionalism in teaching and teacher' code of conduct	1 (2.3)	3 (25)
It has equipped teachers with skills on emerging trends on testing and evaluation of the curriculum	2 (4.5)	1 (8.3)
KEMI courses have helped upgrade planning, organizing and managerial skills	1 (2.3)	-
It has helped in creating awareness on TSC expectations on service delivery	1 (2.3)	1 (8.3)
It has equipped teachers with legal perspectives on management of school resources and personnel	1 (2.3)	1 (8.3)
No response	16 (36.4)	-
Total	44 (100)	12 (100)

Data depicted in Table 4.4 show that most of the Teachers (22.7%) indicated that capacity building workshops had helped in improving teaching skills and in discharging participants responsibilities well; capacity building workshops had enhanced mastery of content in various subjects (11.4%); it had widen teachers experience and approach towards an array of issues (6.8%); It has equipped teachers with skills on emerging trends on testing and evaluation of the curriculum (4.5%); and it had helped in the integration of ICT into teaching and learning (4.5%).

Most of the principals indicated that capacity building had enhanced mastery of content in various subject area (33.3%) and it had helped maintain professionalism in teaching and teacher' code of conduct (25%) as major strides in teachers performing their duties. Other minor significances identified for attending capacity building workshop included: capacity building programs had helped enhance the H.O.D role in meeting the needs of the learners' appropriately; it has helped in upholding learners' discipline in the school; helped maintain professionalism in teaching and teacher' code of conduct KEMI courses have helped upgrade planning, organizing and managerial skills; it has helped in creating awareness on TSC expectations on service delivery; and it has equipped teachers with legal perspectives on management of school resources and personnel. Principals noted that capacity building had widen teachers' experience and approach towards an array of issues, it had helped in upholding learners' discipline in the school, it had equipped teachers with skills on emerging trends

on testing and evaluation of the curriculum, it had helped in creating awareness on TSC expectations on service delivery' and it had equipped teachers with legal perspectives on management of school resources and personnel.

Influence of Decentralization of Teachers' Recruitment on Service Delivery in Public Secondary Schools

Teachers' Response on Teachers' Recruitment on Service Delivery Teachers play a significant role in ensuring quality instruction and education in schools.

They manage and provide leadership to schools, develop and implement curricula. For these services to be effectively accomplished, teachers must be adequately recruited and deployed to schools. Teachers were requested to indicate the influence of decentralization of teachers' recruitment on service delivery in public secondary schools in Tigania West Sub County. Ten structured statements were incorporated with a scale ranging from Strongly Disagree to Strongly Agree. For ease of analysis, Strongly Disagree and Disagree were combined as Disagree while Agree and Strongly Agree became Agree. The respondents' percentages of Disagreement and Agreement with the various statements were as shown in Table 4.5:

Table 4.5: Influence of Decentralization on Teachers' Recruitment on Service Delivery in Public Secondary Schools

Statements related to Teachers' recruitment	Disagree f (%)	Uncertain f (%)	Agree f (%)	No response f (%)	Total f (%)
The School management is fully mandated to recruit TSC teachers	7 (15.9)	4 (9.1)	31 (70.5)	2 (4.5)	44 (100)
Recruitment of Teachers is done in a fair manner	1 (2.3)	13 (29.5)	30 (68.2)		44 (100)
Since decentralization of recruitment process most of the vacant teachers position have been filled	20 (45.5)	14 (31.8)	10 (22.7)		44 (100)
The current recruitment process of teachers absorbs competent TSC teachers to replace vacant position	7 (15.9)	6 (13.6)	31 (70.5)		44 (100)
There is equitable distribution of teachers across the county	24 (54.6)	10 (22.7)	9 (20.4)	1 (2.3)	44 (100)
The TSC score guides used to recruit teachers ensures competent and effective teachers are recruited	8 (18.1)	8 (18.2)	28 (63.6)		44 (100)
Decentralization of recruitment of teachers has enabled flexibility and appropriate review of TSC score guide to ensure it is more effective	3 (6.8)	14 (31.8)	25 (56.8)	2 (4.5)	44 (100)
Advertisement of TSC teachers' recruitment is well done and sufficient time provided for qualified teachers to apply	4 (9.1)	7 (15.9)	33 (75)		44 (100)
The current recruited teachers are willing to help student and provide prompt service whenever required	2 (4.5)	5 (11.4)	37 (65.9)		44 (100)
The current recruited teacher provides individualized attention to the students who are weak	7 (15.9)	8 (18.2)	29 (65.9)		44 (100)

Data depicted in Table 4.5, an overwhelming majority of teachers indicated that advertisement of TSC teachers' recruitment was well done and sufficient time provided for qualified teachers to apply before interview dates (75%); the school

management was fully mandated to recruit TSC teachers (70.5%); the current recruitment process of teachers absorbed competent TSC teachers to replace vacant position (70.5%); recruitment of teachers was done in a fair manner (68.2%); the currently recruited teachers were willing to help students and provide prompt service whenever required (65.9%); the currently recruited teachers provided individualized attention to the students who are weak academically (65.9%); the TSC score guides used to recruit teachers ensured competent and effective teachers were recruited (63.6%); decentralization of recruitment of teachers had enabled flexibility and appropriate review of TSC score guide to ensure it was more effective (56.8%); there was no equitable distribution of teachers across the county (54.6%) compared to 20.4% who thought otherwise; and since decentralization of recruitment process most of the vacant teachers position had not been filled (45.5%). Therefore, it can be concluded that teachers viewed decentralization of TSC services as a positive move towards improvement of service delivery a finding that concurred with Bundi (2012) and Githaiga (2011) who established that secondary school teachers in Meru South District appreciated the decentralization of TSC functions. This finding further confirmed the findings of Mafuru (2011) that revealed that the centralized teacher recruitment within the initiative to decentralize secondary education had failed to achieve its claimed objective of redressing the inequalities in the deployment of teachers in Tanzania. As a result, the schools had structured their internal operations in order that they cope with inadequacy. At the same time the findings

disapprove the views shared by Sineta (2002) study in Malawi that decentralization of recruitment process was a way for possible corruption, favoritism and diversion of funds under a decentralized system.

Contribution of Empowerment of School Management on Teachers' Recruitment and Teachers' Service Delivery

Teachers, Principals and Curriculum Support Officers (CSOs) were further requested to explain how the empowering of school management to recruit teachers has contributed to teachers' service delivery and performance of their work and the following feedback was realized as summarized in Table 4.6:

Table 4.6 Empowerment of School Management on Teachers' Recruitment

Empowerment of School Management on Teachers' Recruitment	Teachers f (%)	Principals f (%)	CSO f (%)
The schools are able to get the right teachers according to their needs	10 (22.7)	12 (100)	4 (100)
Management can test the competency of a teacher	1 (2.3)	-	-
The recruited teachers view the B.O.M as an authority or agent of TSC	3 (6.8)	10 (83.3)	-
It has helped in the recruitment of teachers within the community	8 (18.2)	-	-
It has cut down on costs for transport on appeals and collection of recruitment letters on the part of the school	5 (11.4)	12 (100)	4 (100)
It has increased transparency in the recruitment exercise	11 (25)	12 (100)	4 (100)
It has helped improve the link between the community, the school and the teachers	10 (22.7)	7 (58.3)	4 (100)
There is close supervision that has led to improved students' performance	2 (4.5)	-	-
The B.O.M is able to induct the teachers recruited with ease	1 (2.3)	-	-
The school management has no influence of whoever is employed as long as he meets the requirements	7 (15.9)	-	-
It has improved service delivery	1 (2.3)	2 (16.7)	4 (100)
Recruiting teachers based on year of graduation and age rather than on competence at times is a disservice to the applicants	16 (36.4)	-	-

From Table 4.6, teachers noted that empowerment of school management had led to recruiting teachers based on year of graduation and age rather than on competence which at times was a disservice to the applicants (36.4%); all principals and CSOs (100%) and a mere 25% of the teachers had noted that empowering the school management had increased transparency in the

recruitment exercise. There seem to be a dissonance between the views of principals and CSOs with the teachers a sign that the school management was not very transparent in the recruitment process. All the principals, CSOs (100%) and 22.7% of the teachers noted that the schools were able to get the right teachers according to their needs. All CSOs (100%), 58% of the principals and 22.7% of teachers noted by empowering B.O.M in the recruitment had helped improve the link between the community, the school and the teachers; it had helped in the recruitment of teachers within the community (18.2%); the school management had no influence of whoever was employed as long as he meets the requirements (15.9%). Teachers seemed not to support the view that the recruitment process was conducted in a fair and transparent manner. All principals and CSOs (100%) and 11.4% of the teachers noted that it had cut down on costs for transport on appeals and collection of recruitment letters on the part of the school; 83.3% of the principals and 6.8% of the teachers noted that the recruited teachers viewed the B.O.M as an authority or agent of TSC; there is close supervision that has led to improved students' performance (4.5%); management can test the competency of a teacher (2.3%); the B.O.M is able to induct the teachers recruited with ease (2.3%); while all CSOs (100%), 16.7% of the principals and 2.3% of the teachers noted that it has improved service delivery. Therefore, it can be concluded that while teachers view decentralization of TSC recruitment process to the school management as a positive move towards improvement of service delivery, the effectiveness of this strategy was being hampered by a number of challenges that

affected the transparency of the entire process. These findings tend to resonate with Bundi (2012) and Githaiga (2011) who established that decentralization was found to have reduced time wastage and enhanced teacher performance in curriculum delivery. However, a number of challenges hampered effective management of teachers at the district and school level through decentralization of TSC services. These included recruitment panels taking a long time to understand the process of recruitment; interference from stakeholders, politicians, teachers, relatives and friends; lack of qualified personnel; and poor transport systems.

Further the respondents were requested to explain challenges encountered during the recruitment of teachers and the following feedback was obtained as summarized in Table 4.7:

Table 4.7 Challenges Encountered in the Recruitment of Teachers

Challenges encountered by the school management on Teachers' Recruitment	Teachers f (%)	Principals f (%)	CSO f (%)
The schools have a tendency of changing subject combinations in the last minute and this inconveniences applicants	10 (22.7)	12 (100)	4 (100)
Schools do not advertise change of a vacancy	1 (2.3)	-	-
Some combinations have few applicants such as home science	3 (6.8)	12 (100)	3 (75)
There is tribalism and corruption in the recruitment exercise	8 (18.2)	-	-
There are transport challenges to the interview centres	5 (11.4)	12 (100)	4 (100)
Some recruits have options which make them selective to some schools	11 (25)	12 (100)	4 (100)
The applicants decide where they want to take offers and ignore some schools during recruitment venues	10 (22.7)	7 (58.3)	4 (100)
There is increased ethnicity and clannism	2 (4.5)	-	-
Time management due to high number of recruits	1 (2.3)	10 (83.3)	-
A large number of applicants in some subjects	25 (56.8)	-	-
Vested interest is evident in some cases	23 (52.3)	2 (16.7)	4 (100)
Applicants have a challenge of attending more than one interview due to distance	16 (36.4)	2 (16.7)	4 (100)
Security threats have made teachers shy away in some areas	12 (27.3)	-	-
Majority of the B.O.M are not conversant with educational matters	12 (27.3)	7 (58.3)	3 (75)
Special interest from concerned parties might lead to recruitment of less qualified individuals	10 (22.7)	-	-
Failure to communicate the shortlisted ranking to enable applicants choose where to attend the interview	5 (11.4)	-	-
Some principals send invitation to interviews late or a few hours to the interview	31 (70.4)	-	-

Table 4.7 show that from the interviews conducted, all the principals and CSOs (100%), noted the main challenges experienced during the recruitment of teachers were: the schools had a tendency of changing subject combinations in the last minute and this inconvenienced applicants; some subject combinations had few applicants such as home science; there were transport challenges to the interview centres; some recruits had preferences to certain schools which made them selective to some schools during the interview; time management was an issue due to high number of recruits; while some principals send invitation to interviews late or a few hours to the interview. The teachers noted the following key challenges: some principals send invitation to interviews late or a few hours to the interview (70.4%), a large number of applicants in some subjects (56.8%), vested interest is evident in some cases (52.3%), applicants have a challenge of attending more than one interview due to distance (36.4%), majority of the B.O.M are not conversant with educational matters (27.3%), some recruits have options which make them selective to some schools (25%) and security threats which have made teachers shy away in seeking recruitment in some areas (27.3%). Other challenges noted by the teachers, principals and CSOs included: special interest from concerned parties might lead to recruitment of less qualified individuals, the applicants decided where they wanted to take offers and ignore some schools during recruitment venues, the schools had a tendency of changing subject combinations in the last minute and this inconveniences applicants, special interest from concerned parties might lead to recruitment of less qualified

individuals, there was tribalism and corruption in the recruitment exercise and failure to communicate the shortlisted ranking to enable applicants choose where to attend the interview. These findings resonated with the findings of Bundi (2012) who noted that decentralization was found to have reduced time wastage and enhanced teacher performance in curriculum delivery. However, a number of challenges hamper effective management of teachers at the district and school level through decentralization of TSC services. These included recruitment panels taking a long time to understand the process of recruitment; interference from stakeholders, politicians, teachers, relatives and friends; lack of qualified personnel; and poor transport systems. The main recommendations of the study were enforcement of anticorruption activities, putting more resources in decentralized offices and maintenance of standards.

Influence of Decentralization of Teachers' Promotion on Service Delivery in Public Secondary Schools

Promotion of teachers is an important issue in school administration that should be above board all the time and which deserves more academic attention (Jonjo and Odera, 2017). Promotion of teachers should be based on criteria that all teachers are conversant of as part of their terms and condition of service. Teachers, Principals, CSOs and B.O.M chairpersons were requested to indicate the influence of decentralization of teachers' promotion on service delivery in public secondary schools in Tigania West Sub County. Ten structured statements were incorporated with a scale ranging from Strongly Disagree to Strongly Agree.

For ease of analysis, Strongly Disagree and Disagree were combined as Disagree while Agree and Strongly Agree became Agree. The respondents' percentages of Disagreement and Agreement with the various statements were as shown in Table 4.8:

Table 4.8: Influence of Decentralization of Teachers' Promotion on Service Delivery in Public Secondary Schools

Statements related to Teachers' promotion	Disagree f (%)	Uncertain f (%)	Agree f (%)	No response f (%)	Total f (%)
The criteria used to promote teachers is well known by the teachers	25 (56.9)	9 (20.5)	10 (22.7)		44 (100)
The criteria used to promote teachers contain elements that are observable, measurable and concrete	15 (34.1)	14 (31.8)	14 (31.8)	1 (2.3)	44 (100)
Promotion of teachers has improved teachers delivery of service	9 (20.4)	10 (22.7)	25 (56.8)		44 (100)
Promotion of teachers is fairly done	24 (54.5)	12 (27.3)	5 (11.4)	3 (6.8)	44 (100)
The school management and teachers are involved in promotion of teachers	26 (59)	7 (15.9)	10 (22.7)	1 (2.3)	44 (100)
Teachers are promote through a competitive selection criteria	12 (27.2)	14 (31.8)	17 (38.7)	1 (2.3)	44 (100)
Promotion is done to reward performance	20 (45.5)	8 (18.2)	13 (29.5)	3 (6.8)	44 (100)
Every teacher has a chance to undertake teachers proficiency course that is necessary for promotion	12 (27.2)	11 (25)	20 (45.5)	1 (2.3)	44 (100)
Promotion of teachers has motivated teachers to be available during the working hours	12 (27.2)	10 (22.7)	21 (47.7)	1 (2.3)	44 (100)
Promotion of teachers has motivated teachers to be readily available to assist students	10 (22.7)	10 (22.7)	23 (52.2)	1 (2.3)	44 (100)

Data depicted in Table 4.8 show that teachers noted that the criteria used to promote teachers was not well known by the teachers (56.9%), promotion of

teachers had improved teachers delivery of service (56.8%), promotion of teachers was not fairly done (54.5%), the school management and teachers were not involved in promotion of teachers (59%), promotion of teachers had motivated teachers to be readily available to assist students and approachable when necessary (52.2%), promotion of teachers has motivated teachers to be available during the working hours (47.7%), promotion was done to reward performance (45.5%), every teacher had a chance to undertake teachers proficiency course that was necessary for promotion (45.5%), teachers were promoted through a competitive selection criteria (38.7%), and the criteria used to promote teachers did not contained elements that were observable, measurable and concrete (34.1%) compared to 31.8% who thought otherwise. From these results it was apparent that teachers viewed promotion as key incentive towards service delivery in schools, can easily help in setting better standards for the quality of teaching and the process should be beyond reproach.

Further, Teachers, principals, CSOs and B.O.M chairpersons were required to indicate how decentralization of teachers' promotion in the county level had contributed to effectiveness of teachers in delivering their services and performance of their work and the following feedback was obtained as seen in Table 4.9:

Table 4.9 Contribution of Decentralization of Teachers' promotion on Service Delivery and Performance of their Work

Effects of decentralization of teachers' promotion to effectiveness of teachers in service delivery	Teachers	Principals	CSO	B.O.M Chairpersons
	f (%)	f (%)	f (%)	f (%)
Teachers tend to work extra hard	21 (47.7)	12 (100)	4 (100)	-
It eliminates bureaucracy associated with the exercise	21 (47.7)	12 (100)	4 (100)	-
It motivates teachers	23 (52.3)	12 (100)	-	-
It has removed the cost of travelling to the headquarters for the interviews for promotions	18 (40.9)	12 (100)	4 (100)	-
It has improved the county mean score among students	25 (56.8)	12 (100)	4 (100)	10 (100)
There are limited promotion vacancies compared to the number of applicants in the county	21 (47.7)	12 (100)	4 (100)	10 (100)
The process for applying for promotions is tedious and time consuming to teachers	30 (68.2)	7 (58.3)	4 (100)	10 (100)
The process is expensive to teachers in the acquisition of all the clearance documents	22 (50)	12 (100)	4 (100)	10 (100)

As seen in Table 4.9, all the principals, CSO and B.O.M Chairpersons (100%) and 68.2% of teachers noted that the process for applying for promotions was tedious

and time consuming to teachers; all the principals and CSO (100) and 56.8% of the teachers noted decentralization of teachers' promotion had improved the county mean score among students; all principals (100%) and 52.3% of teachers noted that it motivated teachers. In addition, all the principals, CSOs and B.O.M Chairpersons (100%) and 52% of teachers noted that the process was expensive to teachers in the acquisition of all the clearance documents. All the principals, CSOs and B.O.M chairpersons and 47.7% of teachers noted there were limited promotion vacancies compared to the number of applicants in the county, decentralization of teachers' promotion had also eliminated bureaucracy associated with the exercise and teachers tended to work extra hard. Finally all principals, CSOs and 40.9% of teachers noted that it had removed the cost of travelling to the headquarters for the interviews for promotions. From these findings it was evident that decentralization of teachers promotion had motivated teachers to work extra hard and improve service delivery in school and the reduced the bureaucracies involved together with the extra costs of traveling to the headquarters for the interviews. Teachers were of the view that the process of acquiring the required clearance documents was expensive. Teachers hoped to see a system in which the clearance documents could be acquired at reasonable rates that were affordable.

Further the study required participants to mention the challenges faced during the teachers' promotion exercise and the following feedback was extracted as summarized in the following table.

Table 4.10 Challenges faced During Teachers' promotion Exercises

Challenges Encountered during the promotion exercise	Teachers f (%)	Principals f (%)	CSO f (%)	B.O.M Chair persons f (%)
Majority of teachers were still stuck in the same job group and the results of the interviews never came out	34 (77.3)	8 (66.7)	4 (100)	-
Corruption from the TSC county office was evident in trying to control the exercise	36 (81.8)	-	-	-
Limited time for the teachers to prepare for the interviews	32 (72.3)	7 (58.3)	4 (100)	-
Value addition to learners is never considered during the interview	22 (50)	-	-	5 (50)
There was no disclosure of the shortlisted and successful applicants	25 (56.8)	-	-	-
Teachers from all the schools were rated using the same criteria	11 (25)	12 (100)	4 (100)	5 (50)
Gender preferences where female applicants were preferred	10 (22.7)	-	-	-
Promotion of teachers was purely pegged on length of service rather than performance	22 (50)	-	-	5 (50)
At times the exercise appeared like a formality	11 (25)	-	-	-
High cost in processing the required documents in order to comply with chapter 6	25 (56.8)	-	-	-
Applicants were being invited for the interviews on a short notice	23 (52.3)	-	-	-

Data captured in Table 4.10 show that majority of the teachers (81.8%) noted that the main challenges affecting the promotion exercise was the corruption from the TSC county office in controlling the promotion exercise; majority of teachers were still stuck in the same job group and the results of the interviews never came out on time (77.3%). This challenge was also noted by 66.7% of the principals and all the CSOs. Teachers (72.3%), principals (58.3%) and all CSOs (100%) noted that there was limited time for the teachers to prepare for the interviews; majority of the teachers (56.8%) noted there was no disclosure of the shortlisted and successful applicants and there was high cost in processing the required documents in order to comply with chapter 6. In addition teachers (52.3%) noted that applicants were being invited for the interviews on a short notice; teachers (50%) and B.O.M (50%) indicated that value addition to learners was never considered during the interview; all the principals and CSOs (100%), 50% of the B.O.M and 25% of the teachers noted that teachers from all schools were rated using the same criteria; 50% of the teachers noted that promotion of teachers was purely pegged on length of service rather than performance; 25% of the teachers indicated that at times the exercise appeared like a formality while 22.7% of teachers noted that there were gender preferences where female applicants were preferred. In summary teachers were of the view that there were many challenges affecting the promotion exercise and corruption from the TSC county office in controlling the promotion exercise was the main challenge with majority of teachers being stuck in the same job group and the interviews conducted were a

mere public relation exercise and this was likely to affect the quality of service rendered by teachers in schools. There was need for full transition of powers to promotion to correct this abnormally as reiterated by Mastro (2021) in Malawi's education sector recommended for a system in which Human Resource Management (HRM) powers are fully decentralized.

Influence of Decentralization on Maintenance of Teachers' Standards on Service Delivery in Public Secondary Schools

Decentralization has become a popular way of reforming educational management. Decentralization of educational management is oftenly implemented with the belief that decentralization will lead to a more effective administration and schools of higher quality. However, this has not automatically been the case, and decentralization has created new challenges. It is therefore essential to carry out an in-depth analysis of the implementation of these policies, so as to examine their main successes and challenges, and identify strategies for their successful implementation. Participants were requested to indicate the influence of decentralization on maintenance of teachers' standards on service delivery in public secondary schools in Tigania West Sub County. Ten structured statements were incorporated with a scale ranging from Strongly Disagree to Strongly Agree. For ease of analysis, Strongly Disagree and Disagree were combined as Disagree while Agree and Strongly Agree became Agree. The respondents' percentages of Disagreement and Agreement with the various statements were as shown in Table 4.11:

Table 4.11: Influence of Decentralization of Teachers' Maintenance of standards on Service Delivery in Public Secondary Schools

Statements related to maintenance of teachers' stan	Disagree f (%)	Uncertain f (%)	Agree f (%)	No response f (%)	Total f (%)
The school principal, deputy principal and senior teachers have been corroborating in ensuring teachers maintain high standard of teaching	4 (9.1)	2 (4.5)	38 (86.4)		44 (100)
The school administration ensures teachers update professional documents such as record of work and schemes of work		3 (6.8)	39 (88.6)	2 (4.5)	44 (100)
The county director ensures teachers have complied with the teachers appraisal system	1 (2.3)	6 (13.6)	37 (84.1)		44 (100)
All teachers have a chance to take professional development programs to enhance their knowledge and competence	9 (20.5)	11 (25)	24 (54.5)		44 (100)
The county director ensures principals attain their target performance which they set for themselves	6 (13.6)	9 (20.5)	28 (63.6)	1 (2.3)	44 (100)
All TSC teachers are qualified	6 (13.6)	3 (6.8)	25 (79.6)		44 (100)
The administration ensures that each teacher maintain performance standard required for a teacher in the school	3 (6.8)	6 (13.6)	25 (79.6)		44 (100)
Most teachers use ICT in order to teach effectively	16 (36.4)	14 (31.8)	14 (31.8)		44 (100)
All teachers are academically competent	4 (9.1)	6 (13.6)	34 (77.3)		44 (100)
Science teachers aand in other practical subjects' teachers use practical approach by taking	5 (11.4)	7 (15.9)	32 (72.7)		44 (100)

Data seen in Table 4.11 show the majority of the teachers noted that the school administration ensured teachers updated professional documents such as record of work and schemes of work (88.6%); the school principal, deputy principal and senior teachers had been corroborating in ensuring teachers maintain high

standard of teaching (86.4%); the county director ensured teachers had complied with the teachers appraisal system (84.1%); all TSC teachers were qualified (79.6%); the administration ensured that each teacher maintained performance standards required for a teacher in the school (79.6%); all teachers were academically competent (77.3%); sciences and in other practical subjects teachers used practical approach by taking students to the laboratory when necessary to enable students understand content (72.7%); all teachers had a chance to take professional development programs to enhance their knowledge and competence (54.5%); the county director ensured principals attained their target performance which they set for themselves (63.6%); while most teachers do not use ICT in order to teach effectively (36.4%). In summary there was both internal and external monitoring of teachers work in ensuring that the standards set were being adhered to. At school level the school administration ensured that teachers updated professional documents such as record of work and schemes of work, each teacher maintained performance standards required for a teacher in the school and the school principal, deputy principal and senior teachers had been corroborating in ensuring teachers maintain high standard of teaching. An external level the county director ensured teachers had complied with the teachers' appraisal system, teachers had a chance to take professional development programs to enhance their knowledge and competence and principals attained their target performance. An external level these maintenance standards were not well supported and this could be attributed to the numerous

challenges that schools continue to face on a day to day basis. This finding was echoed by Waweru (2016), Barasa (2014) and Kimathi (2012) who established that there was inadequate funds, inadequate in-service training, lack of expertise and experience by School Management Committees (SMC) members, manpower problem in terms of having the relevant capacity to undertake the responsibilities and bring change in education decentralization; there was acute budget shortage principally capital budget which was reflected in shortage of school infrastructure, provisions and manpower shortage and as a result a tendency of exercising much reliance on the community beyond the school which ultimately limited the effectiveness of decentralization of teachers in the maintenance of standards and service delivery in public secondary schools in Tigania West Sub county.

The researcher was further interested in establishing how the school administration and TSC sub county director' office help to maintain teachers' standard in the school and the following feedback was obtained as summarized in the Table 4.12.

Table 4.12 How the School Administration and the Sub County Education Office Help to Maintain Teachers' Standards

How the school administration and sub county education office help to maintain to maintain teachers' standards in the school	Teachers f (%)	Principals f (%)	CSO f (%)
The principal checks the school register to monitor teachers' absenteeism and other professional documents	20 (45.4)	12 (100)	4 (100)
Impromptu visits and follow up activities done by the county office on TPAD and wealth declaration	11 (25)	12 (100)	4 (100)
Organize workshops for teachers and the school administration sponsors teachers to attend the workshops of professional development trainings	23 (52.3)	12 (100)	4 (100)
By appraising teachers they help in identification of professional gaps that require attention	8 (18.2)	12 (100)	4 (100)
They issue threats and stern warnings	15 (34.1)	-	-
They have assisted in the interpretation of TSC policies	21 (47.7)	9 (75)	4 (100)
Ensures that teachers have all the professional documents	10 (22.7)	-	4 (100)
By ensuring that teachers adhere to the TSC code of conduct	2 (4.5)	8 (66.7)	3 (75)
Undertake lesson observation	1 (2.3)	-	-
Recruit B.O.M teachers who are registered by TSC	25 (56.8)	12 (100)	4 (100)
Ensuring teachers do their duties diligently	23 (52.3)	2 (16.7)	4 (100)
They collaborate to ensure effective teaching is taking place in schools	16 (36.4)	2 (16.7)	4 (100)
The visit schools to supervise the teaching standards	12 (27.3)	-	-
The two offices ensure that teachers are updated on the new trends in education	12 (27.3)	7 (58.3)	3 (75)

Data captured in Table 4.12 show that majority of the teachers (45.4%), and all principals and CSOs (100%) noted that the principals check the school register to monitor teachers' absenteeism and other professional documents; 25% of the teachers all principals and CSOs (100%) noted that there were impromptu visits and follow up activities done by the county office on TPAD and wealth declaration; 52.3% of teachers and all principals and CSOs indicated that the sub county education office in conjunction with the school administration organize workshops for teachers and the school administration sponsors teachers to attend the workshops of professional development trainings. Further, 56.8% of teachers and all principals and CSOs indicated that they recruit B.O.M teachers who were registered by TSC. Further, 36.4% of teachers noted that they collaborate to ensure effective teaching was taking place in schools; 27.3% of teachers noted that they visit schools to supervise the teaching standards; 58.3% of the principals and 75% of CSOs noted that the two offices ensure that teachers are updated on the new trends in education. All CSOs and 22.7% of teachers noted that they ensure teachers do their duties diligently. In addition, 34.1% of the teachers postulated the school administration and the TSC sub county director' office issue threats and stern warnings. Finally, 18.2% of teachers and all principals and CSOs noted that by appraising teachers they help in identification of professional gaps that require attention.

Further the study required the respondents to indicate how the maintenance of teachers' standards affected teachers' delivery of their services and their performance and the question yielded the following responses.

Table 4.13 How the Maintenance of Teachers' Standards Affected Teachers' Delivery of their Services and Their Performance

How the Maintenance of Teachers' Standards affected Teachers' Delivery of their Services and their Performance	Teachers f (%)	Principals f (%)	CSO f (%)
It ensures that the teachers have the required documents and enhances teacher preparedness	10 (22.7)	12 (100)	4 (100)
It has positive results on service delivery to the learners that is reflected in improved students' performance	23 (52.3)	12 (100)	3 (75)
It boosts teachers' morale	18 (40.9)	-	-
There is too much pressure on teachers	5 (11.4)	-	-
Teachers have become clerks with no time to lesson plan	31 (70.4)	12 (100)	4 (100)
It has helped in the maintenance of academic standards	10 (22.7)	7 (58.3)	4 (100)
Teachers' skills are enhanced	12 (27.3)	-	-
Teachers are able to follow their records and cover the syllabus on time	21 (47.7)	10 (83.3)	-
It encourages learning to be student centered	25 (56.8)	-	-
Integration of ICT and practicals has improved learners' retention of content in class	23 (52.3)	-	4 (100)
It has increased learners' scores and grades	16 (36.4)	2 (16.7)	4 (100)
Teachers are able to set objectives and attain them	12 (27.3)	-	-
Teachers are more effective and productive in class	12 (27.3)	7 (58.3)	3 (75)

Data seen in Table 4.13 show that all principals and CSOs and 70.4% of teachers indicated that maintenance of teachers' standards had affected teachers' delivery of their services in that teachers had become clerks with no time to lesson plan; 56.8% of teachers stated that it had encouraged learning to be student centered; 52.3% of teachers and all CSOs noted integration of ICT and practicals has improved learners' retention of content in class; 52.3% of teachers, all principals and 75% of CSOs indicated it had positive results on service delivery to the learners that is reflected in improved students' performance; while 83.3% of principals and 47.7% of teachers stated that teachers were able to follow their records and cover the syllabus on time. Minor effects identified were 40.9% of teachers noted it had boosted teachers' morale; 36.4% of teachers and all CSOs noted that it had increased learners' scores and grades; 27.3% of teachers indicated that teachers' skills were enhanced; teachers were more effective and productive in class and teachers were able to set objectives and attain them. Further 22.7% of teachers postulated that it had helped in the maintenance of academic standards and ensured that the teachers had the required documents and enhanced teachers' preparedness. Finally, 11.4% noted that there was too much pressure on teachers. Decentralization of maintenance of teachers' standards and delivery of their services and their performance at county level had encouraged learning to be student centered, it had improved learners' retention of content in class, improved students' performance and teachers were able to follow their

records and cover the syllabus on time. On the other hand, teachers had become clerks with no time to lesson plan.

Influence of Decentralization of Teachers' Discipline on Service Delivery in Public Secondary Schools

The policy on teacher discipline is aimed at regulating the conduct of teachers in order to enhance professionalism and integrity in the teaching service. The disciplinary process should be undertaken fairly to ensure justice for the affected teachers and efficient administration of the disciplinary procedures (Jonjo & Odera , 2017). Teachers were requested to indicate the influence of decentralization of teachers' discipline on service delivery in public secondary schools in Tigania West Sub County. Ten structured statements were incorporated with a scale ranging from Strongly Disagree to Strongly Agree. For ease of analysis, Strongly Disagree and Disagree were combined as Disagree while Agree and Strongly Agree became Agree. The respondents' percentages of Disagreement and Agreement with the various statements were as shown in Table 4.8:

Table 4.14: Influence of Decentralization of Teachers' Discipline on Service Delivery in Public Secondary School

Statements related to teachers' discipline	Disagree f (%)	Uncertain f (%)	Agree f (%)	No response f (%)	Total f (%)
The TSC Subcounty office sensitize and advice teachers on the essence of professionalism and how to maintain teachers code of conduct	4 (9.1)	1 (2.3)	39 (88.6)		44 (100)
Teachers code of conduct is enforced appropriately	2 (4.5)	5 (11.4)	36 (81.8)	1 (2.3)	44 (100)
Teachers disciplinary cases are undertaken fairly	3 (6.8)	12 (27.3)	26 (59.1)	3 (6.8)	44 (100)
Teachers are given a chance to bring witnesses during hearing of their disciplinary case	6 (13.6)	18 (40.9)	20 (45.4)		44 (100)
Teachers having disciplinary cases are given a chance to offer an explanation to the panel of what happened	1 (2.3)	14 (31.8)	29 (65.9)		44 (100)
Teachers with disciplinary cases are given a chance to appeal where dissatisfied with the panelist decisions	6 (13.6)	16 (36.4)	22 (50)		44 (100)
Teachers disciplinary cases are done quickly in the shortest time	11 (25)	21 (47.7)	11 (25)	1 (2.3)	44 (100)
Most of the teachers that engage in immoral behavior, neglect their duty, are absent without explanation, manage school funds inappropriately have been interdicted	8 (18.2)	12 (27.3)	24 (54.6)		44 (100)
Majority of the teachers meets exams setting and marking deadlines	4 (9.1)	3 (6.8)	37 (84)		44 (100)
Most teachers have read the teachers code of conduct and follow what is stipulated in the	6 (13.6)	11 (25)	26 (59.1)	1 (2.3)	44 (100)

Data postulated in Table 4.14 show that majority of the teachers noted that the TSC Sub county office sensitized and advised teachers on the essence of professionalism and how to maintain teachers code of conduct (88.6%); majority of the teachers met examinations setting and marking deadlines (84%); teachers

code of conduct was enforced appropriately (81.8%); teachers having disciplinary cases were given a chance to offer an explanation to the panel of what happened (65.9%); teachers' disciplinary cases were undertaken fairly (59.1%); most of the teachers had read the teachers code of conduct and follow what is stipulated in the document (59.1%); most of the teachers that engaged in immoral behavior, neglected their duty, were absent without explanation, manage school funds inappropriately had been interdicted (54.6%); teachers with disciplinary cases were given a chance to appeal where dissatisfied with the panelist decisions (50%); teachers were uncertain whether teachers disciplinary cases were done quickly in the shortest time (47.7%); and teachers were given a chance to bring witnesses during hearing of their disciplinary case (45.4%). In summary, TSC Sub county office had sensitized and advised teachers on the essence of professionalism and how to maintain teachers' code of conduct and teachers with disciplinary cases were being expedited and given a chance for their cases to be heard. This finding resonated with Mastro (2021) who noted that the frequency of teachers' indiscipline and how such cases were solved had increased in the new era where this role has been decentralized in the county level.

The researcher was interested in determining how the school handles disciplinary cases. Majority of the respondents noted that the administration of the school identifies the cases and forwarded the issue to the counseling office or the B.O.M for adjudication and later the matter would be escalated to the county office for resolution. The principals inform the employer of cases desertion and general

misconduct. Sometimes the school recommends particular treatment such as rehabilitation of those addicted to drugs and alcohol.

Further the researcher was interested in establishing the challenges encountered when the school handles disciplinary cases. A question was posed to the participants and the following responses were realized as captured in Table 4.15.

Table 4.15 Challenges Encountered When the School handles Disciplinary Cases

Challenges encountered when the school handles disciplinary cases	Teachers f (%)	Principals f (%)	CSO f (%)
Family quarrels end up in school	10 (22.7)	12 (100)	4 (100)
Learners lose contact hours with teachers when cases were not expedited	20 (45.4)	-	-
Investigation of disciplinary cases was tedious and time consuming	23 (52.3)	12 (100)	3 (75)
Witch hunting from seniors increases	18 (40.9)	-	-
There was lack of fairness in the adjudication of cases	15 (34.1)	12 (100)	4 (100)
There is lack of follow up of students' cases by their parents	11 (25)	12 (100)	4 (100)
Teachers were not well acquainted with the code of conduct and the public officer ethics act	10 (22.7)	9 (75)	4 (100)
There were no proper investigations that were being carried out to arrive at proper verdicts	12 (27.3)	-	-
At times the teacher might not be given a fair hearing	11 (25)	-	-

As seen in Table 4.15 majority of the teachers (52.3%) and all principals and CSOs noted that investigation of disciplinary cases was tedious and time

consuming; 45.4% of teachers indicated that learners lost contact hours with teachers when cases were not expedited; 40.9% of teachers observed that witch hunting from seniors increases; 34.1% of teachers, all principals and CSOs noted that there was lack of fairness in the adjudication of cases; 27.3% of teachers noted that there were no proper investigations that were being carried out to arrive at proper verdicts; 25% of teachers noted at times the teacher might not be given a fair hearing; 25% of teachers and all principals and CSOs noted that there is lack of follow up of students' cases by their parents; 22.7% of teachers stated that teachers were not well acquainted with the code of conduct and the public officer ethics act; while 22.7% of teachers observed that family quarrels ended up in school.

Further the researcher was interested in establishing how maintenance of teachers' discipline enabled teachers deliver their service and the question yielded the following responses.

Table 4.16 How Maintenance of Teachers' Discipline enables Teachers Deliver their Service

Challenges encountered when the school handles disciplinary cases	Teachers f (%)	Principals f (%)	CSO f (%)
It ensures teachers maintain professionalism in their job	20 (45.4)	12 (100)	4 (100)
It help teachers uphold their morals	21 (47.7.)	-	-
It ensures teachers focus on learners' interest and mould their character	13 (29.5)	12 (100)	3 (75)
Disciplined teachers offer their services diligently	18 (40.9)	-	-
It encourages self-drive among teachers	15 (34.1)	12 (100)	4 (100)
It stops misappropriation of funds	11 (25)	12 (100)	4 (100)
It reduces teachers absenteeism leading to effective teaching	10 (22.7)	7 (58.3)	4 (100)
Feedback on learners' performance is given promptly	12 (27.3)	-	-
Deadlines are met promptly	10 (22.7)	10 (83.3)	-
It leads to early syllabus completion	25 (56.8)		
It ensures integrity and accountability	23 (52.3)	12 (100)	4 (100)
It encourages unity and team work	16 (36.4)	12 (100)	4 (100)

Data postulated in Table 4.16 show that majority of the Teachers (56.8%) and all the Principals and CSOs noted maintenance of teachers' discipline led to early syllabus completion; all Principals and CSOs and 52.3% of teachers indicated that it ensured integrity and accountability; 47.7% of the teachers noted that it helped teachers uphold their morals; all principals and CSOs and 45.4% of teachers stated that it ensured teachers maintain professionalism in their job; 40.9% of the teachers indicated that disciplined teachers offered their services diligently; all principals and CSOs and 36.4% of teachers observed that it encouraged unity and

team work; all principals and CSOs and 34.1% of teachers noted that it encouraged self-drive among teachers; all principals, 75% of CSOs and 29.5% of teachers indicated that it ensured teachers focus on learners' interest and mould their character; 27.3% of teachers indicated that disciplined teachers ensured feedback on learners' performance was given promptly; all principals, CSOs and 25% of teachers noted it stopped misappropriation of funds; all CSOs, 58.3% of the principals and 22.7% of teachers stated that it reduced teachers absenteeism leading to effective teaching; 83.3% of principals and 22.7% of teachers observed that discipline among teachers ensured that deadlines were met promptly. In summary, teachers' discipline ensured teachers maintained professionalism in their job, offered their services diligently, encouraged unity and team work among teachers, it encouraged self-drive among teachers, ensured feedback on learners' performance was given promptly and it stopped misappropriation of funds.

Statements on Teachers' Service Delivery in Public Secondary School Quality service delivery is one of the key building blocks in any education system.

When services are delivered with certain quality; learners are able to access and use the services provided to improve their knowledge and skills status. In education institution the key indicator of effective delivery of services is performance of the students (Dedehouanou & Berthe, 2013). Teachers were requested to indicate the effects of different statements on service delivery in public secondary schools in Tigania West Sub County. Ten structured statements were incorporated with a scale ranging from Strongly Disagree to Strongly Agree.

For ease of analysis, Strongly Disagree and Disagree were combined as Disagree while Agree and Strongly Agree became Agree. The respondents' percentages of Disagreement and Agreement with the various statements were as shown in Table 4.17:

Table 4.17: Influence of Decentralization on Service Delivery in Public Secondary Schools

Statements about	Disagree	Uncertain	Agree	No response	Total
Teachers' service delivery	f (%)	f (%)	f (%)	f (%)	f (%)
Most of the teaching and learning resources are available at school	22 (50)	2 (4.5)	19 (43.2)	1 (2.3)	44 (100)
Teachers are available during the working hours in school for consultations by the students	2 (4.5)	5 (11.4)	36 (81.9)	1 (2.3)	44 (100)
There is minimal teachers absenteeism	3 (6.8)	1 (2.3)	37 (84.1)	3 (6.8)	44 (100)
Teachers are willing to help students and provides prompt service	2 (4.5)	5 (11.4)	35 (79.6)	2 (4.5)	44 (100)
Teachers give individual attention to students needs	4 (9.1)	4 (9.1)	31 (70.4)	5 (11.4)	44 (100)
Principal and deputy principal gives feedback to the teachers on their instructional task performance to ensure periodic review and performance of teaching and learning process	1 (2.3)	7 (15.9)	34 (77.3)	2 (4.5)	44 (100)
There is teamwork among the teachers in problem solving and performance improvement	1 (2.3)	8 (18.2)	34 (77.3)	1 (2.3)	44 (100)
The principal motivate teachers and manage school operations to ensure desired educational objective are achieved	6 (13.6)	8 (18.2)	29 (65.9)	1 (2.3)	44 (100)
Teachers of all subjects are provided with additional reference books apart from KBL that is provided by the ministry	8 (18.2)	8 (18.2)	27 (61.4)	1 (2.3)	44 (100)
Majority of the teachers use appropriate instructional method to deliver curriculum content	1 (2.3)	7 (15.9)	35 (79.6)	1 (2.3)	44 (100)

Table 4.17 show that majority of the teachers noted that there was minimal teachers absenteeism (84.1%); teachers were available during the working hours in school for consultations by the students (81.9%); majority of the teachers used appropriate instructional method to deliver curriculum content (79.6%); teachers were willing to help students and provided prompt service (79.6%); principal and deputy principal gave feedback to the teachers on their instructional task performance to ensure periodic review and performance of teaching and learning process (77.3%); there was teamwork among the teachers in problem solving and performance improvement (77.3%); teachers give individual attention to students' needs (70.4%); the principal motivate teachers and manage school operations to ensure desired educational objective are achieved (65.9%); teachers of all subjects were provided with additional reference books apart from KLB that is provided by the ministry (61.4%); and school science laboratory was not well equipped and other practical subject such as Computer, Agriculture, Home science and Metal work had a lab that was well equipped (50%). From these results it was apparently clear that there was effective quality service delivery by the teachers, principals, sub county officials and B.O.M chairpersons due to availability of study materials, being helpful to students and were operating at the convenience of the learners, performed the promised services dependably and accurately, were competent and available during the working hours, were willing to help students and provided prompt service by marking learners' assignment and exams script on time, inspired trust and confidence among the respective learners and were

caring, offered individualized attention and were willing to assist them. These findings tend to contradict the findings of Dedehouanou and Berthe (2013) who noted that lack of education services and poor quality of services delivered in schools were manifested in most Sub-Saharan Africa than the rest of the world and Torukwein and Kaegon (2017) who contended that incidences of unacceptable behaviour by teachers, examination malpractices, lateness to school, teachers doing private business at official time, loitering of teachers and teachers salaries not promptly and regularly paid were some of the issues that affected effective instructional delivery.

Influence of Decentralization of TSC functions on Teachers' Delivery of Services

Participants were requested to indicate how decentralization of TSC functions had affected teachers' delivery of service and the question elicited the following feedback as captured in Table 4.18.

Table 4.18 Influence of Decentralization of TSC functions on Teachers’

Delivery off Services

Influence of Decentralization of TSC functions on Teachers’ Delivery off Services	Teachers f (%)	Principals f (%)	CSO f (%)
It had reduced the hassles of seeking services at the head quarter thereby reducing absenteeism	20 (45.4)	12 (100)	4 (100)
It has led to stress and emotional disorders due to delocalize teachers hence poor performance of duties	1 (2.3)	-	-
It has made teachers to be unstable in their work	3 (6.8)	-	-
Teachers' needs are addressed promptly	11 (25)	8 (66.7)	4 (100)
It has led to increased productivity among teachers	10 (22.7)	7 (58.3)	4 (100)
Teachers have improved on teaching methodology	23 (52.3)	-	-
Teachers can now work without worrying about their businesses	16 (36.4)	-	-

Data postulated in Table 4.18 show that majority of the teachers (52.3%) noted that decentralization of TSC functions had improved teaching methodology; all principals, CSOs and 45.4% of teachers indicated that it had reduced the hassles of seeking services at the head quarter thereby reducing absenteeism; 36.4% of teachers stated that teachers could now work without worrying about their businesses; all CSOs, 66.7% of principals and 25% of teachers noted that teachers' needs were addressed promptly; all CSOs, 58.3% of principals and 22.7% of teachers indicated that it had led to increased productivity among

teachers; 6.8% of teachers observed that it had made teachers to be unstable in their work; while only 2.3% of the teachers stated it had led to stress and emotional disorders due to delocalization of teachers hence poor performance of duties. These findings seem to suggest that teachers in Tigania East in Kenya service delivery had improved with the decentralization of TSC functions; a finding that was discordant with the findings of Dedehouanou and Berthe (2013) who opined that lack of education services and poor quality of services delivered in school were manifested in most Sub-Saharan Africa than the rest of the world. Further participants were required to indicate challenges teachers face while executing their duties and responsibilities and the following feedback was realized.

Table 4.20 Challenges Teachers Face While Executing their Duties and Responsibilities

Challenges teachers face while executing their duties and responsibilities	Teachers f (%)	Principals f (%)	CSO f (%)
Lack of adequate teaching and learning resources	10 (22.7)	-	-
Poor entry behavior of the learners	1 (2.3)	-	-
Abseentism among students	3 (6.8)	12 (100)	4 (100)
Early pregnancies among girls	8 (18.2)	-	-
Drug and substance abuse	5 (11.4)	12 (100)	4 (100)
Parental neglect of students	11 (25)	12 (100)	4 (100)
COVID pandemic	10 (22.7)	12 (100)	4 (100)
Lack of motivation from the school	2 (4.5)	-	-
Inadequate time for syllabus coverage	1 (2.3)	10 (83.3)	-
Inadequate school infrastructure and personnel in some schools	25 (56.8)	-	-
Students unrest in some schools	23 (52.3)	2 (16.7)	4 (100)
Poor remuneration for teachers	16 (36.4)	2 (16.7)	4 (100)
Congestion in classes	12 (27.3)	-	-
High teaching workload	12 (27.3)	7 (58.3)	3 (75)
Lack of ICT resources	10 (22.7)	-	-
Insecurity of teachers especially on night duties	24 (54.5)	-	-
Teachers being bullied by the employer	22 (50)	-	-
Working away from families	-	-	-

As seen in Table 4.20 majority of the teachers noted that the main challenges that teachers were facing while executing their duties included: inadequate school infrastructure and personnel in some schools (56.8%); insecurity of teachers especially on night duties (54.5%); and teachers being bullied by the employer (50%). Majority of the principals and CSOs (100%) indicated that COVID pandemic, parental neglect of students, drug and substance abuse, absenteeism

among students, students' unrest in some schools and poor remuneration for teachers were the main challenges affecting teachers while executing their duties and responsibilities. In summary the main challenges that teachers were facing while executing their duties included: inadequate school infrastructure and personnel in some schools; insecurity of teachers especially on night duties; teachers being bullied by the employer; COVID pandemic, parental neglect of students, drug and substance abuse, absenteeism among students, students' unrest in some schools and poor remuneration for teachers affected teachers while executing their duties and responsibilities.

CHAPTER FIVE

SUMMARY OF STUDY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents summary, conclusions and recommendations based on the findings. The summary presents each part of the study in brief, conclusions are made for each research question and recommendations are based on the general findings of the study.

Summary of Research Study

The purpose of the study was to investigate influence of decentralization of Teachers Service Commission functions on service delivery among public secondary school teachers in Tigania West Sub-County, Kenya. The study sought to establish the influence of decentralization of teachers' recruitment; the influence of decentralization of promotion of teachers; the influence of decentralization on maintenance of teachers' standards; and assessment of the influence of decentralization of discipline of teachers on service delivery in public secondary schools in Tigania West Sub County, Kenya. Data was collected using questionnaires and interview guide and analysed using descriptive statistics, particularly frequencies and percentages. The sample consisted of 12 principals from the anticipated 12; 44 teachers from the anticipated 48; one TSC sub county director; four Curriculum Support Officers from the anticipated four; and ten Board of Managers from the anticipated twelve participated in the study. This

represented 100%, 91.7%, 100% 100% and 83.3% return rate respectively. There was a male dominance among the B.O.M chairpersons, Principals and Teachers in public secondary schools in Tigania West Sub County. The findings indicated that most teachers, principals, TSC sub county director, CSOs and B.O.M chairpersons were professionally qualified to execute their mandate of ensuring there was fair promotion of teachers; proper maintenance of teachers' standards; and effective assessment of discipline of teachers on service delivery in public secondary schools in Tigania West Sub County, Kenya. Majority of the teachers were between 21 – 30 years and 31 – 40 years respectively; majority of the principals, the TSC sub county Director and CSOs and all the B.O.M chairpersons were over 51 years respectively. An overwhelming majority of teachers had attended capacity building workshop, all principals, TSC sub county Director and CSOs had attended the workshops, while majority of the B.O.M chairpersons had not attended any capacity building workshop programs. Majority of the B.O.M chairpersons urgently required attendance to capacity building workshop programs in order to enable them execute their mandate of ensuring there was fair teacher recruitment; promotion of teachers; proper maintenance of teachers' standards; and effective assessment of discipline of teachers on service delivery in public secondary schools in Tigania West Sub County, Kenya. Capacity building workshops had helped in improving teaching skills and in discharging participants responsibilities well, enhancement of mastery of content in various subjects; it had widen teachers experience and approach towards an array of issues, it had

equipped teachers with skills on emerging trends on testing and evaluation of the curriculum and it had helped in the integration of ICT into teaching and learning.

On the influence of decentralization of teachers' recruitment on service delivery in public secondary schools the study established that teachers viewed decentralization of TSC services as a positive move towards improvement of service delivery a finding that concurred with Bundi (2012) and Githaiga (2011) who established that secondary school teachers in Meru South District appreciated the decentralization of TSC functions. This finding further confirmed the findings of Mafuru (2011) that revealed that the centralized teacher recruitment had failed to achieve its claimed objective of redressing the inequalities in the deployment of teachers in Tanzania. As a result, the schools had structured their internal operations in order that they cope with inadequacy. At the same time the findings disapprove the views shared by Sineta (2002) study in Malawi that decentralization of recruitment process was a way for possible corruption, favoritism and diversion of funds under a decentralized system.

Further the study established that empowerment of school management on teachers' recruitment and teachers' service delivery had led to recruiting teachers based on year of graduation and age rather than on competence which at times was a disservice to the applicants; it had increased transparency in the recruitment exercise which created a dissonance between the views expressed by principals and CSOs with the teachers a sign that the school management was not very transparent in the recruitment process; schools were able to get the right teachers

according to their needs; empowering B.O.M in the recruitment had helped improve the link between the community, the school and the teachers; it had helped in the recruitment of teachers within the community; the school management had no influence of whoever was employed as long as one met the requirements. Teachers seemed not to support the view that the recruitment process was conducted in a fair and transparent manner. Recruitment at the county level had cut down on costs for transport on appeals and collection of recruitment letters on the part of the school; recruited teachers viewed the B.O.M as an authority or agent of TSC; there was close supervision that has led to improved students' performance; management can test the competency of a teacher; the B.O.M is able to induct the teachers recruited with ease; while it had improved service delivery. Therefore, it can be concluded that while teachers view decentralization of TSC recruitment process as a positive move towards improvement of service delivery, the effectiveness of this strategy was being hampered by a number of challenges that affected the transparency of the entire process. These findings tend to resonate with Bundi (2012) and Githaiga (2011) who established that decentralization was found to have reduced time wastage and enhanced teacher performance in curriculum delivery. However, a number of challenges hampered effective management of teachers at the district and school level through decentralization of TSC services. These included recruitment panels taking a long time to understand the process of recruitment; interference from

stakeholders, politicians, teachers, relatives and friends; lack of qualified personnel; and poor transport systems.

Further the study established that the main challenges experienced during the recruitment of teachers were: the schools had a tendency of changing subject combinations in the last minute and this inconvenienced applicants; some subject combinations had few applicants such as home science; there were transport challenges to the interview centres; some recruits had preferences to certain schools which made them selective to some schools during the interview; time management was an issue due to high number of recruits; while some principals send invitation to interviews late or a few hours to the interview. The teachers noted the following key challenges: some principals send invitation to interviews late or a few hours to the interview; a large number of applicants in some subjects; vested interest is evident in some cases; applicants have a challenge of attending more than one interview due to distance; majority of the B.O.M are not conversant with educational matters; some recruits had options which made them selective to some schools and security threats which have made teachers shy away in seeking recruitment in some areas. Other challenges noted were: special interest from concerned parties might lead to recruitment of less qualified individuals, the applicants decided where they wanted to take offers and ignore some schools during recruitment venues, the schools had a tendency of changing subject combinations in the last minute and this inconveniences applicants, special interest from concerned parties might lead to recruitment of less qualified

individuals, there was tribalism and corruption in the recruitment exercise and failure to communicate the shortlisted ranking to enable applicants choose where to attend the interview. These findings resonated with the findings of Bundi (2012) who noted that decentralization was found to have reduced time wastage and enhanced teacher performance in curriculum delivery. However, a number of challenges hamper effective management of teachers at the district and school level through decentralization of TSC services. These included recruitment panels taking a long time to understand the process of recruitment; interference from stakeholders, politicians, teachers, relatives and friends; lack of qualified personnel; and poor transport systems. The main recommendations of the study were enforcement of anticorruption activities, putting more resources in decentralized offices and maintenance of standards.

On the influence of decentralization of teachers' promotion on service delivery in public secondary schools the study established that the criteria used to promote teachers was not well known by the teachers, promotion of teachers had improved teachers delivery of service, promotion of teachers was not fairly done, the school management and teachers were not involved in promotion of teachers, promotion of teachers had motivated teachers to be readily available to assist students and approachable when necessary, promotion of teachers has motivated teachers to be available during the working hours, promotion was done to reward performance, every teacher had a chance to undertake teachers proficiency course that was necessary for promotion, teachers were promoted through a competitive selection

criteria, and the criteria used to promote teachers did not contained elements that were observable, measurable and concrete. From these results it was apparent that teachers viewed promotion as key incentive towards service delivery in schools, can easily help in setting better standards for the quality of teaching and the process should be beyond reproach.

Further, the study established the effects of decentralization of teachers' promotion on service delivery and performance of their work as: it had improved the county mean score among students; it motivated teachers; the process was expensive to teachers in the acquisition of all the clearance documents; there were limited promotion vacancies compared to the number of applicants in the county; decentralization of teachers' promotion had also eliminated bureaucracy associated with the exercise and teachers tended to work extra hard; and it had removed the cost of travelling to the headquarters for the interviews for promotions. From these findings it was evident that decentralization of teachers promotion had motivated teachers to work extra hard and improved service delivery in school and the reduced the bureaucracies involved together with the extra costs of traveling to the headquarters for the interviews. Teachers were of the view that the process of acquiring the required clearance documents was expensive. Teachers hoped to see a system in which the clearance documents could be acquired at reasonable rates that were affordable.

The main challenges faced during the teachers' promotion exercise included: corruption from the TSC county office in controlling the promotion exercise;

majority of teachers were still stuck in the same job group and the results of the interviews never came out on time; there was limited time for the teachers to prepare for the interviews; there was no disclosure of the shortlisted and successful applicants and there was high cost in processing the required documents in order to comply with chapter 6; applicants were being invited for the interviews on a short notice; value addition to learners was never considered during the interview; teachers from all schools were rated using the same criteria; promotion of teachers was purely pegged on length of service rather than performance; at times the exercise appeared like a formality; and there were gender preferences where female applicants were preferred. In summary teachers were of the view that there were many challenges affecting the promotion exercise and corruption from the TSC county office in controlling the promotion exercise was the main challenge with majority of teachers being stuck in the same job group and the interviews conducted were a mere public relation exercise and this was likely to affect the quality of service rendered by teachers in schools. There was need for full transition of powers to promotion to correct this abnormally as reiterated by Mastro (2021) in Malawi's education sector recommended for a system in which Human Resource Management (HRM) powers are fully decentralized.

On the influence of decentralization on maintenance of teachers' standards on service delivery in public secondary schools the study established that the school administration ensured teachers updated professional documents such as record

of work and schemes of work; the school principal, deputy principal and senior teachers had been corroborating in ensuring teachers maintain high standard of teaching; the county director ensured teachers had complied with the teachers appraisal system; all TSC teachers were qualified; the administration ensured that each teacher maintained performance standards required for a teacher in the school; all teachers were academically competent; sciences and in other practical subjects teachers used practical approach by taking students to the laboratory when necessary to enable students understand content; all teachers had a chance to take professional development programs to enhance their knowledge and competence; the county director ensured principals attained their target performance which they set for themselves; while most teachers do not use ICT in order to teach effectively. In summary there was both internal and external monitoring of teachers work in ensuring that the standards set were being adhered to. At school level the school administration ensured that teachers updated professional documents such as record of work and schemes of work, each teacher maintained performance standards required for a teacher in the school and the school principal, deputy principal and senior teachers had been corroborating in ensuring teachers maintain high standard of teaching. An external level the county director ensured teachers had complied with the teachers' appraisal system, teachers had a chance to take professional development programs to enhance their knowledge and competence and principals attained their target performance. An external level these maintenance standards were not well

supported and this could be attributed to the numerous challenges that schools continue to face on a day to day basis. This finding was echoed by Waweru (2016), Barasa (2014) and Kimathi (2012) who established that there was inadequate funds, inadequate in-service training, lack of expertise and experience by School Management Committees (SMC) members, manpower problem in terms of having the relevant capacity to undertake the responsibilities and bring change in education decentralization; there was acute budget shortage principally capital budget which was reflected in shortage of school infrastructure, provisions and manpower shortage and as a result a tendency of exercising much reliance on the community beyond the school which ultimately limited the effectiveness of decentralization of teachers in the maintenance of standards and service delivery in public secondary schools in Tigania West Sub county.

Further the school administration and TSC sub county director' office helped to maintain teachers' standard in the school through the following: principals check the school register to monitor teachers' absenteeism and other professional documents; there were impromptu visits and follow up activities done by the county office on TPAD and wealth declaration; the sub county education office in conjunction with the school administration organize workshops for teachers and the school administration sponsors teachers to attend the workshops of professional development trainings. Further, there was recruitment of B.O.M teachers who were registered by TSC, teachers collaborated to ensure effective teaching was taking place in schools; TSC county office visit schools to supervise

the teaching standards; two offices (school management and TSC sub county office) ensured that teachers are updated on the new trends in education and ensured teachers did their duties diligently. In addition, the school administration and the TSC sub county director' office issued threats and stern warnings. Finally, by appraising teachers they helped in identification of professional gaps that require attention.

Further the maintenance of teachers' standards affected teachers' delivery of their services and their performance in the following ways: teachers had become clerks with no time to lesson plan; it had encouraged learning to be student centered; integration of ICT and practicals has improved learners' retention of content in class; it had positive results on service delivery to the learners that is reflected in improved students' performance; while teachers were able to follow their records and cover the syllabus on time. Minor effects identified were: it had boosted teachers' morale; it had increased learners' scores and grades; teachers' skills were enhanced; teachers were more effective and productive in class and teachers were able to set objectives and attain them. Further, it had helped in the maintenance of academic standards and ensured that the teachers had the required documents and enhanced teachers' preparedness. Finally, there was too much pressure on teachers. Decentralization of maintenance of teachers' standards and delivery of their services and their performance at county level had encouraged learning to be student centered, it had improved learners' retention of content in class, improved students' performance and teachers were able to follow their records and cover the

syllabus on time. On the other hand, teachers had become clerks with no time to lesson plan.

On the influence of decentralization of teachers' discipline on service delivery in public secondary schools the study established that the TSC Sub county office sensitized and advised teachers on the essence of professionalism and how to maintain teachers code of conduct; majority of the teachers met examinations setting and marking deadlines; teachers code of conduct was enforced appropriately; teachers having disciplinary cases were given a chance to offer an explanation to the panel of what happened; teachers' disciplinary cases were undertaken fairly; most of the teachers had read the teachers code of conduct and follow what is stipulated in the document; most of the teachers that engaged in immoral behavior, neglected their duty, were absent without explanation, manage school funds inappropriately had been interdicted; teachers with disciplinary cases were given a chance to appeal where dissatisfied with the panelist decisions; teachers were uncertain whether teachers disciplinary cases were done quickly in the shortest time; and teachers were given a chance to bring witnesses during hearing of their disciplinary case. In summary, TSC Sub county office had sensitized and advised teachers on the essence of professionalism and how to maintain teachers' code of conduct and teachers with disciplinary cases were being expedited and given a chance for their cases to be heard. This finding resonated with Mastro (2021) who noted that the frequency of teachers'

indiscipline and how such cases were solved had increased in the new era where this role has been decentralized in the county level.

The study established that the administration of the school identifies disciplinary cases and forwarded the issue to the counseling office or the B.O.M for adjudication and later the matter would be escalated to the county office for resolution. The principals informed the employer on cases desertion and general misconduct. Sometimes the school recommends particular treatment such as rehabilitation of those addicted to drugs and alcohol.

Challenges encountered when the school handles disciplinary cases included: investigation of disciplinary cases was tedious and time consuming; learners lost contact hours with teachers when cases were not expedited; witch hunting from seniors increased; there was lack of fairness in the adjudication of cases; there were no proper investigations that were being carried out to arrive at proper verdicts; at times the teacher might not be given a fair hearing; there is lack of follow up of students' cases by their parents; teachers were not well acquainted with the code of conduct and the public officer ethics act; and family quarrels ended up in school.

Further the study established that maintenance of teachers' discipline enabled teachers deliver their service led to early syllabus completion; it ensured integrity and accountability; it helped teachers uphold their morals; it ensured teachers maintain professionalism in their job; disciplined teachers offered their services diligently; it encouraged unity and team work; it encouraged self-drive among

teachers; it ensured teachers focus on learners' interest and mould their character; disciplined teachers ensured feedback on learners' performance was given promptly; it stopped misappropriation of funds; it reduced teachers absenteeism leading to effective teaching; and discipline among teachers ensured that deadlines were met promptly. In summary, teachers' discipline ensured teachers maintained professionalism in their job, offered their services diligently, encouraged unity and team work among teachers, it encouraged self-drive among teachers, ensured feedback on learners' performance was given promptly and it stopped misappropriation of funds.

Decentralization had influenced service delivery in public secondary schools by ensuring: there was minimal teachers absenteeism; teachers were available during the working hours in school for consultations by the students; majority of the teachers used appropriate instructional method to deliver curriculum content; teachers were willing to help students and provided prompt service; principal and deputy principal gave feedback to the teachers on their instructional task performance to ensure periodic review and performance of teaching and learning process; there was teamwork among the teachers in problem solving and performance improvement; teachers give individual attention to students' needs; the principal motivate teachers and manage school operations to ensure desired educational objective are achieved; teachers of all subjects were provided with additional reference books apart from KLB that is provided by the ministry; and school science laboratory was not well equipped and other practical subject such

as Computer, Agriculture, Home science and Metal work had a lab that was well equipped. From these results it was apparently clear that there was effective quality service delivery by the teachers, principals, sub county officials and B.O.M chairpersons due to availability of study materials, being helpful to students and were operating at the convenience of the learners, performed the promised services dependably and accurately, were competent and available during the working hours, were willing to help students and provided prompt service by marking learners' assignment and exams script on time, inspired trust and confidence among the respective learners and were caring, offered individualized attention and were willing to assist them. These findings tend to contradict the findings of Dedehouanou and Berthe (2013) who noted that lack of education services and poor quality of services delivered in schools were manifested in most Sub-Saharan Africa than the rest of the world and Torukwein and Kaegon (2017) who contended that incidences of unacceptable behaviour by teachers, examination malpractices, lateness to school, teachers doing private business at official time, loitering of teachers and teachers salaries not promptly and regularly paid were some of the issues that affected effective instructional delivery.

Decentralization of TSC functions on teachers' delivery of services had improved teaching methodology; it had reduced the hassles of seeking services at the head quarter thereby reducing absenteeism; teachers could now work without worrying about their businesses; teachers' needs were addressed promptly; it had led to

increased productivity among teachers; it had made teachers to be unstable in their work; and it had led to stress and emotional disorders due to delocalization of teachers hence poor performance of duties. These findings seem to suggest that teachers in Tigania East in Kenya service delivery had improved with the decentralization of TSC functions; a finding that was discordant with the findings of Dedehouanou and Berthe (2013) who opined that lack of education services and poor quality of services delivered in school were manifested in most Sub-Saharan Africa than the rest of the world.

The main challenges that teachers were facing while executing their duties included: inadequate school infrastructure and personnel in some schools; insecurity of teachers especially on night duties; teachers being bullied by the employer; COVID pandemic, parental neglect of students, drug and substance abuse, absenteeism among students, students' unrest in some schools and poor remuneration for teachers affected teachers while executing their duties and responsibilities.

Conclusions of the study

From the findings of the study, several conclusions were arrived at: the study established that empowerment of school management on teachers' recruitment and teachers' service delivery had led to recruitment of teachers based on year of graduation and age rather than on competence which at times was a disservice to the applicants; it had increased transparency in the recruitment exercise which created a dissonance between the views of principals and CSOs with the teachers

a sign that the school management was not very transparent in the recruitment process; schools were able to get the right teachers according to their needs; empowering B.O.M in the recruitment had helped improve the link between the community, the school and the teachers; and it had helped in the recruitment of teachers within the community. The study established that teachers viewed decentralization of TSC services as a positive move towards improvement of service delivery. The effectiveness of this strategy was being hampered by a number of challenges that affected the transparency of the entire process. There were many challenges experienced during the recruitment of teachers and corruption among the TSC County office was a key challenge.

On the influence of decentralization of teachers' promotion on service delivery in public secondary schools the study established that the promotion of teachers had improved teachers delivery of service, promotion of teachers had motivated teachers to be readily available to assist students and approachable when necessary and promotion of teachers had motivated teachers to be available during the working hours. Teachers viewed promotion as key incentive towards service delivery in schools. Decentralization of teachers' promotion on service delivery and performance of their work had many benefits to teachers, learners and education in general though it was experiencing a myriad of challenges.

On the influence of decentralization on maintenance of teachers' standards on service delivery in public secondary schools the study established there was both

internal and external monitoring of teachers work in ensuring that the standards set were being adhered to.

On the influence of decentralization of teachers' discipline on service delivery in public secondary schools the study established that TSC Sub county office had sensitized and advised teachers on the essence of professionalism and how to maintain teachers' code of conduct and teachers with disciplinary cases were being expedited and given a chance for their cases to be heard. Challenges encountered when the school handles disciplinary cases included: investigation of disciplinary cases was tedious and time consuming; learners lost contact hours with teachers when cases were not expedited; witch hunting from seniors increased; there was lack of fairness in the adjudication of cases; there were no proper investigations that were being carried out to arrive at proper verdicts; at times the teacher might not be given a fair hearing; there is lack of follow up of students' cases by their parents; teachers were not well acquainted with the code of conduct and the public officer ethics act; and family quarrels ended up in school.

Recommendations of the Study

In order to decentralize Teachers Service Commission functions in order to enhance service delivery among public secondary school teachers in Tigania West Sub-County, Kenya, there is need to implement the following:

The Government through the Ministry of national treasury and planning and Ministry of Education should allocate adequate funds for recruitment of additional teachers and promotion of teachers in school. The Ministry of Education through Teachers' Service Commission should organize training courses/capacity building in recruitment of personnel in schools especially for B.O.M and teachers in order to equip them with the requisite HRM skills in order to ensure they are effective in the recruitment exercise. TSC should advertise adequate recruitment vacancies in public secondary schools to cater for the acute teacher shortage. The Ministry of Education in conjunction with the Ministry of ICT can establish ICT laboratories and equip them with appropriate ICT resources such as printers, projectors and internet connectivity to ensure effective integration of ICT in the teaching and learning in schools. The government through the Ministry of National treasury and planning should set aside adequate funds for recruitment and promotion in conjunction with TSC to so as to ensure teachers are recruited and promoted regularly to avoid stagnations of teachers in one job group. The government through the Ministry of devolution should put a system in which the clearance documents sought by various applicants could be acquired at reasonable rates that were affordable. TSC should curb corruption deals that had been devolved into the county offices in its decentralized functions. TSC should ensure the results of the interviews are expedited and reflected in their website per county in order to ensure transparency. Specific dates for interviews for new recruits should be well stated by the TSC county offices in order to minimize

principals of schools inviting applicants for the interviews on a short notice. TSC should carry out proper investigations on disciplinary cases touching on teachers in order to arrive at proper verdicts. TSC can seek the services of investigative agencies from the Ministry of Interior. The TSC county office should carry out school visits to ensure that teachers comply with the professional standards set.

The school administration should send invitations to the applicants within a reasonable time for the interviews to ensure that they plan adequately for the interview. The school administration and TSC sub county director' office should help to maintain teachers' standards in the school by ensuring disciplinary cases were being handled tediously and on time. School administrators should minimize witch hunts to ensure that disciplinary cases that have basis are the ones being handled by the school B.O.Ms. The school administration should identify disciplinary cases and forward the issue to the counseling office or TSC wellness department at the county office. Head teachers should ensure that teachers are updated on the new trends in education and ensure teachers conduct their duties diligently. Head teachers should sensitize and advise teachers on the essence of professionalism and how to maintain teachers' code of conduct.

Suggestions for Further Research

- i. A study on the effects of decentralization of TSC functions on effective management of schools in the counties.

- ii. A comparative study on the influence of decentralization on TSC functions in different counties among different stakeholders.

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APPENDICES
Appendix 1 - Letter of Introduction

Anastasia Muthuuri
P. O. Box 432 -00200,
Nairobi

13TH April, 2017

The Principal
Dear Sir/Madam

RE: LETTER OF INTRODUCTION

I am a post graduate student from the University of Nairobi Department of Educational Administration and Planning. I am carrying out a research on **“Influence of Decentralization of Teachers Service Commission Functions on Service Delivery in Public Secondary Schools in Tigania West Sub-County, Kenya.”** Your institution has been selected to participate in the study.

The attached questionnaires have been designed to assist the researcher gather data for the purpose of the research only. Respondents will not be required to write their name or the name of the institution. This is to request you to allow me to carry out the study in your institution. Information received will be used for the purpose of the study only and respondents will be treated in confidence.

Thank you in advance.
Yours faithfully

Anastasia Muthuuri

Appendix 2- Questionnaires for Respondents

Dear respondent,

This questionnaire is meant to collect information on a study titled **“Influence of Decentralization of Teachers Service Commission Functions on Service Delivery in Public Secondary Schools in Tigania West Sub-County, Kenya.”** Information provided will be treated with confidentiality and used for the purpose of the study.

Section A: Respondent Characteristics

1. Kindly indicate your sex i) Male () ii) Female ()
2. What your highest professional qualification?
i) P1 Certification () ii) Diploma Education () iii) B.ED () iv) PGDE () v) M.ED ()
vi) Other specify
3. Your age
i) Below 20 years () ii) 20-30 years () iii) 31- 40 years ()
iv) 41-50 years () v) Over 51 years ()
5. How many years have you been teaching?
i) 0-5 years () ii) 6-10 years () iii) 11-15 years iv) 16-20 years v) 21-25 years ()

Section B: Teachers Recruitment

In the table below, use a tick (√) to indicate your level of agreement as it relates to the following statements related to teachers’ recruitment. Where 5 = strongly Agree; 4 = Agree; 3= Uncertain; 2 = Disagree; 1 = Strongly Disagree

NO.	Statements related to teachers recruitment	5	4	3	2	1
1	The School management is fully mandated to recruit TSC teachers					
2	Recruitment of Teachers is done in a fair manner					
3	Since decentralization of recruitment process most of the vacant teachers position have been filled					
4	The current recruitment process of teachers absorbs competent TSC teachers to replace vacant position					
5	There is equitable distribution of teachers across the county					
6	The TSC score guides used to recruit teachers ensures competent and effective teachers are recruited					
7	Decentralization of recruitment of teachers has enabled flexibility and appropriate review of TSC score guide to ensure it is more effective					
8	Advertisement of TSC teachers’ recruitment is well done and sufficient time provided for qualified teachers to apply before interview dates.					

- a) Briefly explain how empowering of school management to recruit teachers has contributed to teachers service delivery

- b) Briefly explain challenges faced during recruitment of teachers

Section C: Teachers Promotion

NO	Statements related to Promotion of teachers	5	4	3	2	1
1	The criteria used to promote teachers is well known by the teachers					
2	The criteria used to promote teachers contain elements that are observable, measurable and concrete					
3	Promotion of teachers has improved teachers delivery of service					
4	Promotion of teachers is fairly done					
5	The school management and teachers are involved in promotion of teachers					
6	Teachers are promote through a competitive selection criteria					
7	Promotion is done to reward performance					
8	Every teacher has a chance to undertake teachers proficiency course that is necessary for promotion					

- a) How has the decentralization of teachers promotion contributed to effectiveness of teachers in delivering their services?

- b) Briefly mentions challenges faced during teachers promotion exercises

Section D: Maintenance of Teachers Standard

NO	Statements related to maintenance of teachers standard	5	4	3	2	1
1	The school principal, deputy principal and senior teachers have been corroborating in ensuring teachers maintain high standard of teaching					
2	The school administration ensures teachers update professional documents such as record of work and schemes of work					
3	The county director ensures teachers have complied with the teachers appraisal system					

4	All teachers have a chance to take professional development programs to enhance their knowledge and competence					
5	The county director ensures principals attain their target performance which they set for themselves					
6	All TSC teachers are qualified					
7	The administration ensures that each teacher maintain performance standard required for a teacher in the school					
8	Most teachers use ICT in order to teach effectively					

- a) Briefly explain how the school administration help to maintain teachers standard in the school
- b) How has maintenance of teachers standard affected teachers to deliver the services.....

Section E: Teachers Discipline

N O	Statements related to teachers discipline	5	4	3	2	1
1	The TSC Subcounty office sensitize and advice teachers on the essence of professionalism and how to maintain teachers code of conduct					
2	Teachers code of conduct is enforced appropriately					
3	Teachers disciplinary cases are undertaken fairly					
4	Teachers are given a chance to bring witnesses during hearing of their disciplinary case					
5	Teachers having disciplinary cases are given a chance to offer an explanation to the panel of what happened					
6	Teachers with disciplinary cases are given a chance to appeal where dissatisfied with the panelist decisions					
7	Teachers disciplinary cases are done quickly in the shortest time					
8	Most of the teachers that engage in immoral behavior, neglect their duty, are absent without explanation, manage school funds inappropriately have been interdicted					

- a) How does the school handle teachers disciplinary cases
- b) How does maintenance of teachers discipline enable teachers deliver their service

Section F: Teachers service delivery

NO.	Statements related to teachers service delivery	5	4	3	2	1
1	Most of the teaching and learning resources are available at school					
2	Teachers are available during the working hours in school for consultations by the students					
3	There is minimal teachers absenteeism					
4	Teachers are willing to help students and provides prompt service					
5	Teachers give individual attention to students needs					
6	Principal and deputy principal gives feedback to the teachers on their instructional task performance to ensure periodic review and performance of teaching and learning process					
7	There is teamwork among the teachers in problem solving and performance improvement					
8	The principal motivate teachers and manage school operations to ensure desired educational objective are achieved					

- a) How has decentralization of TSC functions affected the teachers deliver their services
- b) Briefly explain challenges teachers face while executing their duties and responsibilities.

Appendix 3: Permit

