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Factors Affecting Recruitment of Teachers by Teachers Service Commission in Public Secondary Schools in Sabatia Sub-County of Vihiga County, Kenya

By

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Abstract

Teacher recruitment is one of the functions decentralized to the County Government by the Teachers Service Commission. It is one of the duties performed by TSC County Directors. Using Sabatia Sub-County as A Case Example, the main objective of this study was to establish the challenges that the Teachers Service Commission was facing in the recruitment of teachers in public secondary schools in devolved units. Specifically, the study explored how effectively the Schools' Boards of Management were adhering to TSC's guidelines on Teacher Recruitment and assessed the appropriateness of these guidelines. The study was guided by management theory proposed by Peter F. Drucker (1937). It employed Descriptive Survey design. Questionnaires and interview schedules were used to collect both quantitative and qualitative data for this study. Simple random sampling and purposive sampling techniques were used to select appropriate sample for the study. The sample size for the study comprised of: 11 principals drawn from 35 public secondary schools; 11 chairpersons of Boards of Management (BOMs); the Human Resource Officer (Staffing) and 11 teachers recruited in the last three years (2013 to date). Data was analyzed by descriptive statistics with the help of Statistical Programme for Social Sciences (SPSS version 22) and presented using frequency distribution tables. Findings drawn from the study were that: the BOM members on Teachers' Recruitment Panel were not trained on the exercise hence did not adhere to the guidelines given by TSC; the TSC guidelines were unfair and teachers were reluctant to teach in insecure areas. The Study therefore recommended that: The Ministry of Education should design ways of training BOM members on human resource management and appropriate recruitment process; Teachers Service Commission should strengthen Recruitment Guidelines to accommodate various needs of the society and education. They should be flexible and appropriate to respond to the dynamic nature of education sector and the society at large; and the government should consider allocating adequate funds to the schools especially the upcoming ones to help them carry out effective recruitment exercise.

Key words: Kenya, Teachers' Service Commission, Public Secondary Schools, Vihiga County, SabatiaSub-County

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Introduction

As education systems have expanded and lessons learned in both developed and developing countries, it has become clear that centralization is not always the best approach to overseeing an effective teacher management system. Centralized structures have proved to be weak in dealing with day-to-day administrative tasks such as responding to grievances and keeping records (ibid, 1998) as cited by Kipsoi and Sang (2010). There has been a change in the public opinion over the role and ability of the government. Many communities now demand a greater say in the running of their schools and the performance of the teachers (Gaynor, 1998).

In developed countries like United States and United Kingdom, teacher recruitment regulations have changed dramatically over the last decade and schools have been granted increased autonomy over hiring. Principals often have been obligated to hire from within the pre-vetted pool of applicants available through district channels (Daly et al., 2008). For example, in New York and Boston, district human resource offices introduced computer-based systems through which internal and external candidates could apply. Schools are frequently expected to interview and hire from this online pool and individual school-based efforts to recruit more actively are often either prohibited or seen as “illegitimate” (DeArmond, Gross, & Goldhaber, 2010, p. 337). However, in developing countries such as sub-Saharan Africa, although most schools are permitted to actively recruit, in high-poverty schools, the demands on Principals are extraordinary and budget constraints make it difficult for them to predict whom they can hire (Levin & Quinn, 003). Nonetheless, few countries in Africa have strong policies, strategies and programmes for recruiting Secondary School Teachers. Recruitment is frequently neither systematic nor energetic and does not draw a sufficient number of potential teachers to the profession from the pool of trained Secondary School Teachers (Mulkeen et al, 2007).

In the Philippines, teacher recruitment especially in secondary schools is carried out by School-Based Management (SBM). This is a revolutionary educational construct that serves as key in school restructuring (de Guzman, 2006). This management was introduced in 2003. The main concern of SBM is the decentralization of decision-making authority from the higher Offices of the Department of Education to the schools for the improvement of teaching and learning in every public institution in the country (Yap & Adario, 2008). Through SBM, Principals are empowered to handle the management of hiring new teachers. However, this provision of SBM is not enforced. As a matter of fact, hiring of new teachers in the Public Secondary Schools in the Philippines is a combination of centralized and decentralized processes. The conduct of interview and demonstration teaching and evaluation of necessary documents of the teacher-applicants are done by School Officials who include the Principal,

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Head teachers and expert teachers. This employs decentralization. However, there is no empirical evidence that brings out the effectiveness of SBM on teacher recruitment and this forms one of the basis of the study.

In South Africa, following consultation with the Personnel Advisory Committee (PAC) and with reference to the site's Human Resource (HR) plan, the school Principal identifies and describes a new vacancy. All described vacancies need to detail the level of schooling, broad teaching area, curriculum subject and skill codes and a descriptor that succinctly describes the context and requirements of the vacancy. Schools are encouraged to declare part-time vacancies, where appropriate, to cater for the needs of the changing teacher workforce.

Teacher recruitment in Ugandan Education System is anchored in government structured policies and guidelines. However, many studies have found that the effectiveness of these guidelines for teacher recruitment is still wanting because the teaching jobs for secondary school teachers are rarely advertised, the recruitment policy is not documented and in many cases, there is no regular schedule regarding teacher recruitment (Matovu, 2014). As a result, many applicants feel that there is no merit in recruitment. The guidelines also do show lack of clear criteria for deployment of teachers and dissatisfaction with deployment practices as it is marred with nepotism. . One of the objectives of this study was to explore how effectively the BOM utilizes the guidelines on teacher recruitment and the other to assess how appropriate these guidelines are.

Among the Kenyan secondary schools, teacher recruitment is carried out by the Boards of Management under the guidelines stipulated by Teachers Service Commission (TSC). The (2010) Constitution of Kenya chapter fifteen article 248 established the Teachers Service Commission (TSC) as a Constitutional Commission to undertake Teacher Management. Teacher Management is classified into three main categories: Entry, Retention and Exit. The Entry component includes assurance of the right persons entering the teaching service; registration and recruitment of teachers while Retention entails deployment, remuneration, promotion, discipline and maintenance of teaching standards. On the other hand, Teacher Exit entails management of teachers who leave the Commission through natural attrition (Sessional Paper, 2012). According to Teachers' Image Magazine (2012), the Sub-County Staffing Officer deputized by the Human Resource Officer is in charge of recruitment at Sub-County level, among other functions. The aim of this process is to assist policy makers to refine the recruitment strategies to enable proper restructuring and quality teaching as well as learning within the education system (Gaynor, 1998).

The overall goal of the Teachers Service Commission is to establish and maintain a sufficient and professional teaching service for public education institutions in the country. Under its mandate, the Commission ensures the recruitment and maintenance of a sufficient professional teaching force that is equitably distributed and optimally utilized in public educational institutions. In this regard, the Commission strives to live up to the aspirations of its vision and mission in pursuit of quality service to teachers and public educational institutions (Sessional Paper, 2012). The recruitment is demand- driven, whereby vacancies are advertised in print media and prospective candidates apply to schools/districts of their choice. The degree of

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centralization within the TSC has been an issue for a long time (Gaynor, 1998). The Teachers Service Commission's County Directors have been mandated by the TSC to ensure that schools within their areas of jurisdiction are adequately staffed with qualified teachers (Teachers Image, 2012).

The management of Public Secondary Schools in Kenya is vested in the Boards of Management (BOMs) appointed by the Cabinet Secretary in charge of Education, in accordance with the Basic Education Act (2013). The County Education Board (CEB) also has authority to manage schools in their respective counties. The TSC county Directors have been assigned sixteen roles among them to co-ordinate teacher recruitment at the county level (Teachers Image, 2012).

The government of Kenya launched the process of a School and Sub-County Based teacher recruitment process where members of the communities were expected to recruit personnel to serve their institutions. Under this arrangement, the TSC is to identify the available vacancies and advertise for applications, indicating where they are tenable. In turn the Boards of Management are to conduct interviews based on guidelines provided by the TSC (Kipsoi & Sang, 2008). They are expected to pick the best candidates from the interview and make their recommendations to the employer (TSC manual, 2002). The Board of Management (BOM) has however, encountered challenges in a bid to recruit teachers to fill the vacant positions. It is against this backdrop that this study is out to establish the challenges facing TSC in the recruitment of teachers in public secondary schools in Sabatia Sub-County.

Statement of the Problem

Teacher recruitment is one of the most important areas in the teaching profession which has been decentralized and is done by the Schools' Boards of Management (BOMs). This is done after the teachers have trained from various institutions of higher learning. Teachers Service Commission draws out policy guidelines and disseminates them to the relevant bodies to guide them when the exercise of teacher recruitment is to be undertaken. According to the Teachers Image (2013), members of the board shall be drawn from professionals in education, management, finance, governance, human rights, public administration, law and economics. The Basic Education Act (2013) is very clear on the functions of the BOM. Delegation of teacher recruitment to the Schools' Boards of Management has caused a lot of controversy (Kipsoi and Sang, 2010). It is evident that the BOM members' knowledge base on educational matters is wanting; the recruitment process is inefficient and subject to manipulation (Kipsoi and Sang, 2010).

Although there's surplus of teachers in many disciplines, there's a shortage in many public educational institutions due to financial constraints (Sessional Paper, 2012). The implementation of Free Primary Education (FPE) and Free Day Secondary Education (FDSE) initiatives has led to increased enrolment at primary and secondary level. In addition, new schools have been built under CDF and LATF (Sessional Paper, 2012). This calls for additional teachers. Coupled with this challenge is the shortage of teachers in specific subjects like Humanities and Computer studies. This could be because the teachers move to better paying jobs (Sessional Paper, 2012).

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According to the Teachers Image (2012), the TSC County Directors were assigned sixteen roles among them to co-ordinate teacher recruitment at the county level.

The guidelines for teacher recruitment favor those teachers who exited the universities earlier without considering what they have been doing since graduation (Kipsoi and Sang, 2010). Makori and Onderi (2013), observe that there has been a noticeable decline in the number of applicants for teaching posts across all the subjects. Lack of qualified teachers leaves schools with two options. That is either increasing class size or recruiting poorly qualified staff (Paton, 2012). According to World Bank, (2007); Lewin, (2007) as cited by Makori and Onderi (2013), factors that contribute to uneven distribution of teachers include geographical location, ethnicity and the level of school performance. The Public Secondary Schools in Kenya are classified into National, County and Sub-County (Oketch and Somerset, 2010). National schools get the top candidates from primary schools followed by the County schools. The Sub-County schools get the remnants of students because they serve the local communities (Oketch and Somerset, 2010). Most students in Sub-County Schools don't perform well. Therefore, most teachers are discouraged from joining Sub-County schools, yet these schools are the majority in number and are the most understaffed, compared to other categories of schools.

It is in the light of the above scenario that the researcher was out to elucidate the factors affecting the recruitment of Secondary School Teachers by TSC in Sabatia Sub-county in Vihiga County.

Purpose of the study

The purpose of the study was to establish the challenges that the Teachers Service Commission was facing in the recruitment of teachers in public secondary schools using Sabatia Sub- County as an entry point.

Objectives of the study

Specific Objectives of this study were:

1. To explore how effectively the BOM utilize the guidelines for teacher recruitment.
2. To assess the appropriateness of the guidelines on teacher recruitment.

The Theoretical Framework

This study was guided by Management Theory proposed by Peter F. Drucker (1937). In modern theory of management, "the manager" is the one who breathes life into the organization and the society through the management process (Drucker, 1937). The management theory enabled the study to establish the effectiveness of the management. Drucker states that the role of the manager should be clearly understood and the job of management known. In order for managers to be efficient and effective, Drucker came up with Management by Objectives (MBO). Some objectives are collective and others individual. The managers plan with objectives in mind. Thus objectives force managers or executives to plan in detail what the business must aim at and work out ways of achieving the stated aims. This approach emphasizes the contribution of each individual manager to the total group operation (Sagimo, 2002). The TSC and BOM play a key

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role in the recruitment of teachers. This theory was helpful in analyzing the effectiveness of the BOM in the recruitment of teachers and the TSC in the provision of appropriate guidelines for recruitment. According to the Basic Education Act (2013), one of the duties of School's BOM is duties recruitment of teachers. On the other hand, TSC as "the manager" provides the guidelines for recruitment. The theory of management by objectives helped look at how suitable the guidelines provided by TSC are in getting suitable candidates. The theory therefore looked at the TSC and BOM as managers of the schools. The theory therefore assessed the contribution of the stakeholders in the recruitment of secondary school teachers with reference to Sabatia Sub-county.

Review of Related Literature

Recruitment process

Pieter and Surette in their book, "Human Resource Management in South Africa" (2006), assert that once employees are placed in their positions, it is important that they be introduced to the organization, their tasks, superiors and co-workers. This process is known as induction socialization or orientation. Internal promotions of employees are also important besides recruitment from outside the organization. Promotion and transfer of staff is healthy for efficient productivity. Newly recruited teachers through the BoMs should therefore undergo the above process if they are to exercise their duties effectively. Cole (2012), the aim of selection is to identify the most suitable applicants to occupy position in the organization. Recruitment and selection process requires job profile be matched with candidature profile (the job match principle). Recruiters and selectors must know the nature of the job and must be confident that the requirements of the job will be appropriate to the potential employee (Bogumil, 2013, cited by Dessler 2003).

Kivumba and Kanja (2010) assess recruitment and selection process in public organizations with special reference to Nairobi City Council. They define recruitment as a process of searching for prospective employees and stimulating and encouraging them to apply for jobs in the organization. It involves a systematic procedure from sourcing to arranging and conducting the interviews (Breaugh, 1992). Kivumba & Kanja (2010), also looked at the features of recruitment which include:

- i) Job analysis which is the systematic collection, evaluation and organization of information about the job.
- ii) Job description and specification.
- iii) Selection.

In addition they identified factors affecting recruitment. Thus:

- i) Size of the organization.
- i) Location of the organization.
- ii) Organization's ability to recruit and retain people.
- iii) Salary and benefit packages.
- iv). Working conditions.

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The study looked at recruitment in public organizations where public secondary schools fall. This analysis was handy when dealing with teacher recruitment in Sabatia Sub-County.

From the TSC policy guideline, effective recruitment refers to having the right persons, in the right place, at the right time. Recruitment of teachers is demand-driven and is therefore done when and where teachers are required.

Teachers Service Commission

The TSC was created in 1967 operating as a department of the Ministry of Education. It was under the control of the Ministry of Education and its officials. It was made a Constitutional Commission to operate independently without control from any authority (Teachers Image, 2011). It is therefore expected to exercise independence in recruitment, transfer, promotion of teachers and the general maintenance of teaching standards. The TSC has full-fledged offices in the counties staffed with personnel to carry out recruitment of teachers. The TSC headquarters provides policy guidelines for recruitment and employment of teachers. The candidates who are shortlisted are vetted at the headquarters and issued with appointment letters (Teachers Image, 2011).

Review of Related Theories

A theory is a set of statements or principles devised to explain a group of facts or phenomena. According to Mvumbi & Ngumbi (2015), a researcher must use a theory as a basis of explaining the empirical observations made during research. A number of theories look at recruitment of employees and what affects it.

Labor market of Supply and Demand

Gassadra M, Lucrecia S and Glenn (2006), look at the economic labor market of supply and demand as brought out by Ehrenberg and Smith (1997); Boardman, Darling-Hammond and Mullin (1982). In this theory, the demand for teachers is defined as the number of teaching positions offered at a given level of compensation. The supply of teachers is the number of qualified individuals willing to teach at a given level of overall compensation where this compensation refers to salaries, benefits and any other rewards from teaching. These will determine how many teachers a district or school can employ and the number of qualified teachers willing to teach. This theory states that individuals will remain teachers if teaching represents the most desirable activity to pursue among others. The demand for teachers is driven by class size, teaching load, student enrolments and budgetary constraints. On the other hand, teacher shortages occur when demand outweighs supply. This causes increase in demand or shortage in supply. The labor market for teachers is influenced by the larger labor market that includes all other markets for other occupations.

According to Guarino, Santibanez & Daley (2006), the choice to teach is made if teaching is the most attractive option currently available to an individual. Attraction can be affected by the rewards of teaching and the hurdles to be jumped in order to be a teacher. Lortie (1975)

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distinguishes between attractors and facilitators to the teaching profession. This theory explains why some people go elsewhere first after training to be teachers then join the profession later.

Job choice theory

Kivumba & Kanja (2010), in their assessment of recruitment and selection process, looked at the job choice theory. This theory by Behling, Labovitz and Gainer (1968), Pounder and Merrill (2001) states that candidates make decisions about jobs based on objective theory, subjective theory and critical-contact theory. Objective theory refers to the decisions made by the individual basing on economic factors such as the pay, benefits and promotions. In the subjective theory, candidates look for jobs that will meet their psychological needs. Critical-contact theory explains that applicants are influenced by what transpires during the interview and the characteristics of the representatives of the organization. From this theory it is very clear that applicants have different reasons why they take up certain jobs.

Review of Empirical Studies

There are various studies which have looked at the recruitment of teachers at various levels. These studies have assessed the factors which affect recruitment. Globally, countries are struggling to attract and recruit qualified teachers. The government's policy on Universal Primary Education (UPE) and achievement of the Sustainable Development Goals (SDGs) has led to the expansion of secondary schools. This expansion requires a large number of qualified secondary school teachers for quality education to be achieved. According to Dejaeghee et al, (2006), secondary enrolments across many countries are growing faster than recruitment can be done.

How well does the BOM Make Use of the Guidelines on Teacher Recruitment?

TSC (2006) cites complaints on tribalism, nepotism and sectionalism as being some of the challenges facing demand driven teacher recruitment exercise which therefore necessitated the development of policy guidelines to curb the vice. While it is important to appreciate this step by the TSC, the policy does not state how this can be achieved, whether through the training of the BOM members on recruitment procedures, or by giving them periodic seminars on the same and the extent to which BOM adhere to the these guidelines. A number of scholars have done research on the role of the BOM during recruitment of teachers but have not provided much information on how well the BOM panel adheres to the TSC set guidelines.

On the international level, Smolley (2009) carried out a research on the effectiveness of school boards in the state of Delaware USA. Many respondents attributed ineffective decision making process as difficult in accessing use of relevant information that would facilitate decision making process. This information includes those contained in ministry's circulars and other educational documents to furnish BOM members with the necessary knowledge required for the smooth running of the schools. The survey also revealed that effectiveness of school boards could only be realized in the board if capable boards had to act within defined mandated role, could take initiative, overrule the superintendent if need be resisting political pressure. The study

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did not however explain the role of BOM in teacher recruitment and how well the BOM members were using the TSC guidelines for teacher recruitment.

According to Gaynor (2008), teachers in Andhra Pradesh state of India to safeguard their rights resisted hiring and firing of teachers at local level through their unions because they saw it as being influenced by economics or individual or local bias and fewer adherences to the set guidelines. Teacher's organizations in Australia, Mexico, United Kingdom and Nigeria have also fought against devolving control over the hiring of teachers because of the abuses of power by the local officials and poor application of the teacher recruitment guidelines. Kipsoi and Sang (2005), surveyed the challenges and experiences in the decentralization of teacher recruitment in Kenyan secondary schools. They observed that delegation of the recruitment exercise to the BOM has shortcomings. Some applicants are not shortlisted if they pose a threat to their already identified candidates; interview dates are kept secret; candidates who don't qualify are recruited even without relevant teaching subjects.

Khatete and Asiago (2013) conducted a study on effectiveness of the board of management in the recruitment of secondary school teachers in Gucha District, Kenya. The study was guided by two objectives which were further broken down into research questions. The study used descriptive research survey design. The target population was all the 70 secondary schools in Gucha District as at the time of the study. The target of the study therefore is 70 head teachers, 70 teachers already recruited in the schools by BOGs and 280 boards of governors' members. The sample size in this study was 21 schools hence 21 head teachers, 21 teachers recruited by the Board of management and 21 board of management chairmen. The results revealed that the majority the BOM members were of form four level of education and did not have any other training on preparation in the recruitment teachers. Since the teachers to be recruited are university degree holders, the BOMs effectiveness was found to be wanting hence ineffectiveness in the recruitment exercise. While this study only looked at the effectiveness of the board of management in the recruitment of secondary school teachers, it did not provide whether the BOM members adhere to the recruitment guidelines set by TSC for teacher recruitment. The present study therefore assessed how well the BOM makes use of the guidelines on teacher recruitment to fill in the gaps.

Another study conducted in Taita Taveta district, BOM panel members were found to have vested interests, which contravenes the guidelines set by TSC for teacher recruitment. They wanted a candidate either of their choice or from the community given undue advantage over others (Nzuvu, 2014). In a paper published by a staff in school of education Moi University, Sang and Otunga (2006) found that the recruitment and selection of teachers by BOMs is ineffective and subject to manipulation attesting to low extent at which the TSC guidelines on teacher recruitment was adhered to. Besides, the government annual progress report of 2004-2005 noted that, interference by interested parties complicates the hiring process of teachers by BOMs. From the foregoing the effectiveness of BOMs in teacher selection and recruitment is wanting. On the same note, the Daily Nation (September 2, 2013:10), a frustrated teacher alleges, "Teacher recruitment by school board of governors is riddled with favoritism, tribalism and nepotism." To eliminate this problem, posting should be done directly by the ministry of

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education through TSC. Delegating this sensitive responsibility to the board of governors may lead to a drop in educational standards because of hiring of unqualified teachers. Another study by Makori and Ondere (2013), in their research sought to identify issues and challenges facing school based recruitment of secondary school teachers. They adopted a quantitative survey involving secondary school principals. Data was collected using open and closed-ended questionnaires. The findings observed were that the BOM wanted their own people regardless of their qualifications and competence. There were issues of nepotism, corruption and negative influence among the BOM members. Their conclusion was that the behaviour of the BOM undermined the recruitment process resulting in ineffective staff not matched to the needs of the school.

Nyasimi (2010) reported to the Education Newspaper that Nairobi professionals want TSC to be recruiting teachers to curb tribalism, massive corruption and nepotism. He also added that giving districts the mandate of recruiting teachers was not only one way of promoting graft in the newly created counties but also demeaned the teaching profession. According to Mbindyo (2010), a resident from Mt. Elgon said that a recent recruitment by TSC was marred by favoritism and ethnic overtones. The resident continued to say that several qualified candidates were not invited for interviews and the individuals recruited were imposed on the interviewing panel.

Chelal, (2007) also sought to find out the challenges faced by the BOG in the process of recruitment of teachers in Baringo District. The study employed descriptive survey. Data was collected by use of questionnaires. Findings indicated that some of the selection panels did not have the recommended number people that make up the panel. For example some respondents reported that they did not have a representative from the TSC. This was a challenge in that there was nobody to ensure that the TSC guidelines were followed. It was also revealed that some BOG members had low educational standards or were illiterate. The study also found out that a number of the BOG members were not aware of the guidelines set by the TSC. Most of the BOG members had vested interests in the recruitment process in that they had their own favorite candidates that they forced into being selected. There was political interference also in the teacher recruitment process. Some politicians used the BOG members to push their own candidates into the job. Based on the findings, it was concluded that there were various challenges that faced the BOG in the process of teacher recruitment. In the light of the research findings, it was recommended that all those charged with the responsibility of teacher recruitment should be well prepared and sensitized on the TSC guidelines to ensure that justice is done during the recruitment process. Although the reviewed literatures show various flaws in recruitment of teachers by BOM panel, they do not show vividly the extent at which the panel follows the set TSC guidelines and this forms one of the gaps to be filled by the study.

Appropriateness of the TSC Guidelines for Teacher Recruitment

The processes and policy guidelines for teachers' selection, screening and hiring are based on different modalities in most of the countries across the globe. However, some of these modalities are contradictory to one another. For instance, as clearly illustrated by Wise, Darling-Hammond,

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& Berry (2007), school districts always encountered two rivaling requirements: “the central authority’s need for efficiently managing school systems and effectively maintaining uniform district standards and the local principals’ need for effectively selecting candidates who best fit their particular schools” (Wise et al., 2007, p. 54). Thus, there exists this rivalry between centralized and decentralized hiring procedures. The four states of California, Florida, Massachusetts, and Michigan mainly depend on decentralized hiring process for new teachers (Liu & Johnson, 2006). In this decentralized hiring process, the applicant is screened by the district’s central office. The applicant afterwards is interviewed and offered a certain teaching position at the new school by the school administration and the school principal. In the four states of California, Florida, Massachusetts, and Michigan, the candidate first is subjected to an initial interview at the district central office, where his or her credentials and certification are also examined and checked. The candidate then undergoes another one or more interviews in his/her future school run by the school principal; sometimes other faculty members (future colleagues) attend the interview (Liu & Johnson, 2006).

Decentralized hiring as one of the recruitment and hiring processes is meant to be a rich-information hiring process where the future candidate gets the opportunity to visit his/her future school and meet with some of his/her future colleagues, supervisors and students. This strategy seems to be working in parallel with the rising consensus, over the last decade, among experts in the education field, along with policy makers over the significance of reinforcing the individualized control of schools over their hiring decisions (Murnane & Levy, 2006). Proponents of this trend suggest that the individually decentralized hiring process is to result in evading any likely miss match between the candidate and the school.

In the ideal implementation of decentralized hiring, the teaching candidate is asked to prepare a demonstrative lesson in its natural setting, where students are there along with some of the teaching faculty and school principal. The purpose of this procedure is to offer a fair chance for both the school administration and the candidate to test waters before a deal is made. However, as reported by some research conducted in the four states of California, Florida, Massachusetts, and Michigan, there is no guarantee that the decentralized hiring strategy would render itself efficient due to many reasons (Liu & Johnson, 2006.p.351). Though giving a demo lesson by the teaching candidate could be regarded as an effective tool of judging his/her teaching skills, the school administration might not find the time for such a procedure. Some of the faculty members (future colleagues) might be busy giving their own lessons. On some occasions, the new school principal is to travel or to move to the candidate current school to watch him/her in action, which is a process that is both time and effort consuming. Finally, it was reported that in the cases where the teaching candidates are screened during summer when regular classes have been broken up, the candidate is screened by the school administration through a personal interview in the presence of a hiring committee. Although the reviewed studies spelt out the recruitment guidelines and procedure in developed countries and states, they failed to bring out clearly the effectiveness and appropriateness of the guidelines for teacher recruitment and retention. This therefore forms one of the gaps to be filled by the present study.

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In Kenya, the government changed teacher recruitment policy in 2001 where teachers in secondary schools are recruited when and where there's vacancy and the ability of the government to pay (Government of Kenya, 2009). Kipsoi & Sang (2010), observe that the guidelines for recruitment favor those who exited the university earlier. According to the selection score guide for secondary schools (2015), Appendix 1(a) a teacher who graduated 2009 and before gets 60 marks compared to that of 2013 that gets 40 marks. Apart from this, marks are assigned according to the degree one gets: masters/first class 35 marks, second class upper 30 marks and second class lower 25 marks. This study seeks to establish whether these guidelines enable the recruiting panel to get the best candidate out of the applicants. Wamukuru (2016) observes that secondary school labor market is faced with the challenges of teacher shortages and surpluses, inadequate teacher distribution and inefficient teacher utilization. The effort by TSC to balance teachers since 2003 has met with resistance (MOEST, 2005).

Abdou, (2012) carried out a study on Teacher Recruitment and Selection Practices within different schooling systems in Egypt. Findings of this study demonstrated that within the two contexts of public and private schools there was a hidden criteria for teacher recruitment and selection where the implemented frameworks in both contexts are not commensurate to theoretical guidelines. Some of the factors that influenced the hidden criteria for teacher recruitment and selection are gender, age, religious background and appearance. Findings also reveal that both systems face challenges mainly because they lack professional pertinent to teacher recruitment and selection. Furthermore, findings show that principals in public schools lacked autonomy in terms of teacher recruitment and selection. Teachers in public schools are dissatisfied with their current social image and their work conditions, and believe that they possess unutilized potentials. Whereas teachers in private schools are challenged by the culture of privatized education, where the owners of schools intervene in teacher recruitment and selection constricting the autonomy of principals. However, the reviewed study failed to provide the effectiveness of the recruitment policies and guidelines in selection and retention of teachers. The present study therefore filled this gap in the literature.

Aloo, Simatwa and Nyang'ori (2011) investigated the implementation of school based teacher recruitment policy in public secondary schools in Nyando District. Discrepancy model was adapted to guide the study. A descriptive survey research design was used in the study. The study population consisted of 49 head teachers of public secondary schools and the Provincial Director of Education (Nyanza province). Stratified random sampling technique was used to sample 26 head teachers from 39 gazetted hardship schools and 5 head teachers from 10 non-hardship schools and thus a sample size of 31 head teachers was used in this study. Saturated sampling technique was used to select one Provincial Director of Education. Questionnaires and document analysis schedules were used to collect data from both Provincial Director of Education and head teachers; in addition in-depth interview was used to collect more information from the Provincial Director of Education. Validity and reliability of the instruments was determined before use. Quantitative data was analyzed by use descriptive statistics in form of counts, frequencies and percentages. Qualitative data was analyzed for content as themes and sub-themes emerged. The study established that there was disparity in distribution of subject teachers with some being evenly distributed and others being unevenly

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distributed contrary to the aim of the policy. However, distribution of teachers across schools was found to have improved. The study revealed that the recruitment practice was fairly efficient. The study concluded that the policy and guidelines had not fully achieved its intended objectives and recommended that these be reviewed from time to time to enable it to address the emerging issues. Although the reviewed literature faulted the policies and guidelines used for teacher recruitment, the study did not provide how BOM panel are applying these guidelines and policies during teacher recruitment process and how these guidelines were appropriate for teacher recruitment by the BOM panel. The present study sought to fill this gap.

Appropriateness of the TSC guidelines has also been questioned by some scholars on the basis of giving preference to those with number of years after graduating. According to Mbindyo in his article published in *The Standard* (2010, August, 17) he argues that TSC should give priority to candidate who graduated earlier rather than giving priority guideline which states “preference should be given to applicant from the constituency where the vacancies are advertised irrespective of the year of graduation.” Langat (2010) complained that the requirement that residents of a given constituency should be given preference is discriminatory. He further argues that his prospect of getting employed is dim because he is a technical teacher and there are no technical schools in his Bomet constituency.

Misoi, (2015) also determined factors influencing the effectiveness of decentralized recruitment of teachers in public secondary schools in Nandi south district, Kenya. The objectives of the study were to find out how the location of a school affects the effectiveness of the recruitment of public secondary school teachers, the gender of the recruiting panelists and the effectiveness of the recruitment of public secondary school teachers, the adherence to the TSC guidelines and the effectiveness of the recruitment of public secondary school teachers and the level of education of the recruiting panelists and the effectiveness of the recruitment of public secondary school teachers. The study employed descriptive survey. The research instrument used in this study was questionnaires with both open ended and closed ended questions. Quantitative data was analyzed using Statistical Package for Social Sciences (SPSS) and the results was presented using frequency tables, pie charts, bar graphs and percentages to make meaningful conclusions. From the findings of the study, it was established that majority of the teachers were comfortable in their stations as well as satisfied as teachers and agreed to process being fair, grading system being appropriate but that the panel was not fully inclusive. They agreed to malpractices existing. The majority of other teachers faulted the process and recommended for continued evaluation as there were malpractices in the process. The findings from the head teachers revealed that although the required teacher was recruited, the best candidates missed due to tough rules. The BOM members indicated from the findings that while the process was all inclusive the guidelines were difficult to follow and the best teachers could not be recruited. Findings from the sub county director revealed that the BOM followed the guidelines except the challenge of the last 5 marks which varied from panelist to panelist. It was also established that recruited teachers preferred areas near main roads. Further, it was established that malpractices such as tribalism, nepotism and predetermination of candidates existed.

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Summarily, the demand-driven policy of teachers' recruitment in public secondary schools in Kenya is regulated by a set of guidelines as stated in the Teachers Service Commission, Policy on Teacher Recruitment and Selection (2006). The government of Kenya has also issued a scoring guide for the interviews of applicant to ensure the transparency and the fairness of the selection process. The score obtained according to the guidelines, along with, the professional certificates are considered as the selection criteria. However, there is inadequate empirical literature showing evidence of the appropriateness of these guidelines during teacher recruitment and this therefore forms one of the basis for the current study.

Summary and Knowledge Gap of Empirical Studies

The empirical studies herein looked at the BOM in terms of being biased and wanting their people to be employed whether they qualify or not. This is why some candidates are not shortlisted and interview dates are kept secret. This study sought to establish whether the BOM members are conversant with the guidelines governing recruitment and if they go through any seminars/workshops in preparation for the exercise.

The TSC has given guidelines for recruitment in which those applicants who exited college early are given first priority. This study sought to establish if all those who exited have been teaching or joined other departments outside education. If this be the case do they have the content? How is the nature of the degree related to content delivery by the teacher? The empirical studies have not assessed the validity of these guidelines.

The TSC funds the exercise of recruitment of secondary school teachers. The county director TSC makes the budget and is in charge. The exercise is supposed to be carried out in every school that has been given a slot. This is not the case. Instead, a central place is chosen for recruitment to be done in one day at Sub-County level. The officials from the ministry may not be enough. This assessed whether the funding is adequate.

Methodology

Research Design

The study employed mixed methods approach. This involved the use of both qualitative and quantitative approaches in data collection. The closed-ended questionnaires yielded quantitative data while the open-ended questionnaires and the interview guide were used to collect qualitative data. The advantage of using the mixed methods approach is that they complement each other. Thus information which could not be gathered using quantitative approach could be done using qualitative approach. Data was collected using the concurrent transformational strategy where qualitative and quantitative data was collected concurrently. This helped save on time in the field (Creswell, 2009). This design is therefore very relevant for the researcher to gather accurate information on factors affecting teacher recruitment in secondary schools in Sabatia Sub-County, Vihiga.

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Target Population

The study targeted 35 public secondary schools in Sabatia Sub- County whose principals, the chairpersons of board of management, the human resource management officer and teachers recruited in the last three years (2013 to date) participated in the study. The secondary schools in Sabatia draw their teachers from across the entire country since teachers are liable to work in any part of the republic. Nearly all principals in the area complain about shortage of teachers yet recruitment is done yearly. The Human Resource Management Officer Sabatia Sub-County was involved in the study by virtue of being in charge of the human resource who is the teachers.

Sample and Sampling Procedures

Table 1: Categories of Public Secondary Schools in Sabatia Sub-County

Category	Number
National	1
County	3
Sub-county	31
Mixed	26
Girls	5
Boys	4
Day	27
Boarding	8

Source: Field Survey 2017

Table 1 above shows the 35 schools in Sabatia in three categories. The first category comprises National, County and Sub-County Schools, the second Mixed, Boys' and Girls' Schools. The third comprises Day and Boarding Schools. Each category amounts to 35 Schools. Each school falls in the three categories. For example it can be a Sub- County School, Mixed and Day.

Table 2: Categories of Public Secondary Schools in Sabatia Sub-County

Type of school	Total number	Sample size	Sample percentage
National	1	0.3	0.86%
County	3	0.9	2.57%
Sub-county	31	9.3	26.57%
Total	35	10.5	30%

Source: Field Survey 2017

The researcher employed probability sampling in which simple random sampling technique was used to select principals from the secondary schools, BOM chairpersons, and those teachers recruited in the last three years to provide the needed information. Simple random sampling was used in the sub-county schools because it is a technique in which every member has an equal chance of being selected (Bartlett et al, 2001). The researcher used a sample size of 30% of the

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study which gave rise to 10.5 (11) schools. The researcher therefore used 11 principals, 11 chairmen of the BOM, 11 teachers recruited from 2013 to date in Sabatia Sub-County and one human resource officer at the ministry of education. Since the schools fall in different categories, each category was captured in the sample. This therefore called for the use of purposive sampling now that the national school was one, the human resource officer one, county schools three and sub-county thirty-one.

Selection of Schools, Principals, BOM and Teachers

Purposive sampling was used to select the national school and two county schools out the three since two are girls' schools. This gave a total of three schools. Simple random sampling was used to select eight schools out of thirty-one. These were mixed day schools. These are still in the category of sub-county which are basically mixed and day. The category of national and county schools is single sex and boarding.

Purposive sampling was used to get principals from the national school and the county schools while simple random sampling was used to get principals from the other schools. Simple random sampling was employed in getting the BOM members. In addition, they must have participated in the recruitment of teachers in their various schools. From the selected schools, the researcher selected teachers alternately to ensure gender consideration.

Instruments of Data Collection

Questionnaire

The researcher employed the use of questionnaire to the principals and the BOM chairpersons. The principals had both open-ended and closed-ended questionnaires. The open-ended questionnaires allowed them to express their in-depth feelings and views on the recruitment of teachers in their various schools which may not have been captured in the closed-ended questionnaire. Thus respondents had the advantage of using their own words to express their feelings, interests and decisions (Mugenda M & Mugenda G, 1999). The BOM had a closed-ended questionnaire which restricted them to expected responses only. This enabled the researcher get their views on matters concerning recruitment of teachers in their schools.

Interview Schedule

The interview schedule was used to collect data from the teachers employed from 2013 to date and the human resource management officer from the sub-county. This being a face-to-face encounter with the respondent, the researcher had the advantage of getting in-depth information and record. In addition, he clarified questions which caused confusion thereby enabling the respondents to give relevant responses. The researcher was able to gather personal information through interview and also had an opportunity to probe the participants where more information was required.

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Data Collection and Procedure

The researcher obtained research permit from the National Commission for Science, Technology and Innovation (NACOSTI) before conducting the research and the researcher thereafter reported to the SEO offices and gave information about conducting of research in the Sub-County. The researcher then organized a pilot study to pre-test the data collection instruments to ascertain their validity and reliability. The researcher at this point gave an overview of the research premise to the respondents whose participation was on voluntary basis and appealed to them to give true and accurate responses that were kept as confidential as possible. After the stipulated period of time, the researcher and the research assistant set out to conduct the research. The questionnaires were issued out to the principals, BOM members who participate in recruitment. The questionnaires were collected back after one week. The interview was conducted to the teachers employed from 2013 to date and the human resource officer at the sub-county as the questionnaires were with the respondents.

Data Analysis and Presentation

This is the process of summarizing the collected data and putting it together so that the researcher can meaningfully organize, categorize and synthesize information from the data collecting tools. Data gathered was coded for analysis. This was done after editing and checking out whether all questions had been filled in correctly. Quantitative data from the closed-ended questionnaires was analyzed using Statistical Package for Social Sciences and the results were presented using frequency distribution tables to make meaningful conclusions. This was deemed easy in interpretation and convenient in giving general overview of the problem under study. Qualitative data was analyzed through content analysis which in turn was analyzed by organizing data into themes, patterns and sub-topics. This involved describing situations or observations, creation of explanations, development of theories with a view to generalizing cases and linking findings to reviewed literature (Mvumbi & Ngumbi, 2015). The researcher hence drew up conclusions on the content of the data collected.

Findings, Discussions and Recommendations

How effectively the BOM utilize the guidelines for Teacher Recruitment

In the first study objective the study sought to find out how effectively the BOM utilized the guidelines for teacher recruitment. Respondents (BOM chairpersons) were asked to indicate their level of agreement with the following statements related to utilization of guidelines for teacher recruitment. The response were based on Likert scale, where; SA= Strongly Agree, A=Agree, U=undecided, D=Disagree, SD=Strongly Disagree. Table 3 below shows the responses:

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Table 3: BOM views on Utilization of Guidelines for Teacher Recruitment (n=10)

Statement	SA	A	U	D	SD
The BOM members have undergone relevant training/courses relating to school management.	0(0.0%)	2(20.0%)	1(10.0%)	5(50.0%)	2(20.0%)
The BOM members in the recruiting panel are aware of the human resource needs of their schools.	3(30.0%)	2(20.0%)	1(10.0%)	3(30.0%)	1(10.0%)
The BOM members are conversant with the qualities to look for in a candidate during recruitment.	2(20.0%)	1(10.0%)	0(0.0%)	2(20.0%)	5(50.0%)
The panel recruits teacher's based on academic and professional certificates	4(40.0%)	5(50.0%)	0(0.0%)	1(10.0%)	0(0.0%)
Length of stay since qualifying is mainly considered during recruitment of teachers by the board	4(40.0%)	3(30.0%)	1(10.0%)	1(10.0%)	1(10.0%)
The board mainly considers the length of teaching in current station under BOM	2(20.0%)	1(10.0%)	3(30.0%)	3(30.0%)	1(10.0%)

Source: Field Survey 2017

According to the study findings, majority of the respondents at 70% collectively refuted the statement that BOM members had undergone relevant training/courses relating to school management, while only 20.0% agreed. This response was also seconded by most of the principals at 80% collectively who also disagreed that BOM members on the interviewing panel had undergone relevant training for the exercise. See Table 4 below. This shows that most of the BOM members had no adequate management knowledge on how to run the school especially on matters pertaining to teacher recruitment. This response corroborates with the findings of Kivumba and Kanja (2010), who also found that some of the BOM members entrusted with management of the school may not be well conversant with management because in most cases, they were selected not based on their management expertise or experience but on their influence on the society because they were wealthy or they could influence the political wind. This could also be attributed to selection of board members, who were mostly retired but educated members of the communities. Although majority of the respondents at 50% collectively agreed that BOM members in the recruiting panels were aware of the human resource needs of their schools, significant number of the respondents at 40% refuted the statement, claiming that some of the

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BOM members had no idea about human resource management, since they were not well trained on the concept. This response was also supported by two thirds of the principals at 60% who also revealed that some of the BOM members on the panel could not interpret the instructions given for the recruitment exercise. See Table 4 below.

Majority of the respondents at 70% collectively also disagreed that BOM members were conversant with the qualities to look for in a candidate during recruitment hence may compromise the quality of recruitment process. However, almost all the respondents (90%) confirmed that the panel recruited teacher's based on their academic and professional certificates as directed by the TSC guidelines. Another 70% collectively also confirmed that length of stay since qualifying was mainly considered during recruitment of teachers by the board, with only 20% refuting the statement. Significant number of the respondents at 40% disagreed with the statement that the board mainly considers the length of teaching in current station under BOM terms as one of the criteria for teacher recruitment. Secondary school principals were also asked to indicate their level of response on how effectively guidelines for teacher recruitment were used by the recruitment panel. Table 4 below shows the response:

Table 4: Principals' views on utilization of the guidelines for Teacher Recruitment (n=10)

Statement	SA	A	U	D	SD
The BOM members on the interviewing panel have undergone relevant training for the exercise.	0(0.0%)	1(10.0%)	1(10.0%)	6(60.0%)	2(20.0%)
Some BOM members on the panel have vested interests making it difficult for the school to get qualified teachers.	3(30.0%)	4(40.0%)	1(10.0%)	1(10.0%)	1(10.0%)
Some of the BOM members on the panel cannot interpret the instructions given for the recruitment exercise.	4(40.0%)	2(20.0%)	1(10.0%)	1(10.0%)	2(20.0%)
Some of the BOM members are retirees from the community and wish to have applicants from the community picked upon.	3(30.0%)	3(30.0%)	1(10.0%)	1(10.0%)	2(20.0%)

Source: Field Survey 2017

The study also found that some BOM members on the panel could have vested interests and so making it difficult for the school to get qualified teachers, as shown by majority of the principals at 70% collectively. This could hence interfere with effective application of the TSC guidelines for teacher recruitment. The finding supports that of Makori and Ondere (2013) who also found that some of the BOM may want their own people regardless of their qualifications and competence. Kipsoi and Sang (2005) also support these statements when they observed that

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as one of the factors affecting the recruitment of teachers, there were issues of nepotism, corruption and negative influence among the BOM members. Another two thirds of the respondents at 60% collectively agreed that some of the BOM members were retirees from the community and would wish to have applicants from the community picked upon and this could also jeopardize effective utilization of the TSC recruitment guidelines. Dejaeghee et al, (2006) also reported that some of the BOM members during the recruitment process may tend to favor the applicants from their areas or locals.

The Appropriateness of the Guidelines on Teacher Recruitment

In the second study objective the study sought to examine the appropriateness of the guidelines on Teacher Recruitment. Respondents (BOM chairpersons) were asked to indicate their level of agreement with the following statements related to appropriateness of the guidelines on teacher recruitment. The response were based on Likert scale, where; SA= Strongly Agree, A=Agree, U=undecided, D=Disagree, SD=Strongly Disagree. Table 5 below, shows the response:

Table 5: Response from BOM chairpersons on appropriateness of the guidelines on teacher recruitment

Statement	SA	A	U	D	SD
To some extend members fail to follow the guidelines given by TSC during recruitment.	5(50.0%)	1(10.0%)	1(10.0%)	2(20.0%)	1(10.0%)
There's some external influence on the choice of teachers to be taken in some schools.	2(20.0%)	2(20.0%)	1(10.0%)	2(20.0%)	3(30.0%)
The guidelines given by TSC for recruitment are unfair	4(40.0%)	3(30.0%)	0(0.0%)	1(10.0%)	2(20.0%)

Source: Field Survey 2017

The study established that to some extend members failed to follow the guidelines given by TSC during recruitment, as confirmed by majority of the respondents at 60% collectively. Failing to adhere to TSC guidelines could be attributed to several factors among them, vested interest, corruption and inadequate knowledge on human resource management. Although half of the respondents at 50% disagreed that there could be some external influence on the choice of teachers to be taken in some schools, significant number at 40% collectively confirmed the statement and this could also pose a challenge on effective recruitment of qualified teachers. Majority of the respondents at 70% also confirmed that the guidelines given by TSC for recruitment were unfair and hence could not accommodate any variation of expectations or take care of unique cases. In the same vein, Ndetei et al, (2007) found that owing to ever dynamic expectation of education, sometimes the TSC framework and guidelines could not adequately address the needs of the society in terms of suitable teacher for recruitment. Mulkeen et al,

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(2007) also observed that recruitment is frequently neither systematic nor energetic and does not draw a sufficient number of potential teachers to the profession from the pool of trained secondary teachers. Secondary school principals were also probed on the appropriateness of the guidelines on Teacher Recruitment. Table 6 below, shows their responses:

Table 6: Principals’ responses on appropriateness of the guidelines on teacher recruitment

Statement	SA	A	U	D	SD
The TSC has failed to forecast teacher requirements leading to overproduction and/or underproduction by the universities and colleges.	6(60.0%)	2(20.0%)	1(10.0%)	0(0.0%)	1(10.0%)
The TSC does not put into consideration the needs of the school as presented by the principals in terms of subject combinations required.	3(30.0%)	3(30.0%)	1(10.0%)	2(20.0%)	1(10.0%)
The guidelines given by the TSC are a disadvantage to some teachers who have served faithfully in those schools on board	2(20.0%)	4(40.0%)	2(20.0%)	1(10.0%)	1(10.0%)

Source: Field Survey 2017

Majority of the respondents (principals) at 80% also confirmed the statement that the TSC had failed to forecast teacher requirements leading to overproduction and/or underproduction by the universities and colleges, with only 10% refuting the statement. This shows that TSC guidelines or requirements are not adequate to address the needs of the education sector. Similarly, Wamukuru (2016) observed that secondary school labor market was faced with the challenges of teacher shortages and surpluses, inadequate teacher distribution and inefficient teacher utilization. However, it was found that TSC does put into consideration the needs of the school as presented by the principals in terms of subject combinations required, as indicated by two thirds of the respondents who supported the statement. Another two thirds of the teachers at 60% also confirmed that the guidelines given by the TSC were disadvantageous to some teachers who had served faithfully in those schools on board, hence bringing out the inadequacy or inappropriateness of the TSC guidelines for teacher recruitment.

Summary of Study Findings

Teacher recruitment is one of the functions delegated to the county government by the Teachers Service Commission. The study’s objectives were: To explore how effectively the BOMs were utilizing the guidelines for teacher recruitment; and to assess the appropriateness of the guidelines on teacher recruitment.

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The first research objective was to find out how effectively the BOM utilized the guidelines for teacher recruitment. According to the study findings, majority of the respondents at 70% collectively refuted the statement that BOM members had undergone relevant training/courses relating to school management, while only 20.0% agreed. This response was also seconded by most of the principals at 80% collectively who also disagreed that BOM members on the interviewing panel had undergone relevant training for the exercise. This could also be attributed to selection of board members, who were mostly retired but educated members of the communities. Although majority of the respondents at 50% collectively agreed that BOM members in the recruiting panel were aware of the human resource needs of their schools, significant number of the respondents at 40% refuted the statement, claiming that some of the BOM members had no idea about human resource management, since they were not well trained on the concept. This response was also supported by two thirds of the principals at 60% who also revealed that some of the BOM members on the panel could not interpret the instructions given for the recruitment exercise. Majority of the respondents (principals) at 70% collectively also disagreed that BOM members were conversant with the qualities to look for in a candidate during recruitment hence may compromise the quality of recruitment process. However, almost all the respondents (90%) confirmed that the panel recruited teacher's based on their academic and professional certificates as directed by the TSC guidelines. Another 70% of the principals collectively also confirmed that the length of stay since qualifying was mainly considered during recruitment of teachers by the board, with only 20% refuting the statement. A significant number of the respondents at 40% of the principals disagreed with the statement that the board mainly considers the length of teaching in current station under BOM as one of the criteria for teacher recruitment. The study also found that some BOM members on the panel could have vested interests and so making it difficult for the school to get qualified teachers, as shown by majority of the principals at 70% collectively. Another two thirds of the respondents at 60% collectively agreed that some of the BOM members were retirees from the community and would wish to have applicants from the community picked upon and this could also jeopardize effective utilization of the TSC recruitment guidelines.

The second research objective of this study sought to investigate how appropriate were the guidelines provided by TSC in recruiting the qualified candidates. The study established that to some extent members failed to follow the guidelines given by TSC during recruitment, as confirmed by majority of the respondents at 60% collectively. Failing to adhere to TSC guidelines could be attributed to several factors among them, vested interest, corruption and inadequate human resource management knowledge. Although half of the respondents at 50% disagreed that there could be some external influence on the choice of teachers to be taken in some schools, significant number at 40% collectively confirmed the statement and this could also pose a challenge on effective recruitment of qualified teachers. Majority of the respondents at 70% also confirmed that the guidelines given by TSC for recruitment were strict and hence could not accommodate any variation of expectations or take care of unique cases. Majority of the respondents (principals) at 80% also confirmed the statement that the TSC had failed to forecast teacher requirements leading to overproduction and/or underproduction by the universities and

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colleges, with only 10% refuting the statement. This shows that TSC guidelines or requirements are not adequate to address the needs of the education sector. However, it was found that TSC does put into consideration the needs of the school as presented by the principals in terms of subject combinations required, as indicated by two thirds of the respondents who supported the statement. Another two thirds of the teachers at 60% also confirmed that the guidelines given by the TSC were disadvantageous to some teachers who had served faithfully in those schools on board, hence bringing out the inadequacy or inappropriateness of the TSC guidelines for teacher recruitment.

Conclusion

From the findings in the study, it is clearly brought out that there are a number of factors which affect the recruitment of secondary school teachers in Sabatia Sub-county. The major issues were the BOM members were not trained for the exercise and they had vested interests which led to failure to follow the guidelines provided by the TSC. It was also observed that the exercise was not adequately funded by TSC hence placing the burden on the individual schools. Principals from the recruiting schools are asked to pay a particular amount of money to those schools hosting the exercise of recruitment for meals to be provided. Perhaps this could be cheaper if the exercise was done in their own schools. Apart from this, the guidelines seem to disadvantage those who have worked in some schools on BOM terms. It was therefore concluded that recruitment of secondary school teachers in Sabatia Sub-county was not carried out effectively. This could result in getting candidates who don't qualify. This in turn will result in poor performance in the secondary schools.

Recommendations

- i) The Ministry of Education should design ways of training BOM members on human resource management and appropriate recruitment process. This will enhance effective recruitment exercise without compromising the qualities required by the TSC, because according to the study findings, effective recruitment based on TSC guidelines was not adhered to the latter because of inadequate knowledge and lack of training among the BOM.
- ii) The Teachers Service Commission should strengthen their recruitment guidelines to accommodate various needs of the society and education; it should be flexible and appropriate to respond to the dynamic nature of education sector or market in the society.
- iii) The government should consider allocating adequate funds to the schools especially the upcoming ones to help them carry out effective recruitment exercise.

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