

**FACTORS INFLUENCING BOARD OF MANAGERMENTS'
EFFECTIVENESS IN TEACHER RECRUITMENT IN
PUBLIC SECONDARY SCHOOLS IN MBOONI WEST
DISTRICT, KENYA**

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DECLARATION

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

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DEDICATION

This research work is dedicated with a lot of love, respect and appreciation to my wife ChalynKanini. It is also dedicated to our children Brian Muthiani and Catherine Ndanu for their patience and understanding during the period of my study.

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TABLE OF CONTENTS

Content	Page
Title page	i
Declaration	ii
Dedication	iii
Acknowledgement	iv
Table of content	v
List of tables	viii
List of figures	ix
Abbreviation and acronyms.....	x
Abstract	xi

CHAPTER ONE

INTRODUCTION

1.1	Background of the study.....	1
1.2	Statement of the problem	11
1.3	Purpose of the study	12
1.4	Objectives of the study	13
1.5	Research questions	13
1.6	Significance of the study.....	14
1.7	Limitations of the study.....	14
1.8	Delimitations of the study.....	15
1.9	Basic assumptions of the study	15
1.10	Definition of significant terms.....	15
1.11	Organization of the study.....	17

CHAPTER TWO

LITERATURE REVIEW

2.1	Introduction	19
2.2	Personnel management	19
2.3	Legal aspects in recruitment	21

2.4	Decentralization of teacher recruitment	23
2.5	Preparation of BOM members by the principal.....	24
2.6	Political interference	25
2.7	Level of education and training	26
2.8	Summary of literature review	27
2.9	Theoretical framework.....	28
2.10	Conceptual framework.....	29

CHAPTER THREE

RESEARCH METHODOLOGY

3.1	Introduction	31
3.2	Research design	31
3.3	Targetpopulation	31
3.4	Sample size and sampling techniques.....	32
3.5	Research Instruments	33
3.6	Instrument validity	33
3.7	Reliability of the instruments	34
3.8	Data collection procedures.....	34
3.9	Data analysis techniques.....	35

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1	Introduction	36
4.2	Response rate	36
4.3	Demographic information	37
4.3.1	Gender distribution of the respondents.....	37
4.3.2	Age distribution of the respondents	38
4.3.3	Teaching experience	39
4.4	BOM Effectiveness in teacher recruitment.....	39
4.5	Effectiveness of BOM during the interview exercise.....	41
4.6	Preparation of BOM members by their secretaries on the recruitment process.....	47

4.7	Influence of exposure to management training of BOM members on their performance in teacher recruitment	48
4.8	Influence of BOM members level of education on their effectiveness in teacher recruitment.....	49
4.9	Influence of political and religious authorities on BOM members effectiveness in teacher recruitment.....	50
4.10	The influence of District Education Officer’s administrative guidance on BOM members performance in teacher recruitment..	51

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1	Introduction	53
5.2	Summary of the study	53
5.3	The findings of the study	54
5.4	Conclusions	55
5.5	Recommendations	56

REFERENCES	56
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APPENDICES

Appendix I	Letter of introduction to respondents	60
Appendix II	Questionnaire for teachers.....	61
Appendix III	Questionnaire for head teachers.....	68
Appendix IV	Questionnaire for BOM members –educationists.....	75
Appendix V	Authorization letter.....	82
Appendix VI	Research permit	83

LIST OF TABLES

Table		Page No.
Table 1.1:	Growth of students enrolment and teaching force in secondary schools Kenya between 2007 and 2010.....	5
Table 1.2	Summary of participation projections	7
Table 1.3	Vacancies for teaching post in public secondary school.....	9
Table 1.4	Teaching posts in secondary school declared vacant	10
Table 4.1	Respondents opinion during the interview.....	42
<u>Table 4.2</u>	<u>Assessing the board during interview exercise.....</u>	<u>44</u>

LIST OF FIGURES

Figure	Page No.
Figure 2.10 Conceptual framework.....	29
Figure 4.1: Gender distribution of the respondents.....	37
Figure 4.2: Age distribution of respondents.....	38
Figure 4.3: Teaching experience.....	39
Figure 4.4 How posts are advertised.....	40
Figure 4.5 Preparation of the BOM Members by their secretaries.....	48
Figure 4.6 Exposure to management training of BOM members.....	49
Figure 4.7 BOM members level of education	50
Figure 4.8 Influence of Political and religious authorities on teacher Recruitment.....	51
Figure 4.9 Guidance by DEO's officers on teacher recruitment.....	52

ABBREVIATIONS AND ACRONYMS

BOM	-	Board of Managements
D.E.O	-	District Education Officer
D.E.B	-	District Education Board
N.C.S.T	-	National Council for Science and Technology
NACOSTI	-	National Council of Science, Technology and Innovation (NACOSTI)
STEPS	-	Strengthening Primary and Secondary Education
TSC	-	Teachers Service Commission
TSAT	-	Teachers Service Appeal Tribunal

ABSTRACT

The purpose of this study was to determine the factors influencing Board of Managements performance in Teacher recruitment in public secondary schools in Mbooni West District, Kenya. The objectives of the study were: To determine the extent to which BOM members preparation by their secretary on the recruitment process, their exposure to management training, their level of education, political and religious authorities and the DEO's administrative guidance to BOM members' influence their performance in teacher recruitment in Mbooni West District. The study employed descriptive survey. The target population for the study consisted of teachers recruited by selection panels, head teachers and BOM members appearing as educationists, who have participate in teacher recruitment exercise in the 39 public secondary schools in Mbooni West District under the time of this research. These were 73 newly recruited teachers, 39 head teachers and 39 BOM members- educationists. The population for the study was 151 respondents. The study targeted 13 public secondary schools and 13 principals were targeted. According to Mugenda & Mugenda a sample size of 30% is considered to be sufficient. A sample of teachers 217 and 217 BOM members were taken according to Krejcie and Morgan table. To select the BOM members purposive sampling was used to make sure that the BOM chairmen are selected and sampled. Research instrument used in this study was questionnaires. The questionnaires were both open ended and closed ended questionnaires. 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. This is deemed to be easy in interpretation and is 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. The study evaluated the effectiveness of BOM's in teacher recruitment. The study sought to determine how teachers learn of the existing teaching post. From the study findings majority indicated that they learned about the existing teaching post through newspaper advertisement. This implies that BOM finds newspaper as an effective media channel to advertise teaching posts which may be due to its reliability in terms of advertisement content durability and therefore able to reach many during advertisement period.

On further interview on how they applied for the vacant posts majority indicated that they sent a letter of application with CV, quite a number also turned up in person to school with few indicating that they sent a filled in application form. Further majority of the respondents indicated that they were invited to attend the selection interview through telephone call and letter of invitation with only few indicating that they were invited for interview through word of mouth and school notice board. On further interview majority indicated that they were invited for interview for 5-9 days with few indicating that they were invited for interview the same day the interview was being conducted and that there was a panel of interviewees during the day of the

interview. The study further sought to determine the effectiveness of BOM during the interview exercise basing on certain statements. From the study findings majority agreed that the panel accorded candidates warm reception during interview, majority also agreed that the panel was courteous to candidates and that they created a relaxed atmosphere as indicated by majority. Further the findings indicated that majority agreed that the panel had good questioning skills and appeared adequately prepared as indicated by majority. Further the study also revealed that the panel did not embarrass candidates as indicated by majority of the respondents. This implies that BOM always has good preparation and confirms with interview requirements during the exercise. Further the study also assessed boards during the interview exercise basing on certain statements. The study findings indicated that majority agreed that the board is competent in recruitment majority also agreed that members asked questions in their area of specialization only, there was uniform award of marks as indicated, also agreed that only interview outcome determined successful candidate, that academic qualification was a valuable asset, majority further disagreed that giving something is necessary for short listing. On further interview head teachers indicated that the preparations they made before the interview were inviting the panel members and going through the set marking scheme and that during the interview their work was to ensure that the laid down procedures are followed and they also participate in an interview exercise by asking questions. Further they indicated that they experiences challenges such as lateness of those to be interviewed and that many candidates turned up for the interview. This implies that the board is not biased during interview exercise and therefore well organized in carrying out the exercise. The study recommends that academic qualification should be put in to consideration in choosing BOM members for the interview panel to enhance competent in recruitment. The study further recommends that advertisement of the vacancy posts ant the entire recruitment process should be open and transparent and also be conducted in professional manner so that the best candidate among the applicants can be chosen. The study further recommends that the board should strictly follow the TSC recruitment guidelines so that no biases on complaints arises from the recruitment process. The researcher recommends that studies on Factors Influencing Board of Managements Performance in Teacher Recruitment in Public Secondary Schools should be done in other districts of Kenya in order to generalize the results.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

According to Erasmus (2005), recruitment can be defined as “those activities in human resource management which are undertaken in order to attract sufficient job candidates who have the necessary potential, competencies and traits to fill job needs and to assist the public service institution in achieving its objectives”. On the other hand Cloete (1997) defines recruitment as about making sure that qualified people are available to meet the employment needs of government. Ineffective recruitment precludes any chance for effective candidate selection because when recruitment falls short, selection must proceed with a pool of poorly qualified candidates. The task of recruitment is to generate a sufficient pool of applicants to ensure that there are people available with the necessary skills and requirements to fill positions as they arise.

Recruitment is a process of attracting potential job applicants from the available force (Cherrington, 1995). Recruitment can also be defined as the process of exhausting all the sources for finding prospective employees. It is the process of finding suitable employees and stimulating them to apply for jobs in the institution. Its objective is to increase the selection ratio that is the number of applications per job opening. While Invancevich (1992) defines “recruitment” as “that set of activities an organization uses to attract job

candidates who have the abilities and attitudes needed to help the organization achieve its objectives". Therefore recruitment can be defined as a process of attracting the best candidates that fit the job requirements.

The basis of the teaching and learning process at any stage of formal education lies on the national goals of a nation for effective learning to take place. There must be provision of qualified teachers. Availability of these qualified teachers largely depends on the qualities and abilities of those who manage the recruitment process and thereafter retain them in the teaching service(Teachers Service Commission, 2002).

In United States of America teacher recruitment began when USA employment brought two batches of teachers to Texas to demonstrate the quality of the program and demystify the idea of international teacher recruitment. By offering schools multiple options to interview teachers, USA Employment has successfully placed teachers nationwide. School district representatives have travelled overseas to recruit in person.

In the United Kingdom to make sure recruitment process is fair and transparent, they ask all candidates to complete an application form. Curriculum vitae or resumes are only expected as expressions of interest. As soon as possible after the closing date for applications, a shortlist is drawn up. They will contact candidates who are not shortlisted individually. If one has not heard from the recruitment agency within six weeks of a deadline, one assumes application was unsuccessful (Cole, 2000)

In China a recruitment process known as Teach Away has been established which believes that any international teaching experience should actually start with a comprehensive screening of potential schools, ministries of education, and international institutions.

In Uganda, the government's financial constraints have prevented qualified teachers from being recruited into teaching. As a result, "the stock of trained teachers in the market is very substantial since most of the last five years' output has not been recruited and may number more than 20,000" (Lewin, 2002).

In Zambia, the education ministry noted a shortage of teachers of mathematics, science and English (Ministry of Education, Zambia, 1996). A serious problem with lack of teachers in certain disciplines, including mathematics and science has also been observed in Francophone African countries, and has sometimes resulted in subjects not being taught or being taught by non-subject specialists (Caillods, 2001).

Once Kenya became independent, the Teachers' Service Commission (TSC) was established by an Act of parliament, Cap 212 in 1967 and revised in 1968. Okumbe (2008) states that "after the establishment of the TSC, a lot of restructuring, reorganization and formalization of the employment and management of teachers in Kenya took place quite rapidly so as to fill the void which had been created by the varied missionary groups which employed teachers at the time" According to Okumbe (2008) in 1968 the TSC and

Kenya National Union of Teachers (KNUT) signed a collective recognition agreement which detailed the negotiation procedures to be followed between the employer and the union (K.N.U.T). This followed the establishment of the Teachers Service Appeal Tribunal (T.S.A.T) and the Teachers Service Remuneration Committee (TSRC). Okumbe (2008) states that "in 1970 TSC started registering teachers in public schools and colleges" Since then the TSC has been charged with the responsibility of teacher management in primary, secondary and tertiary public institutions below public universities.

According to the TSC (2009), functions of the commission include registration, recruitment, deployment, remuneration, maintenance of standards of education and discipline of teachers in the above mentioned institutions. Okumbe (2008) states that "the establishment of the T.S.C. not only centralized and brought about equity and efficiency in the management of teachers in public schools and colleges in Kenya, but it also brought some appreciable planning in the growth of hiring of teachers."

After independence there was tremendous growth in pupil enrolment in both primary and secondary schools which brought about great challenges on teacher recruitment (Republic of Kenya 2004). In 1997, the government was reluctant on the employment of teachers in the public schools due to economic decline Kenya was experiencing at the time. This brought about a general decrease of the total number of teachers in public schools and colleges largely due to natural attrition. The growth in students enrolment was very high

between the year 2007 to 2010 as compared to the number of teachers recruited. This as shown in table 1.1.

Table 1.1: Growth of students enrolment and teaching force in secondary schools in Kenya between 2007 and 2010

Year	2007	2008	2009	2010
Students	758,967	797,510	819,227	862,907
Teachers	40,090	44,855	45,901	46,446

Table 1 Source: Republic of Kenya – Economic Survey (2011)

From table 1.1 it can be noted that the students enrolment in public secondary schools increased by more than hundred thousand while the teaching force increased by about six thousand. This implies that there is need for recruitment of more teachers to merge the increased students enrolment.

At the turn of this millennium when the government lifted the ban on the employment of teachers, TSC operational manual (2009) states in part "TSC headquarters developed a manual hand book entitled Operational Manual on Teacher Management for use by its various agents to understand the commission's redefined role on policy formulation and regulation of teacher management activities nationally." Based on this manual an academic sub committee is constituted in every public secondary school to facilitate the recruitment process with well detailed guidelines for selection panels. Despite

these guidelines there have been reports of BOM facing a number of challenges in the process of teacher recruitment in public secondary schools each year. For the last three years BOMs have been recruiting teachers, there has been complaints that some BOMs are facing various challenges. (GOK Report, 2005) The concern here is should their challenges be viewed as failing problems that are going to heal with time? Further what will be the effects of these challenges in the education sector? How can the BOM continue recruiting teachers at the same time not being able to deliver quality services as required by legal documents governing the process? Is there a better alternative?

From the time of advertisement when TSC declared vacancies for teaching posts in public secondary schools through the media BOMs face a number of challenges and some concerns arise. How for example do potential applicants get to know of the advertisement given that some parts of Kenya are inaccessible? Once the applications are submitted to BOM secretaries who have been supervising the head teachers during the short listing exercise? Has there been vested interest?

Table 1.2 Summary of participation projections in secondary school education in Mbooni West district for the period 2013-2017

Project	Year	Year	Year
Secondary school education	2013 present situation	2015 midterm	2017 end of plan period
Pupil enrolment rates	24.6%	30%	40%
Drop out rates	3.65%	2.1%	0.5%
District literacy level	83%	86%	90%
Teacher/pupil ratio	1:16	1:16	1:16

As inferred from table 1.4 if the projection over the planned period is to be achieved with increased pupil enrolment and constant teacher/pupil ratio, it is evident that there will be continuous recruitment of teachers to maintain the teacher/pupil ratio.

The government, with financial support from the World Bank under the Strengthening of Primary and Secondary Education (STEPS) project, made a proposal to decentralize some of the TSC's functions (Okumbe, 2008). The earmarked functions for decentralization to the district level were salary payment, recruitment, discipline and promotion of teachers. The key objective of this decentralization according to the TSC circular (August 12, 2002) was to:- Ensure that school/ local communities had the opportunity to manage their local education resources and contribute significantly in the employment of teachers; ensure that the high turn over of teachers was contained in those areas that suffered perennial staff shortage.

Following the devolution of teacher recruitment to BOM, now the Boards constitute a vital human resource in public secondary schools management than before. Since education is in high demand leading to increased growth in student enrolment in public secondary schools as demonstrated in table 1, it remains a challenge to the BOM to overcome the challenges the teacher recruitment process poses to recruit teachers who will match with the increasing demand.

Mbooni West District is one of the districts in Makueni County. It borders Mbooni East District to the East Makueni and Kilungu Districts to the south and Kilungu Districts to the south and south west respectively and Machakos to the west and north, the district covers all areas of 17,128.3km² and is composed of divisions namely Mbooni, Utangwa, Kalawani and Itetani. In Mbooni West district there are thirty nine public secondary schools 6 girls 4 boys and 29 mixed with a teaching force of 517 teachers of which 364 were male and 153 female. The pupil population was 9459 whereby 4660 were girls and 4799 were boys as at February 2011. (Source DEO'S records Mbooni West District) There has been understaffing of teachers particularly in Languages, Mathematics and Sciences.

Table 1.3 Vacancies for teaching posts in secondary school declared vacant by TSC in Mbooni West District indicating understaffed areas.

Year	2008		2009		2010		Total
Subject	No	of	No	of	No	of	
	vacancies		vacancies		vaccines		
English	18		5		6		29
Kiswahili			-		4		4
Mathematics			6		-		6
Biology			6		3		9
Physics			3		4		7
Chemistry					4		4
History					1		1
Geography					3		3
C.R.E					2		2
Agriculture					3		3
Business studies					5		5
Total	18		20		35		73
Source	East African		East African		Daily nation		
	standard May		standard July		July		
	2, 2008 p.12		2,2009 p.18		31, 2010 p.49		

From table 1.2 the number of teaching vacancies in Mbooni West district was 18 in 2008 and increased to 35 in 2010. This shows that the teaching vacancies were increasing year after year and therefore the BOMs were required to recruit teachers to fill this vacancies.

There has been many teaching vacancies in public secondary schools in Makueni County since the year 2008 to 2010. This is as shown in table 1.3.

Table 1.4 Vacancies for teaching posts in public secondary schools declared vacant by TSC in Makueni County in years between 2008 and 2010.

Year	2008	2009	2010	
District	No of vacancies	No of vacancies	No of vacancies	Total
Mbooni west	18	20	35	73
Mbooni east	17	25	26	68
Makueni	13	24	25	21
Kilungu	2	10	9	17
Kathonzweni	2	8	7	61
Kibwezi	1	6	8	15
Mukaa	-	-	9	9
Total	53	93	119	265
Source	East African standard May 2,2008 p.12	East African standard July 29,2009 p.18	Daily nation July 31,2010 p.49	

From table 1.3 it can be noted that Mbooni West had the highest number of teaching vacancies as compared to the other district of Makueni County. This implies that the BOMs of Mbooni West District had to recruit more teachers than the other BOMs in the other districts of Makueni County

As a result of the introduction of the new recruitment process in the country there has been complaints of poor performance by recruiting panels. This study focused on factors influencing Board of Managements' effectiveness in

teacher recruitment in public schools in Mbooni West District. It casts doubts on quality of management capabilities, training levels and performance of BOMs in recruiting teachers as TSC agents. Additionally the study casts doubts on the effectiveness of BOMs, the majority of them lack adequate supervisory competencies to utilize information for the purpose. These challenges lead to poor performance in Kenya certificate of secondary education (KCSE). Poor performance in examination leads to wastage of resources invested in education. Although all secondary schools in Kenya comply with government requirement of putting up recruitment panels, there is evidence of ineffectiveness due to poor preparation of BOM members, lack of recruitment skills, low levels of education of some BOM members, political and religious interference and interference by DEOs administration.

1.2 Statement of the problem

In the past recruitment and promotion of teachers was handled by the technocrats at the Ministry of Education, Science and Technology and TSC. (MOE Report, 2006). However, after decentralization of teacher management, in public secondary schools the function of recruitment of teachers has now been delegated to BOM. Such delegation is within the law according to TSC Act Cap 212 (1968) of the Laws of Kenya Section 4 (1) (b) which in part states that "it shall be the duty of the commission to establish and maintain a teaching service adequate to the needs of public schools in Kenya and for that purpose the commission shall have powers to delegate to any person or body, with the consent of the Minister and subject to such conditions as he may

impose, any of its powers under paragraph (a) of this subsection." (MOE Report, 2006).

Mbooni West was among districts with the highest number of teaching posts declared vacant by TSC in Makueni County in 2012. It was against this background that the study intended to examine the capacity of BOMs to smoothly handle the recruitment of teachers in public secondary schools in Mbooni West District. According to the Public Officer Ethics Act 2010 (May 2010) section 22 (a) public officers shall practice and promote the principle that public officers should be "selected on the basis of integrity competence and suitability". Section 12 (c) of the same act states that "A public officer shall use his best effort to avoid being in a position which her/his personal interest conflict with his/her official duties "this study therefore sought to fill the gap that exists during the recruitment process and establish guidelines that may make BOMs continue with the recruitment process of teachers with ability so as to maintain public confidence in the integrity of teaching profession.

1.3 Purpose of the study

The purpose of this study was to determine the factors influencing BOMs performance in Teacher recruitment in public secondary schools in Mbooni West District, Kenya.

1.4 Objectives of the study

The main objectives of this study were as follows:

- i) To determine the extent to which Board of Managements members preparation by their secretary on the recruitment process influences their performance in teacher recruitment in Mbooni West District.
- ii) To determine the influence of exposure to management training of Board of Managements members' on their performance in teacher recruitment in Mbooni West District.
- iii) To establish the extent to which Board of Managements members level of education influences their performance in teacher recruitment Mbooni West District.
- iv) To determine the extent to which political and religious authorities influence teacher recruitment process by Board of Managements members in Mbooni West District.
- v) To examine the influence of District Education Officer's administrative guidance on Board of Managements members' performance in teacher recruitment Mbooni West District.

1.5 Research questions

- i) How does briefing of Board of Managements members by their secretary on the recruitment process influence their performance in teacher recruitment in Mbooni West District?

- ii) What is the influence of exposure to management training of Board of Managements members on their performance in teacher recruitment in Mbooni West District?
- iii) How does the level of education of Board of Managements members influence teacher recruitment process in Mbooni West District?
- iv) How does political and religious authorities influence teacher recruitment process by Board of Managements members Mbooni West District?
- v) What is the influence of District Education Officer's administrative guidance on Board of Managements members' performance in teacher recruitment in Mbooni West District?

1.6 Significance of the study

The research content may form a back bone or a benchmark for;-Policy makers as a reference on the functions of BOMs on the teachers' recruitment process; Supporting related research by other researchers in future; Creating public confidence and awareness of the exposed challenges; Guiding future selection panels to follow the selection guidelines to the letter and Creating trust in the selection panels by the potential candidates; hence improvement of teacher recruitment process.

1.7 Limitation of the study

A number of limitations were expected during the study. Some respondents may fail to be free because of perceiving the exercise as a government spying

tactic which may make them to give responses that shall make them feel unsafe. According to the Davy Koech report (2009) there has been inadequate research done in the area of challenges facing BOMs in the recruitment process of teachers in public secondary schools in Kenya.

1.8 Delimitations of the study

This study only confined itself to Mbooni West District in Makueni County. The study focused on the recruitment process from year 2008 to 2010 only as shown in Tables 2 and 3. Only the head teachers, subject heads, BOM members and successful candidates who participated in the exercise were involved in the research. The study targeted 13 public secondary schools and 13 principals, 217 teachers and 217 BOM members.

1.9 Basic assumptions of the study

The study was guided by the following assumptions of this study :

- a) that the respondents gave accurate responses to the questionnaires;
- b) all BOMs made similar arrangement and have same perception regarding the teacher recruitment exercise and
- c) all teaching posts declared vacant were filled after each advertisement.

1.10 Definition of significant terms

In this study the following terms were used as defined

Board of Managements refers to a legally mandated body appointed by the Minister for Education and charged with responsibility of managing secondary schools resources and funds as per the Basic Education Act (2010) and previous Education Act Cap. 211 (1980).

BOM challenges-refer to the inabilities of the BOM in discharging duty as required.

BOM's performance refers to execution of their roles and duties of the BOMs members during the recruitment exercise.

Constituency Development Fund refers to an established fund by a parliamentary Act, 2003 to devolve funds to the local levels.

Community involvement refers to grass root stakeholders like students, parents and local community leaders with interest in teacher recruitment in one way or the other.

Decentralization- refers to the transfer of the devolution of the **TSC** functions to PDE, county directors of education ministry of education officials, DEOs and BOMs

DEO's Administrative guidance refers to policy guidance by officers from the DEOs office.

Exposure to management training refers to training of BOM members on school management.

Head of subject- refers to a teacher who is in charge of a given subject in a school.

Head teacher/principal -refers to a teacher appointed as the administrative head of a secondary school.

Influence refers to the power to change or effect change in a person or institution, the power to determine needs to recruit teachers in a school.

Potential candidates- refer to a candidate with the desired recruitment.

Political authorities refers to politicians such as members of parliament and county representatives.

Political interests refers to vested interests politician may have on recruitment of teachers.

Preparation by BOM secretary refers to briefing of the members of the BOM secretary on the recruitment process before the recruitment.

Recruitment of teachers- refers to the process of making potential candidates apply for a teaching job.

Religious authorities refers to religious organizations like churches and mosques.

Selection guidelines-refers to the advice given to identify the most suitable applicants and persuade them to join the employing organization (**TSC**)

Selection panel- refers to a team entrusted with the task of identifying the most suitable applicants for teaching posts.

1.11 Organization of the study

This study is organized into five chapters

Chapter one which has discussed the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions which were the guide to the study, significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study and definition

of significant terms. Chapter two which discusses literature review, personnel management, legal aspect in teacher recruitment, decentralization of teacher recruitment, composition of selection panel, evidence of reported malpractices, theoretical framework and conceptual framework. Chapter three discusses research design, target population, sample size and sampling procedures, instrument and instrument validity, reliability of the instrument, data collection procedure and data analysis. Chapter four, the researcher deals with data analysis, data presentation and discussions while chapter five focuses on summary of the findings, implementation, conclusions and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed literature related to factors influencing board of governors' performance in teacher recruitment in public secondary schools.

The literature review focuses on theories and studies of recruitment of teachers. It also covers the concept of personnel management, legal aspects on teacher recruitment, composition of selection panels, theoretical framework and conceptual framework.

2.2 Personnel Management

Human resource management in educational management is the process by which educational managers identify, develop and effectively release the maximum potentials of employees for the benefit of both the organization and individual workers. The teachers are probably the most important resource that any country can have since an efficient human capital development depends on the quality and effectiveness of teachers.

Okumbe (2008) further views personnel management as the process of attracting, retaining and developing the personnel necessary for an organization to meet its stated goals or effectiveness. Personnel managers therefore should be conversant with the management theory practices. The main objectives of this theory are:-

Attracting the kind of human resource required by the organization;
Developing the human resource ; Motivating the human resource; Retaining the human resource;
Ensuring that the organizational climate enhances employees mutual relationship and cooperative efforts; Ascertaining that organizational and individual objectives are met effectively.

According to TSC Operational Manual (2009), "in Kenya, a centralized system of teacher management was perceived to be suitable in order to ensure that there was a fair and equitable distribution of teachers countrywide, Teachers Service Commission (TSC) was then established by an Act of Parliament, TSC Act Cap 212 in 1967". TSC is entrusted with the mandate of teacher management in all public primary, secondary and college institutions TSC (2009). The functions of TSC include the registration, recruitment, deployment, remuneration, maintenance of standards of education and discipline of all teachers in the above institutions established under the Ministry of Education, Science and Technology. The TSC has appointed agencies to help execute its functions at various levels. The BOMs are the agents in public secondary school in accordance to Education Act Cap 211, of Laws of Kenya Section 6 (b) which state that "every maintained or assisted school other than a primary school maintained by a local authority shall be managed by a Board of Governors (BOM) or as the Minister may otherwise direct, in accordance with this Act and any regulation made under this Act. Therefore, the BOM members are expected be familiar with management

process whose general functions including planning, organizing, coordinating, staffing and directing, controlling and evaluating.

2.3 Legal aspect on teacher recruitment

Teachers Service Commission was established by an Act of Parliament, TSC Act Cap 212 in 1967 and revised in 1968, Okumbe (2008) says "the purpose of establishing TSC was to create one employer for all teachers in Kenya". One function of TSC among others according to TSC Act Cap 212, Section 4(1) (a) was to recruit and employ registered teachers, to assign teachers employed by the Commission for service in any public school, to promote or transfer any such teacher, to terminate the employment of any such teacher and to exercise the powers conferred on the Commission by the Code of Regulations for Teachers (CORFT) published under Section 6 of TSC Act.

The BOMs are empowered legally to recruit teachers according to both Education Act Cap 211 and TSC Act Cap 212. According to the TSC Act Section 4(1) (b) the Commission shall have the power "to delegate to any person or body with the consent of the Minister and subject to such conditions as he may impose, any of its power under paragraph (a) of this subsection." On the management of secondary schools, Education Act (Cap 211) Section 6(b) states that "every maintained or assisted school other than a primary school maintained by a local authority shall be managed by a Board of Governors (BOM) or as the minister may otherwise direct, in accordance with this Act and any regulation made under this Act.

From these sections of the Laws of Kenya, it is clear that BOMs are legal entities, constitutionally empowered to recruit teachers when required to do so.

The Public Officer Ethics Act 2010 provides further guidelines in respect to the selection of public officers, Section 22 (a) 'A public officer shall practice and promote the principle that public officers should be selected on the basis of integrity, competence and suitability.

According to TSC Operational Manual on Teacher Recruitment (2009) the functions of the BOMs include: Preparing annual budget of the school, receiving fees, grants, donations and other revenues; Incurring expenditures on the various activities of the school in accordance with the approved school budget; Ensuring that discipline is maintained among students, support staff and teaching staff; Recruiting and hiring of the school employees including teachers on behalf of TSC; Conducting interviews for teacher's recruitment and forwarding their names to the Teachers Service Commission for approval; Determining the amount of fees, levies and other charges; Paying salaries for employees, other than teachers employed by TSC.

The functions of the BOM are implemented / earned out by the BOM Secretary.

2.4 Decentralization of teacher recruitment

Decentralization of teachers recruitment process to district and even to school levels is a universal trend, and not a preserve of the education system in Kenya. Okumbe (2008) states that due to tremendous growth in the teaching force, TSC's centralized and bureaucratic structure was plagued with a number of problems which included delays in processing teacher recruitment documents, delayed payment of teachers salaries, in efficient promotion procedures, delays in handling teachers disciplinary cases and inefficiencies in teachers' transfers.

According to Okumbe (2008) "in year 2007, the government, with financial support from the World Bank under the Strengthening of Primary and Secondary Education (STEPS) project made a proposal to decentralize some of the functions of the TSC". The East African Standard (May 5, 2008) says "the reforms' involving the decentralization of some aspects of teacher management was to ensure that schools and local communities contributed significantly in the employment and management of teachers". Okumbe (2008) says "the functions earmarked for decentralization to the district and school level were; salary payment, recruitment, discipline and promotion of teachers. Decentralization of recruitment of teachers was to ensure that the high turnover of teachers in areas with perennial shortage of teacher was contained. Decentralization on teacher recruitment was implemented for the first time in the year 2007 when according to the East African Standard (May 5, 2008), the TSC broke tradition and advertised for 35 (thirty-five) teaching

positions in secondary schools." The posts fell vacant after some teachers were offered teaching jobs in Seychelles. After trial/experiment, the Commission has tried with big numbers. The Commission advertised:- 1109 teaching vacancies for English teachers in 2008, 2134 teaching vacancies in 2009, 2350 teaching vacancies in 2010, 5403 teaching vacancies in post primary institution.

The BOM declares the vacancy (ies) existing in their school based on the Curriculum Based Establishment (CBE) and sends copies to TSC and DEB. When time of recruitment is due, TSC declares the existing vacancies for teaching posts in specific schools with specific instructions. BOM receives and records applications of interested applicants and shortlists as per the guidelines. Operational Manual (2009) states that "shortlisted candidates should be invited formally at least 14 days prior to the interview date and time specified as well as the venue. Copies should be send to DEB".

2.5 Preparation of BOM members by the secretary

From TSC Circular (August 7, 2012) a selection panel should consist of the following members:- Chairman, Board of Governors-Chairman; Head teacher
- Secretary;
Deputy Head teacher-Member; Subject teacher (preferably head of subject)-
member;

A minimum of three (3) other of the Board, one whom should be an Educationist - member; Education Officer in relevant area/subject inspector in the DEO's office - member. The selection panel verifies original academic and professional certificates to ensure their authenticity with the head of the institution certifying the photocopies. Applicants earn marks commensurate to their academic and professional achievements. They are tested on general objectives of teaching, methodology, professional documents and experience.

2.6 Political and religious interference

Public outcry of malpractice on recruitment of teachers is widely reported in print media. Kenya Times (August 31, 2009) warns that "TSC should take back the functions of hiring teachers. The delegation of this function to DEB or BOM is full of malpractices." Unsuccessful applicants according to this paper alleged that "the interviews were very subjective, unfair, discriminatory and corrupted. The complaints cited open bias and even intimidation of unwanted candidates. The TSC should get rid of this nightmare it has subjected teachers to. Officers in-charge of recruitment are biased, propagate clannism and tribalism.

Daily Nation (September 3, 2012) A letter to editor advises the government as follows:-

"The government should consider changing the current decentralized system of recruiting teachers. It has the following short-comings:

Has a wide base of unfairness, for example, recently graduated candidates (2007) have been offered jobs while those who graduated in 1998 are denied the chance; Secondary schools come up with their own subject combination. This information is not made public hence candidates fail to apply where suitable and apply where unsuitable; It fails to fill positions due to lack of coordination, for example last year some vacancies were not filled, yet suitable candidates were there; It requires one with experiences yet society has not offered a chance for the trained teachers to acquire this and it is expensive to the candidate since they have to travel to several schools to drop application and wait for interview.

2.7 Level of education and training

It seems that although a lot of research has been done in education, with quite a number of studies focusing on the role and administrative problems facing BOMs, the area of preparation or training of the BOMs is rather an impoverished one. However, the importance of training administrators cannot be over emphasized be it in industry, public service or in educational institutions, as their (administrators) quality to a large extent determines an organizations failure or success.

The Report of the Commission of Inquiry: Public Service Structure and remuneration Commission (the Ndegwa Commission, 1970) concluded that training was a necessary component of any effort aimed at raising the efficiency and productivity of public service. The same can be said of BOMs.

The lack of training adversely affects management of educational institutions and maintenance of quality and high standards of education. David and Ellison (1992:14) in the Journal of Commonwealth Council of Educational Administration (CCEA) noted the following: “In industry, staff at all levels would undertake training on how to deal with clients on face to face basis on telephone but in education, the staff are usually left to learn by trial and error. The implication from the above quotation is that there is need for training education administrators. It seems at the moment, they are running educational institutions on trial and error basis.

2.8 Summary of literature review

The literature review underscored the role of BOMs in teacher recruitment. It outlined the factors influencing BOM members’ performance in teacher recruitment. It discussed issues of personnel management, legal aspects on teacher recruitment, decentralization of teacher recruitment and DEOs’ administration, preparation of BOM members by the secretary and political and religious interference in teacher recruitment. It came out clearly that the effectiveness of BOM performance on teacher recruitment depended on how well they are prepared for the recruitment exercise by their secretaries, their level of education and training, conducive political and religious environment and minimum interference from the DEOs interference.

2.9 Theoretical framework

A theoretical framework is a collection of interrelated ideas based on theories that attempt to explain and clarify specific phenomena (Kombo, 2006).

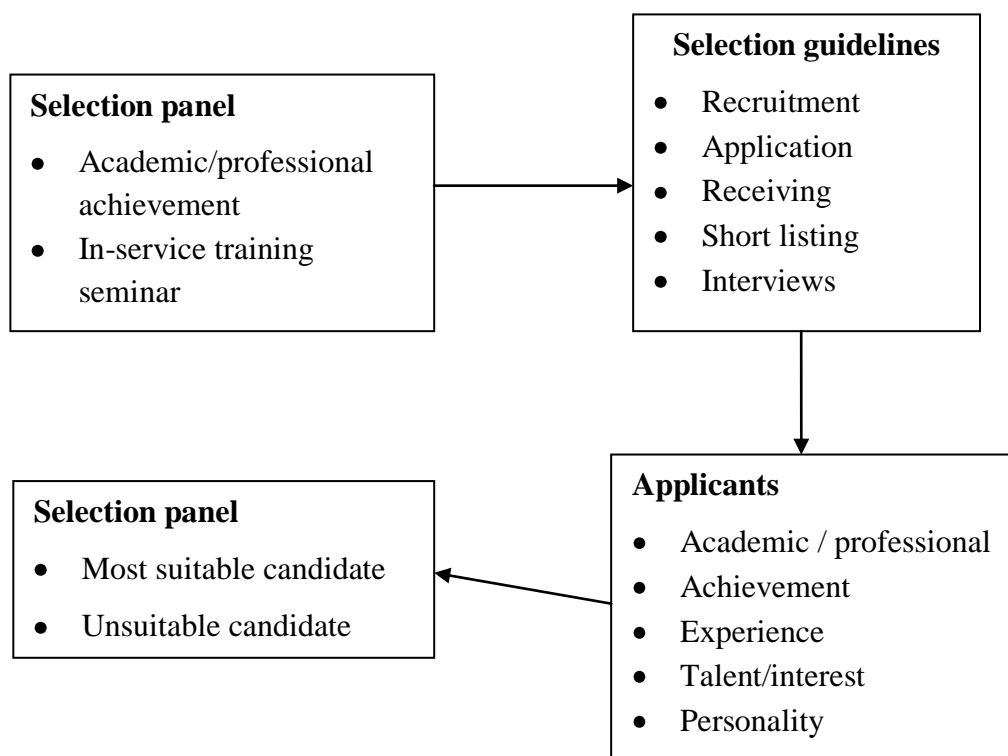
The researcher applied personnel specification theory by Alec Rogers (1950). It emphasizes that educational managers involved in the recruitment and selection of workers, school specify the minimum acceptable qualifications that the candidates for a given job must possess so as to perform the job successfully. It defines in details the academic and professional qualifications, personality requirements and interpersonal skills which are required for a job holder.

The proponent devised a seven point model personnel specification in the United Kingdom. According to Cole (1999), these specifications have proved popular in the United Kingdom. They include: physical make-up, attainment, general intelligence, physical attributes, disposition, circumstances and interest. Such factors should be considered by BOMs members during the recruitment of teachers. This theory is applicable to this study because if the right persons, with the required knowledge and skills and competencies are recruited to serve in public secondary schools, they are likely to perform their duties and roles in an efficient manner.

2.10 Conceptual framework

The conceptual framework illustrates the relationship between the independent and the dependent variables in a diagrammatical presentation.

Figure 2.1 Conceptual framework



With regard to literature review there were various inputs that seem to account for BOM's effectiveness on teacher recruitment which is the output. The inputs which were used under this study were selection panel factors, selection guideline factors and applicant factors. The conceptual framework used to show the groups of variables and their expected directional effects on each other and on the output. Selection panel with required academic/professional achievement, knowledge and skills of personnel management, in-serviced with

strict panel ethos would be able to interpret the selection guidelines and follow them to assess applicants hence pick the most suitable candidate. Lack of minimum requirement lead to misinterpretation of the selection guidelines or avoiding them all together which lead to subjective assessment of the applicants hence unsuitable candidate were be picked which gave rise to the public outcry on

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses research methodology to be applied in this study. It discusses research design, target population, sample and sampling, research instruments, instrument reliability, validity of research instruments data collection procedures and data analysis techniques.

3.2 Research design

Research design has been defined as the process of creating an empirical test to support or refute a knowledge claim. Borg and Gall (1989) define research design as a plan showing how the problem under investigation will be solved. The study will employ descriptive survey. According to Orodho (2003), descriptive survey design is a method of collecting information by interviewing or administering questionnaires to a sample of individuals. The design was adopted because it describes the state of affairs or the situation as it is, that is, the factors influencing BOMs performance in teacher recruitment in public schools in Mbooni West district.

3.3 Target population

Population refers to all members of a real or hypothetical set of people, events or objects to which we wish to generalize results of the research (Borg & Gall, 1989). It is also referred to as the universe. The target population for the study

consisted of teachers recruited by selection panels, head teachers and BOM members appearing as educationists, who have participate in teacher recruitment exercise in the 39 public secondary schools in Mbooni West District during data collection. These were 73 newly recruited teachers, 39 head teachers and 39 BOM members- educationists. The population for the study was 151 respondents.

The school names from each division were obtained from the DEO's office. Details as to what number of teachers recruited in each school were established from the same office and print media. The name of each school was written on a piece of paper, folded and put in a box for each division. A school was randomly selected by picking a paper. The name of the school was noted down and the paper returned and thoroughly mixed. The process was repeated until the required number was selected.

3.4 Sample size and sampling procedure

A sample is a small proportion of the target population. Sampling means selecting a given number of subjects from a defined population as representatives of that population. Any statements made about the sample should also be true of the population (Orodho, 2002). It is however agreed that the larger the sample the smaller the sampling error. The study targeted 13 public secondary schools and 13 principals will be targeted which is 30 percent of the population. According to Mugenda and Mugenda a sample size of 30 percent is considered to be sufficient. A sample of teachers 217 and 217

BOM members were taken according to Krejcie and Morgan table. To select the BOM members purposive sampling was used to make sure that the BOM chairmen are selected and sampled.

3.5 Research Instruments

Research instrument to be used in this study was questionnaires. The questionnaires were both open ended and closed ended questionnaires. Questionnaires are considered to have advantages in administration. They can be used for large numbers of population simultaneously and also provide investigation with an easy accumulation of data. (Gay 1976) maintains that questionnaires give respondents freedom to express their views or opinions and also make suggestions. Anonymity helps to produce more candid answers than is possible in an interview.

3.6 Instrument validity

Validity indicates the degree to which an instrument measures what it purports to measure, that is, the extent to which differences found in the measuring instrument reflect the true differences among those who have been tested Kothari (2004). To ascertain the validity, the instrument was subjected to analysis by a team of supervisors and specialists in the area of study. They assessed the relevance of the content used in the instruments, develop and make structural changes for purposes of improvement and reinforcement of the instrument before embarking on actual data collection.

3.7 Reliability of the instruments

Mugenda and Mugenda, (1999) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trial.

To enhance reliability of the instruments, a pilot study was conducted in two secondary schools in Mbooni West District. In order to improve the reliability of the instrument, the researcher employed test-retest technique for the questionnaire. This involved administering the same questionnaires twice to the respondents in the pilot sample after two weeks.

The spearman rank correlation coefficient was used to determine the extent of correlation.

$$r = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum^2 - (\sum X)^2][N\sum^2 - (\sum Y)^2]}}$$

A correlation coefficient of 0.8 was established.

A correlation coefficient of above 0.7 deemed the instrument reliable according to (Mugenda & Mugenda, 2008).

3.8 Data collection procedure

A research permit was sought from the National Council for Science, Technology and Innovation (NACOSTI). Subsequent clearance to carry out data collection was obtained from the District Commissioner and the DO's office. Permission to carry out will be sought from the headteachers. Arrangement was made to collect the filled in questionnaires for sorting and analysis.

3.9 Data analysis techniques

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 have been filled in correctly.

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. This is deemed to be easy in interpretation and is 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.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presents the data presentation and analysis. The main objective of the study was to determine the factors influencing BOMs performance in Teacher recruitment in public secondary schools in Mbooni West District, Kenya. The reliability of the data collected for the study was determined through ascertaining the reliability of the questionnaires used in data collection. The first section deals with the background information of the respondents, while the other five sections present findings of the analysis, based on the objectives of the study where descriptive statistics have been employed in this analysis and discuss the issues in the best way possible.

4.2 Response rate

From the data collected, out of the 151 questionnaires administered, 147 were filled and returned. This represented an 83.93 percent response rate, which is considered satisfactory to make conclusions for the study. According to Mugenda and Mugenda (2003) a 50 percent response rate is adequate, 60 percent good and above 70 percent rated very good. This also collaborates Bailey (2000) assertion that a response rate of 50 percent is adequate, while a response rate greater than 70 percent is very good. This implies that based on this assertion; the response rate in this case of 97.78 percent is very good.

This high response rate can be attributed to the data collection procedures,

where the researcher pre-notified the potential participants of the intended survey, the questionnaire was self administered to the respondents who completed them and these were picked shortly after.

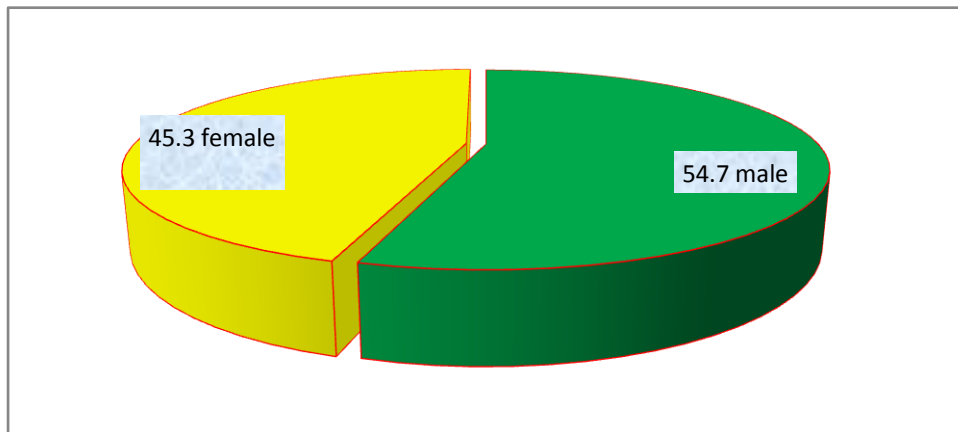
4.3 Demographic information

The study sought to determine the demographic information of the respondents which included sex, age bracket, highest level of education and teaching experience. The findings were as indicated herein.

4.3.1 Gender distribution of the respondents

The study determined the respondents' gender in order to ascertain gender parity in the positions indicated by the respondents. The results were as show in figure 4.1

Figure 4.1: Gender distribution of the respondents

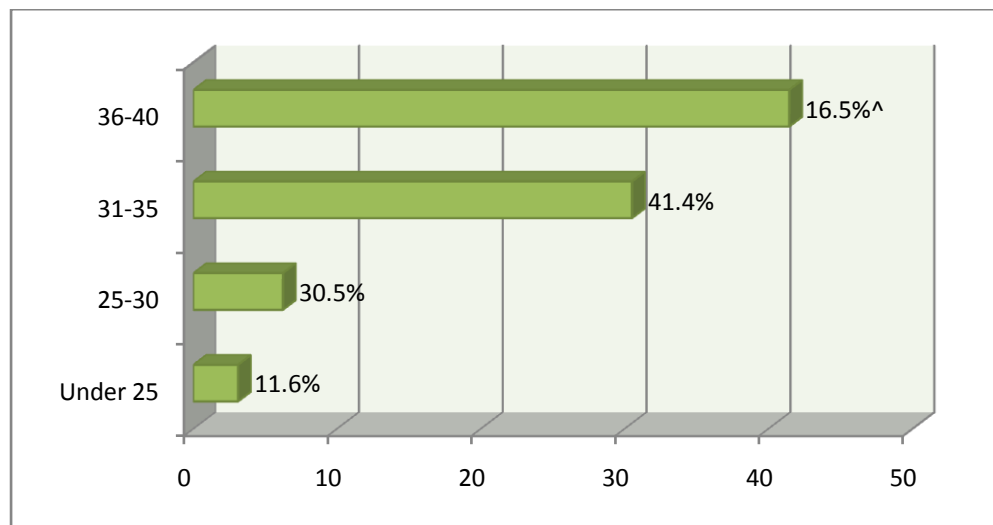


From figure 4.1 it was evident that majority of the respondents were male. It can therefore be deduced that males were the most dominant gender.

4.3.2 Age distribution of the respondents

The study sought to establish the age distribution of the respondent. The respondents were required to indicate their age brackets the results were as shown in figure 4.2

Figure 4.2: Age distribution of respondents

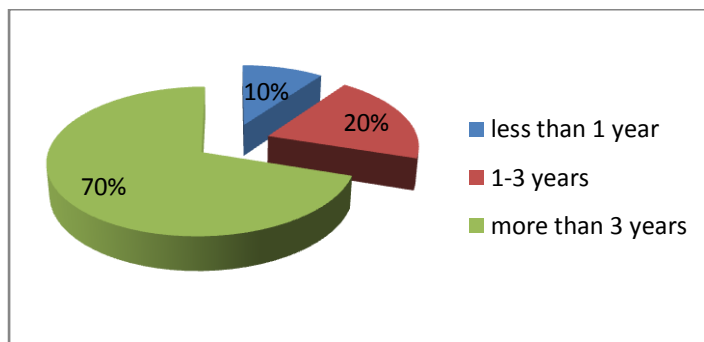


The study findings indicated that majority were in the age bracket was between 41 and 50 years. Analysis of findings also indicated that some of the respondents were between 31 and 40 years of age. The findings further indicated that other respondents were below 30 years of age while some of them were age between 51 and 60 years of age. The finding therefore implies that the respondents were old enough to provide valuable responses that pertain the factors influencing BOMs performance in Teacher recruitment in public secondary schools in Mbooni West District, Kenya.

4.3.3 Teaching experience

The study sought to establish the teaching experience of the principals. The respondents were requested to indicate the number of years they have worked as a teacher. The results were as shown in figure 4.3.

Figure 4.3: Teaching experience



Based on the findings, majority of the respondents had an experience of more than 3 years while some had an experience of between 1-3 years. It was also revealed that other respondents had an experience not exceeding 1 year. From the findings therefore majority of the respondents were experienced and hence can be highly informative on the factors influencing BOMs performance in teacher recruitment in public secondary schools in Mbooni West District, Kenya.

4.4 BOM effectiveness in teacher recruitment

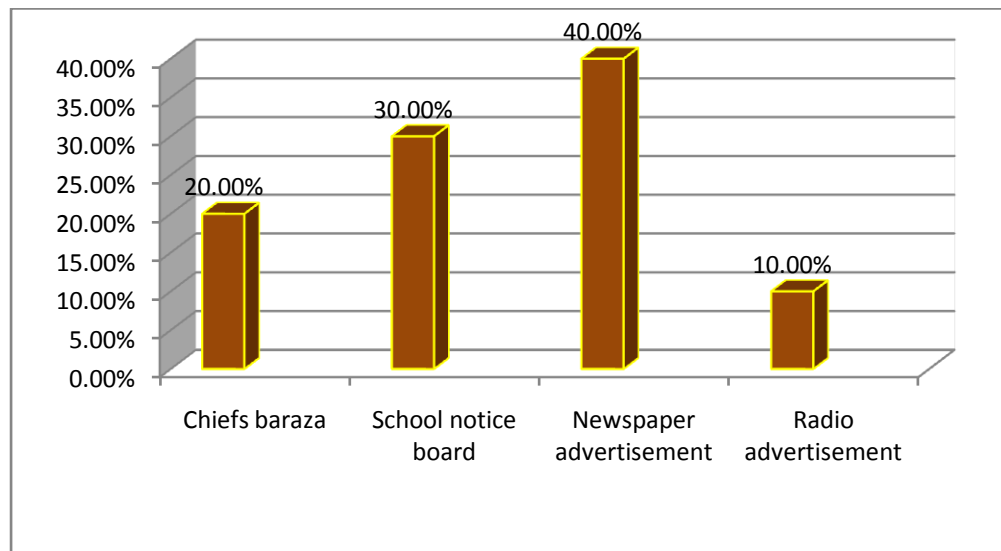
The head teachers were required to indicate the number of teachers in their schools, the average number of teachers was 30 and they further indicated that schools experience perennial staff shortage due to promotions and transfer exercise indicating Kiswahili, English, Geography and CRE as the

departments experiencing severe staff shortages. They also indicated that TSC is the board mandated to advertise teaching vacancies in schools.

The study then evaluated the effectiveness in teacher recruitment. First the study sought to determine how teachers learn of the existing teaching post.

The findings were as indicated in Figure 4.4

Figure 4.4 How posts are advertised



From the study findings majority 40% indicated that they learned about the existing teaching post through newspaper advertisement, 30% learned through school notice board, 20% learned through chiefs baraza with few indicating that they learned about the post through radio advertisement. This implies that BOM finds newspaper as an effective media channel to advertise teaching posts which may be due to its reliability in terms of advertisement content durability and therefore able to reach many during advertisement period.

On further interview on how they applied for the vacant posts majority indicated that they sent a letter of application with CV, quite a number also turned up in person to school with few indicating that they sent a filled in application form. Further majority of the respondents indicated that they were invited to attend the selection interview through telephone call and letter of invitation with only few indicating that they were invited for interview through word of mouth and school notice board. On further interview majority indicated that they were invited for interview for 5-9 days with few indicating that they were invited for interview the same day the interview was being conducted and that there was a panel of interviewees during the day of the interview.

4.5 Effectiveness of BOM during the interview exercise

The study further sought to determine the effectiveness of BOM during the interview exercise basing on certain statements as indicated in Table 4.1

Table 4.1 Respondents opinion during the interview

	SA	A	U	D	SD
Accorded candidates warm reception	20(15.87%)	40(31.75%)	30(23.81%)	21(16.67%)	14(11.11%)
Was courteous to candidates	12(9.52%)	18(14.29%)	31(24.6%)	35(27.78%)	30(23.8%)
Created a relaxed atmosphere	10(7.94%)	34(26.98%)	18(14.29%)	29(23.02%)	30(23.81%)
Had good questioning skills	30(23.81%)	43(34.13%)	24(19.05%)	17(13.49%)	12(9.53%)
Appeared adequately prepared	30(23.81%)	51(40.48%)	20(31.75%)	14(11.11%)	21(16.67%)

	SA	A	U	D	SD
Asked relevant questions	30(23.81%)	47(37.3%)	18(14.29%)	15(11.9%)	15(11.9%)
Were good listeners	20(15.87%)	50(39.68%)	31(24.6%)	15(11.9%)	10(7.94%)
Encouraged candidates	18(14.28%)	42(33.33%)	27(21.43%)	20(15.87%)	19(15.08%)
Did not create its own subject combination	20(15.87%)	41(32.54%)	20(15.87%)	17(13.49%)	28(22.22%)
Was admirable to candidates	14(11.11%)	32(25.39%)	20(15.87%)	25(19.84%)	28(22.22%)
Did not embarrass candidates	30(23.81%)	43(34.13%)	25(19.84%)	18(14.29%)	10(7.94%)
Had good time management	30(23.80%)	51(40.48%)	20(15.87%)	14(11.11%)	21(11.11%)

From the study findings majority 51(40.48%) appeared adequately prepared for the recruitment exercise. Further the study also revealed that the BOMs had good time management as indicated by majority 51(40.48%) of the respondents. This implies that BOM always has good preparation and confirms with interview requirements during the exercise.

Further the study also assessed boards during the interview exercise basing on certain statements. The findings were as indicated in Table 4.2

Table 4.2 Assessing the board during interview exercise

	SA	A	U	D	SD
The board is competent in recruitment	26(20.63%)	38(30.16%)	27(21.43%)	19(15.08%)	16(12.69%)
All panel members participated	18(14.28%)	44(34.92%)	31(24.60%)	16(12.69%)	28(22.22%)
Members asked questions in their area of specialization	29(23.01%)	32(25.39%)	20(15.87%)	14(11.11%)	28(22.22%)

	SA	A	U	D	SD
There was uniform award of marks	32(25.39%)	41(32.54%)	24(19.05%)	17(13.49%)	12(9.52%)
Interview outcome determined success.	36(28.57%)	45(35.71%)	20(15.87%)	14(11.11%)	21(16.67%)
Academic qualification valuable asset	35(27.77%)	44(34.92%)	17(13.49%)	16(12.69%)	13(10.32%)
Experience is necessary but not sufficient	20(15.87%)	50(39.68%)	31(24.60%)	14(11.11%)	10(7.94%)
To be known by panel members is an advantage	26(20.63%)	38(30.16%)	27(21.43%)	19(15.08%)	16(12.69%)

	SA	A	U	D	SD
There was canvassing for the job	18(14.28%)	16(12.69%)	31(24.60%)	44(34.92%)	28(22.22%)
Ethnicity was a factor to reckon	29(23.01%)	32(25.39%)	20(15.87%)	14(11.11%)	28(22.22%)
Giving something is necessary for short listing	32(25.39%)	17(13.49%)	24(19.05%)	41(32.54%)	12(9.52%)
Head teachers opinion carried the day	36(28.57%)	14(11.11%)	20(15.87%)	45(35.71%)	21(16.67%)

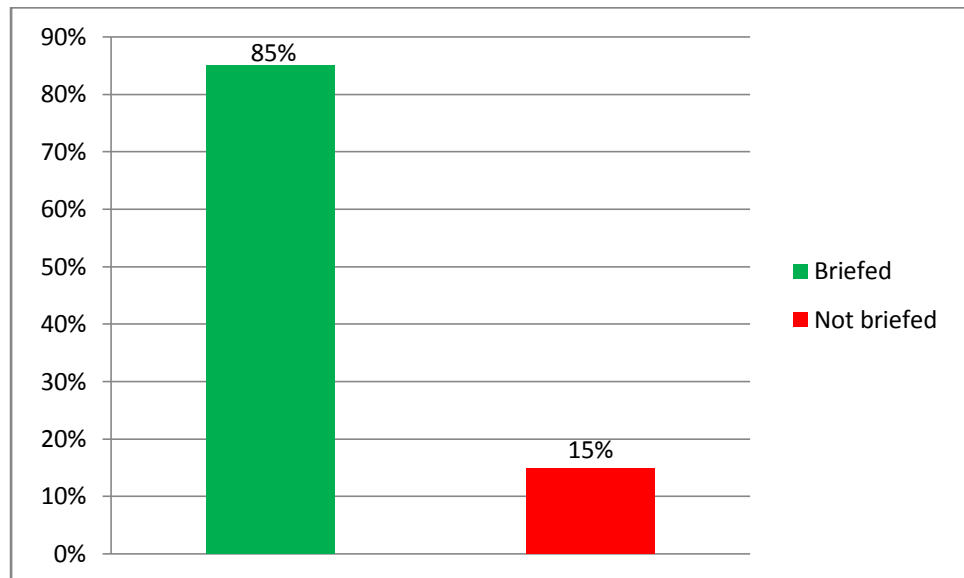
The study findings indicated that majority 44(34.92%) agreed that the board is competent in recruitment 38(30.16%) indicated that all panel members actively participated during the interview exercise, 32(25.39%) also agreed

that members asked questions in their area of specialization only, there was uniform award of marks as indicated by 41(32.54%), 45(35.71%) also agreed that only interview outcome determined successful candidate, 38(30.16%) further majority 44(34.92%) agreed that academic qualification was a valuable asset, majority 45(35.71%) further disagreed that giving something is necessary for short listing. On further interview head teachers indicated that the preparations they made before the interview were inviting the panel members and going through the set marking scheme and that during the interview their work was to ensure that the laid down procedures are followed and they also participate in an interview exercise by asking questions. Further they indicated that they experiences challenges such as lateness of those to be interviewed and that many candidates turned up for the interview. This implies that the board is not biased during interview exercise and therefore well organized in carrying out the exercise.

4.6 Preparation of the BOM members by their secretaries on the recruitment process.

The study sought to establish whether members of the BOMs are prepared through briefing by the BOM secretary on the recruitment exercise. The BOM members were requested to indicate whether they received any briefing by the BOM secretary before the recruitment exercise. The results were as indicated in figure 4.5

Figure 4.5 Preparation of the BOM members by their secretaries on the recruitment process.

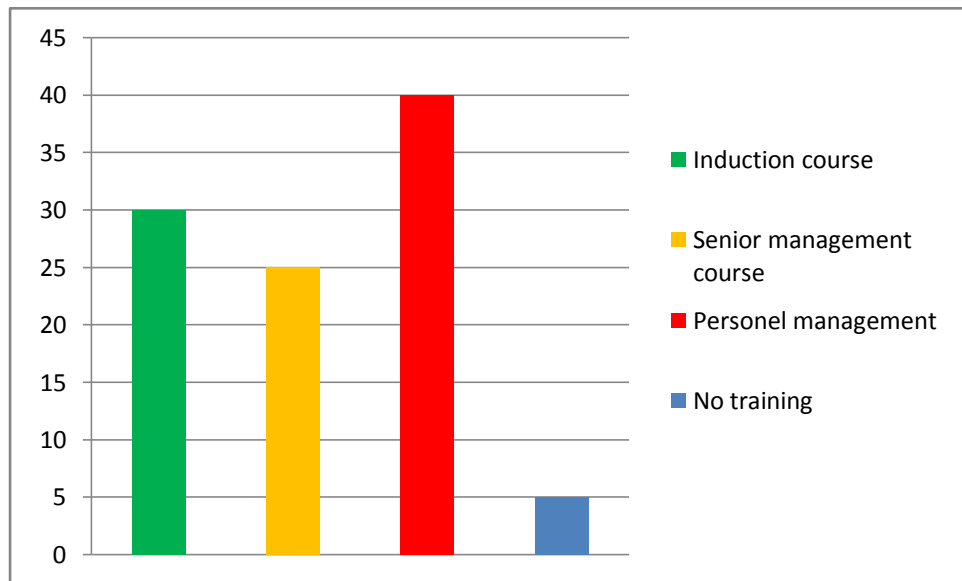


From table 4.5 85% of the BOM members indicated that they were prepared for recruitment exercise through briefing by the BOM secretaries before the recruitment exercise. This made them ready for the recruitment exercise and therefore they were more effective during the recruitment exercise.

4.7 Influence of exposure to management training of BOM members on their performance in teacher recruitment.

The study sought to establish the influence of exposure of the BOM members to management training on their effectiveness in teacher recruitment. The BOM members were requested to indicate whether they had received any management training. The results were as shown in figure 4.6

Figure 4.6 Exposure to management training of BOM members.

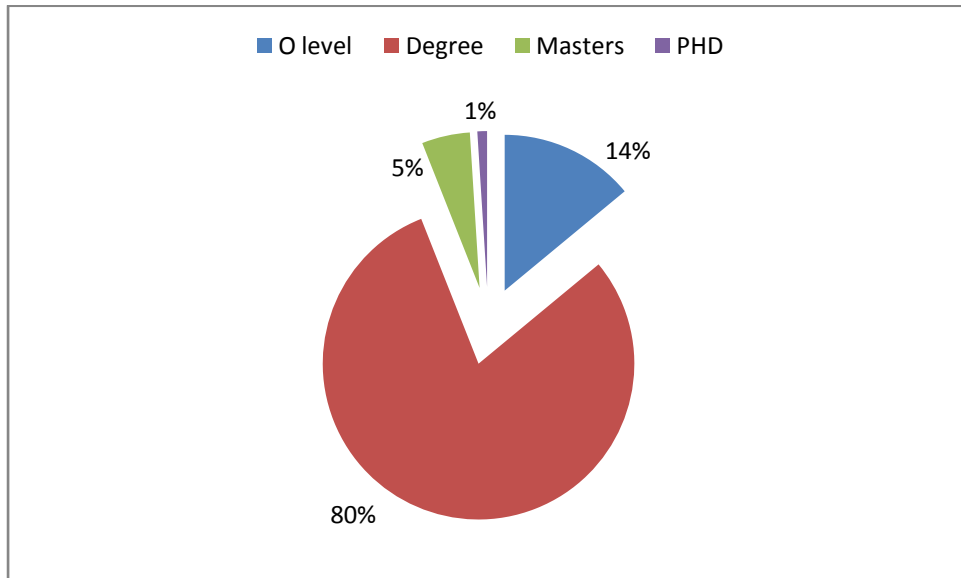


From figure 4.6 majority of the BOM members had undergone personnel management training. A big number of the BOM members had also received training on induction course and senior management. Only a very small number had not undergone any management training. This implies that the BOM members were qualified to handle matters of teacher recruitment effectively.

4.8 Influence of BOM members level of education on their effectiveness in teacher recruitment

The study sought to establish the extend to which BOM members level of education influenced their performance in teacher recruitment. The BOM members were requested to indicate their level of education. The results were as shown in figure 4.7.

Figure 4.7 BOM members level of education

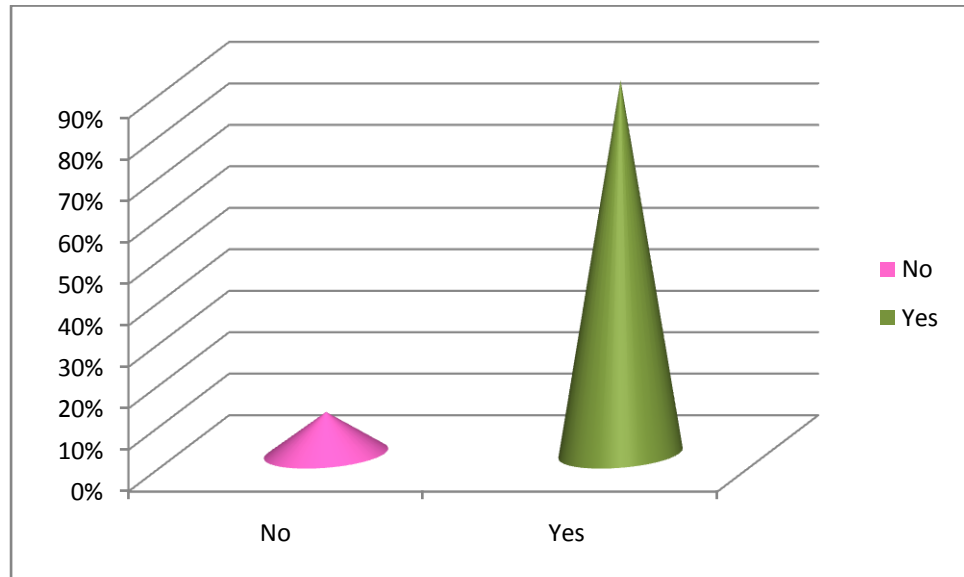


From figure 4.7 majority of the BOM members were degree holders with some have masters degree and PHD. 14% of the members were O level graduates. This implies that all the BOM members had attained good education and therefore they would perform the exercise of teacher recruitment effectively.

4.9 Influence of political and religious authorities on BOM members effectiveness in teacher recruitment.

The study sought to establish the influence of political and religious authorities on BOM members effectiveness in teacher recruitment. The BOM members were requested to indicate whether there was any interference by political and religious bodies in the teacher recruitment exercise. The results were as shown in figure 4.8.

Figure 4.8 Influence of political and religious authorities on teacher recruitment.

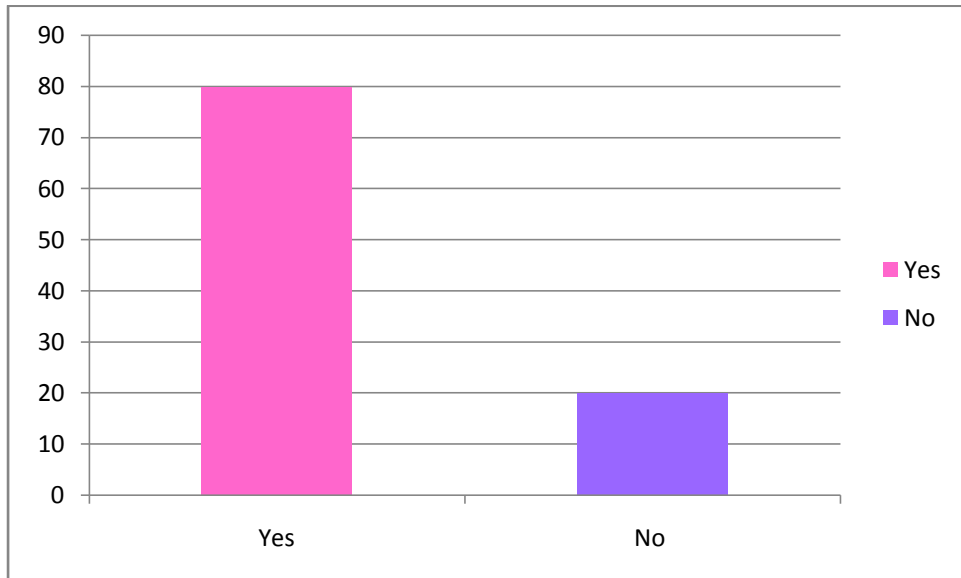


From figure 4.8 majority of the BOM members indicated that the teacher recruitment exercise was affected by interference from political and religious authorities. This negatively affected the effectiveness of BOM members effectiveness in the teacher recruitment exercise.

4.10 The influence of District Education Officer’s administrative guidance on Board of Managements members’ performance in teacher recruitment.

The study further sought to establish the influence of District Education Officer’s administrative guidance on Board of Managements members’ performance in teacher recruitment Mbooni West District. The BOM members were requested to indicated whether they received any administrative guidance from the DEO’s officers during the teacher recruitment exercise. The results were as shown in figure 4.9

Figure 4.9 Guidance by DEO's officers on teacher recruitment.



From figure 4.9 majority of the BOM members said that they had received administrative guidance during the teacher recruitment exercise. This made them to be more effective during the teacher recruitment exercise in Mbooni West.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter focuses on the summary of the study, conclusions and recommendations.

5.2 Summary of the study

The purpose of this study was to determine the factors influencing BOMs performance in Teacher recruitment in public secondary schools in Mbooni West District, Kenya. The researcher applied personnel specification theory by Alec Rogers (1950). It emphasizes that educational managers involved in the recruitment and selection of workers, school specify the minimum acceptable qualifications that the candidates for a given job must possess so as to perform the job successfully. The study employed descriptive survey. The target population for the study consisted of teachers recruited by selection panels, head teachers and BOM members appearing as educationists, who have participate in teacher recruitment exercise in the 39 public secondary schools in Mbooni West District under the time of this research. Research instrument used in this study were questionnaires. Quantitative data was analyzed using Statistical Package for Social Sciences (SPSS) and the results were presented using frequency tables, pie charts, bar graphs and percentages to make meaningful conclusions.

5.3 The findings of the Study

The study sought to establish how preparation of the BOM members by their secretaries on the recruitment process influenced their effectiveness. Majority of BOM members indicated that they were prepared for recruitment exercise through briefing by the BOM secretaries before the recruitment exercise. This made them ready for the recruitment exercise and therefore they were more effective during the recruitment exercise.

The study sought to establish the influence of exposure to management training of BOM members on their performance in teacher recruitment. Majority of the BOM members indicated that they had undergone personnel management training. This implies that the BOM members were qualified to handle matters of teacher recruitment effectively.

The study sought to establish the extend to which BOM members level of education influenced their performance in teacher recruitment. Majority of the BOM members were degree holders with some having master's degree and PHD. This implies that all the BOM members had attained good education and therefore they would perform the exercise of teacher recruitment effectively.

The study sought to establish the influence of political and religious authorities on BOM members effectiveness in teacher recruitment. Majority of the BOM members indicated that the teacher recruitment exercise was affected by interference from political and religious authorities. This

negatively affected the effectiveness of BOM members' effectiveness in the teacher recruitment exercise.

The study further sought to establish the influence of District Education Officer's administrative guidance on Board of Managements members' performance in teacher recruitment Mbooni West District. The BOM members were requested to indicated whether they received any administrative guidance from the DEO's officers during the teacher recruitment exercise. Majority of the BOM members said that they had received administrative guidance during the teacher recruitment exercise. This made them to be more effective during the teacher recruitment exercise in Mbooni West.

5.4Conclusions

The study concluded that the effectiveness of BOM members in the teacher recruitment exercise was positively influenced by preparation of the BOM members by their secretaries on the recruitment process, exposure to management training of BOM members, BOM members level of education and the District Education Officer's administrative guidance to Board of Managements members. The study also concluded that the effectiveness of BOM members in the teacher recruitment was negatively affected by political and religious authorities interference.

5.5 Recommendations of the study

The study recommends that:

1. The researcher recommends that BOM members should be briefed by the BOM secretaries before the teacher recruitment exercise to enhance their effectiveness during the recruitment exercise.
2. BOM members should have good level of education, be taken for management trainings and given administrative guidance by the DEO's officers in order to improve their effectiveness in teacher recruitment.
3. Political and religious authorities should stop interfering with teacher recruitment to enable BOMs perform their duties during the teacher recruitment effectively.
4. The study further recommends that advertisement of the vacancy posts and the entire recruitment process should be open and transparent and also be conducted in professional manner so that the best candidate among the applicants can be chosen.

5.6 Recommendations for further research

1. The researcher recommends that studies on factors influencing board of governors' performance in teacher recruitment in public secondary schools should be done in other districts of Kenya in order to generalize the results.

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APPENDIX 1

LETTER OF INTRODUCTION

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

NAIROBI

The Headteacher / BOM Member

..... Secondary School

Mbooni West District

Dear Sir / Madam,

I am a Post graduate student at University of Nairobi undertaking a research on factors influencing board of governors' effectiveness in teacher recruitment in public secondary schools in Mbooni west district, Kenya. Your school has been selected to participate in the study.

I am humbly requesting and seeking your support in filling the questionnaire attached. The information that you would provide would assist in my academic research only and your name would not appear anywhere in the questionnaire and highest degree of confidentiality would be upheld. Thanks a lot.

Yours faithfully,

NZWILI DANIEL M.

APPENDIX II

QUESTIONNAIRE FOR TEACHERS

Instructions

I kindly ask you to participate, in this research by filling in this questionnaire which is designed to gather information about yourself and the teacher selection panel.

Be assured that the information given is only for research purposes on the effectiveness of BOMs in teacher recruitment and will be kept confidential.

Please do not write your name. Please indicate the appropriate option by a tick (). Kindly respond to all items.

PART A PERSONAL DATA

1. Indicate your sex Male () Female ()

2. What is your age bracket?

Under 25yrs () 25 – 30yrs () 31 – 35yrs ()

36 – 40yrs () 41 – 45yrs ()

3. What is your highest academic qualification?

PhD () Masters () Bachelors ()

Diploma () Others (specify).....

4. (a) What is your teaching experience?

Below 1 yr () 1 yr () 2 yrs ()

3yrs and above ()

(b) What is your teaching subject combination?

5. Indicate your marital status

Single () Married () Widowed () Divorced () Separated ()

PART B

Complete the following questions about your BOM's effectiveness in teacher recruitment.

6. (a) How did you learn of the existing teaching post?

Newspaper advertisement () Radio advertisement ()

School notice board () Chiefs baraza ()

Others (specify)

(b) How did you apply for consideration for the post?

Turn-up in person in school ()

Sent a filled in application form ()

Sent a letter of application with CV()

Other (specify).....

(c) The news of invitation to attend the selection interview were

communicated to you through:

Letter of invitation () Telephone call ()

Word of mouth () School notice board ()

Others (specify)

(d) How much time was left to the interview day from the day you received the invitation message?

More than 14 days () 10-14 days () 5 – 9 days ()

1 – 4 days () Day of the interview ()

7. Selection interview was composed of:-

One interviewer () Two interviewers ()

A panel of interviewers() Others (specify).....

8. Respond by ticking () the appropriate response against the statement using the key

SA = Strongly Agree () A= Agree () U = Undecided ()

D = Disagree () SD= Strongly Disagree ()

(i) In my own opinion during the interview the board

	SA	A	U	D	SD
a) Accorded candidates warm reception					
b) Was courteous to candidates					
c) Created a relaxed atmosphere					
d) Had good questioning skills					
e) Appeared adequately prepared					
f) Asked relevant questions					
g) Were good listeners					
h) Encouraged candidates					
i) Did not create its own subject combination					
j) Was admirable to candidates					
k) Did not embarrass candidates					
l) Had good time management					

- (ii) In your own assessment respond by ticking () the appropriate response against each statement

	SA	A	U	D	SD
a) The board is competent in recruitment					
b) All panel members actively participated					
c) Members asked questions in their area of specialization only.					
d) There was uniform award of marks					
e) Only interview outcome determined successful candidate					
f) Academic qualification was a valuable asset					
g) Experience is necessary but not sufficient					
h) To be known in person by panel members is an advantage					
i) There was canvassing for the job					
j) Ethnicity was a factor to reckon					
k) Giving something is necessary for short listing					
l) Head teachers opinion carried the day					

9. (a) Were you made to make any promise that to the best of your knowledge was not professional? Yes () No ()

If yes, briefly state the nature of the promise

.....
.....

(b) Has any board member ever reminded you that you owe them/him the job? Yes () No ()

If yes, give the nature of the reminder

(b) Has any board member ever reminded you that you owe them/him the job? Yes () No ()

If yes, give the nature of the reminder

(c) Are you comfortable in your new station? Yes () No ()

(d) Were it not for the 5- year contract rule, would you like to transfer from station? Yes () No ()

Explain your answer

10. (a) In your opinion, what are the strengths of BOM in the teacher recruitment process

(b) And what are the weaknesses?

(c) In your own experience, did the selection panels come up with their own suitable subjects' combination contrary to the advertised subjects?

Yes () No ()

If yes, explain briefly your experience

(d) What recommendations would you make to strengthen BOM in teacher recruitment process?

.....

APPENDIX III

QUESTIONNAIRE FOR HEADTEACHERS

Instructions

I kindly ask you to participate, in this research by filling in this questionnaire which is designed to gather information about yourself and the teacher selection panel.

Be assured that the information given is only for research purposes and will be kept confidential. Please do not write your name on the questionnaire. Please indicate the appropriate option by a tick () Kindly respond to all items.

PART A PERSONAL DATA

1. Indicate your sex

Male () Female ()

2. What is your age bracket?

Under 30 yrs () 41– 45yrs ()

36 – 40yrs () 51 – 55yrs ()

30 – 35yrs ()

3. What is your highest academic qualification?

PhD () Masters () Bachelors ()

Diploma () Others (specify).....

4. What is your teaching experience?

1 – 5 yrs () 16 – 20 yrs ()

6 – 10 yrs () 21-25 yrs ()

11 – 15 yrs ()

5. (a) For how long have you served as a head teacher?

0 – 4 yrs () 15 – 19 yrs ()

5 – 9 yrs () 20 and above ()

10 – 14 yrs ()

(b) Your rank is

Head teacher () Principal I ()

Principal III () Senior Principal ()

Principal II () Others (specify).....

Part B: School Data and teacher recruitment.

6. (a) Indicate the category of your school.

National () Provincial () District ()

(b) State the number of teachers in your school

(c) Does your school experience perennial staff shortage?

Yes () No ()

If yes, briefly explain the cause of the shortage

.....

7. (a) How many teachers in your school were recruited by the TSC through the BOM?

Female Male

(b) Which subject (s) or department (s) experience sever staff shortage?

.....

.....

(c) What do you attribute this shortage to?.....

.....

(a) What was the cause of the existing teaching vacancy?

(b) Who advertised for the teaching post?

(c) The teaching post was advertised through?

Newspaper () Radio advertisement ()

School notice board () Chief's baraza ()

Others (Specify).....

8. (a) Interested applicants applied for consideration by:

Turn-up in person in school ()

Sent a filled in application form ()

Sent a letter of application with CV ()

Others (Specify).....

(b) Give the criteria used for short listing suitable candidates.

.....

.....

(c) News of invitation to selection interview was communicated by

Radio announcement () Letter of invitation ()

Telephone call () Word of mouth ()

School notice board () Others (specify)

9. (a) What preparation did you do before the interview?

.....

.....

(b) What was your role when selection interview was in progress?

.....
.....

10. What challenges did you encounter?

(a) Before selection interview commenced.....

.....

(b) When selection interview was in progress.....

.....

11. Respond by ticking () the appropriate response against the statement
using the key

SA= Strong Agree () A= Agree ()

U= Undecided () D= Disagree ()

SD= Strongly Disagree ()

i) In my own opinion during the interview the BOM

	SA	A	U	D	SD
a) Accorded candidates warm reception					
b) Was courteous to candidates					
c) Created a relaxed atmosphere					
d) Created its own suitable subject combination					
e) Was not influenced by the politics of the day					
f) Was above personal interest					
g) Were good listeners					
h) Had good time management					
i) Lacked good questioning skill					
j) Had no conflict of interest					

- (ii) In my own assessment respond by ticking (✓) the appropriate response against each statement.

	SA	A	U	D	SD
a) The board is competent in recruitment					
b) All panel members actively participated					
c) Members asked questions in their area of specialization only.					
d) There was uniform award of marks					
e) Only interview outcome determined successful candidate					
f) Academic qualification was a valuable asset					
g) Experience is necessary but not sufficient					
h) To be known in person by panel members is an advantage					
i) There was canvassing for the job					
j) Ethnicity was a factor to reckon					
k) Giving something is necessary for short listing					
l) Head teachers opinion carries the day					

12. Were the in-service training for the panel members in order to cope up with the selection guidelines? Yes () No ()

If yes, who facilitated the training?

Explain the scope of training

13. In your opinion, what are the strengths of the BOM in the teacher recruitment process?.....

.....

14. What are the weaknesses?.....

.....

.....

15. Taking into account your professional experiences, what changes would you suggest for fair recruitment of teachers in

(i) Section guidelines?

.....

.....

(ii) Comparison of selection panel.....

.....

.....

APPENDIX IV

QUESTIONNAIRE FOR BOMEMBER - EDUCATIONISTS

Instructions

I kindly ask you to participate, in this research by filling in this questionnaire which is designed to gather information about yourself and the teacher selection panel.

Be assured that the information given is only for research purposes on “the effectiveness of BOMs in teacher recruitment and will be kept confidential.

Please do not write your name on the questionnaire.

Please indicate the appropriate option by a tick (✓). Kindly respond to all items.

PART A PERSONAL DATA

1. Indicate your sex

Male () Female ()

2. What is your age bracket?

Under 30 yrs () 41– 45yrs ()

30 – 35yrs () 51 – 55yrs ()

36 – 40yrs ()

3. What is your highest academic qualification?

PhD () Diploma ()

Masters () Others (specify).....

Bachelors ()

4. (a) State your occupation.....
(b) How long have you been serving BOM member?

PART B:

- (c) (a) Indicate the category of your school.
National () Provincial () District ()
(b) State the number of teachers in your school
(c) Does your school experience perennial staff shortage? Yes ()
No ()
If yes, briefly explain the cause of the shortage
.....
.....

6. (a) How many teachers in your school were recruited by the TSC through the BOM? Female Male

- (b) Which subject (s) or department (s) experience severe staff shortage?
.....
.....

- (c) What do you attribute this shortage to?
.....

7. The existing teaching post was advertised through?
Radio advertisement () School notice board ()
Chief's baraza () Others (Specify).....

8. Interested applicants applied for consideration by:

Turn-up in person in school ()

Sent a filled in application form ()

Sent a letter of application with CV ()

Only the head teacher knows ()

9. Were you involved in the short listing of suitable candidates?

Yes () No ()

If yes, explain the criteria of short listing suitable applicants used

.....
.....
.....

10. (a) News of invitation to selection interview was communicated by

Radio announcement () Letter of invitation ()

Telephone call () Word of mouth ()

School notice board () Others (specify)

(b) In your opinion, was the news of invitation sent out in good time?

Yes () No ()

If yes, how many days before the day of the interview?

(c) To the best of your knowledge, only suitable candidates were invited.

True () False ()

If false, give reasons for your answer

.....
.....

11. (a) Were you assigned any special task during the interview?

Yes () No ()

If yes, state the task

(b) If yes, state the task

(i) Before the recruitment commenced

.....

(ii) During the selection interview

.....

12. Respond by ticking () the appropriate response against the statement

using the key

SA = Strong Agree () D =Disagree ()

A = Agree () SD =Strongly Disagree ()

U = Undecided ()

i) In my own opinion during the interview the BOM

	SA	A	U	D	SD
a) Accorded candidates warm reception					
b) Was courteous to candidates					
c) Created a relaxed atmosphere					
d) Created its own suitable subject combination					
e) Was not influenced by the politics of the day					
f) Was above personal interest					
g) Have good time management					
h) Lacked good questioning skill					
i) Had no conflict of interest					

- (ii) In my own assessment respond by ticking (✓) the appropriate response against each statement.

	SA	A	U	D	SD
a) The board is competent in recruitment					
b) All panel members actively participated					
c) Members asked questions in their area of specialization only.					
d) There was uniform award of marks					
e) Only interview outcome determined successful candidate					
f) Academic qualification was a valuable asset					
g) Experience is necessary but not sufficient					
h) To be known in person by panel members is an advantage					
i) There was canvassing for the job					
j) Ethnicity was a factor to reckon					
k) Giving something is necessary for short listing					
l) Head teachers opinion carries the day					

If yes, (i) who facilitated the training?

(ii) Explain the scope of training

.....

13. In your opinion, what are the strengths of the BOM in the teacher recruitment process?

.....

14. And what are the weaknesses?.....

.....

15. Taking into account your professional experiences, what changes would you suggest for fair recruitment in:

.....

16. Taking into account your professional experience, what changes would you suggest for fair recruitment in:

(i) Section guidelines?

.....

.....

(ii) Comparison of selection panel?

.....

APPENDIX V

LETTER OF AUTHORIZATION

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 737, 0735 404 245
Fax: 254-020-2213235
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Ref: **NCST/RCD/14/013/956**

Date: **5th June 2013**

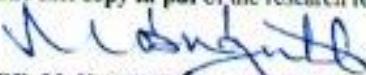
Daniel Mutinda Nzili
University of Nairobi
P.O Box 92-0902
Kikuyu.

RE: RESEARCH AUTHORIZATION

Following your application dated 30th May, 2013 for authority to carry out research on "*Factors influencing Board of Governors' effectiveness in teacher recruitment in public secondary schools in Mbooni West District, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Mbooni West District** for a period ending **14th July, 2013.**

You are advised to report to the **District Commissioner and District Education Officer, Mbooni West District** before embarking on the research project.

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


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

Copy to:
The District Commissioner
The District Education Officer
Mbooni West District.

APPENDIX VI

RESEARCH PERMIT

PAGE 2

PAGE 3

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss/Institution
Daniel Mutinda Nzwill
of (Address) University of Nairobi
P.O Box 92-0902, Kikuyu


has been permitted to conduct research in

Location Mbooni West Eastern	District District Province
---	---

on the topic: Factors influencing Board of Governors' effectiveness in teacher recruitment in public secondary schools in Mbooni West District, Kenya.

for a period ending: 14th July, 2013.

Research Permit No. NCST/RCD/14/013/956
Date of issue 5th June, 2013
Fee received KSH. 1000


Daniel Mutinda Nzwill
Applicant's Signature

[Signature]
For Secretary
National Council for Science & Technology