A COMPARATIVE STUDY OF THE IMPLEMENTATION OF TSC POLICY OF THE RESTRUCTUR- ING OF TEACHER PLACEMENT AND ITS EFFECTS IN NAKURU COUNTY, KENYA

Article · January 2016

CITATIONS
0

READS
22

1 author:

Millicent Ojwan'g
University of Eastern Africa, Baraton
16 PUBLICATIONS **12** CITATIONS

SEE PROFILE

A COMPARATIVE STUDY OF THE IMPLEMENTATION OF TSC POLICY OF THE RESTRUCTURING OF TEACHER PLACEMENT AND ITS EFFECTS IN NAKURU COUNTY, KENYA

Millicent Adhiambo Ojwan'g
University of Eastern Africa, Baraton, P. O. Box 2500-30100, Eldoret, Kenya
Email: ojwangm@ueab.ac.ke

Abstract

This study sought to find out if there was a significant difference in implementation of TSC policy of the restructuring of teacher placement and its effects on teacher distribution and gender distribution in public secondary schools grouped according to: (a) Student composition (Girls', Boys', and Mixed) and (b) Category of schools (National, Extra-County, and District) in Nakuru county, Kenya. This study was informed and guided by the Theory of Change and the Discrepancy Evaluation Model. The study used concurrent mixed methods research design. The study employed a combination of Inclusive Criterion, purposive, and simple random sampling techniques to select seven districts and thirty seven schools under study. The findings showed that there was no significant difference in implementation of the TSC policy and its effects on teacher distribution and gender distribution in public secondary schools grouped according to student composition and category of schools. The study concluded that there is efficiency in service delivery because the TSC policy has been fully implemented; there is equity in teacher distribution and there is gender disparity. The study recommended that TSC should conduct thorough audit of all Secondary Schools Data Returns Forms so as to provide teachers to all needy schools regularly. The study was conducted between October 2014 and April 2015.

Keywords: Effects, restructuring, teacher placement, teacher distribution, gender distribution

Introduction

De Guzman (2006) observes that as early as the 1980s, several major shifts had been adopted to identify directions in education in the world. This trend continued into the 1990s and early twenty-first century with many developing countries beginning to decentralize education. This phenomenon proceeded fastest in Latin America and Eastern Europe, but several countries in Asia and Africa also began initiating decentralized policies (Board, n.d.). Decentralization has given rise to school-based management (SBM), which is a revolutionary educational construct that serves as a key in school restructuring (de Guzman, 2006). The Republic of Kenya has not been left behind in taking governance closer to the people.

The Teachers Service Commission (TSC) has undertaken a number of reform initiatives since 2001 in order to improve the quality of service delivery. One such outstanding reform initiative is the decentralization of teacher placement to the district and school levels, which aims at efficiency by bringing services closer to the users (TSC, 2006).

Statement of the Problem

Since its establishment in 1967, the Teachers' Service Commission (TSC), the main employing body for teachers in Kenya, practiced a direct and automatic employment of all trained teachers, hence utilizing the supply-driven method of recruiting teachers. This method of teacher recruitment ceased in 1998 following a government directive (TSC, 2006).

In 2001, the TSC adopted a new policy of recruiting teachers on the basis of demand and availability of vacancies, hence the demand-driven method of teacher recruitment. However, it was not until 2006 when a documented comprehensive policy to guide the exercise was launched with teacher recruitment and selection being delegated to the Provincial Directors of Education and District/Municipal Education Officers.

The new TSC Policy (2006) on decentralization of teacher placement is being implemented by Boards of Management with the final appointment of teachers by the TSC using the provided guidelines. TSC provided more guidelines for selection panels for post primary institutions (Revised November 2011) (TSC Circular No. 22/2011) and a Selection Score Guide for Secondary School Teachers. Oduor (2014) quoted the TSC Secretary as providing even more strict rules to govern the restructuring of teacher placement process.

In view of the provided guidelines and the

expected outcomes by TSC, this study conducted a comparative study of the implementation of TSC Policy of the restructuring of teacher placement and its effects in Nakuru County, Kenya

Research Question

To address the above mentioned problem, this study sought to answer the following question:

Is there a significant difference in (1) the implementation of the TSC policy of restructuring teacher placement and (2) the effects of restructuring on (i) teacher distribution and (ii) gender distribution in public secondary schools grouped according to:
(a) Student composition (Girls', Boys' and Mixed)?
(b) Category of schools (National, Extra-County and District)?

Hypotheses

This study tested the following null hypotheses to address the above mentioned research question:

Ho1: There is no significant difference in the implementation of the TSC policy of the restructuring of teacher placement in public secondary schools grouped according to:

(a) Student composition (Girls', Boys' and Mixed).
(b) Category of schools (National, Extra-County and District).

Ho2i: There is no significant difference in the effects of the restructuring on teacher distribution in public secondary schools grouped according to:

(a) Student composition (Girls', Boys', Mixed).
(b) Category of schools (National, Extra-Coun ty, District).

Ho2ii: There is no significant difference in the effects of the restructuring on gender distribution in public secondary schools grouped according to:

(a) Student composition (Girls', Boys', Mixed).
(b) Category of schools (National, Extra-Coun ty, District).

Theoretical Framework

This study was informed by the Theory of Change (TOC) which provides a comprehensive picture of the early-and intermediate-term changes in a given community that are needed to reach a long-term goal articulated by the community. This study was further guided by the Discrepancy Evaluation Model (DEM) which looks for gaps between what the developers of a program intended and what has actually happened. This study sought to compare the implementation of TSC Policy of the restructuring of teacher placement and its effects in public secondary schools in terms of teacher distribution and gender distribution. Both TOC and DEM offered a pragmatic and systematic approach in conducting this study.

Scope

This study conducted a comparative study of the implementation of TSC Policy of the restructuring of teacher placement and its effects on teacher distribution and gender distribution in public secondary schools in Nakuru County of the Republic of Kenya during the period 2001-2014. All Board of Management (BOM) placed teachers, who were finally appointed by the Teachers Service Commission (TSC), were sampled for this study.

Research Design

This study used concurrent mixed methods research design so as to reduce biases or deficiencies caused by using only one design. According to Creswell (2009), concurrent mixed methods procedures are those in which the researcher simultaneously collects quantitative and qualitative data in order to provide a comprehensive analysis of the research problem.

Population and Sampling Techniques

Purposive sampling technique was used to sample Nakuru to represent the 47 counties of Kenya because Nakuru is a cosmopolitan and multi-ethnic county. The diversity in ethnic backgrounds in Nakuru would provide rich and diverse experiences from respondents, which could lead to substantial amount of information related to the restructuring of teacher placement in public secondary schools. Secondly, minimal related studies have been conducted at the county.

Out of 256 public secondary schools in Nakuru County, only 219 were well established and had Kenya National Examination Council (KNEC) code numbers. However, the other thirty seven schools which were not coded and were labeled 'New' were excluded from

the population. The total number of the sampled public secondary schools in Nakuru County for this study was thirty seven (4 National, 12 Extra-County, and 21 Sub-County schools or 13 girls', 10 boys', and 14 mixed schools).

Demographic Data of Respondents

The 146 teachers who participated in this study were more or less balanced with respect to gender: males- 74 (50.7%) and females- 72 (49.3%), suggesting that the findings of this study were largely reflective of the teachers' experiences, both male and female.

Most of the teachers' highest academic qualifications were as follows: Bachelor of Education- 119 (81.5%), Master of Education-12 (8.2%), and Diploma in Education-7 (4.8%), which suggests that public secondary school teachers in Kenya are trained and highly qualified professionals. A 94.8% response rate was realized which is quite high. According to Cohen, Manion, and Morrison (2009), self-administered questionnaires in the presence of the researcher ensure a good response rate.

Research Instruments

This study employed the use of the researcher's self-constructed questionnaire for collecting data of all sampled teachers who were hired from 2001, when the TSC policy of the restructuring of teacher placement was launched, up to 2014. The questionnaire had both closed and open ended questions on the experiences of teachers on implementation of service delivery and effects of the restructuring on teacher distribution and gender distribution.

Validity and Reliability of the Research Instruments

The researcher established both face and content validity of the questionnaire. A pilot study was done to establishe the reliability coefficient of the questionnaire and a Cronbach's alpha of 0.774 was obtained.

Statistical Treatment of Data

This study's research question was analyzed by the use of descriptive statistics, Analysis of Variance (ANOVA), and Kruskal-Wallis Test. According to Cohen et al. (2009), ANOVA is used to compare the means of two or more samples and to determine whether the means are statistically significantly different. Kruskal-Wallis Test is used for three or more independent samples to ascertain whether or not there is a statistically significant difference in the means of groups overall for population that may not be normally distributed (Cohen et al., 2009).

Literature Review

Implementation of the TSC Policy of the Restructuring of Teacher Placement

The new TSC policy (2006) of the restructuring of teacher placement has provided guidelines for use in public secondary schools. The guidelines which should be revised annually before every recruitment exercise contain selection procedures, information on identification of candidates, documents to be submitted to the TSC, composition of the selection panel, the selection score guide, procedures of releasing results to the applicants, and procedures of lodging complaints. There is evidence of an all-inclusive, collegial and participatory decision making team in the composition of the selection panel. According to Johnson (2013), we can develop better, more practical, more long-lasting education reform if we widen the circle of operation to include teachers, parents, and community members.

Cunningham and Cordeiro (2009) posit that excellence must be a goal for teacher placement. TSC announces and advertises the vacancies and also uses an interviewer rating form so that information on all candidates is similarly recorded for easier comparison. Fisher and Titus (2014) reiterate that well-crafted policies attempt to erect boundaries, provide structure, and foster a sense of responsibility.

Norton (2008) postulates that an effective recruitment process necessitates the important steps of determination of recruiting activities, processing of applications, evaluating applications for the recruitment pool, and evaluating recruitment results through accountability measures. The selection process involves interviewing the shortlisted applicants and necessitates the hiring of individuals with those qualities needed for achieving the organizational purposes.

Effects of the Restructuring on Teacher Distribution

(i) Positive Effects

According to Wadesango, Machingambo, Mutekwe, Ndofirepi, and Maphosa (2012), the policy of decentralization in Zimbabwe was meant to improve the delivery of services to the nation and ensuring equitable distribution of resources, particularly teachers. Aloo, Simatwa, and Nyangori (2011) found out that the school-based teacher placement policy had shown improvement in teacher distribution across schools. Sang and Sang (2011) also found a marked improvement in the allocation of teachers across schools.

According to Makori and Onderi (2013), restructuring teacher placement policy was not only intended to improve efficiency in teacher placement practices in public secondary schools in Kenya but was also intended to enhance equity in teacher distribution. Wadesango et al. (2012) argue that if teacher recruitment exercise was effectively implemented, it would lead to an even distribution of teachers. The opposite occurs when placement of teachers is not effectively implemented.

(ii) Negative effects

National High School Center (2010) found out that rural schools experience difficulty in teacher recruitment because they are far from populated areas and suffer geographic isolation.

Shoraku (2008) also found out that school-based management reforms, which were introduced in the East Asian countries with intentions to reduce inequalities between urban and rural areas within a country and/or between schools, were actually widening the gap between the schools in different areas.

According to Gamage and Zajda (2009), cultural reproduction of inequality in education, especially in teacher distribution, has increased between poorer states (municipalities) and richer ones despite the many educational reforms. Aloo et al. (2011) also found out that urban schools were favored over the rural schools because teachers want to be placed in work stations with better infrastructure and to be in performing schools rather than non-performing ones.

Wadesango et al. (2012) found out that some schools fail to attract competent, experienced and highly qualified teachers due to reasons such as proximity of school and geographical location of the school. Makori and Onderi (2013) also found a disparity in distribution of teachers with double recruitment of teachers in some schools leading to surplus while others experienced acute shortages.

Effects of the Restructuring on Gender Distribution

A study conducted by Sang (2005) showed that there was gender bias in restructuring teacher placement. Mulkeen, Chapman, Dejaeghere, and Leu (2007) similarly found out that there were few female teachers in many secondary education systems in Sub-Saharan Africa and yet female teachers are critical to the expansion and improvement of secondary education systems.

Section 5 (3) of the Republic of Kenya (2007), also called The Employment Act, stipulates that no employer shall discriminate against an employee or prospective employee in respect of recruitment on grounds of sex. In fact, the Republic of Kenya (2010), in the new Constitution, is categorical that there should be no discrimination in employment along gender lines. The social pillar of Kenya Vision 2030 further provides for gender balancing in all the activities and programs of the country so as to improve the quality of life for all Kenyans. Section 57 (2) of the Republic of Kenya (2013), commonly referred to as The Basic Education Act states, "In appointing persons as members of a board of management, the nominating and appointing authority shall observe and respect…impartiality and gender equity". If the membership of Boards of Management should adhere to the two thirds gender rule, how much more gender distribution in the teacher workforce in public secondary schools!

According to the World Bank Group (2014), female secondary school teachers had fewer percentage representations than their male counterparts in selected African countries during the period 2009-2013.

Findings of the Study

This study used the following scale with the provided interpretation/Evaluation of the mean score used: 3.5-4.0 (Agree/very high); 2.59-3.49 (Tend to Agree/high); 1.5-2.49 (Tend to Disagree/low); and 1.0-1.49 (Disagree/very low).

Implementation of TSC Policy of the Restructuring of Teacher Placement

Table 1 shows the following findings:

- Interviewees received invitation in good time;
- There was equal treatment of all applicants; the selection process was handled with professionalism;
- The selection process had no irregularities;

- The selection results were declared publicly on the date of the exercise;
- There were no politicians in the selection panels;
- Some interviewee concerns/complaints were attended to immediately;
- Some selection panels had no women representatives;
- There was delay in time in posting the selected teachers.

These findings imply that there is efficiency in service delivery in the restructured teacher placement in public secondary schools.

Table 1

Implementation of Service Delivery

Descriptive Statistics

		N	Mean	Std. Deviation
1.	I received the interview invitation in good time	143	3.64	.84
2.	There was equal treatment of all applicants.	143	3.75	.76
3.	The selection process was handled with professionalism.	143	3.77	.59
4.	*The selection process had irregularities.	143	1.38	.90
5.	The selection results were declared publicly on the date of the exercise.	143	3.86	.55
6.	There were women representatives in the selection panel.	142	3.47	1.06
7.	*There were politicians in the selection panel.	143	1.20	.56
8.	Interviewee concerns/complaints were attended to immediately.	133	3.48	.91
9.	TSC posted the selected candidates without delay.	142	2.59	1.32
Valid N Overall Mean and Scores		143	3.56	.42

Effects of the Restructuring of Teacher Placement in Public Secondary Schools on Teacher Distribution

Table 2

Teacher Distribution

Descriptive Statistics

	N	Mean	Std. Deviation
1. The school-based teacher placement policy ensures equity in teacher distribution.	142	2.75	1.12
2. There are no surplus teachers in this school.	144	3.45	1.02
3. There is no teacher shortage in this school.	142	1.47	.87
4. There are no cases of double recruitment in this school.	141	3.33	1.18
Overall Mean and SD Scores	145	2.75	.56
Valid N (listwise)	134		

(i) **Positive effects:** There is equity in teacher distribution.

(ii) **Negative effects:** There is teacher shortage across schools and across subjects.

Effects of the Restructuring of Teacher Placement in Public Secondary Schools on Gender distribution

Table 3

Gender Distribution

Descriptive Statistics

	N	Mean	Std. Deviation
1. The recruitment process ensures that there is gender equity.	145	2.73	1.28
2. The selection process is based on qualifications regardless of gender.	145	3.74	.69
3. *Female applicants do experience gender bias during the teacher placement process.	145	1.50	.98
4. *If both male and female applicants qualify, the males are more preferred.	145	1.57	.98
Overall Mean and SD Score	145	3.35	.61

(i) Positive effects:

- The selection process is based on qualifications regardless of gender.
- The selection process is not gender biased.

(ii) Negative effects: The recruitment process does not ensure gender equity.

The findings on effects of the restructuring of teacher placement on teacher and gender distribution have the following implications:

- TSC ensures that there is efficiency in service delivery.
- TSC does not conduct thorough audit of all secondary schools Data Returns Forms regularly so as to provide the required teachers to all needy schools.
- TSC does not post the selected teachers to their work stations promptly.
- Kenyan universities offering teacher education programs are not effectively liaising with secondary schools so as to resolve the problem of teacher shortages.
- TSC does not ensure equity in gender distribu tion across schools.
- Kenyan universities offering teacher education programs do not sensitize more female students to join.
- The Careers departments of secondary schools do not sensitize female community students to take secondary teacher education so as to have enough of them teach as required.
- The government of the Republic of Kenya does not prioritize budgetary allocation for hiring additional teachers.

Comparison of Responses

Table 4a

Implementation of TSC policy (Comparison by Student Composition)

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Girls' school	50	3.48	.42	.05944	3.3623	3.6012
Boys' school	55	3.64	.34	.04623	3.5518	3.7371
Mixed school	38	3.53	.50	.08172	3.3604	3.6915
Total	143	3.56	.42	.03518	3.4865	3.6256

Table 4b

Service Delivery

ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.741	2	.37	2.125	.123
Within Groups	24.392	140	.17		
Total	25.132	142			

Table 5a

I*mplementation of TSC policy (Comparison by Category of School)*

Kruskal-Wallis Test

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
National school	20	3.75	.26696	.05970	3.62	3.87
Extra-county school	60	3.53	.41021	.05296	3.42	3.64
District school	63	3.52	.45763	.05766	3.40	3.64
Overall Mean Score and SD	143	3.56	.42070	.03518	3.49	3.63

Table 5b

Service Delivery

Test Statistics[a,b]

Chi-Square	5.545
Df	2
Asymp. Sig.	.062

a. Kruskal Wallis Test

b. Grouping Variable: Category of school

Findings on comparison of implementation of TSC policy are as follows:

1. Table 4b shows that there is no statistically significant difference in implementation of TSC policy of the restructuring of teacher placement guidelines in public secondary schools when grouped according to student composition because sig. (0.12) is greater than alpha (0.05).
2. Table 5b shows that there is no statistically significant difference in implementation of TSC policy of the restructuring of teacher placement guidelines in public secondary schools when grouped according to category of schools because sig. (0.62) is greater than alpha (0.05).

Table 6

Effects of Restructuring on Teacher Distribution (Comparison by Student Composition)

ANOVA

Teacher Distribution

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.014	2	.007	.022	.978
Within Groups	45.630	142	.321		
Total	45.645	144			

Table 7a

Effects of Restructuring on Teacher Distribution (Comparison by Category of School)

Kruskal-Wallis Test

Ranks

	Category of school	N	Mean Rank
Teacher Distribution	National school	20	84.40
	Extra-county school	62	70.85
	District school	63	71.50
	Total	145	

Table 7b

Teacher Distribution

Test Statistics[a,b]

Chi-Square	1.755
Df	2
Asymp. Sig.	.416

a. Kruskal Wallis Test
b. Grouping Variable: Category of school

Findings on comparison of the effects on teacher distribution are as follows:

1. Table 6 shows that there is no statistically significant difference in the effects of the re structuring of teacher placement on teacher distribution in public secondary schools when grouped according to student composition because sig. (0.98) is greater than alpha (0.05).
2. Table 7b shows that there is no statistically significant difference in the effects of the restructuring of teacher placement on teacher distribution in public secondary schools when grouped according to category of school because sig. (0.42) is greater than alpha (0.05).

Table 8

Effects of Restructuring on Gender Distribution (Comparison by Student Composition)

ANOVA

Gender Distribution

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.334	2	.167	.449	.639
Within Groups	52.853	142	.372		
Total	53.187	144			

Table 9a

Effects of Restructuring on Gender Distribution (Comparison by Category of School)

Kruskal-Wallis Test

Ranks

	Category of school	N	Mean Rank
Gender Distribution	National school	20	89.33
	Extra-county school	62	68.45
	District school	63	72.29
	Total	145	

Table 9b

Gender Distribution

Test Statistics[a,b]

Chi-Square	3.911
Df	2
Asymp. Sig.	.141

a. Kruskal Wallis Test
b. Grouping Variable: Category of school

Findings on the comparison of the effects on gender distribution are as follows:

1. Table 8 shows that there is no statistically significant difference in the effects of restruc turing teacher placement on gender distribution in public secondary schools grouped according to student composition because sig. (0.64) is greater than alpha (0.05)
2. Table 9b shows that there is no statistically significant difference in the effects of restruc turing teacher placement on gender distribution in public secondary schools grouped according to category of school because sig. (0.14) is greater than alpha (0.05).

Discussion

Implementation of the TSC Policy of the Restructuring of Teacher Placement

The variables which had the highest means: the selection results were declared publicly on the date of the exercise (M=3.86) and the selection process was handled with professionalism (M=3.77) also had small standard deviations (SD=0.55) and (SD=0.59) respectively indicating homogeneity of variances. This indication of very minimal digression from very high mean(s) suggest sufficiency in service delivery in the restructuring of teacher placement in public secondary schools.

The biggest standard deviations were on the variables: there were women representatives on the selection panels (M=3.47; SD=1.06) and TSC posted the selected candidates without delay (M=2.59; SD=1.32). The findings on these two variables indicate that the variances were not homogenous. There is a possibility that some selection panels had no women representatives which is against the one-thirds gender rule in the Constitution of the Republic of Kenya (2010). There is also a high probability that the TSC did not post most selected candidates promptly. In response to the open-ended question, there was unanimity among teachers that TSC should avoid long delays between selection and appointment of teachers as this would enhance efficiency in service delivery. The aim of restructuring teacher placement in Kenyan public secondary schools was to improve efficiency in service delivery (Sang & Sang, 2011 and Aloo et al., 2012).

Although teachers indicated that there were no politicians in the selection panels (M=1.20) with a low standard deviation (SD=0.56) suggesting homogeneity in variances, there was majority response among principals that political interference was a major challenge undermining efficiency in service delivery in restructuring teacher placement policy guidelines in public secondary schools in Kenya. It is possible that even though politicians were not on the selection panels as indicated by the teachers, they still interfered with the process outside of the panel setting. Most teachers may not have been in a privileged position to have this information. Gathiira (2011), unpublished study, found out that there was interference from politicians during restructuring teacher placement process.

Effects of the Restructuring on Teacher Distribution

Although teachers tended to agree that there is equity in teacher distribution (M=2.75; SD=1.12), suggesting that there was equitable teacher distribution across schools, the big standard deviation indicates that several respondents experienced cases of disparity in teacher distribution in public secondary schools. Although the respondents rated highly the variable that there were no surplus teachers in the schools (M=3.45; SD=1.02), the big standard deviation indicates a lack of homogeneity of responses. This tends to suggest that there might be cases of overstaffed public secondary schools which beat the purpose of the restructuring of teacher placement in Kenya, which emphasizes equity.

Although there was a high rating for the variable: there are no cases of double recruitment in this school (M=3.33; SD=1.18), the standard deviation shows a lack of homogeneity in responses. It appears that there were some known cases of double recruitment in the schools. This is a negative effect of the restructuring of teacher placement in public secondary schools in Kenya.

The overall high rating (M=2.75; SD=0.56) on teacher distribution is an indication that there is equity in teacher distribution in public secondary schools in Nakuru County. Both Aloo et al. (2011) and Sang and Sang (2011) also found a marked improvement in the allocation of teachers across schools due to restructuring teacher placement. Wadesango et al (2012) argues that if teacher recruitment exercise was effectively implemented, it would lead to an even distribution of teachers. However, Lugalia (2012) found a disparity in distribution of subject teachers with some being

evenly distributed and others being unevenly distributed in Bungoma County.

The teachers disagreed, with a very low rating and a relatively small standard deviation (M=1.47; SD= 0.87), that there was no teacher shortage in the schools, which indicates homogeneity of variances. This finding tends to suggest that there were teacher shortages in the public secondary schools. Moreover, respondents indicated in large numbers that TSC should conduct a thorough audit of all Secondary Schools Returns Data Forms so as to provide teachers to needy schools regularly. It is apparent that respondents were well aware of teacher shortages in the schools, which is a negative effect on the restructuring of teacher placement. However, teacher shortage is not restricted to Kenya alone. There is global teacher shortage with Sub-Saharan Africa and Arab States being worst hit (Development Data, 2011; UNESCO, 2014). UNESCO (2015) attributes global teacher shortage to the Education for All programs which have led to soaring student enrolments.

Effects of the Restructuring on Gender Distribution

The restructuring of teacher placement policy is based on qualifications regardless of gender (M=3.74). The relatively small standard deviation (SD=0.69) is an indication of homogeneity of responses, which suggests that gender is not a consideration in the restructuring of teacher placement in public secondary schools in Kenya. There is a high rating (M=2.73) that the recruitment process ensures gender equity. However, the standard deviation is big (SD=1.28) indicating a lack of homogeneity in responses, which tends to suggest that gender parity is not an agenda of restructuring teacher placement in public secondary schools because TSC has not considered the gender in the recruitment score guide.

The respondents tended to disagree with low ratings (M=1.57; SD=0.98) and slightly big standard deviation that if both male and female applicants qualify, the males were more preferred and that female applicants did experience gender bias during the teacher placement process (M=1.50; SD=0.98). These findings are an indication that the restructuring of teacher placement is not gender biased, which is different from Sang's (2005) study which found out that gender bias existed in the restructuring of teacher placement in public secondary schools in Uasin Gishu District, Kenya. The overall mean (M=3.35; SD=0.61) is a high rating with a small standard deviation showing homogeneity of responses that gender distribution has improved since Sang's (2005) study because there is no gender bias.

Conclusions

(a) Public secondary schools grouped according to student composition and category of schools had fully implemented the TSC policy of the restructuring of teacher placement. Therefore, there is efficiency in service delivery across schools.

(b) Public secondary schools grouped according to student composition and category of schools highly rated effects of the restructuring of teacher placement on teacher distribution meaning that there is equity in teacher distribution across schools. However, there are teacher shortages across board.

(c) Public secondary schools grouped according to student composition and category of schools highly rated effects of restructuring teacher placement on gender distribution meaning that gender was not a consideration of the TSC Policy of the restructuring of teacher placement. However, there is no gender bias across schools.

Recommendations

(a) Uphold efficiency in implementation of service delivery.

(b) Conduct thorough audit of all Secondary Schools Data Returns Forms so as to provide teachers to all needy schools regularly.

(c) Post the selected teachers to their work stations without unnecessary delay.

(d) Develop collegial and collaborative partner ships between Kenyan universities and second ary schools.

(e) Prepare sufficient numbers of students for secondary teacher education.

(f) Sensitize more female students to opt for secondary teacher education.

(g) Ensure equity in gender distribution across schools for mentoring purposes.

(h) Prioritize budgetary allocation for hiring additional teachers.

Acknowledgements

I recognize and sincerely thank Prof. Elizabeth Role and Prof. Yona Balyage for their valuable contributions to the success of this study as my Doctoral Thesis supervisors. I am indebted to the University of Eastern Africa, Baraton for the partial bursary and scholarship accorded me.

References

Aloo, J. O., Simatwa, E. M. W., & Nyangori, R. A. (2011). The impact of school-based teacher recruitment policy on the distribution and retention of teachers in public secondary schools in Kenya: A case study of Nyando district. *Educational Research, 2*(3), 1006-1020. Retrieved from http://www.interesjournals.org/ER

Cohen, L., Manion, L., & Morrison, K. (2009). *Research methods in education* (6th ed.). New York: Routledge.

Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Los Angeles, CA: Sage.

Cunningham, W. G., & Cordeiro, P. A. (2009). *Educational leadership: A bridge to improved practice* (4th ed.). New York, NY: Pearson Education Inc.

de Guzman, A. B. (2006). Reforms in Philippine basic education viewed from key elements of successful school-based management (SBM) schools. *Educational Research for Policy and Practice, 5*, 55-71. Retrieved from www.springerlink

Development Data. (2011). *Global teacher shortage threatens progress on education.* Retrieved from www.theguardian.com/global- development/datablog/2011/oct/07/un-estimate-teachers-shortage-worlwide.

Fisher, J. B., & Titus, O. (2014).Creating effective substance-use policies for Seventh-day-Adventist campuses. *The Journal of Adventist Education, 76*(2), 4-10.

Gamage, D. R., & Zajda, J. (2009). Decentralization and school-based governance: A comparative study of self-governing school models. Global ization, *Comparative Education and Policy Research, 8*, 3-22. Retrieved from www.springer.com

Gathiira, T. G. (2011). *Board of governors' effectiveness in teacher recruitment and selection in public secondary schools: A case of Murang'a North District, Kenya* (Unpublished master's thesis). Kenyatta University, Nairobi, Kenya. Retrieved from http://ir-library.ku.ac.ke/handle/123456789/1268

Johnson, J. (2013). The human factor. *Educational Leadership, 70*(7), 17-21.

Lugalia. R. M. (2012). *Effectiveness of decentralized teacher recruitment and placement in public secondary schools in Bungoma County.* (Unpublished master's thesis). Kenyatta University, Kenya. Retrieved from ir-library.ku.ac/handle/123456789/716

Makori, A., & Onderi, H. (2013).Challenges in achieving effective recruitment of secondary school teachers in Kenya. *International Journal of Advanced Research in Management and Social Sciences, 2*(3), 39-63. Retrieved from www.graph.co.uk

Mulkeen, A., Chapman, D. W., Dejaeghere, J. G., & Leu, E. (2007). Recruiting, retaining, and retraining secondary school teachers and principals in Sub-Saharan Africa. *World Bank Working Paper No. 99. Africa Human Development Series*. Washington D. C.: The World Bank. Retrieved from worldbank.org/INTAFRREGTOPSEIA/Resources/No.4Teachers.pdf

National High School Center. (2010). Rural schools and the challenge of teacher recruitment. *High School Matters Blog*. Retrieved from http://blog.better high schools.org/rural-schools-and-the-challenge-of teacher-recruitment

Norton, M. S. (2008). *Human resources administration for educational leaders*. Los Angeles, CA: Sage Publications, Inc.

Oduor, A. (2014, August 14). TSC sets tough rules for hiring 10,000 teachers. *The Standard Newspaper,* pp. 1, 6.

Republic of Kenya (2007). *The employment act.* Nairobi: Federation of Kenya Employers.

Republic of Kenya (2010). *Constitution of Kenya.* Retrieved from http://www.nation.co.ke/blob/view/-/913208/data/157983/-/published+draft.pdf

Republic of Kenya (2013). *The basic education act.* Nairobi: The Government Printer.

Sang, A. (2005). T*eacher recruitment in Kenya: A study of urban secondary schools in Uasin Gishu District* (Unpublished master's thesis). Moi University, Kenya.

Sang, J. K., & Sang, H. K. (2011). Decentralization of school management to boards of governors in secondary schools in Kenya: A case of Trans Nzoia County. *Journal of Humanities and Social Sciences, 3* (2).

Shoraku, A. (2008). *Educational movement toward school-based management in East Asia: Cambodia, Indonesia and Thailand*. Paper commissioned by the Education For all (EFA) Global Monitoring Report 2009, Over coming Inequality: Why Governance Matters, 1-35.Retrieved from http://unesdoc.unesco.org/images/0017/001787/178720e.pdf

Teachers Service Commission (TSC). (2006). *Policy on teacher recruitment and selection*. Retrieved from https://www.tsc.go.ke/index.php/our-services/staffing/recruitment

UNESCO (2014). *Global teacher shortage.* Retrieved from www.uis.unesco.org/Education/Pages/world-teachers-day-2013.aspx

UNESCO (2015). *Global teacher shortage*. Retrieved from www.unesco.org/new/en.education themes/leading-the international-agenda/education-for-all-/advocacy/global-actin-week/gaw-2013/gl

Wadesango, N., Machingambo, S., Mutekwe, E., Ndofirepi, A., & Maphosa, A. (2012). Impediments embedding decentralization of teachers' recruitment practices in Zimbabwe. *Anthropologist, 14*(6), 527-537. Retrieved from http://www.krepublishers.com/02-journals/T.Anth/Anth-14-0-00-12-web/Anth-14-6-000- 2012-Abst-PD-

World Bank Group. (2014). Retrieved from data.worldbank.org/indicator/SE.SEC.TCHR.FE.ZS