Full Length Research Paper

Major attributes of competence influencing teacher recruitment by board of management in Kisumu East Sub-County

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Abstract

Efficient employees are always an asset to the company, but at the same time, selecting the right candidate for the job can be a challenge. The purpose of the study was to determine the competence of the Board of Management (BOM) in recruitment of teachers in Public Secondary Schools in Kisumu East Sub-county. Specific objective of the study was to establish the major attributes of competence which influence teacher recruitment by BOM in Kisumu sub-county. The study was carried out in Kisumu East sub-county. Study population consisted of 11 secondary schools out of 36 public sec. schools in Kisumu East sub-county which employed teachers through board of management from the 2010-2012. The population for the study was 559 respondents. Stratified random sampling technique was used in getting the respondents for the study. 30% of the study population was selected at random from each stratum. Questionnaire and an interview schedule were used to collect data after testing them for reliability and validity. The collected data were edited, coded and then analyzed using descriptive type of statistics. The study finding indicated that the greatest attributes of competence influencing teacher recruitment were team work during the recruitment process. BOM members to be held accountable on whom the recruit, honesty and truthfulness by the BOM members during recruitment. It was also worth noting that majority of the people undertaking teacher recruitment exercise did not have any training on recruitment although they believe it had influence on their competence in recruitment. The study recommended that there was need to train all those involved in the recruitment exercise because this will improve their competence. The finding of this study will help the Ministry of Education to find the best criteria of appointing board of management members competent and capable of recruiting qualified teachers in their secondary schools.

Key words: Competence, Board of Management, Recruitment, Teachers, Secondary schools.

Introduction

Education is perceived as one of the principle motivating factors behind national economic development and it is one of the most effective way in which individual can ever hope to achieve better opportunities and a higher standard of living in Kenya (Benoit 2013). Hence, Kenya has invested heavily into its education system over the past twenty years.The cornerstone of teaching and learning experience at any stage of institutionalized education is based on qualified teachers and availability of those who manage the recruitment of teachers and thereafter retain them in the teaching force (Miller and Chait 2008).

Teachers' qualification and quality work is so critical to students' success in the school. High quality teachers can substantially lower the barriers to realizing academic success imposed by poverty (Miller and Chait 2008).

The greatest challenge confronting school boards is to ensure that every child has the opportunity to learn. Board of management must provide that opportunity while meeting the needs of the communities they serve and taking care not to micro-manage or to invade the appropriate realm of professional educators (Hess, 2002). A study by Jacob (2007) in the USA recommended that urban districts should streamline the administrative procedure associated with hiring so that they can improve

their ability to identify effective teachers from the pool of candidates and implement a more decentralized process would likely result in better matches between teachers and schools.

Different countries have different policies as far as recruitment of teachers is concerned. For example, in Britain, Secondary schools are governed by local authorities. Each publicly maintained school has a governing body whose members are appointed by local education authority. There is a statutory provision for the presentation of parents and teachers, parents and religious persons (Hess, 2002). Hess further states that each district employs its own teachers whom it pays, promotes and discipline. The schools board of governors is charged with governance and monitoring school policies.

In Nigeria, having observed that education was major driver of manpower development for national prosperity, the country embarked upon various refers that could put the nation on the right course. This led to the expansion of the roles of the school management team to become more accountable for their managerial duties (Nwangwa and Omotere 2013).

In Egypt, decentralized education system was used and the mechanism for selecting and recruiting teachers involved school management (AbDon 2012). There are public schools that are completely under the government authority and strictly follow the regulations of the Egyptian Ministry of Education. In addition, the ministry of Education in Egypt the country has sponsored the establishment of the professional academy of teachers whose main role was to foster a clear-cut strategy for the teachers' selection, recruitment and retention (AbDone 2012).

Ab Done (2012) assets that in South Africa, the Ministry of Education (MOE) devolved teacher's recruitment and deployment to school level. They were to work in close consultation with Provincial Department of Education (PDES) marginalized communities were also given voice in the running of education. They involved schools governing bodies (SGBS) in recruiting teachers. School governing bodies were formed, in which parents and teachers work as governors to run the school and are responsible for sourcing funds and learning materials. School governing bodies are free to use budget to acquire resources to purchase any materials they feel would improve the quality of education, including recruiting teachers.

In Kenya, the government has accurately departed from the supply-based recruitment policy. In retrospect, since the establishment of the teachers service commission (TSC) in 1967, recruitment of teachers in the public schools was based on a centralized and supply based policy. The Kenyan government then initiated some education reform measures and decided later that the TSC should target the dissemination of recruit authority to the levels of schools and districts.

The recruitment of teachers in post primary schools in Kenya is regulated by a set of guidelines as stated in TSC policy on teacher's recruitment and selection of 2006. The government of Kenya has also issued scoring guide for the interview of the applicants to ensure transparency and fairness of selection process. The scores obtained according to guideline, along the professional certificates are considered the selection criteria. Despite the positive outcomes of the school based teacher recruitment in respect of equitable of distribution and retention of qualified teachers, has been encountering several challenges. Potential challenges include biases like tribalism and nepotism where sometimes the board of management (BOM) ignores qualified candidates.

As Kipsoi and Antony (2008) observed, these challenges include schools in certain districts refusing to shortlist qualified candidates who pose a threat to their "identified" candidates, while other schools keep their interview dates a secret so as to achieve their sinister motives. Worse still, other schools recruit other candidates who do not meet the qualifications so long as they have a degree certificate with no relevant teaching subjects on their transcripts (Kipsoi and Antony, 2008).

Statement of the problem

Efficient employees are always an asset to the company but at the same time, selecting the right candidate for the job can be a challenge (Bloomer 1991). In the past, recruitment and promotion of the teacher was handled in Kenya centrally by Teachers Service Commission. However, after decentralization of teachers' management in public secondary schools, the functions of recruitment of teachers were delegated to board of management according to the Teachers Service Commission Act 2012 (TSC, 2013). The delegation was meant to empower the local community in the management and improvement of the education institution by filling the vacant position with the best qualifying candidates. However, teacher recruitment has remained subjective hence unqualified teachers are employed (Otieno, 2007), cited in Ahmad 20016). What could be the problem? This was the reason why this research intended to determine the competence of the BOM in teacher recruitment in public secondary schools in Kisumu East Sub-county.

The purpose and objective of the study

The purpose of the study was to determine the competence of the board of management in recruitment of teachers in public secondary schools in Kisumu East sub-county and the objective of the study was to establish the major attributes of competence which influence teacher recruitment by BOM in Kisumu East Sub-county. The study was guided on research question about what major attributes of competence influencing teacher recruitment by BOM in Kisumu East Sub-county.

Significance of the Study

The findings of the study might help the Ministry of Education (MOE) to come up with the best criteria of appointing the Board of Management members who can efficiently and competently recruit qualified teachers in their secondary schools. The finding might also form a foundation as a bench mark for supporting related research by other researchers in future policy makers as a

reference on the functions of the BOM of teacher recruitment process.

Scope and limitation of the study

The study was focused on public secondary schools in Kisumu East sub-county and was only concerned with competence of the Board of Management in their recruitment of teachers. With regards to limitation, some teachers were reluctant to disclose vital information for fear of being victimized by the head teachers whom they consider punitive. For this reason therefore, the identity of respondents was conceded using pseudonyms. Additionally all the responses were treated with utmost confidentiality and information obtained only used for the purpose of research

Literature Review

The most important part of this research was to find out major attributes of competency that influence teacher recruitment by Board of management in Kisumu East Sub-County. To do this, it was necessary to review the most current literature and get new ideas/information for head teachers.

Halim, Senin and Manaf (2009) carried out a study on the impact of competencies for Malaysian School Leaders and found out that the overall level of management competency mastery of the head teacher and principal were moderate. A survey by Pofgieter, Basson and Coetzee (2011) on schools head of department in South Africa identified leadership, financial management and project management to be the most important higher-order dimensions of competence required to function effectively within their roles. Moswela (2007) observed that the decision taken by the Government to terminate its co-management of schools with the Board of management and project management to be the most important higher-order dimensions of competence required functioning effectively within their roles. Moswela (2007) observed that the decision taken by the government to terminate its co-management of schools with the board of management due to their incompetence resulted in the potential to demotivate community participation in education at both the local and national levels. Kipsoi and Antony (2009) studies found out that school board members' knowledge base on educational matters is wanting and that the general management of secondary schools is weak due to lack of management capabilities of the school boards. Kindiki (2009) noted that in many schools BoM members were incompetence in school management because majority of them have low level of education and lacked the necessary skills and experience in education and therefore were compromising their services to the schools. Sand and Sang (2011) also found that lack of managerial competency in schools contributed heavily to poor management of schools in Trans Nzoia County. Sifuna (2012) pointed out that in order to address the many challenges being faced by education sector in Kenya and other African countries, innovated organizational and leadership approaches are required which have to tap into the individual and collective stakeholder creativities and competencies in pursuit of core university functions. Increased democratization and participatory decision-making, based on mutual gains among the university system components, will need to be researched and utilized.

Besides, he observed that the power to make decisions should be devolved to operational units such as departments. Sveiby 2001 and Hess (2008) identified the major attribute of competences as level of education, accountability by influence, team work and cooperation, communication, experience/seniority, judgment, decision making and flexibility.

Level of Education

A study by Allen (2005) in the USA found that teacher preparation programs need to recruit the most promising teachers they can and build the capacity of their recruits through solid teacher education. Likewise, once teachers are in the classroom, states and districts must continue to enhance their skills and knowledge through high-quality professional development. The level of education of professionals affects the assessment of the quality of their competence and thus the knowledge company's ability to achieve future success (Sveiby, 2001). This claim is supported by Ed con (2008) who noted that participation is continuing education among nurses proved to be the most widely accepted method of measuring clinical competence. A study by UNESCO (2005) found out that the level of education greatly influenced school principals' ability to offer proper management in schools in Australia. In Malaysia, a research by Ferggurson and Ladd (1990) cited in Ahmed (2006) noted that teachers qualifications, that is, knowledge and education account for a larger share of the Variance in students achievement than any other single factor. However, Miller and Chait (2008) dismisses the claim by stating that a state-issued licence to teach, commonly called a certificate was a weak indicator of teacher quality.

In Botswana, a study by Moswela (2007) found that the inclusion of many of them in the board was not necessarily guided by their level of education. Rather, their political or social status in the community, particularly in the rural areas where the majority of the schools were, was the main guiding criteria in their selection. The study further noted that although BoM lacked expertise that spring from their limited level of education, at least at the political level they were not ignorant and could have contributed to the decision making. Ogembo (2005) found out that majority of the head teachers took up management position without formal training in leadership. Chrongis (2013) stressed on this view by stating that there was need for education managers and leaders to enroll for the strategic leadership and senior management programme.

Experience / Seniority

Another major attribute of competence is seniority. Where it is defined as the number of years an individual has been employed in the same organization (Sveiby, 2001). Seniority brings on board a vast amount of experience to

an individual as far as experience of the work is concerned. The seniority of professionals can be used as an indicator of stability of competence. If computed for the category of administrators it can also be used as an indicator of the stability of the internal structure (Sveiby, 2001).

Generic Competence

Generic competence is another important attribute of competence. Generic competence also refers to other general skills, such as team work skills and communication. Learning these skills is often integrated in the instructional design, like working in teams to solve domain – related problems, giving presentations, or in the educational philosophy as a whole, such as in problem based learning (Semeijn et al 2006).

Team work

Another major attribute of competence is teamwork and co-operation. To co-operate with others to accomplish common goal, working with employees within and across the department to achieve shared goals; treating others with dignity and respect, maintaining a friendly demeanor and valuing the contributions of others (SPA 2008). In this case, a leader needs to develop and sustain a sense of common purpose and mutual support and responsibility.

Judgement and Decision making

This is another important attribute of competence that must be examined. This involves analysis of problems by evaluating available information and resources; develop effective viable solution to problems which can help drive the effectiveness of the department and/or state of Georgia (SPA, 2008). Hess (2006) points out that in the USA, Boards in large districts are more likely than those in smaller districts to attempt to engage the community in decisions. The greatest difference is the controversial are of schools closings where more than 50 per cent of large districts seek community input but fewer than 20 per cent of smaller district do not do so.

The study noted the fact that large districts have more options when it comes to handling school closings and they are more likely to face ethnic and neighbourhood tensions. Van Wyk (2007) argues that changing where and how decisions are made does not guarantee that better or more efficient or more effective school practices will result. In a nutshell, the mandate of school BOM is to delegate management of schools more so decision – making authority from Ministry and district offices to individual school (Sang and Sang, 2011).

The core competence of BOM is decentralization of administration, participation by staff, parents and the community in the school set-up. To alleviate the problem of judgement and decision and decision making, Pushpanadham (2006) study observed that India devised the School Based Management (SBM) to improve the quality of education by relocation significant decision making authority from the central government and district education offices to individual schools. This model augurs well for the administration, participation by staff, parents and the community in the school. Hence, delegation of power and authority is considered to be a significant factor in BOM that leads to commitment, trust and a sense of ownership (Sang and Sang, 2011).

Communication

The next major attributes of competence is communication. Leaders make full use of the power of language to communicate a shared identity and give life to visions. There is need to be creative about how to communicate; respectfully, listens to others to gain a full understanding of issues; comprehends written material; presents information in a clear and concise manner orally and in writing to ensure others understand ideas; appropriately adapts the message, style and tone to accommodate a variety of audiences (SPA, 2008).

Flexibility

Leaders should adapt to change in different ways of doing things quickly and positively; does not shy away from addressing setbacks or ambiguity; deals effectively with a variety of people and situations; appropriately adapts one's thinking or approach as the situation change (SPA, 2008). Lastly

Influence

The last attribute is concerned with influence. This requires the leader to effectively represent the position on issues to gain support and buy in from others; generates multiple alternatives to a problem to meet the needs of other stakeholders; works to achieve win-win outcomes that others can accept; appropriately utilizes settlement strategies, such as compromise (SPA, 2008). Influence is exhibited from a number of perspectives during the recruitment process. These include politicians, the head teacher, board members, the community or any other party who may be having someone in mind.

From the above major attributes, it is evident that the research finding on major attributes revealed competence that was to be demonstrated by BOM in Kisumu East Sub-county.

Methodology

Research Design

The study used a descriptive survey design, Key (1997) stated that descriptive research is used to obtain information concerning the phenomena; to describe "what exists" with respect to variables or conditions in a situation. According to Kothari (2004) descriptive survey is concerned with the description of states of affairs as it exists at present and it is usually used to generate detailed information regarding the key aspect in order to develop profile of those aspects. This research design deemed appropriate because it assisted the researcher to present the state of teacher recruitment as it existed in various secondary schools.

Study location

The study was carried out in Kisumu East sub-county. Kisumu East sub-county is in Kisumu County in the Western part of Kenya. It is situated in the Winam Gulf and lies within longitude 33^0 20' E and latitude $0^0$20'S. It also boarders Nyando sub county to the North East. The main economic activity in this sub-county is subsistence farming in the rural areas where the majority of the population lives. Crop grown include maize beans, millet, rice, sugarcane and cassava. It also undertakes fishing from Lake Victoria as another main economic activity. Kisumu city which is the provincial headquarters of Nyanza province is also within sub-county. The general economic activities in Kisumu town greatly influence the lives of people of Kisumu sub-county. The sub-county has fair distribution of social amenities such as dispensaries, hospitals, water, electricity, churches and rural access roads. The sub-county has 36 public secondary schools. Each of the schools has been in existence for more than five years.

Study population

The study sought to gather information from all the 468 BoM, 36 head teachers and 497 teachers of all the 36 public secondary schools in Kisumu East Sub-county. The study also included 23 Ministry of Education officials (MoE) in the county. Ogula (2005) defines population as the entire group of people of interest from whom the researcher needs to obtain information population refers to all people who possess the characteristics of interest.

Sample and Sampling Techniques

Stratified random sampling technique was used in getting the respondents for the study. The target population was stratified into BOM, headteachers, teachers and MOE officials. Then 30% of the study population was selected at random from each stratum. Muthesa (1990) recommends that 30% of the population is sufficient to form as sample for a study. The study used the 36 public secondary schools in Kisumu East Sub-county. One school was used as piloting, the board of management chairman, head teacher, recruited teacher and one MOE official. Table 1 shows the sample size

Table 1: Population and sample size

Category	Total Population	Sample	Percentage
Head	36	11	30.6
BOM	468	140	30.0
Teachers	497	149	30.0
MOE officials	23	7	30.0
T o t a l	1,024	297	30.6

Research Instruments

To collect data for analysis, semi-structured questions and interview schedule were formulated to address the objectives under study. Four questionnaires were prepared, one for the teachers, one for MOE's officials and the other for the BOM and head teachers. An interview was conducted on the head teachers and Board of Management chairpersons.

Questionnaire

Questionnaires were used to obtain important information about the population (Mugenda and Mugenda 2003). Questionnaires were developed to address specific research objective of the study. The study used four different sets of questionnaires, for the head teachers, BOM chairpersons, teachers and Management Board of Education officials. The questionnaires were divided into two sections A and B. Section A sought background information of the participants and section B sought information on the competency of the Board of Management in the process of teachers recruitment in Kisumu East Sub-county. Questionnaires were both open and closed.

Interview Schedule

Interview schedule made it possible to obtain data required to meet the objectives of the study (Orodho, 2004). This entailed the researcher meeting face to face with head teachers and board chair persons in the target groups. It involved direct discussions too.

Data Collection Procedures

The researchers visited the sample schools and administered research instruments, explaining to respondents how to fill the questionnaires and conducted face to face interviews. The participants were assured of confidentiality on their responses.

Data Analysis

Data was analyzed qualitatively and quantitatively (Orodho, 2005)). Quantitative data from interview were transcribed and analyzed using descriptive statistics like percentages and frequency counts. The collected data was coded, tabled and then analyzed using descriptive statistics. Descriptive statistics involved the calculation of percentages, weighted means and standard deviations. The findings were then presented in tables, frequencies

and percentages being guided by data analysis matrix table as presented in the following tables.

Respondents involved in recruitment exercise

The BOM respondents were required to indicate how many times they had been involved in teacher recruitment exercises. The response was as indicated in table 2

Table 2: Respondent's Involvement in Recruitment Exercise

Frequency	Number of Respondents	Percentage
Not at all	7	6.9
Once	13	12.7
Twice	27	26.5
Thrice	38	37.3
More than thrice	17	16.7
Total	101	100.0

As table 2 shows that most of Board of Management members 38 (37.3) had participated in recruitment of teachers but only (6.9%) of the respondents had never participated in a teacher recruitment exercise. The reason for this finding could be attributed to the fact that not all schools were allocated a vacancy for employment and also due to the fact that most of the BOM had not worked in their current stations for long.

Influences of competence on teacher recruit. The study sought to determine the extent to which various attributes of competence influence BOM's ability to undertake competent recruitment. Several attributes were provided on a five point likert scale and respondent were asked to rate them. The results were as shown in 3.

Table 3: Rating of attributes of competence influencing teacher recruitment by BOM

Attributes	Very high	High	Moderate	Low	Very low	Frequency	Total	%
Teamwork	139	39	73	-	-	251	1070	4.26
Accountable	143	58	24	15	11	251	1060	4.22
Honesty	107	61	75	7	1	251	1019	4.06
Education	81	77	93	0	0	251	992	3.05
Seniority	67	133	21	22	8	251	982	3.91
Experience	47	55	73	69	7	251	819	3.26
Influence	20	59	71	39	62	251	689	2.75

From the study, the greatest attributes of competence influencing teacher recruitment were having teamwork during the recruitment process. BOM members being held accountable on whom they recruit and honesty and truthfulness by the BOM members during recruitment. These attributes were rated 4.26, 4.22 and 4.06 respectively on a five point likert scale, implying that these factors influence teacher recruitment to a "high extent". However, the study noted that honesty and truthfulness by the BOM members during recruitment seniority of BOM and number of years as a BOM member, only influence teacher recruitment to a moderate extend. (Weights of 3.95, 3.91 and 3.26 on a five point likert scale). This means that, having teamwork during the recruitment

process, BOM members being held accountable on whom they recruit and honesty and truthfulness by the BOM members during recruitment are the major attributes that influence teacher recruitment.

Influence of academic level on competence of BOM

The study sought to establish one of the attributes which influences teacher recruitment and investigate the extent to which academic levels of BOM influences teacher recruitment. The statements were asked to show how much they agreed with them by ticking on the appropriate box. The results were as shown in table 4.

Table 4: Rating of influence of academic levels of BOM on teacher recruitment

Items BOM	Very high	High	Moderate	Low	Very low	Frequency	Total	%
BOM strictly follow the TSC guidelines in recruitment	131	91	14	12	3	251	1088	4.33
BOM practice honesty and truthfulness during recruitment	104	91	34	14	8	251	1022	4.07
BOM assume responsibility when recruiting incompetent teachers	83	75	33	31	27	249	903	3.63
BOM only recruits a teacher who can help improve school's performance	63	68	56	22	42	251	841	3.35

The findings in table 4 showed that, to a high extent, the BOM strictly followed the TSC guidelines when carrying all recruitment and also practice honesty and truthfulness whenever they are undertaking a recruitment exercise (weighted means of 4.33 and 4.07 respectively on a five point likert scale). However, the study noted that, to a "moderate extent" the BOM assume responsibility whenever they recruit an incompetent teacher (weight of 3.63) and also recruits a teacher who can help improve school's performance (weight of 3.35). These findings showed that the TSC guidelines were followed when carrying out recruitment. Besides, the interviews also practiced honesty and faithfulness when undertaking a recruitment exercise

Conclusion

From the above findings, it can be concluded that the greatest attributes of competence that influenced teacher recruitment was teamwork during the recruitment process. The study noted that BOM members were held accountable on whom they recruit and honesty and truthfulness by the BOM members during recruitment. These attributes influenced teacher recruitment to a higher extent. However, the study noted that, honesty and truthfulness by the BOM members during recruitment; seniority of BOM and number of years as a BOM member, only had moderate influence teacher recruitment, while BOM member's ease of being influenced by other members only influenced teacher recruitment to a low extent. It was worth noting that majority of the BOM members had no training on recruitment although they believed it had influence on their competence in recruitment. At the same time, BOM observed TSC guidelines when conducting recruitment. The study noted and recommended that, there was need to provide training

on recruitment to those involved in the recruitment exercise to help improve their competence.

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